



## SYLLABUS

### ADVANCED TRAINING PROGRAMME “QUALITY ASSURANCE AS A KEY TO EUROPEAN AND RUSSIAN EDUCATION SYSTEM INTEGRATION”

**AIM:**

Professional development in the field of provision and assessment of education quality based on the best educational practices on national and international levels.

**OBJECTIVE:**

Provision of deep knowledge on Bologna principles implementation, EHEA development, European best practices on quality assurance, international assessment initiatives such as PISA, TIMSS, PIRLS, national education system reforms.

**LEARNING OUTCOMES:**

After the advanced training programme completion, students will be able to:

- formulate the main Bologna Process & EHEA principles and explain Bologna Process tools functioning;
- review European projects and initiatives on quality assurance of education;
- differentiate between competences and learning outcomes;
- describe learning outcomes based on taxonomies of educational objectives;
- analyze advantages and disadvantages of the quality assessment tools and apply them in practice;
- implement module approach for study programme design;
- monitor and evaluate students' progress;
- formulate recommendations for the practical use of the investigations results.
- apply the results of international comparative studies to development of the national education system

### PLAN OF STUDY

	<b>Disciplines (modules)</b>	<b>Hours</b>
	<b>Module 1. The Bologna Process</b>	<b>12</b>
1.1	The Bologna Process general description. Declarations. Creation of European Higher Education Area (EHEA). The Declaration of Yerevan Conference of Ministers of 2015.	6
1.2	Bologna tools for study programmes internationalization: Three Cycle System; ECTS; European Qualification Framework (EQF); academic mobility; Diploma Supplement; Quality Assurance; qualifications and study periods recognition (the Lisbon Recognition Convention); Lifelong learning.	6

	<b>Module 2. International education programmes and projects</b>	<b>16</b>
2.1	European projects and initiatives on quality assurance of education. The programmes Tempus, Mundus, Erasmus+ and DSTU participation experience in international projects such as AHELO (Assessment of Higher Education Learning Outcomes, 2008-2013), Tuning Russia (2010-2013), IQA (Independent Quality Assurance, 2012-2015), VALERU (Validation of Non-formal/Informal Learning in Russian Higher Education, 2013-2016), EQUASP (On-line Quality Assurance of Study Programmes, 2013-2016)	8
2.2	International and national systems of quality assurance in education. Participation and influence of international associations and networks (ENQA, EUA, EURASHE, ENIC-NARIC, ESU, Business Europe) on quality policy making.	8
	<b>Module 3. The best European practices on quality assurance</b>	<b>18</b>
3.1	Quality Assurance as a Bologna tool. European standards and recommendations (ESG). Education quality assurance tools.	10
3.2	Competence-based approach. Dublin Descriptors. Goal setting. Competences and Learning outcomes. Taxonomies of educational objectives (B. Bloom, C. Toohey). Formulating of learning outcomes for study programmes of higher education institution.	8
	<b>Module 4. Russia in the international educational space</b>	<b>18</b>
4.1	The experience of large-scale investigations of the education quality in different countries (PISA, PIRLS, TIMSS, TALIS etc.). The participation of Russia in international comparative researches of education quality. Using the results of international comparative studies in order to develop the national education system. The programme for the development of Russian education 2020.	8
4.2	The best educational practices for reforming the Russian higher education system. National qualification framework development. Russian educational and professional standards convergence.	6
4.3	Module approach for study programme design. Modern approaches of the learning outcomes evaluation. Evaluation of cross-curriculum and personal learning outcomes of the students.	4
	<b>Final Examination</b>	<b>8</b>
<b>TOTAL</b>		<b>72</b>