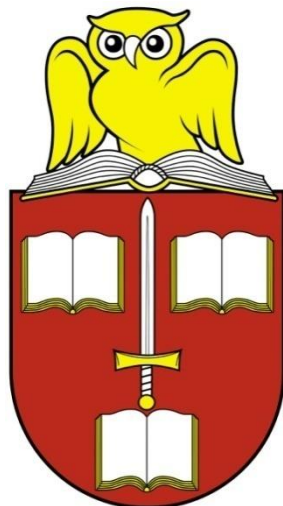**Armed Forces Academy**
of General Milan Rastislav Štefánik

No.: Q-122-1/15

Courses Quality Assurance Directive

SAPIENTIA, BONUM, PATRIA
WISDOM, GOODNESS, COUNTRY

Liptovský Mikuláš
2025

Content

ANNEXES

A. Annual Quality Assurance Plan
B. Course Review Evaluation (CRE)
C. Series of Courses Evaluation (SCE)
D. Instructors' Performance Evaluation
E. Students' Assessment Guide
F. Student Feedback / Evaluation Sheet
G. Student Information Guide
H. Personal Development Program
I. Communication Plan
J. Annual Quality Assurance Report
K. Procedures for Student Appeals within SVK AFA
L. Evaluation Sheet for SMEs

LIST OF FIGURES AND TABLES

PREAMBULE

The purpose of this document is to describe the implementation of the Internal Quality Assurance System for Courses and the requirements of NATO Strategic Commands Directive Bi-SC 075-007 on Education and Individual Training into the principles of preparation, organization and evaluation of courses organized at the Armed Forces Academy of General Milan Rastislav Štefánik. These principles are applicable to all Education and Individual Training (E&IT) activities, primarily provided by the Professional Military Education Centre of Armed Forces Academy of General Milan Rastislav Štefánik, as well as to external (mobile) activities supporting the mission of the Armed Forces Academy of General Milan Rastislav Štefánik as a NATO Partnership Training and Education Centre.

INTRODUCTION

All courses organised at Armed Forces Academy of General Milan Rastislav Štefánik (hereinafter referred to as the "SVK AFA") are organizationally provided by the Professional Military Education Centre of Armed Forces Academy of General Milan Rastislav Štefánik (hereinafter referred to as the "PMEC" or " Professional Military Education Centre ") and are governed by the Internal System of Quality Assurance[1].

PMEC is an organizational component of the Armed Forces Academy subordinate to the Vice-Rector for Education of the Armed Forces Academy, providing at first place further education of professional soldiers of the Armed Forces of the Slovak Republic to fulfil the requirements for performing civil service pursuant to Section 33, Paragraph 2 and Section 37 of Act No. 281/2015 Coll. on civil service of professional soldiers and on amendments and supplements to certain acts, as amended, and at the same time in accordance with Act No. 292/2024 Coll. on adult education and on amendments and supplements to certain acts, as amended.

PMEC also provides education for professional soldiers, as well as education for employees of the Armed Forces Academy, employees of the Ministry of Defence of the Slovak Republic (hereinafter referred to as the "SVK MoD") and other state administration departments, recruited graduates of civilian universities, the civil public, and further education implemented under special contracts and agreements.

The main forms of education that PMEC, in cooperation with other departments of the Armed Forces Academy, provides are courses necessary to achieve military rank (so-called career courses), courses for performing a function and for deepening qualifications (so-called short-term professional courses, professional competence training and specialized professional training), international courses, NATO certified courses, additional pedagogical studies and the University of the Third Age.

Through international courses conducted in English, the PMEC contributes to the fulfilment of the main tasks of the NATO Partnership Training and Education Centre (hereinafter referred to as "PTEC"). The PTEC status was granted to the Armed Forces Academy by a decision of the North Atlantic Council (NAC) in 2004. Based on the above, the Armed Forces Academy is included in the list of educational and training facilities incorporated in the NATO Military Committee document MC 0458/4 Training, Education, Exercises and their Evaluation Policy.

1. COURSE QUALITY ASSURANCE

The quality assurance system[1] of the courses is the supplement to the document Internal System of Quality Assurance. The Internal System of Quality Assurance was issued in accordance with Act No. 131/2002 Coll. on Higher Education and on Amendments to Certain Acts, as amended, and Act No. 269/2018 Coll. on Quality Assurance in Higher Education and on Amendments to Act No. 343/2015 Coll. on Public Procurement and on Amendments to Certain Acts, as amended. Quality assurance and internal evaluation are based on the Long-Term Intention of

---

[1] Internal System of Quality Assurance No: Q-50

the Armed Forces Academy[2] and Quality Assurance Policies[3].

The quality assurance system of the courses supports NATO Global Programming principles and applies NATO Systems Approach to Training (hereinafter referred to as SAT) processes necessary for the courses creation, quality control, creation of necessary course documentation (Course Control Documents, CCDs) supporting NATO requirements for outputs and offering solutions in accordance with NATO Strategic Commands Directive Bi-SC 075-007 (hereinafter referred to as "Bi-SC Directive 075-007"). The SAT model represents an iterative and interactive sequence of activities based on the definition of training needs, from the identification of requirements through the creation and development of the course to the effective implementation of the course.

Global planning is the way in which NATO manages the training needs of member and partner countries so that the education and training provided meets NATO requirements. Course development is categorised into disciplines, which create the support structure available for education and training. Each discipline has a requirements authority (RA) and a department head (DH).

Bi-SC Directive 075-007 details the process and requirements for NATO's institutional accreditation of an the Education and Training Facility (hereinafter referred to as "ETF").

1.1 Implementation of the NATO Quality Assurance Policy

In response to NATO requirements in the field of education and individual training (hereinafter referred to as "E&IT"), the fulfilment of which is expected from the NATO designated RA in the relevant E&IT discipline, the improvement of the quality of education and individual training provided by the Armed Forces Academy as a PTEC is discussed during the annual Quality Assurance Conference and subsequently implemented into practice.

The quality assurance system of the courses and the process of its improvement are able, within the framework of the NATO Quality Assurance Policy, to respond to all changes and identified deficiencies, as well as to changes in the structure and internal documents of the Armed Forces Academy. This process of improving the internal quality system is implemented by the PMEC Quality Management Team, monitored by The Quality Assurance Board the Armed Forces Academy and evaluated during the annual Quality Assurance Conference.

2. INTERNAL QUALITY SYSTEM AND PROCESSES

2.1 The role of the PMEC in the quality assurance system of the courses

The main part of the tasks of the Armed Forces Academy as a PTEC is carried out by the PMEC. The aim of the PMEC's educational activities is to support and improve the interoperability of the Armed Forces of the Slovak Republic, NATO member countries and Partners. The PMEC's

---

[2] Long-Term Intention of the Armed Forces Academy for 2022 – 2032 No.: Q-333 as amended by Amendment No. 1
[3] Quality Assurance Policies No.: Q-43

structure is designed to be capable to perform tasks in support of the following three pillars of the mission of the Armed Forces Academy as a PTEC:

1. Military education and individual training.
2. Assessment and implementation of experience management knowledge (Lessons Learned, hereinafter referred to as "LL").
3. Standardization and expert opinions.

PMEC's tasks in the Course Quality Assurance System:

- in cooperation with other all departments of the Armed Forces Academy, organize courses necessary for achieving military rank (so-called career courses);
- in cooperation with all departments of the Armed Forces Academy, organize courses for performing a function and for deepening qualifications **(so-called short-term professional courses, professional competence training and specialized training**);
- organize courses of various levels and aim for the international community;
- organize professional courses according to the requirements of the Armed Forces of the Slovak Republic;
- provide a Mobile Education Training Team - METT for the implementation of courses - upon request;
- sort, analyse and store knowledge of experience management (LL) necessary for the implementation of courses;
- implement selected LL into course programs;
- conduct staff training before deployment or certification - upon request;
- in cooperation with other units of the Armed Forces Academy, cooperate with the General Staff of the Armed Forces of the Slovak Republic and its subordinate units in the area of implementing the LL into the doctrines of the Armed Forces of the Slovak Republic;
- cooperate with the relevant Community of Interest (CoI) within the framework of NATO Global Programming processes;
- assist partners in NATO standardization processes - upon request.

2.2 Strategy in the Course Quality Assurance System

The objective of this directive is to support a systemic approach to E&IT in accordance with NATO, EU and Armed Forces Academy doctrines, policies and directives.

The quality strategy extends the internal quality assurance system to include monitoring, reviewing and implementing best practices recorded during the preparation of courses that are available as products for the Armed Forces of the Slovak Republic[4], NATO[5] member countries and Partners[6]. Courses Quality Assurance Directive addresses the continuous maintenance and development of the quality of education and individual training by implementing instructions for course directors, instructors, subject matter experts (SMEs) and course participants, as well as implementing other tools for effective work.

---

[4] e.g. Internal System of Quality Assurance No.: Q-50.
[5] e.g. NATO Directive BiSC 075-007, Education and Individual Training Directive.
[6] e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area.

2.3 Quality standards

The quality assurance system of the courses is guided by the principles of Bi-SC 075-007.
As part of the Global Programming, this process typically begins with an appropriate Training Needs Analysis (TNA) to address the E&IT deficit identified in the Training Requirements Analysis (TRA) in the relevant discipline, applying Systems Approach Training, analysis, design, development, implementation and evaluation of all national and international courses.

The quality assurance system of the courses takes measures to consistently meet the NATO Quality Assurance standards as defined in Annexes D and E of Bi-SC 075-007.

2.4 Implementation of the Internal System of Quality Assurance

To produce the required results, compliance with the Internal System of Quality Assurance of the courses is the responsibility of all its participants[7]. In addition to the senior staff of the Armed Forces Academy and other stakeholders related to the Armed Forces Academy, the Internal System of Quality Assurance is monitored and coordinated by the Quality Assurance Board and the main officials of the PMEC as follows:

a. Quality Assurance Board, as an executive coordinating and advisory body of the Rector of the Armed Forces Academy, methodically manages and coordinates the processes related to the creation, implementation and use of the Internal System of Quality Assurance at the Armed Forces Academy and evaluates its status[8] at least once a year. PMEC is represented in the Quality Assurance Board by the Director of the PMEC (or a person authorized by him).

b. Quality Management Team (QMT) ensures the implementation of quality processes and procedures during the preparation, implementation and evaluation of the courses. They supervise their control and effectiveness at the intervals specified in the Annual Quality Assurance Plan (Annex A) and approves corrections if necessary. The Head of QMT is also the Quality Manager of PMEC courses (hereinafter referred to as "QAM"). After discussion at the annual Quality Assurance Conference, the QAM, through the Vice-Rector for Quality and Development of the Armed Forces Academy, submits the Annual Quality Assurance Report (which reports the status of compliance with NATO Quality Standards, hereinafter referred to as the "AQAR") to the Rector of the Armed Forces Academy for approval, which is subsequently sent to the HQ SACT - MDFD. In years in which institutional accreditation is in progress, a Self-assessment Report is prepared instead of the Annual Quality Assurance Report. (see point 2.6)

The QMT consists of the following members:
  - Chief of International Courses Department (hereinafter referred to as the "Chief of ICD") as the Head of the QMT - QAM;
  - Chiefs of departments or heads of departments as guarantors of the conducted course (or a person authorized by them);

---

[7] art. 6 of Internal System of Quality Assurance No.: Q-50.
[8] Quality Assurance Board Directive No.: Q-57

- Director of Professional Military Education Centre (hereinafter referred to as the "Director of PMEC") as the Supervisor of Quality of PMEC;
- Directors of (organized) courses.

c. Director of PMEC is responsible for overseeing the implementation of the processes and procedures of the Internal system of quality assurance of the courses and E&IT through the course quality command and control structure (Figure 1). In addition, the Director of PMEC oversees and coordinates the Annual Quality Assurance Plan (Annex A) within the Activity Plan of the Armed Forces Academy for the calendar year [9] and oversees the continuous improvement of its internal quality system.
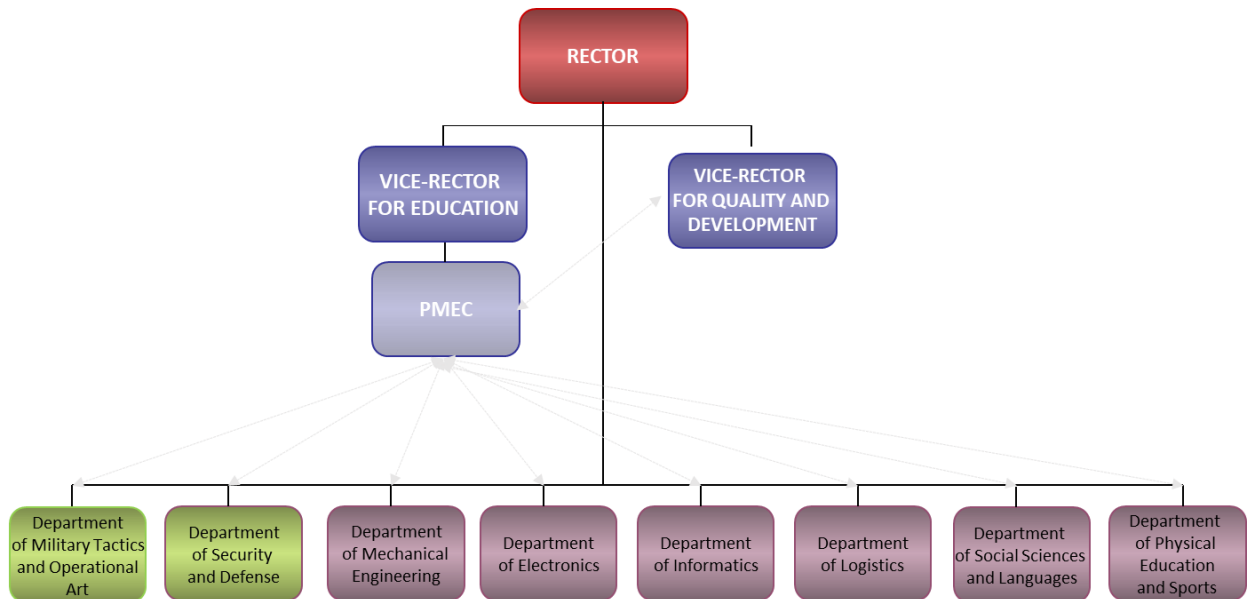
Figure 1 Quality Command and Control Structure of SVK AFA

d. Chief of International Courses Department as the QAM is responsible for compliance with the Quality Assurance System for the courses. As part of their duties:
- are responsible for the overall preparation and implementation of the Courses Quality Assurance;
- approves the Personal Development Plan for instructors of International Courses Department (hereinafter referred to as the "instructor of ICD") in accordance with the Personal Development Program (Annex H);
- identifies deficiencies during the analysis of each course;
- manages the quality assessment of E&IT and the performance assessment of the instructors of ICD and course participants;
- is responsible for the SAT implementation when designing the syllabi of new courses;
- supervises the SAT implementation and Course Control Documents (hereinafter referred to as "CCDs") preparation for new courses;
- manages the planning of E&IT, the implementation CCDs of new courses and the certification of courses;

---

[9] The activity plan of the Armed Forces Academy for the calendar year

- supervises the evaluation processes of the course participants and instructors of ICD;
- coordinates the preparation of quality assurance cycle of the course and monitors, updates and improves working procedures as necessary;
- is responsible for organizing the Quality Assurance Conference;
- processes, submits for approval to the Rector of the Armed Forces Academy and sends the AQAR to HQ SACT - MDFD;
- supervises the implementation of surveys of the effectiveness and usability of international course syllabi, ensures the distribution of delayed feedback questionnaires to course participants and their national authorities within six months after the end of the courses.

e. Chief of the National Courses Department of PMEC, Head of the Electrical Engineers Training Center of PMEC, Head of the Department of the Armed Forces Academy is responsible for compliance with the quality assurance system of the courses. As part of their duties:
- are responsible for the overall preparation and implementation of the quality assurance process of national/organized courses;
- identify solutions regarding E&IT and design syllabi for new courses;
- manage the design, planning, implementation and updating of course syllabi;
- verify the results of the course participant evaluation process;
- apply the results of the instructor evaluation process to E&IT;
- chairs coordination meetings with instructors regarding the quality assurance needs of the course organized by them,
- prepare the annual Personal Development Plan for instructors and submits it for approval to the superior;
- submit proposals to the Rector of the Armed Forces Academy and are responsible for searching, requesting and assigning the required internal or external experts (e.g. lecturers, instructors, etc.) for the benefit of the courses provided by the Armed Forces Academy;
- cooperates with the QAM and with the heads of other departments of the Armed Forces Academy in the preparation of new courses and subsequently in their comprehensive organizational provision;
- are responsible for the overall organization of the own educational activities;
- manages the course evaluation consisting of management knowledge, experience and best practices, identified and implemented before or during the course implementation, as well as recommended measures for continuous improvement of the quality of subsequent courses;
- approves the final course report.

f. Course director/senior instructor/chief instructor
- is responsible for the preparation, organization, implementation and subsequent evaluation of the course;
- is responsible for the application and compliance with the Internal System of Quality Assurance[1] in individual courses, for the smooth running of the course and material and technical support;
- is responsible for the processing of the CCDs of individual courses;
- coordinates, manages and evaluates instructors in regards to compliance with the obligations of ensuring the quality of the courses and learning objectives;

- defines the needs of E&IT instructors for the consequent courses;
- with the support of the relevant chief/head of the department, selects experts (e.g. mentors, SMEs, instructors, etc.) and ensures that they have the current version of the learning objectives and the course timetable;
- collects and evaluates student tests/evaluations, instructor and student feedback questionnaires and their own findings during the course;
- processes final reports on individual courses, including lessons learned and best practices identified and implemented before or during the course delivery, as well as recommended measures to continuously improve the quality of subsequent courses.

2.5 E&IT Business Model

A. Mutual understanding of Bi-SC Directive 075-007

To implement E&IT that responds to NATO requirements in accordance with political and military guidelines, the Armed Forces Academy bases its courses on the NATO Global Programming framework (Figure 2).

Within the framework of Global Programming, it is important to ensure that the products of E&IT are based on the requirements of the relevant RA and DH regarding operational planning and deficiencies identified by operational commanders. When organizing national courses, the RA is represented by the requirements of the Armed Forces of Slovak Republic and the DH is the General Staff of the Armed Forces of the Slovak Republic headed by the Chief of Staff.

Figure 2 NATO Global Programming

B. Guiding Principles

Bi-SC Directive 075-007 in quality assurance stipulates:
- a publicly available Internal System of Quality Assurance[1];
- a publicly available directive;
- the establishment of formal mechanisms for the approval, periodic review and monitoring of E&IT provided by the Armed Forces Academy;
- consistent use of criteria, regulations and procedures for the assessment of course participants;

- qualified and competent instructors and SMEs;
- availability of study materials that are suitable for individual courses;
- public availability of course offerings published in NATO information resources (Armed Forces Academy website, ETOC, e-PRIME) that contain up-to-date and accurate data.

C. Curriculum Review Process

Internal revision of course curriculum, or parts thereof, is primarily carried out by the Chief Instructors and Senior Instructors, Course Directors, the Curriculum Review Team, and is supported by Experience Management. To ensure that the revised learning objectives meet all the needs requirements, this group implements specific changes to the course content.

Global Programming stakeholders are regularly informed by the Armed Forces Academy's POC about all improvements and modifications to the course curriculum – through the outputs of the Annual Quality Assurance Conference, the AQAR, the Annual Quality Assurance Plan and the results of special reviews initiated by new operational requirements as well as through dialogue between all stakeholders.

D. Quality Management System

Course Quality Management and Assurance System implemented at the Armed Forces Academy is divided into two concepts - Quality Control (hereinafter referred to as "QC") and Quality Assurance (hereinafter referred to as "QA").

QC - aims to identify deficiencies and revise documents with a focus on process outputs. Quality Control is therefore a reactive process. The purpose of Quality Control is to emphasize the detection and identification of weaknesses in the resulting course.

QA - represents a method of preventing deficiencies focused on the course development process. It is a proactive process. The purpose of Quality Assurance is to improve the development and verification processes so that the resulting product meets the intended determination. Deficiencies (errors) need to be avoided or at least eliminated.

The principles of the Quality Management System affect all courses of the Armed Forces Academy and support continuous improvement of their quality. The main processes are addressed by the Internal System of Quality Assurance[10]. If necessary, the main processes of quality assurance of courses are updated by internal procedures and submitted to the Quality Assurance Board for approval. Senior officials, lecturers, professional soldiers assigned to perform the tasks of the military university pursuant to Section 71, paragraph 1, letter e) of Act No. 281/2015 Coll. on the civil service of professional soldiers and on amendments and supplements to certain acts, as amended, and administrative staff are selected in accordance with the job descriptions/job characteristics and are evaluated annually by direct superiors.

As part of monitoring the QC and QA processes of E&IT, the stakeholders listed in Table 1 regularly implement the processes:

---

[10] Act. 3 of Internal Quality Assurance System No.: Q-50.

No	Process	Quality Assurance Council	QAM	QMT	CCDs Developer	Course Director	Support Staff
1.	Self-Assessment Report	Establishes and Supervises	Leads, Guarantees	Revises and Updates	Supports	Supports	Supports
2.	Quality Assurance	Supervises	Executes	Initiates and Supervises	Applies	Applies	Applies
3.	Analysis	Supervises	Controls Final Report	Confirms Final Report	Identifies Deficiencies	Processes the Final Report	Supports Data Collection
4.	Assessment Processes	Supervises	Leads, Guarantees	Initiates the Process	Supports	Assists	Collects Data
5.	Design of CCDs	Supervises	Approves CCDs	Identifies Solutions and Project	Assists	Assists	Supports
6.	CCDs Development	Supervises	Approves CCDs	Leads	Develops CCDs	Assists	Supports
7.	Education and Training Planning	Supervises	Controls	Smeruje	Applies	Leads	Publishes
8.	CCDs Implementation	Supervises	Controls	Leads and Controls	Assists	Executes	Supports
9.	Course certification	Supervises	Controls	Verifies and Approves	Reviews CCDs	Leads, Guarantees	Supports
10.	Assessment of Course Participants	Supervises	Controls	Initiates	---	Leads, Guarantees	Assists, Collects and Stores Data
11.	Instructors' Evaluation	Supervises	Controls	Initiates	---	Leads, Guarantees	Assists, Collects and Stores Data
12.	Personal Development	Supervises, Coordinates	Controls	Initiates a Executes	---	Assists (Suggests)	Applies
13.	Communication Plan	Supervises, Coordinates	Controls	Verifies and Approves	Leads	Assists	Supports
14.	Sustainable Quality Improvement	Supervises, Coordinates	Controls	Verifies and Approves	Applies	Leads	Supports

Table 1 E&IT as subject of QC and QA

2.6 Management evaluation of the internal course quality assurance system

The management review of the Internal System of Quality, as part of the quality control processes, is a self-assessment process aimed at updating the Quality Assurance System for courses of the Armed Forces Academy, identifying new and ongoing shortcomings and assessing best practices. The review includes a formal assessment of the management system to identify the need for changes and improvements. The result of the management review includes decisions on measures related to improving the quality of courses and services.

The management evaluation of the Internal System of Quality Assurance of the courses is carried out annually during the fourth quarter, discussed and evaluated at the Annual Quality Assurance Conference of the Armed Forces Academy. QAM is responsible for processing the evaluation, which is submitted for approval to the Rector of the Armed Forces Academy in the form of an AQAR through the Vice-Rector for Education of the Armed Forces Academy and the Vice-Rector for Quality and Development of the Armed Forces Academy.

The management evaluation consists of:
- analysis of areas of compliance with NATO quality standards;
- evaluation of PMEC activities;
- development plan and tasks for the next period;
- income and expenses for the calendar year and a proposal for needs for the following year;
- evaluation of the quality of courses.

3. PROCESS OF APPROVAL, MONITORING AND REVISION OF COURSE PROGRAMS

3.1 Criteria for analysis and course development

A. E&IT

E&IT are complementary activities that reinforce each other. Education focuses on the function of explaining concepts, doctrines, procedures and teaching processes, as e.g. in the complexity of acquired experience and best practices. Individual training is focused on practicing and using that knowledge which helps to completely understand the given topic and provides space for well-trained course participants and their successful functioning in an international environment.

Multinationalism in E&IT represents more effective approach, balanced by the availability of experienced instructors, resources and time. Effectiveness, efficiency and affordability are essential attributes for the provision of the highest quality E&IT.

To provide stakeholders with high quality E&IT products, this directive follows NATO principles in the processes of analysis, design, development, implementation and evaluation of courses. To ensure the results of such an approach, it is very important to use the best practices within the study methodology, applicable within the course curriculum.

Teaching methodology is a system of methods used during the teaching and learning process (with a focus on learning).

B. Course development criteria

E&IT activity project (course), to which the principles and standards of Quality Assurance are applied (see point 2.5), begins with an appropriate Training Needs Analysis (TNA) to address the gaps identified in the previous Training Requirements Analysis (TRA). However, some courses may also arise from a direct request from the applicant/client, or as the initiative of the PTEC. Such requests may range from a requirement for simple expert support (by sending SME to complete a training or exercise) to a complete "ad hoc" course provided by a dedicated METT.

The principles applied in the development of E&IT activities must:
- meet the requirements of the RA;
- be developed in close cooperation with the CoI;
- be in line with current doctrines and guidelines of NATO and Armed Forces of Slovak Republic;
- achieve the minimum required professional qualification;
- be as open as possible to NATO Partners;
- use the most modern didactic and educational methods;
- be structured into modules (if possible);
- coordinate development answering requirements of the applicant / client

3.2 Curriculum design and development, educational standards

The process of developing a new course is a set of external and internal factors and steps that influence the final state of the course. After the requirement of E&IT is raised, reviewed and approved, the Armed Forces Academy begins the preparation of the course in accordance with the Global Programming requirements and procedures.

The course content is reviewed and approved during a pilot course, which uses the latest knowledge and experience from operations (e.g. LL and LI), evolving concepts and appropriate teaching methods. The goal of the new course should be its NATO approval.

A. Selection of a teaching methodology

To transfer knowledge using course curriculum, the Armed Forces Academy applies three teaching methods, which can be variably combined.

- Competency Based Learning focuses on outcomes and addresses what course participants should be able to do in the future, rather than what they should learn mechanically (know). Course participants make progress by demonstrating their competencies, which means that they display how they have mastered the required knowledge and skills (mutually called competencies). It supports the precise definition of learning objectives in terms of precisely measurable types of knowledge, skills and behaviours that the course participant should demonstrate at the end of the course. Competency Based Learning can be adapted to the changing needs of course participants and the needs of clients.

- Scenario Based Learning uses interactive scenarios to support active learning strategies, such as problem-based learning or case-based learning. Course participants are engaged in a work scenario, usually based on a structured or complex problem that they must solve. In this process, course participants must apply their knowledge, critical thinking, and problem-solving skills in the context of a real-world operation and / or situation.

- Project Based Learning is a teaching method in which course participants acquire knowledge and skills by working in groups over an extended period, investigating and responding to authentic and complex problems or challenges. Based on the assignment, they solve the problem in the form of a real product of the staff planning process. The main goal is not just a single product, but the decision-making process itself.

B. Course curriculum design

During the course curriculum design phase, a combination of teaching strategies and methods, human and material resources, assessment procedures, and work schedules are used to meet the course objectives.

The course curriculum project group ensures that the document follows the principles of instruction, that methods and activities are properly defined, and that the content is appropriate

for the specific target group. These teaching principles result in the required depth of knowledge, which is explained in NATO Directive Bi-SC 075-007[11].

When designing the implementation and learning objectives, the Curriculum Design Team uses Bloom's Taxonomy to ensure that the required tasks are tailored to the appropriate course level. Using Bloom's Taxonomy to construct and utilize objectives helps to promote a coherent and measurable course.

For each category, key words are identified to help the Curriculum Design Team to develop and write implementation and learning objectives. Examples of Bloom's Taxonomy words and verbs are provided in Table 2.

Category	Examples and Key Words (verbs)
Remembering: Recalling or retrieving previous learned information.	Key Words: defines, describes, identifies, knows and recognizes.
Understanding: Comprehending the meaning. Stating a problem in one's own words.	Key Words: Comprehends, explains, infers, interprets, rewrites, summarizes, and translates.
Applying: Using a concept in a new situation or unprompted using of an abstraction.	Key Words: Applies changes, computes, constructs, demonstrates, discovers, solves and uses.
Analysing: Separating material or concept into component parts so that its organizational structure may be understood.	Key Words: analyses, breaks down, compares, contrasts, differentiate, infer, outlines, relates and selects.
Evaluating: Making judgments about the value of ideas or materials.	Key Words: Appraises, compares, concludes, criticizes, defends, interprets, justifies, and relates, supports.

Table 2 Bloom's taxonomy

Performance and learning objectives are processed in three basic forms:
- **Standards** establish the minimum acceptable performance.
- **Conditions** establish the environment, tools, and processes that are used to achieve the minimum acceptable performance.
- **Criteria** establish how to measure the minimum acceptable performance.

The implementation and learning objectives form the core of the course curriculum according to Bi-SC Directive 075-007. Its annexes also contain samples of supporting documentation that provides information about course participants, learning procedures and activities, strategy for assessing course participants, prerequisites for the course, characteristics and number of instructors, as well as a standard schedule and required resources.

---

[11] Annex K to Bi-SCD 075-007 dated MAR 25 and its Appendixes

3.3 Course curriculum implementation

The purpose of curriculum implementation is to initiate management, support and administrative functions necessary for the successful implementation of E&IT activities/solutions. E&IT addresses the planning, preparation, implementation and completion of specific course activities. The result of curriculum implementation is the creation of qualified course graduates. The curriculum implementation cycle is shown in Figure 3.
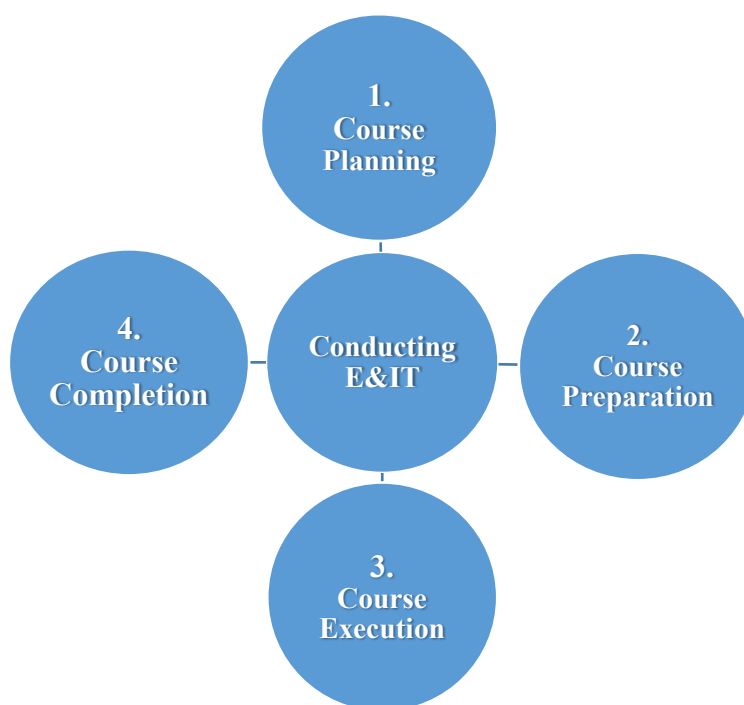

Figure 3 Conducting E&IT

3.4 Instructional process and course curriculum evaluation

A. Quality Assurance Process

The quality assurance processes used at the Armed Forces Academy are broadly defined in the Internal System of Quality Assurance and are described in this directive which draws from Bi-SC Directive 075-007. These processes are fully integrated into the Annual Quality Assurance Plan (Annex A) and are evaluated annually. Recommended changes or additions are forwarded to the Director of PMEC for approval of the next Annual Quality Assurance Plan.

The overall Course Quality Assurance Cycle (Figure 4) shows how the evaluation processes (process of evaluating the course curriculum, course participants and graduates, etc.) take place. The detailed procedures for the course evaluation cycle are described in the Course Review Evaluation (Annex B). After several (usually three) iterations of a particular course, QAM initiates a series course evaluation cycle as described in the Series of Courses Evaluation Form (Annex C).
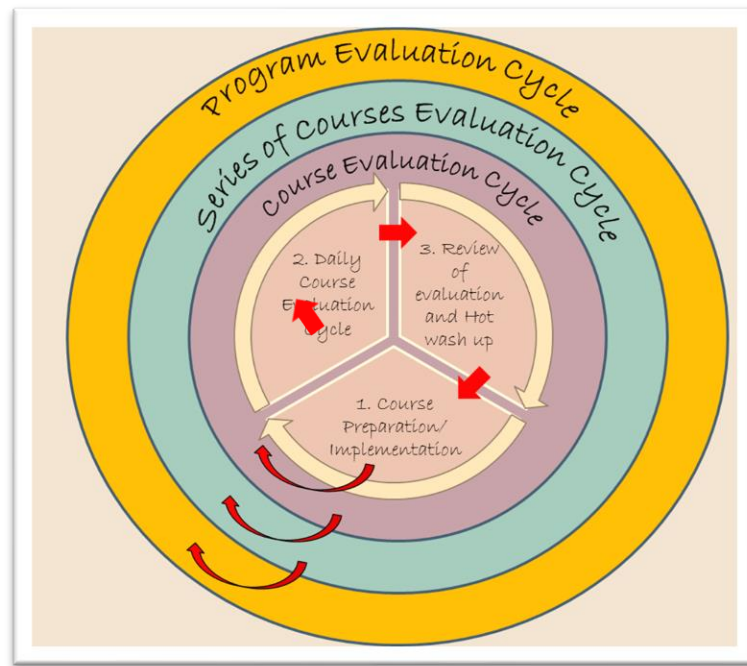
Figure 4 Course Quality Assurance Cycle

After each iteration of the course, designated members of the QMT, under the guidance of the QAM, conduct a Course Review Evaluation (hereinafter referred to as "CRE"). The QMT consists of: the QAM, the Curriculum Review Team (instructors, SMEs and the Experience Management Administrator) and the course support staff (Figure 5).
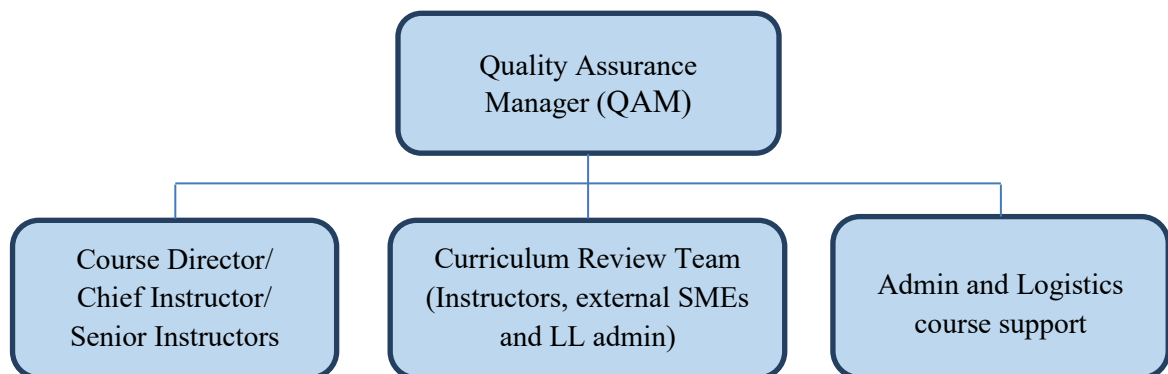
Figure 5 QMT

The evaluation phase consists of two distinct processes:

a) Evaluation process – is aimed at assessing specific E&IT activities after completion of the course. This process involves collecting and analysing data from both inside and outside the E&IT environment to determine the quality of the course and whether its graduates are well prepared to perform their profession / mission;

b) Institutional evaluation process – is aimed at ETF and provides an overall assessment for the regular evaluation / analysis of the Quality Assurance System for institutional accreditation.

Series of Courses Evaluation (hereinafter referred to as "SCE") are conducted by designated QMT members, including the Director of PMEC, by comparing the results of three consecutive course evaluations and based on external input/requests from all participants.

The E&IT program evaluation cycle is based on Course Review Evaluation (Annex B) and SCE evaluations. This process is conducted by the QMT and culminates at Annual Quality Assurance Conference.

B. Annual Quality Assurance Plan

It is derived from the Activity Plan of the Armed Forces Academy for the calendar year and specifies in more detail all necessary activities related to the implementation of courses, such as the timetable for quality assurance, evaluation and approval activities. The Annual Quality Assurance Plan is prepared by QAM in cooperation with course directors and submitted to the Director of PMEC for approval. Annual Quality Assurance Plan provides supplemented overview of activities from the Activity Plan of the Armed Forces Academy for the calendar year. It is also used as a summary feedback tool to improve strengths and weaknesses, increase opportunities and eliminate risks of individual courses. The assessment of the fulfilment of the Annual Quality Assurance Plan is carried out at the Annual Quality Assurance Conference of SVK AFA.

C. Course quality management process

The course quality assurance evaluation process and the roles of staff involved in quality assurance processes are illustrated in Figure 6.
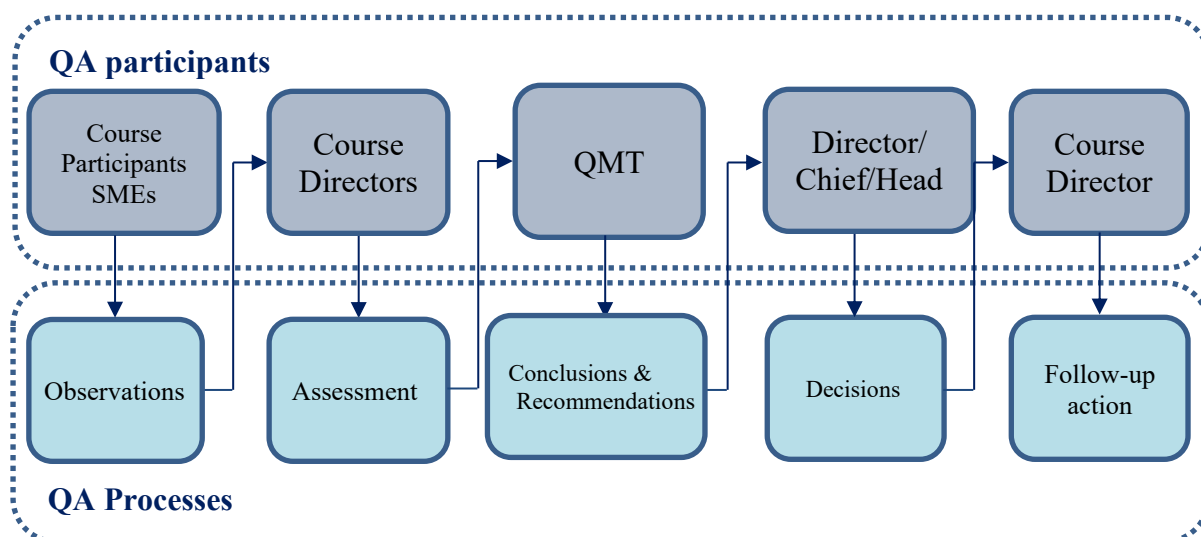

Figure 6 QA Evaluation Process

D. Course evaluation scheme

The purpose of the course evaluation is to assess their effectiveness and overall quality of the E&IT solution and at the same time assess the possibilities for their further improvement within

the framework of ensuring the quality of the courses of the Armed Forces Academy. The course evaluation scheme is shown in Table 3.

Frequency	Lead by	Who (Conducted by)	How	What	When	Where
Once	Course Director /Chief	Instructors	Meeting/ Correspondence	Course schedule	Week prior	Meeting room
Daily	Course Director /Senior Instructor	Course Participants	Briefing / Discussion	General Feedback	Start of Classes	Classroom /Syndicate
Daily	Course Director /Senior Instructor	Course Participants	Briefing / Discussion	Lectures & Exercises	End of the Day	Classroom /Syndicate
Daily	Course Director /Senior Instructor	Instructors	Meeting	Hot Wash Up	End of the Day	Meeting room
Weekly	QAM	Course Director /Senior	Meeting	Instructors' performance	End of the Day	Office
Weekly	Course Director /Senior Instructor	Course Participants	Evaluation Sheet	General Feedback	End of the Week	Classroom /Syndicate
Once	Course Director /Senior Instructor	Instructors / Course Participants	Briefing / Discussion	Overall Course Assessment	Last Day	Classroom /Syndicate
Once	QAM	QMT	Study	Analysis of Results & Feedback	Within 14 days after course completion	Office
Once	QAM	Course Director /Senior Instructor	Meeting	After Action Review	Within 21 days after course completion	Office
Once	QAM	Superiors of Course Participants	Online Questionnaire	Delayed Feedback	6 months after course completion	---

Table 3 Course Evaluation Scheme

E. Course feedback mechanism

Course feedback mechanism is the most important factor contributing to the evaluation and improvement of the quality of courses. This mechanism consists of collecting and analysing opinions, comments and best practices from all persons involved in the provision of the course, from SMEs and instructors to course participants and their superiors.

As part of the first step of the evaluation process to guarantee the quality of courses, a quantitative and qualitative analysis is carried out. Feedback is obtained during the preparation, duration and after the completion of an iteration of the course. To verify the effectiveness and relevance of the course, as well as to reduce shortcomings in the E&IT area, course graduates fill out a Students' Feedback / Evaluation Sheet (Annex F).

The delayed feedback questionnaire is distributed 6 months after the completion of the learning activity and is included in the SCE. The entire course feedback mechanism is illustrated in Figure 7.
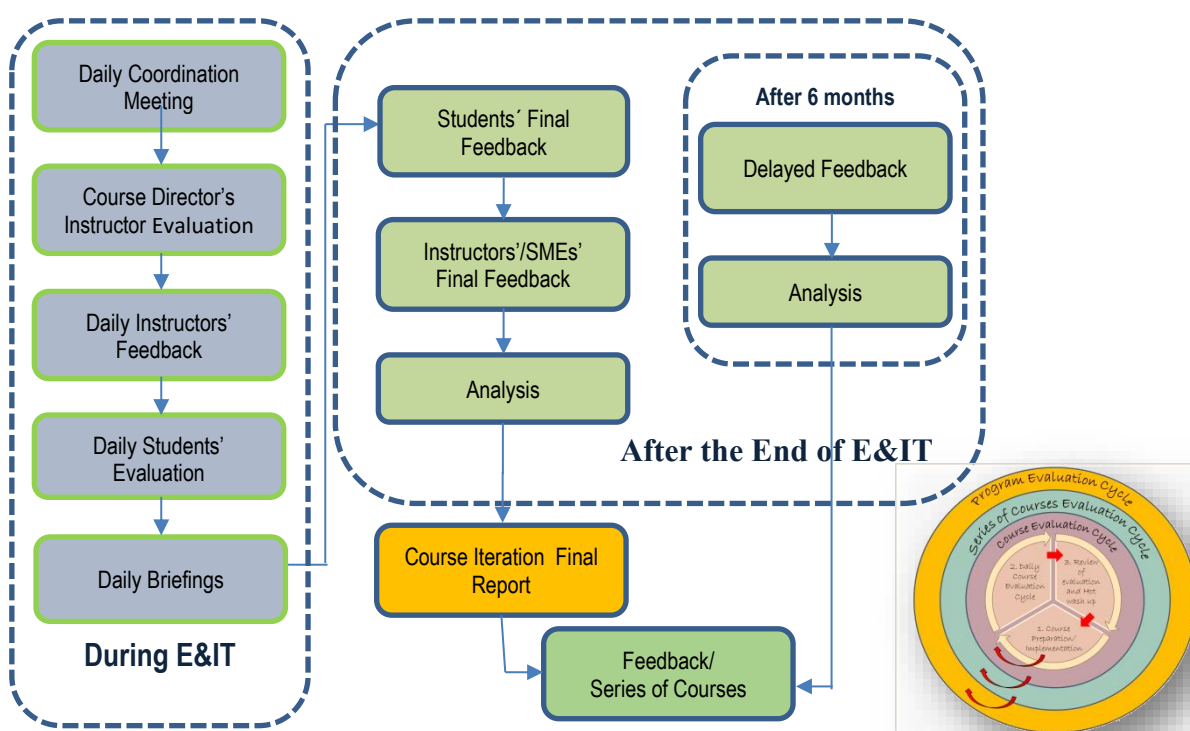

Figure 7 Feedback mechanism

4. EVALUATION OF COURSE PARTICIPANTS AND GRADUATES

4.1 Course participant and graduate evaluation strategy

The course participant evaluation strategy is derived from the Bi-SC Directive 075-007, according to which this method of assessment is to support the teaching of course participants

in line with the course objectives. By setting the criteria for the assessment of course participants, the Armed Forces Academy demonstrates that the course is carried out in accordance with quality standards, which means that the course leader can evaluate the progress of the course participants in comparison with the course objectives. Within the framework of the Internal System of Quality Assurance at the Armed Forces Academy, the course participant assessment process is included in Art. 3.

Even when using different teaching methods within the course objectives, progress depends on the course content, its length and the course participants. The Internal System of Quality Assurance applies two forms of student assessment during the courses:

Formative assessment - includes a range of formal and informal assessment procedures carried out by instructors during the course with the aim of modifying teaching and learning activities and thus improving the knowledge of the course participants[12]. The aim of formative assessment is to monitor the learning of the course participants to obtain continuous feedback that can be used by instructors to improve their teaching and by the course participants to improve their learning outcomes.

Summative assessment (or summative evaluation) - is the assessment of course participants with a focus on the outcome of the course[13]. The aim of summative assessment is to evaluate the learning activity of course participants at the end of a learning module or course in comparison with selected standards and criteria. Summative assessment forms the basis for the final assessment of course participants.

After each evaluation circle, the course director informs all course participants of the assessment results. The course director, together with the instructors and SMEs, will inform the course participants whether they have met the course objectives or whether they need to improve in demonstrating them.

The results of the formative and summative assessment of the course participants are the input for the Course Quality Assurance Cycle. (Figure 4)

4.2 Course participant evaluation plan

The course participant evaluation plan is an integral part of the course documentation. It identifies which evaluation tools are to be used. The course participant evaluation plan contains answers to the questions:
- Why is the specific evaluation being carried out?
- What is being assessed?
- Who is to carry out this evaluation?
- How is the specific evaluation being carried out?
- When will the specific evaluation be carried out?
- What evaluation criteria and grading scales will be used?

---

[12] CROOKS, T. (2001). British Educational Research Association Annual Conference, University of Leeds, September 13–15, 2001.
[13] R. W. TYLER, R. M. GAGNE, & M. SCRIVEN (Eds.) (1967). "The methodology of evaluation". *Perspectives of curriculum evaluation*. Chicago, IL: Rand McNally. pp. 39–83.

- What are the conditions and procedures for possible appeal?

The course participant evaluation plan contains information on checking the progress of the course participants and assesses their overall performance within the course. The relevant course director is obliged to familiarize the students with the evaluation system at the beginning of the course.

4.3 Evaluation concept

A. Course participant evaluation

Short-term courses with a total duration of study of up to 10 days use only the summative form of assessment of course participants. It can be carried out, for example, in the form of a seminar, where active participation confirms that the course objectives have been achieved. Courses with a total duration of study of more than 10 days use a combination of summative and formative assessment methods.

B. Practical examination

In case the assessment method is a practical exam (e.g. staff exercise, final thesis defence, test...), the assessment of the course participant's performance by the relevant instructor is included in the assessment. The assessment criteria and the selection of assessment methods are stated in the course plan (e.g. in the instructor's checklist).

C. Re-examination

Courses with a total duration of up to 5 days generally do not allow for re-examination. In courses with a total duration of more than 5 days, a re-examination of a course participant may be approved if the course participant has not met the conditions for "successful completion" of the course. The course participant has the right to request a re-examination from the Rector of the Armed Forces Academy through the relevant course director or senior instructor (Annex K[14]).

4.4 Final classification of course participants

The results of the course participant evaluation are summarized and recorded in the final course participant classification. The final course participant classification is decided by the instructor together with the course director after the course has been completed. Only two possible final classification levels are used in the evaluation of E&IT activities:

"Successfully completed the course" or "Participated in the course".

For short-term courses (less than 21 days), the evaluation of course participant is carried out by continuous assessment of completed tasks and course objectives.

---

[14] Procedures for Student Appeals within SVK AFA

For courses with a total duration of more than 21 days, a Final Evaluation Report is prepared at the end of the course with a detailed evaluation of the course participant (Annex E). The classification is specified here in five evaluation levels (A-very good, B-good, C-satisfactory, D-weak and E-unsatisfactory). This report is sent via the defence attachés to the ministries of defence of the respective countries for international course participants and for national participants it is sent through chain of command via personnel department of general staff.

Certificates with the specified classification levels are issued by the Armed Forces Academy after completion of the course and are signed by authorized officials of the Armed Forces Academy. Certificates of completion of NATO certified courses are signed by the Rector of the Armed Forces Academy, or a person authorized by him. A course participant who does not attend the prescribed number of classes/exercises[15] (Annex G), does not fulfil the tasks and objectives of the course, or achieves grade "E" in the Final Assessment, will not be issued a certificate of completion of the course, but will be issued a certificate of participation in the course.

5. QUALITY ASSURANCE OF TEACHERS AND PERSONS PARTICIPATING IN PROVIDING THE COURSE

To guarantee the quality of instructors and all persons involved in providing the course, including SMEs (hereinafter referred to as "persons involved"), directly involved in E&IT activities, the Armed Forces Academy uses the procedures shown in Figure 8.
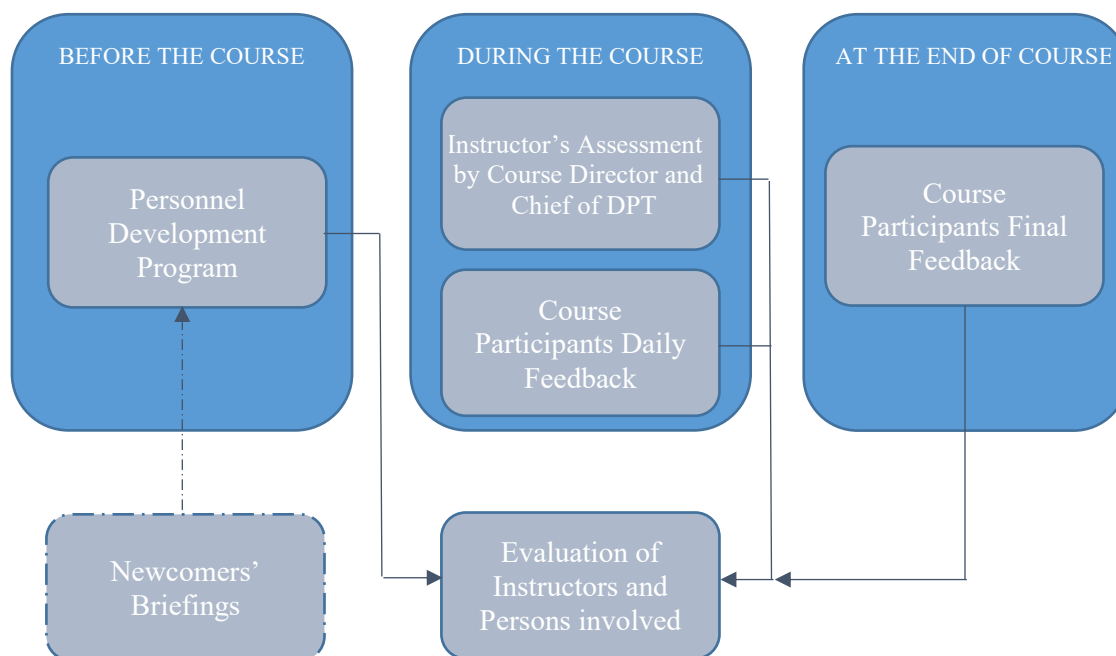

Figure 8 Preparation and evaluation of instructors and persons involved

A. Preparation and evaluation of instructors and persons involved

To ensure adequate education and training for instructors, the Director of PMEC, the chief of

---

[15] Students Information Guide

the department, or the head of the department, prepares a Personal Development Program (Annex H), which identifies the required skills of instructors and their further development - even before the start of the course. This program determines specific international conferences, selected courses and exercises that individual instructors are to participate in. The personal development program also includes briefings designed to familiarise new officers and employees of the Armed Forces Academy with all processes related to ensuring the quality of courses and with the Internal System of Quality Assurance. The required skills of instructors are set out in their job descriptions.

Instructors are evaluated based on their capabilities to:
- implement the planned course objectives;
- effectively compile programs/lectures/practical exercises and their schedule;
- answer questions from course participants and explain difficult topics;
- comply with safety regulations (during practical exercises in the field);
- guide course participants to successful learning outcomes;
- use resources, materials and aids (interactive whiteboards, projectors, etc.) wisely;
- effectively manage their group;
- lead and manage course participants during practical exercises and at syndicates;
- use appropriate doctrinal terminology;
- demonstrate the required language proficiency.

The pedagogical skills of the instructors are monitored by the course director through the Instructors' Performance Evaluation (Annex D) or from Student's Feedback / Evaluation Sheet (Annex F), which are used as input for the course evaluation. Instructors and new members of the Armed Forces Academy who are to give lectures for the first time are supervised by their respective superior (e.g. Chief of Department, Senior Instructor or Course Director).

B. Preparation and evaluation of persons involved

The quality of the courses can be assessed not only by the contribution of educated and experienced instructors, but also by the properly prepared persons participating in the course (persons involved). The preparation of the persons involved in the areas of administration, security, etc. is specified annually in the Annual Quality Assurance Plan (Annex A).

The persons involved are responsible for:
- administrative requirements of the course, e.g. requesting training facilities, document registration, communication with applicants;
- legal requirements, e.g. preparing and submitting contracts with SMEs for signature;
- financial requirements, e.g. calculating reimbursement of expenses for the course or SMEs;
- logistical support, e.g. requesting/providing necessary materials, requesting transport, accommodation and food;
- equipping classrooms and training areas;
- safety training;
- health care (requesting it) in the case of field exercises, etc.

The evaluation of persons involved is carried out by the relevant course director. This evaluation is also influenced by feedback from instructors and course participants. The evaluation of persons involved is part of the CRE evaluation and course documentation.

6. STUDY RESOURCES AND SUPPORT FOR COURSE PARTICIPANTS

Armed Forces Academy provides course participants with support and ensures access to teaching aids, study materials, etc. The main purpose of managing study resources and supporting course participants is to meet the needs of course participants before and during the course.

Learning resources and support mechanisms must be:
- accessible to course participants;
- tailored to the needs of course participants;
- responsive to feedback from those who use them;
- continuously monitored and improved.

Study resources and support for course participants within the Armed Forces Academy are requested by course directors through their direct superior from the Bursar of the Armed Forces Academy and are provided by the persons involved in accordance with applicable procedures at Armed Forces Academy.

6.1 Material resource management

Armed Forces Academy provides for the implementation of the courses:
- classrooms with a modular design that can be adjusted according to the planned seating capacity;
- classroom equipment and furniture;
- a secure area with communication facilities;
- visual aids: monitors and televisions, interactive whiteboards, projectors;
- audio sets (wireless), loudspeakers;
- printers, faxes, copiers;
- consumables for practical training;
- consumable office/writing supplies for instructors and course participants;
- special study resources for course participants (study material in electronic and paper form).

   Requirements for material and other support (resources, teaching aids, study resources, etc.) are provided in accordance with the Annual Quality Assurance Plan (Annex A).

The request for resources of the Armed Forces Academy must be submitted by the course director (chief of department, head of department) through official procedures to the Bursar of the Armed Forces Academy, who coordinates and incorporates the submitted requirements into the planning process of the Armed Forces Academy.

Any course requirements submitted by the course director must be consulted in advance with the chief of department or head of department.

To improve the management of study resources and support for course participants of a particular course, Armed Forces Academy collects comments, opinions, recommendations and monitors the satisfaction of course participants. All of this is later analysed and summarized in the final course evaluation.

6.2 Fees and placement into the courses

A. Fee policy

Generally, course fees are not paid by participants from the Armed Forces of Slovak Republic, sponsoring countries (based on a Memorandum of Understanding) and countries included in the DEEP (Defence Education Enhancement Programme) or based on cooperation agreements. The course fee is proposed by QAM during the Annual Quality Assurance Conference based on the recommendation of the chief of department/course director/head of department who provides the course after discussing income and expenditure with the Budgeting and Finance Department of the Armed Forces Academy. Based on the results of the discussion and consideration of the course fee, the proposed course fee is submitted to the Rector of the Armed Forces Academy for approval.

All details of E&IT products, including course fees, are included in the annual course portfolio, which is publicly available on the NATO e-ITEP platform, on the website of the Armed Forces Academy[16], as well as in the Student Information Guide (Annex G).

B. National course placement policy

The policy of filling places in the national courses varies depending on the specific type of course. In general, the courses are intended primarily for professional soldiers of the Armed Forces of the Slovak Republic, but in some cases, they are also accessible to civilian applicants. Therefore, this policy is managed in accordance with the internal guidelines and the Activity Plan of the Armed Forces Academy for the calendar year in cooperation with Ministry of Defence of the Slovak Republic, General Staff of the Armed Forces of the Slovak Republic, or other central state administration bodies. The plan of filling places in courses is coordinated by the Director of PMEC. The filling of capacities in national and specialized courses is resolved by agreement of all parties involved so that the requirements and needs of the Armed Forces of the Slovak Republic are met to the greatest extent possible.

C. International course placement policy

Director of PMEC, together with the Chief of International Courses Department, specifies the plan for filling places in international courses in cooperation with the Department of Science and Foreign Relations of Armed Forces Academy and the Department of Budgeting and Financing of Armed Forces Academy. Certified courses are filled with priority according to NATO needs based on a specified plan for allocating places to courses (one year in advance), which is presented during the Annual Quality Assurance Conference. The QAM is guided by

---

[16] www.aos.sk

this policy and is the official who proposes to the Rector of Armed Forces Academy a list of participants in international courses for approval.

One of the priorities of the Armed Forces Academy in organizing NATO certified courses is to inform applicants from NATO member and partner countries about the execution of international courses - by sending announcements about individual courses from the portfolio, together with the attached application form. Announcements, or invitations, are sent through the Department of Science and Foreign Relations of Armed Forces Academy via the Ministry of Defence of the Slovak Republic to the attachés of individual countries according to the distribution list. The respective announcement also states the policy for filling places, which considers the defined priorities.

Applications for participation in the international course are collected by the persons involved (course administrator) before the final registration date, who will process the list of course participants in accordance with the following criteria:

- to meet the needs of partner countries in the field of E&IT: a country cooperating (e.g. V4 countries, partners from Indiana National Guard) with Armed Forces Academy has priority allocated places and guaranteed agreed contractual terms in each iteration of the course, based on the Memorandum of Understanding;
- filling positions in certified course is primarily carried out according to the agreed NATO Seat Allocation Plan, while NATO SHAPE PD reimburses course participants from partner countries for course fees (e.g. transportation, accommodation, meals) in accordance with NATO reimbursement policy;
- to support the needs of NATO DEEP: representatives of individual DEEP partner countries may apply for admission of their candidates to the international courses of Armed Forces Academy. NATO Headquarters (DEEP) will reimburse the Armed Forces Academy course related costs (transport, accommodation, meals, or a pre-agreed administrative costs) in accordance with NATO's reimbursement policy.
- if the above priorities are covered, the vacant places can be offered to other applicants;
- the filling of places in international courses conducted by the Mobile Education and Training Team of International Courses Department remains the responsibility of the host country (requesting country).

If the number of applicants exceeds the course capacity, applicants whose applications were not accepted are informed and placed on a waiting list, or (with their consent) registered for the next iteration of the international course.

7. COMMUNICATION AND INFORMATION PROCEDURES

7.1 Information management

Information can be submitted in both electronic and physical (printed) form. Procedures that guarantee the correct handling of information are set by the Information and Knowledge Management (hereinafter referred to as "IKM"), whose members are designated employees of Armed Forces Academy.

The main activities of the IKM include: collecting, processing, protecting, storing and disseminating the right information to the right people at the right time.

Bursar of Armed Forces Academy, through the Chief of Department of Logistics, is responsible for the communication and information systems and for the functional aspects of the IKM process. Course administrators, as information managers, monitor the functional aspects and use of information, and control the sharing of information via web portals on behalf of their direct superiors. The IKM process of international courses is managed by the Chief Instructor.

7.2 Communication plan

Flow of information takes place internally through various channels, not only through computer systems. Main principles of the IKM policy are based on:
- **Bottom-up information flow** (within the structure of Armed Forces Academy), which provides timely and fully coordinated information to support the decision-making process of the managing staff of Armed Forces Academy;
- **Top-down information flow** (within the structure of Armed Forces Academy) provides PMEC members with permanent access to decisions, instructions and directives;
- **Information flow across** (the structure of Armed Forces Academy) ensures processes to avoid duplication and ensures up-to-date information available to everyone. The goal is a reasonably organized "institutional memory";
- **Information flow within** (the structure of PMEC) identifies organizational functions to achieve optimal information flow.

Based on these principles, the Armed Forces Academy's communications plan is designed to enable the collection and distribution of relevant information, including:
- E&IT opportunity offerings;
- course catalogue;
- study resources and costs.

The role of the communication plan is to ensure timely and effective communication and its further improvement. QAM is responsible for appropriate, correct and complete transfer of information to the main officials of the Armed Forces Academy and PMEC and other appropriate target groups.

Communication plan provides a framework for managing and coordinating the wide range of communication that takes place during the E&IT processes. The communication plan specifies who is the recipient of the information, how the information will be delivered, what information is to be distributed, who communicates and how often (frequency of communication).

The Communication Plan is in Annex I.

7.3 Information systems

Armed Forces Academy information system was built to enable internal information sharing among its members via an online course management system (Moodle) or e-mail communication. Moodle system allows for the central storage and sharing of documents,

information and ideas. It helps groups of people to share information and collaborate. Moodle system respects intellectual property and principles of information security. This system is not suitable for working with classified information. Each course participant, as well as the instructor, has their own Moodle user profile.

In specific cases, online teaching is used using the Microsoft Teams application (especially for national courses), or the NATO Big Blue Button application (BBB, especially for international courses).

The system is accessible to instructors, including SMEs, course participants and persons involved.

Study resources for course graduates are also available on the Armed Forces Academy intranet during the course. Manuals and doctrines are available on public websites, the web addresses of which are provided to course participants.

On the website of Armed Forces Academy, you will find all information regarding:
- course iterations and dates;
- contact information (POCs);
- student information guide;
- course location;
- accommodation and fees;
- other preliminary information.

For rapid information sharing within the Armed Forces Academy, the internal computer network INTRANET is used, where the latest announcements, sample forms, Rector's orders, the Internal System of Quality Assurance, directives and bulletins, etc. are published.

8. INFORMATION FOR PUBLIC

In accordance with the general principles of Armed Forces Academy on information for the public, all publishable information is available on the website of Armed Forces Academy. The website of Armed Forces Academy (www.aos.sk) is intended for information on E&IT activities, where all information regarding courses, exercises, seminars and/or other activities can be found.

In accordance with Bi-SC Directive 075-007, Armed Forces Academy uses the online NATO Education and Training Opportunities Catalogue (ETOC) and the Partner Information, Management and Exchange System (ePRIME) where course participants and clients can find all details regarding courses and training. In both information systems, all important information is continuously updated.

9. FINAL ESTABLISHEMENT

E&IT Quality Assurance is a long-term process that should ultimately lead to improved applicant and stakeholder satisfaction, efficiency, cost reduction, increased work productivity, better quality of work environment, clear assignment of responsibilities, and improved course quality.

On the date of entry into force of this internal regulation, the Internal System of Quality of the Professional Military Education Centre of the Armed Forces Academy of General M. R. Stefanik V3.0 No. Q-79 of September 21, 2023 is repealed.

Course Quality Assurance Directive was approved at the meeting of the Quality Assurance Board on May 19, 2025.

Course Quality Assurance Directive enters into force and effect on the date of approval by the Quality Assurance Board.

In Liptovsky Mikulas, 26. June, 2025

BG Aurel SABÓ, PhD.
rector