

**A GENERALISED DESCRIPTION OF COMPETENCES AND
LEARNING OUTCOMES FOR PHD LEVEL WITHIN THE SUBJECT AREA
“HIGHER EDUCATION QUALITY AND ITS EXPERT SUPPORT:
UKRAINE'S MOVEMENT TOWARDS THE EUROPEAN UNION”**

COMPETENCES

GENERIC COMPETENCES	
Competence code	Competence
GC 1	Ability to analyze, evaluate and synthesize new and complex ideas to focus on quality
GC 2	Ability to apply knowledge in practical situations on the basis of critical understanding of the corresponding problems
GC 3	Capacity to generate new ideas (creativity)
GC 4	Ability to search for, process, analyze and use information from a variety of sources
GC 5	Ability to work in a team
SUBJECT SPECIFIC COMPETENCES	
SSC1	A deep understanding of research paradigms, strategies and procedures in the Quality assurance of higher education
SSC 2	Ability to be involved in collaborative work and interpersonal communication in educational contexts.
SSC 3	Ability to understand and apply educational theories and methodology as a basis for general and specific teaching and learning activities.
SSC 4	Ability to undertake appropriate educational research in different contexts.
SSC 5	Ability to develop, implement of a research project & reflect on the results of one’s own work.

LEARNING OUTCOMES

To define:

- basic terms and definitions: accreditation (institutional, Accreditation survey), assessment, certification, code of practice, criteria, descriptor (Dublin descriptors), indicators (performance), evaluation (external, internal, self-evaluation), licensure/licensing, monitoring, qualification (Qualification Framework), quality in higher education, quality assurance, quality assessment, quality culture, standards, quality management

To Know/Understand:

- Theoretical issues of the subject under study;
- Legal dimension Quality assurance of higher education; laws and peculiarities on Quality evaluation assessment; official regulations and mechanisms that ensure the quality of programmes and certificates in the higher education institution;

- Institutional (Quality Assurance Entities and Responsibilities) and international dimension of external quality assurance systems;
- Principles, the revised ESG are based on;
- Methodologies: of quality assessment (types of assessment, scope of assessment and indicators, outcomes of quality assessment); of Evaluating Educational Programmes of Higher Professional Education;
- The principles applied to the evaluation of educational programmes, developed on the basis of TUNING methodology;
- The fundamental principles of the quality of the educational programme;
- Means through which quality assurance is ensured in higher education (quality management, quality enhancement, quality control, and quality assessment);
- The European standards and guidelines for internal quality assurance in higher educational institutions
- The strategy and quality of assurance procedures;
- Internal (External) monitoring of the quality of higher education in EU countries;
- The Model and Criteria for the Evaluation of Educational Programmes;
- Techniques, mechanisms, and activities that are carried out by an external body in order to evaluate the quality of the higher education processes, practices, programmes, and services;
- The Evaluation of Education Programmes according to the Criteria of ENQA;
- Quality criteria: for assessment of higher education institutions, for assessment of institutions and programmes, for assessment of programmes;
- Accreditation Survey;
- The methods (research, self-assessment, assessment by peer review, site visits); the levels (system, institution, department, individual); (the mechanisms (rewards, policies, structures, cultures).

Be able to:

- Identify & analyze main trends in quality assurance in Europe ;
- Explain and justify challenges in external & internal quality assurance
- Evaluate European context for external quality assurance;
- Compare different types of accreditation bodies, focused on accreditation;
- Interpret the main principles for QA in Europe;
- Evaluate Expert activity in higher education in EU countries: goals, objectives, content, objects and subjects;
- Identify & analyze organizational forms and methods of expert activity in higher education;
- Comment on^ principles of quality as integrated patterns of quality culture; differences between quality assurance and rankings;
- Compare EU Quality assurance systems, Quality evaluation and assurance system:
- Identify & analyze types of approaches of external QA in Europe: evaluation processes, Accreditation approaches, Audits;
- Compare & explain: Content standards, Education(al) standards, Performance standards;

- Expand or reinterpret existing knowledge and educational practices at interdisciplinary level;
- Differ certain quality values attached to quality assessment such as academic values, traditional values, managerial values; pedagogical values; employment values;
- Use knowledge of accreditation survey to identify its level of an institution;
- Use knowledge of licensing for critical analysis, evaluation and synthesis of new complex ideas that are up to date;
- Apply different research methods and information technologies in practical situations;
- Participate in the work of multidisciplinary educational projects.