**NATIONAL CENTRE
FOR PUBLIC ACCREDITATION**

## STANDARDS AND CRITERIA

OF PUBLIC ACCREDITATION FOR
HIGHER EDUCATION, SECONDARY VOCATIONAL EDUCATION,
POSTGRADUATE PROGRAMMES

PUBLIC ACCREDITATION

Yoshkar-Ola, 2024

# Contents

## STANDARDS AND CRITERIA OF PUBLIC ACCREDITATION FOR STUDY PROGRAMMES

### Standard 1. Policy (goals, development strategy) and quality assurance procedures of study programmes

Educational institutions should have a policy for quality assurance that is made public, is compatible with the strategy of the educational institution's development, and forms part of their strategic management. Internal stakeholders (administration, teaching staff, and students) should develop and implement this policy through appropriate structures and processes while involving external stakeholders (employers, employer associations, branch ministries and departments).

**Table 1 – Criteria with regard to Standard 1**

| Nº | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 1.1. | Availability of a documented internal quality assurance system providing continuous enhancement of quality in accordance with the developmental strategy of the educational institution |
| 1.2. | Participation of all stakeholders (administration, teaching staff, students, employers, employer associations, research organisations, branch ministries and departments – key partners in employment of graduates) in developing and implementing a quality assurance policy through relevant structures and processes |
| 1.3. | Participation of all structural units of the educational institution in quality assurance processes and procedures |

### Recommendations for the educational institution

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research, learning, and teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach.

Such a policy supports

– establishment of the quality assurance system;
– departments, schools, faculties, university administration, and other units; individual staff members and students to take on their responsibilities in quality assurance;
– academic integrity and freedom and is vigilant against academic fraud;
– guarding against intolerance of any kind or discrimination against students and staff;
– involvement of external stakeholders (key employers) in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. The institution decides how the policy is implemented, monitored, and revised.

The quality assurance policy also applies to any activities performed by third parties under contract with the institution.

## Standard 2. Educational programmes

Educational institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them. The qualification resulting from a programme should be clearly specified and communicated, and it should refer to the relevant level of the national qualifications framework.

### Table 2 – Criteria with regard to Standard 2

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 2.1. | Availability and accessibility of clearly defined, documented, approved and published goals and objectives of a study programme and expected learning outcomes and their correspondence to the mission and goals and objectives of the educational institution |
| 2.2. | Availability of procedures for design, approval and revision of a study programme (including expected learning outcomes) with the account of the development of science and industry, and also with the consideration of stakeholder opinions (administration, teaching staff, students, employers) |
| 2.3. | Consideration of the requirements of professional standards (if available) and the labour market |
| **Additional criterion for secondary vocational education** | |
| 2.4. | Orientation of the content of work placement and pre-graduation practical training towards developing in students the practical skills required by employers |
| **Additional criterion for postgraduate programmes** | |
| 2.5. | Availability of a research/artistic component, integration with academic and field-specific science and knowledge in postgraduate study programmes |

### Recommendations for the educational institution

Study programmes are at the core of higher education institutions' missions. They provide students with both academic knowledge and skills, including general cultural competencies, which may influence their personal development and be applied in their future careers.

Programmes

– are designed so that overall programme objectives are in line with the institutional strategy;
– have explicit intended learning outcomes;
– are designed with the involvement of students;
– are designed so that they enable personal development and smooth student progression throughout the study programmes;
– define the expected student workload (e.g., in ECTS);
– include well-structured placement opportunities (where appropriate);
– are subject to a formal institutional approval process by external stakeholders;
– content of work placement and pre-graduation practical training is oriented towards the development of students' practical skills required by employers;
– include a research/artistic component, integration in academic and field-specific science in postgraduate study programmes.

**Standard 3. Student-centred learning, teaching and assessment**

Educational institutions should implement processes of student-centred learning in their study programmes. The methods through which the programmes are delivered should encourage students to take an active part in the learning process.

**Table 3 – Criteria with regard to Standard 3**

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 3.1. | Consideration of the needs of diverse groups of students and the possibility of offering individual learning paths (course selection, further qualification, modular training, double-degree programmes) |
| 3.2. | Consideration of non-formal[1] and informal[2] education (if available) when assessing learning outcomes/students' competencies (online courses, further education programmes, microcredentials, startups) |
| 3.3. | Use of clearly defined criteria and objective assessment of acquired learning outcomes/competences of students corresponding to the expected learning outcomes, goals of the study programmes and their purpose (diagnostic, formative or summative assessment). <br><br> *\* Define the forms of assessment for artistic programmes (concerts, performances, plays, etc.) and engineering programmes (testing, etc.)* <br><br> *\*\* For postgraduate programmes indicate how the implementation of postgraduates' individual work plans (research and curricular) is monitored* |
| 3.4. | Information about study programmes, criteria and procedures for assessment of learning outcomes/competencies, examinations, tests and other types of control. |
| 3.5. | Independent assessment of learning outcomes: certified examinations, academic competitions, etc. |
| 3.6. | Availability and effectiveness of appeals and complaints procedures |
| **Additional criterion for postgraduate programmes** | |
| 3.7. | Thesis defense in due time (within one year after the postgraduate programme completion) |
| 3.8. | Publications and research activity of postgraduate students: <br> – publications in peer-reviewed national and international scientific journals and journals included in the List of peer-reviewed journals approved by the Higher Attestation Commission; <br> – presentation at scientific events (conferences, forums, symposiums, etc.); <br> – winners of national and international academic contests for postgraduate students (awards, diplomas, patents, etc.) |

**Recommendations for the educational institution**

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful

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[1] Non-formal education refers to education that occurs outside the formal school system. (clubs, training sessions, short programmes, etc).
[2] Informal education − is the type of knowledge that one gains through several life experiences at the workplace, from parents or elders, etc. Informal education is gained under the influence of society and the community.

consideration of the design and delivery of study programmes and the assessment of learning outcomes.

Student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths that allow for course selection, elective modules, completing a further qualification, modular training, double-degree programmes, etc.;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and teaching and learning methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has a system of student information (website, personal account, information booths, etc.);
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with the existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and methods of assessment are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved;
- Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place.

## Standard 4.    Student admission, support of academic achievements and graduation

Educational institutions should have and consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, support of academic achievements, recognition of graduates' qualifications and graduation.

**Table 4 – Criteria with regard to Standard 4**

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 4.1. | Systematic carrier guidance targeted at recruiting and selection of applicants should be in place. <br><br> *For postgraduate programmes indicate the availability of master's programmes (students' research work) which can be continued in postgraduate programmes* |
| 4.2. | Adherence to academic integrity (availability of documents on academic integrity, methods to evaluate students' works in an educational institution (for example, "Antiplagiat" - Russian software for detecting text reuse) |
| 4.3. | Availability and effectiveness of rules and regulations for admission, transfer of students from other educational institutions, recognition of qualifications, periods of study and prior learning. |
| 4.4. | Balance of enrollment and graduation rates (retention, dropouts) |
| 4.5. | Systematic work to support students' progression |
| 4.6. | Availability of student information and support in project and research work, academic mobility programmes, students' participation in academic mobility. <br><br> *For postgraduate programmes indicate  availability of training or doing research work in other national or international HEIs/research institutes and within joint research projects* |
| **Additional criterion for postgraduate programmes** | |
| 4.7. | Sufficiency and stability of funding of educational programmes (availability of financial support provided to postgraduate students from grants, contracts, scientific/engineering programmes, etc. for academic mobility and research) |

## Recommendations for the educational institution

Providing the conditions and rendering the support necessary for students to make progress in their academic careers is in the best interests of individual students, programmes, institutions, and systems. It is vital to have relevant admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

The educational institution should regularly carry out career guidance aimed at cooperation with students, graduates of schools, and professional educational institutions, contributing to their conscious choice of a field of study. After admission, student initiation should include induction to the educational institution and study programmes; social and psychological adaptation of first-year students should be in place.

It is important that admission policies, processes, and criteria (including employer-sponsored education) are implemented consistently and in a transparent manner; the demand for the study programmes is analysed; the competitive environment is evaluated; regular support of students' academic progress and the integrity of the student body is provided; social and psychological support throughout training is in place.

The educational institution should ensure students' involvement in projects, research and in-bound and out-bound mobility programmes. The educational institution should enable postgraduate students to study or do research at other national and foreign universities or research institutions; to participate in joint research projects.

All stakeholders adhere to the following academic integrity principles:

–   documents on academic integrity are available (regulations/rules/code of academic integrity);
–   contribution to the enhancement of the quality and theory of academic, research, and other works; methods to evaluate works are in place at the educational institution (for example, "Antiplagiat" - Russian software for detecting text reuse).

Fair recognition of higher education qualifications, secondary vocational education qualifications, periods of study, and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' academic progress while promoting mobility.

Appropriate recognition procedures rely on:

–   cooperation with other institutions, quality assurance agencies, and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Educational institutions should provide students with a document on education in compliance with the requirements of national legislation.

## Standard 5.   Teaching staff

Institutions should apply fair and transparent processes for the recruitment and development of staff, which help ensure the sufficient qualification and competency of their teachers.

**Table 5 – Criteria with regard to Standard 5**

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 5.1. | Availability and compliance with clear, transparent, and objective criteria of:<br>–   recruitment of the members of the teaching staff from Russia and/or abroad, appointment to a position, promotion, dismissal;<br>–   dismissal of the members of the teaching staff as a result of a failure to comply with professional competence requirements. |
| 5.2. | Compliance with professional competence requirements, relevance of specialisms, degrees and titles and /or practical experience to the profile of the study programmes |
| 5.3. | Use of best national and international practices as well as current tendencies in teaching<br>*For postgraduate programmes, indicate the availability of schools of thought at a HEI.* |
| 5.4. | Availability of a mentoring /counseling / support system that takes into account the needs of different groups of students |
| 5.5. | Research activity of the teaching staff, implementation of research results in the academic process<br>*For postgraduate programmes, indicate the organisation of research supervision and consultancy for postgraduates* |

| № | Subject of evaluation |
|---|---|
| 5.6. | Employing visiting lecturers from other national and foreign educational/industrial/research institutions<br><br>*For secondary vocational education programmes, indicate the involvement of part-time teachers in the delivery of specialised courses (modules, workshops, training sessions) and employed full time in top managerial positions in industrial enterprises*<br><br>**For postgraduate programmes, indicate the involvement of the leading specialists from research institutes, design bureaus, and other research organisations in delivering lectures and practical classes, providing consultancy, and supervision of students' research* |
| 5.7. | Participation of teachers in joint international projects, internships abroad, and academic mobility programmes<br><br>*For postgraduate programmes, indicate the research achievements of supervisors* |
| 5.8. | A system of financial and non-financial incentives for teachers |
| 5.9. | A system for career development and professional advancement for teachers<br><br>*For secondary vocational education programmes, indicate availability of teachers and practitioners who have been trained in the real sector of the economy in line with the courses taught and the training programme* |
| **Additional criterion for secondary vocational education** | |
| 5.10. | Availability of staff members with current expert certificates in demonstration examinations |
| **Additional criterion for postgraduate programmes** | |
| 5.11. | Publication activity of teachers involved in the delivery of postgraduate programmes (Hirsch Index, number of publications in peer-reviewed national and international journals, as well as journals included in the List of peer-reviewed journals approved by the Higher Attestation Commission). |
| 5.12. | Involvement of research advisors in the work of Dissertation councils, acting as official opponents of dissertations or as peer-reviewers to evaluate a manuscript's quality and suitability for publication in national and international journals. |

**Recommendations for the educational institution**

The teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competences, and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching approach and the role of the teacher is, therefore, also changing.

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Educational institutions should:

- develop and implement clear, transparent, and fair processes for staff recruitment, appointment for a position, dismissal;
- offer opportunities for career growth and promote the professional development of the teaching staff, taking into consideration the results of student and teacher assessment surveys; the teaching staff of the secondary vocational educational institutions should be encouraged to become certified examiners of the demonstration examination,

- encourage scholarly activity to strengthen the link between education and research; encourage the members of the teaching staff involved in the delivery of postgraduate programmes indicate their research achievements (grant amounts, research activity, student involvement in the work of research groups);
- encourage innovation in teaching methods and the use of new technologies;
- encourage the academic mobility of teachers (internships, project work, visiting-lecturing).

## Standard 6.   Learning resources

Educational institutions should ensure adequate, readily accessible, and fit-for-purpose learning resources and student support services.

**Table 6 – Criteria with regard to Standard 6**

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 6.1. | Provision of the study programme with material and technical resources (modern tools, equipment, computers, classrooms, laboratories, art studios, student theatres, small innovative enterprises, research simulation grounds, co-working spaces, etc.)<br>*For postgraduate programmes, indicate availability of research laboratories, e-databases, etc.* |
| 6.2. | Availability of internship opportunities, well-equipped facilities and qualified supervisors.<br>*For secondary vocational education programmes, indicate availability of workshop rooms, training grounds, multifunctional centres of hands-on career-focused qualifications* |
| 6.3. | Availability of up-to-date library and information resources including those for independent study and research work; availability of e-library, author's textbooks, methodological materials, and e-learning resources |
| **Additional criterion for secondary vocational education** | |
| 6.4. | Availability of material and technical resources necessary for conducting contests and championships of different levels (championship "Professionals", national championship of high technologies). Availability of a Centre for a Demonstration Examination |
| **Additional criterion for postgraduate programmes** | |
| 6.5. | Availability of research environment in an educational institution:<br>- Own dissertation councils and / or agreements with other HEIs on defense of theses at their dissertation councils<br>- availability of peer-reviewed journals and / or agreements with other publishers on the publication of research results |

## Recommendations for the educational institution

For the purpose of creating a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical and academic to human support (tutors, counsellors, and advisors).

An educational institution should provide:

- the necessary material and technical resources (modern tools, equipment, computers, classrooms, laboratories, creative studios, student theatres, small innovative enterprises, scientific simulation grounds, etc.), as well as co-working spaces;
- specialised grounds/facilities for practical training with state-of-the-art equipment and highly qualified supervisors; for secondary vocational education, there should be training workshops, training grounds, multifunctional centres of applied qualifications, and Centers for Demonstration Examinations.

The needs of a diverse student population (such as mature, part-time, employed, and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning, and providing learning resources and student support. Support activities and facilities may be organised in a variety of ways depending on the institutional context.

In accordance with the federal state requirements for the structure of postgraduate programmes, conditions of their implementation, terms of delivery depending on the format of education, teaching methods, and special requirements of certain students, the educational institution should provide the following:

- individual access to the electronic information and educational environment;
- access to research infrastructure in accordance with the postgraduate programme and individual work plan;
- access to educational and methodological materials, electronic resources, a library, information and reference systems, and professional databases, the composition of which is documented in the relevant postgraduate programme and individual work plan.

In delivering support services, the role of support and administrative staff is crucial, and therefore they need to be qualified and have opportunities to develop their competences.

### Standard 7.  Collection, analysis and use of information for managing the study programmes and public information

Educational institutions should ensure that they collect, analyse, and use relevant information for the effective management of their programmes and other activities. Institutions should publish information about their activities, including programmes, that is clear, accurate, objective, up-to-date, and readily accessible.

**Table 7 – Criteria with regard to Standard 7**

| Nº | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 7.1. | The educational institution should have in place a unified effective IT system in order to collect and analyse information and ensure its effectiveness for the study programmes to be properly managed |
| 7.2. | Involvement of students and members of the teaching staff in collecting and analysing information for proper management of study programmes; providing access to information related to organisational issues of the educational process |

| №   | Subject of evaluation |
|-----|----------------------|
| 7.3. | Effective use of the official website of the HEI, publication on the website and in mass media of complete and reliable information about educational programmes, achievements, including objective data on graduates' employment and labour market demand |
| 7.4. | Content and adequacy of translation of the English version of the website/webpage of the structural unit |
| 7.5. | Availability of a feedback mechanism for stakeholders (students, teachers, employers, line ministries and departments) on the university website and other sources |
| 7.6. | Integration in the environment, interaction of the educational institution with major employers, different professional associations and other national and international organisations on industry-specific, regional, national and international levels |
| **Additional criterion for secondary vocational education** | |
| 7.7. | Availability of documents with information from employers/representatives of large companies, on the quality of graduates |

**Recommendations for the educational institution**

Reliable data is crucial for evaluating the effectiveness of their work and making recommendations for improving educational activities. Educational institutions should have procedures for collecting and analysing information about their activities and educational programmes, and use the information obtained in the work of an internal quality assurance system.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

− Profile of the student population;
− Student progress, achievements, drop-out rate, and graduation;
− Students' satisfaction with their programmes;
− Learning resources and student support;
− Graduates' employment;
− Key performance indicators of a HEI.

Various methods of collecting information may be used. It is important that students and the teaching staff are involved in providing and analysing information and planning follow-up activities.

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders (mainly employers), and the public (parents of prospective students).

Therefore, institutions provide information about their activities, including, the intended learning outcomes, qualifications awarded, teaching, learning, and assessment methods used, pass rates, and learning opportunities available to students, as well as data on graduate employment.

**Standard 8.   On-going monitoring and periodic review of programmes**

Educational institutions should monitor and periodically review their programmes, employ feedback mechanisms (surveying, interviewing, and questioning students and key employers) in order to assure the achievement of their goals and meet the needs of students and society. The results of these processes should lead to the continuous

enhancement of study programmes. Information about the measures undertaken and planned should be available to all stakeholders. The study programmes should undergo external quality assurance procedures.

**Table 8 – Criteria with regard to Standard 8**

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 8.1. | Documented procedures of monitoring and periodic review of study programmes should be in place |
| 8.2. | Study programmes should undergo regular external review procedures |
| 8.3. | Availability of follow-up as a result of an external review of study programmes and consideration of the results of previous external reviews when conducting subsequent evaluation procedures |
| 8.4. | Availability of results of independent assessment of study programmes (best-edu.ru, programme rankings, academic achievements of students and members of the teaching staff, achievement of study programmes) |
| **Additional criterion for secondary vocational education** | |
| 8.5. | Availability of documents (certificates) confirming that the quality of educational programmes meets the requirements of the national industrial enterprises |

**Recommendations for the educational institution**

Regular monitoring, review, and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.

These include the evaluation of:

- the content of the programmes in the light of the latest research, thus ensuring that the programmes are up-to-date;
- changing needs of society;
- students' workload, progression, and assessment of the quality of student and graduate training;
- effectiveness of procedures for student assessment;
- student expectations, needs, and satisfaction in relation to the programme;
- learning environment and support services and their fitness for purpose.

Programmes are reviewed and revised regularly with the involvement of students and other stakeholders (employers, employer associations, line ministries, and departments – key stakeholders in employment). The information collected is analysed, and the programmes are adapted to ensure that they are up-to-date. Revised programmes are published.

External quality assurance procedures allow stakeholders to evaluate the effectiveness of internal quality assurance processes. They accelerate development and create an environment for new opportunities. They also provide objective information to the public about the quality of the HEI's activities.

Educational institutions should regularly participate in external quality assurance procedures that take into account the requirements of national legislation. Depending on the context, external quality assurance can take different forms and be implemented at different levels (programme, faculty, or educational institution).

Quality assurance is a continuous process that does not end with receiving external feedback, writing a report, or follow-up procedures taking place in an educational institution. HEIs should strive to ensure that the progress achieved in the previous external quality assurance procedure is taken into account when preparing for the next quality assurance procedure.

**Standard 9.   Quality assurance of education (online/distance learning)**

Educational institutions should guarantee the quality of education (when changing to an online/distance format) and have appropriate digital resources to support the educational process.

**Table 9 – Criteria with regard to Standard 9**

| № | Subject of evaluation |
|---|---|
| **Basic criteria for higher education, secondary vocational education, postgraduate programmes** | |
| 9.1. | Availability of facilities (equipment) in an educational institution necessary to deliver study programmes via e-learning/distance learning technologies |
| 9.2. | Availability of technical infrastructure for e-learning (access to e-learning environment, sufficient e-library resources, digital security) |
| 9.3. | Use of electronic/ distance or blended learning technologies in accordance with the objectives of the study programmes, goals of evaluating students' achievements and due consideration of students' capabilities and needs |
| 9.4. | Systematic work meant to support (record) the educational process and students' academic performance when using e-learning and / or blended learning approaches |
| 9.5. | Academic and technological support for teachers and students to obtain the necessary digital competencies when delivering or mastering programmes in a distance format |

**Recommendations for the educational institution**

The educational institutions should create the necessary conditions for study programme delivery in an online/distance format. The e-learning environment includes e-learning information resources, e-learning educational resources, information and telecommunication technologies, and appropriate technological facilities that enable students to complete study programmes to the full regardless of their location.

The educational institution should employ a variety of digital services to support the process, including:

- availability of programmes partially or completely delivered as e-learning or distance learning methods;
- availability of technical infrastructure to compile students' portfolios, availability of personal accounts
- availability of technical infrastructure to ensure the educational process, digital technologies for progress monitoring (testing, proctoring, storing papers, etc.).
- availability of digital services to support teachers (digital signature, digital kit for educational programme design, etc.).

The educational institution is accountable to its students for the quality of education, regardless of whether the online course of another educational organisation is used in the educational programme delivery or not. In order to ensure the quality of the educational service the HEI provides organisational, educational, methodological, and other relevant support to the student all through the online course. The HEI also monitors the knowledge

mastered and carries out interim assessment. If a student is not satisfied with the quality of an online course, the HEI is obliged to make up for the shortcomings as part of student support.

In case the HEI shifts to a distance format of study programmes delivery, teachers are required to comply with the curriculum (student workload, number of contact hours, and students' independent work). The tools used for communication between a teacher and students in distance learning should meet the needs and capabilities of both: message exchange via email and messengers, use of online conference systems in workshops, and the electronic educational environment of the university (Learning Management System).