**NAA’s Proposal**

**− The intended session format**

*Poster*

**− The selected Conference sub-theme**

*4. Core values and quality of higher education*

**− The specific topic covered**

*Independent assessment of education quality as a tool of external quality assurance of higher education in Russia*

**− The presenter(s)**

*Dr Mikhail Petropavlovskiy, PhD*

**− The organization(s) of the presenter(s)**

*The National Accreditation Agency (NAA), Russia*

**− A 100 – 150-word abstract**

An independent assessment of education quality through Internet technologies based on assessment materials developed by the leading Russian universities was conducted in Russia in 2021 and 2022. The idea is that based on the assessment tools (developed by the Russian’s leading universities for assessing their students’ general professional competencies) to form generalized task banks and use them to evaluate relevant degree programs in other universities.

In 2021, a collection was made for 8 different degree programs, in 2022 – for 6 programs. The assignments selected by the experts were converted and used to fill a Unified Bank of Assessment Tools (UBAT).

Testing of students from Russian HEIs was carried out using an information system based on the Internet technologies.

Testing revealed that the knowledge level of students from the universities participating in the project complied with the Federal State Educational Standard (FSES). Simultaneously with testing, a students’ questionnaire survey in terms of students’ satisfaction with the content of study programs was conducted. Based on the survey results a high level of students’ satisfaction with study programs is determined.

**− An outline description of no more than 1,000 words**

In the Russian Federation, quality assurance of higher education (HE) operates based on the principles of objective assessment and responsibility of educational organizations for the quality of education. The Russian quality assurance of HE includes Licensing (issuing permits for educational activities), State Accreditation (confirmation of compliance of the education quality of study programs with the standards approved by the Ministry), Professional and Public Accreditation (confirmation of compliance of the education quality with employers’ requirements) and Independent Evaluation of the Education Quality, IEEQ (the mechanism for establishing the level of students’ proficiency on the study program or its parts).

Since 2015, several models of IEEQ have been tried out –the assessment of students' knowledge by peer-reviews from other universities by testing on unified materials. In 2021-2022 NAA initiated and tested an approach that allows for evaluation of the formation of students’ general professional competencies against the expected learning outcomes on the study program.

In Russia, more than 850 educational organizations implement HE study programs: Bachelor’s, Master’s, Specialist and postgraduate programs. HE programs are designed on the basis of educational standards. Currently, more than 500 Federal State Educational Standards (FSES) are used in various fields of training and higher education specialties. FSES is a set of mandatory requirements for the formation of a certain level.

The results of proficiency on the study program are formulated as competencies – universal or general cultural competencies, general professional and professional competencies.

Assessment tools were developed based on the materials provided by the leading Russian universities delivering study programs that were evaluated during IEEQ.

Experts selected three general professional competencies (GPC) from the list of the expected learning outcomes on each program and analyzed the level of their proficiency during independent evaluation.

The assessment tools for Independent Evaluation of the Education Quality, IEEQ were generated during a two -stage procedure that ensures their quality:

- At the first stage, experts with appropriate qualifications and extensive experience, including participation in the education quality evaluation at their universities, systematized and structured the assessment materials represented by universities. On the basis of these materials banks of assessment tools broken down by fields of training and competencies were created. When generating banks of tasks, experts formulated indicators that characterize possible results of the competence proficiency. Banks of assessment tools consist of numerous tasks that allow us to establish the level of students’ achievement of the expected learning outcomes on the study program. Tasks in the banks are test tasks (open+close) that include calculated tasks, competent-oriented or practical-oriented tasks, mini-cases, situational tasks, etc.

- At the second stage, the generated banks of assessment tools underwent an independent expert review followed by their modification in case of reasonable comments on the quality of the developed tasks.

Based on the received banks of assessment tools, unique test complexes for each student are generated with the help of special algorithm.

To assess the formation of students' competencies, evaluation procedures were carried out using test Internet technologies and expert review based on the interpretation of the received results. Moreover, for students participating in testing, a questionnaire survey was also conducted in order to assess their satisfaction with the study program.

The developed information system provides (Fig. 2):

- formation of the Unified Bank of Assessment Tools (BAT);

- generation of tasks for each student;

- assessment through the Internet resource;

- questioning of students;

- storage and analysis of the assessment and questioning results;

- formation of reports for universities with the assessment and questioning results.

In 2021, 245 educational organizations of higher education took part in Independent Evaluation of the Education Quality, while 43,557 test results were received on 544 study programs.

In 2022 г. 147 educational organizations of higher education took part in Independent Evaluation of the Education Quality, while 28 556 test results were received on 443 study programs.

The questionnaire was completed by 38,104 students from these universities.

The analysis of the obtained results shows that the level of students' general professional competencies formation at the universities participated in the project corresponds to the level established by experts and Federal State Educational Standards.

**− The aims and intentions of the author(s) for the presentation**

Present the experience of assessing higher education quality through a large number of assessed elements (degree programs, universities, students) located at a considerable distance from each other and in different time zones

**− For active learning and conversation sessions, the approach adopted to deliver the session and engage participants, including any specific audio-visual requirements**

Demonstration of Information system for Independent Evaluation of the Education Quality

**− Whether the presenter(s) would like to have their proposals considered for publication in Quality in Higher Education**

Yes