Національний технічний університет України
«КИЇВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ
імені ІГОРЯ СІКОРСЬКОГО»

ЗБАГАЧУЄМО КОЖНОГО
КАФЕДРА СОЦІОЛОГІЇ

Department of Sociology

Monitoring and evaluation of programmes and projects

Work programme for the academic discipline (Syllabus)

Course details

Level of higher education	Second (Master's)
Field of knowledge	05 Social and behavioural sciences
Specialisation	054 Sociology
Educational programme	Social Data Analytics
Status of discipline	Elective
Form of study	Full-time (day)
Year of study, semester	1st year, spring semester
Scope of the discipline	5 ECTS credits/150 hours 18 hours of lectures, 36 hours of practical classes, 96 hours of independent work.
Semester assessment/assessment measures	Exam, Modular control work
Class schedule	http://roz.kpi.ua/
Language of instruction	Ukrainian
Information about the course leader/lecturers	Lecturer: Associate Professor, Candidate of Philosophical Sciences, Associate Professor, Ihor V. Pyholenko, e-mail: pigolenko@gmail.com Practical / Seminar: Associate Professor, Candidate of Philosophical Sciences, Associate Professor, Ihor V. Pyholenko, e-mail: pigolenko@gmail.com
Course location	Link to the Moodle distance learning resource: https://do.ipo.kpi.ua/course/view.php?id=2089

Curriculum

1. Description of the academic discipline, its purpose, subject matter and learning outcomes

According to many employers, one of the main problems of Ukrainian sociological education is the lack of practical skills in applying the knowledge gained by university graduates. While studying this course, students will learn about the main approaches to monitoring and evaluating programmes and projects, their practical application, and will master the skills of independent planning, monitoring and evaluation.

Communication with the lecturer is possible and encouraged during classes, as well as during consultations with the lecturer, which are held according to a schedule available on the department's website.

The aim of the course is to achieve the following learning outcomes**:**

1) knowledge:

- basic concepts and definitions in the field of monitoring and evaluation;
- the specifics of monitoring and evaluation;
- the formation of indicators, their role and significance in the monitoring process;
- analysis of data necessary for evaluating programmes and projects;
- the theory of change and its main components;
- basic requirements for the qualification of an evaluation specialist;
- the specifics of monitoring and evaluation in social programmes and projects.

2) skills:

- develop a monitoring and evaluation system for individual projects and programmes;
- engage stakeholders and facilitate monitoring and evaluation activities;

- develop indicators and short- and long-term targets;
- formulate research questions and select the necessary ones in accordance with the evaluation objectives, available resources, etc.;
- analyse and interpret the data obtained;
- prepare reports on the results of monitoring and evaluation;
- apply the standards and guidelines necessary to carry out the relevant activities;
- be guided by ethical principles recognised in the professional community;
- use the resources of professional networks.

As a result of completing the course, students will be able to:

- apply basic approaches to monitoring and evaluating social programmes and projects;
- develop technical specifications for evaluation;
- develop indicators and short- and long-term targets;
- formulate research questions and select the necessary ones in accordance with the evaluation objectives, available resources, etc.;
- analyse data sets and perform triangulation;
- prepare reports and present results.

According to the educational and scientific programme, mastering this discipline contributes to strengthening the following competencies and programme learning outcomes:

- LC 03 - Ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/types of economic activity).
- SC 05 - Ability to evaluate and ensure the quality of work performed.
- FC 07 - Ability to develop and evaluate social projects and programmes.
- FC 08 - Ability to cooperate with European and Euro-Atlantic institutions.
- PRN 03 - Develop and implement social and interdisciplinary projects, taking into account social, economic, legal, environmental and other aspects of public life.

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

To study the discipline, students should have skills in using the Word text editor, working with Excel spreadsheets, preparing presentations using PowerPoint, and working with electronic databases.

The discipline is studied after mastering the disciplines: "Quantitative and Qualitative Research Methods", "Methodology, Methods and Technologies of Sociological Research", "Fundamentals of Management", "Social Design".

3. Contents of the course

Names of sections and topics	Number of hours			
	Total	including		
		Lectures	Seminar	SRC
1	2	3	4	6
Section 1 Monitoring and evaluation as an independent discipline				
Topic 1. Introduction to the academic discipline.	8	2	2	4
Topic 2. Basic concepts and definitions	5	0	2	3
Topic 3. Needs assessment	6	0	2	4
Total for Section 1	19	2	6	11
Section 2 Monitoring programmes and projects				

Topic 4. Monitoring and features its implementation	7	2	2	3
Topic 5. Indicators, their role and significance in the monitoring process	8	2	2	4
Topic 6. Data required for evaluating programmes and projects	6	0	2	4
Topic 7. Planning monitoring activities	6	0	2	4
Total for Section 2	27	4	8	15
Section 3 Evaluation of programmes and projects				
Topic 8. Theory of change and its main components	7	2	2	3
Topic 9 Basic approaches to assessment	5	0	2	3
Topic 10. The need for assessment	5	0	2	3
Topic 11. Development of technical tasks for conducting assessments	7	2	2	3
Topic 12. Requirements for the qualification of for assessment specialists.	5	0	2	3
Topic 13. Sources of information and types of data	7	2	2	3
Topic 14. Methods of gathering information	5	0	2	3
Topic 15. Analysis and interpretation data in assessment	7	2	2	3
Topic 16. Use of monitoring and assessment	6	0	2	4
Topic 17. Professional activities in assessment	7	2	1	4
Topic 18. Features of monitoring and evaluation of programmes and projects	7	2	1	4
Total for section 3	68	12	20	36
Modular control work	6	0	2	4
Exam preparation	30	0	0	30
Total hours	**150**	**18**	**36**	**96**

4. Teaching materials and resources

To successfully study the discipline, it is sufficient to work through the educational material presented in lectures and familiarise yourself with the literature.

4.1. Basic literature

1. Glossary of terms on monitoring and evaluation. / Horoshko A., Narchynska T., Ozymok I., Tarnai V. – Kyiv: Ukrainian Evaluation Association, 2014 – 32 p. [Electronic resource]. – Access mode: http://www.ukreval.org/images/Glossary.pdf
2. Monitoring and evaluation: Why? How? With what result? [Text]: Tutorial / Yu. Dukach, Z. Kiyanitsa, Y. Konechna-Salamatin et al. – Kyiv: ICF "Alliance for Public Health", 2018. – 176 p. [Electronic resource]. – Access mode: http://ipzn.org.ua/wp- content/uploads/2018/06/vchalnyj-posibnyk-z-monitoryngu-i-otsinyuvannya.pdf
3. Monitoring and Evaluation of Programmes and Projects. Practical Guide / Olga Morozova, Olga Varetska, Daniel Jones, Pepukai Chikukwa, Tetiana Saliuk) Kyiv: Oranta, 2008. 144 p. [Electronic resource]. – Access mode: http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ua/library/our/index.htm
4. Guide to Monitoring and Evaluating Regional Development Programmes / Lendiel M., Vinnitsky B., Rateychak Y., Sanzharovsky I. Edited by Sanzharovsky I., Polyansky Y. – Kyiv: K.I.S., 2007. – 80 p. [Electronic resource]. – Access https://www.ipas.org.ua/images/doc/Library/Books/handbook_on_monitoring_and_evaluation_2007_ukr.pdf

5. The Road to Results: Planning and Conducting Effective Development Evaluations. – Morra Imas L.J., Rist R.K. – Kyiv: ICF International Alliance with HIV/AIDS in Ukraine, 2015. – 580 p. [Electronic resource]. – Access mode: http://aph.org.ua/wp-content/uploads/2016/08/SHlyah-do- rezultativ_2015_Print.pdf

The above literature can be found in the H.I. Denisenko Scientific and Technical Library and the FSP Methodological Office (room 503, building 7).

4.2. Supplementary literature:

1. http://www.sociology.kpi.ua/literature - Department of Sociology, Igor Sikorsky KPI
2. http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ru/library/syrex/forms_and_instr4ngo/4ngo.htm (this link provides examples of forms and instructions used in the practice of non-governmental organisations
3. http://www.aidsalliance.org.ua/cgi-bin/index.cgi?url=/ua/library/our/index.htm
4. http://www.unaids.org/en/regionscountries/countries/ukraine/ (here you can find reports from UNGASS (The United Nations General Assembly Special Session) / GARP (Global AIDS Response Progress Reporting)
5. http://www.unaids.org/en/dataanalysis/knowyourresponse/globalaidsprogressreporting/ (this link contains a lot of information about indicators (country-level))
6. http://portfolio.theglobalfund.org/en/Grant/List/UKR (under the heading Program Grant Agreement, there is usually a table of indicators (country-level) for each of the selected grants (when using this link, please note that the grant provides for a comprehensive programme consisting of many projects, for each of which a separate table of indicators is developed for each of the organisations directly implementing the project)
7. https://www.globalhivmeinfo.org/Pages/GlobalHIVEvaluation.aspx
8. http://www.cpc.unc.edu/measure/training/materials
9. http://www.cpc.unc.edu/measure/tools/hiv-aids
10. http://www.cpc.unc.edu/measure/tools/monitoring-evaluation-systems
11. http://www.cpc.unc.edu/measure/tools/hiv-aids
12. http://www.cpc.unc.edu/measure/publications/wp-14-153
13. http://www.theglobalfund.org/en/me/
14. http://www.unaids.org/en/dataanalysis/monitoringandevaluationguidance/
15. http://www.pepfar.gov/ http://www.pepfar.gov/documents/organization/221324.pdf
16. http://www.pepfar.gov/documents/organization/206097.pdf
17. http://www.pepfar.gov/documents/organization/222186.pdf
18. http://www.pepfar.gov/documents/organization/79624.pdf
19. http://www.pepfar.gov/documents/organization/79628.pdf
20. http://www.cdc.gov/EVAL/framework/
21. http://www.usaid.gov/evaluation
22. http://www.usaid.gov/results-and-data/information-resources/program-evaluations

Educational content

5. Methodology for mastering the academic discipline (educational component)

Lectures

N No	Lecture topic and list of key questions (assignments for independent study)
1	**Topic 1. Introduction to the course. Key concepts and definitions** Introduction to the course. Purpose and structure of the course, its connection with other courses. Overview of recommended literature. Key concepts and definitions: programme, project, assessment, *evaluation,* monitoring, *performance management,* types of monitoring and evaluation. Basic functions of monitoring and evaluation. Monitoring and evaluation: similarities and differences. Results-based monitoring and evaluation, their difference from classical monitoring and evaluation **Assignment for independent study:** Review the Glossary of Monitoring and Evaluation Terms and compare the proposed concepts and definitions with other sources.
2	**Topic 2. Monitoring and its characteristics** History of monitoring technologies. Approaches to defining monitoring. Main components of monitoring. The need for monitoring and its role in project management. Purpose and objectives of monitoring. Main steps in the monitoring process. **Assignment for independent study:** Review the history of monitoring as a field of activity.

3	**Topic 3. Indicators, their role and significance in the monitoring process** Indicators, their role and significance in the monitoring process. Criteria for selecting indicators, requirements for appropriate "indicators". Examples of "appropriate" and inappropriate indicators. Basic rules for developing indicators. Classification of indicators. Direct and indirect indicators. Quantitative and qualitative indicators. Indices: general and summary. SMART indicator system and SPICED indicators. Basic indicators suitable for measuring *outputs, outcomes, impacts,* limitations on their use. Determination of baseline/initial indicators. The law of "indicator shift". **Assignment for the study group:** Develop a set of indicators related to the topic of your research work.
4	**Topic 4. Theory of change and its main components** Main Components of a Theory of Change: Inputs, Activities, Outputs, Outcomes, Impacts. Graphical representation of the theory of change and its use, standard flow chart methodology; standard results chain. Logical framework (logframe), its use, possibilities and limitations. **Assignment for independent study:** Apply the theory of change when evaluating the selected programme.
5	**Topic 5. Developing technical specifications for conducting an evaluation** Key elements and process of preparing and agreeing on technical specifications: brief information about the programme, its history, features. Justification the need for evaluation the programme. Formulation of questions that require answers. Determination of who will use the evaluation results and how. Determination of evaluation methods. Sources of information. Work schedule. Requirements for reporting and dissemination of information. **Assignment for independent work:** Develop technical specifications for the topic of scientific work.
6	**Topic 6. Sources of information and types of data** Data required for formative, procedural and summative research. Data quality requirements and methods of ensuring it. Data validity and reliability. Secondary data and its sources. Primary data and methods of collecting it. Quantitative and qualitative assessment methods. Tools. **Assignment for independent study:** Analyse possible sources of data for assessment.
7	**Topic 7. Data analysis and interpretation in evaluation** The chain of analysis and evaluation results. Quantitative and qualitative analysis. Quantitative analysis: descriptive, comparative, relative. Types of reports based on evaluation results, basic requirements for their quality and presentation of results. **Assignment for independent study:** Select an appropriate method for analysis based on the topic of your research paper.
8	**Topic 8. Professional assessment activities** Professionalisation, its main characteristics. Professional qualification requirements for specialists who carry out assessment. Ethical principles, policies, standards, guidelines. Professional associations and networks, their role and tasks. Training in assessment. **Assignment for independent study:** Identify the main ethical principles on which the activities of an assessment specialist are based.
9	**Topic 9. Features of monitoring and evaluation in scientific programmes and projects** Experience in monitoring and evaluation of scientific programmes and projects in the social sphere. Case studies: reports on monitoring and evaluation. **Assignment for independent study:** Give examples of effective monitoring and evaluation in scientific programmes and projects.

Seminar (practical) classes

The main objectives of the series of seminar (practical) classes are to develop students'

- knowledge of basic concepts and definitions in the field of monitoring and evaluation;
- knowledge of the specifics of monitoring and evaluation;
- the ability to develop indicators and understand their role and significance in the monitoring process;
- the ability to analyse data necessary for evaluating programmes and projects;
- the ability to apply change theory in the monitoring and evaluation process;
- knowledge of the basic requirements for the qualification of an evaluation specialist;
- conducting monitoring and evaluation of programmes and projects.

N No.	Lesson topic and list of key questions
	Section 1. Monitoring and evaluation as an independent discipline
1	**Topic 1. Introduction to the course** 1. Introduction to the course. 2. Purpose and structure of the course, its connection with other courses. 3. Review of recommended literature. **Assignment for independent study:** Consider the history of the emergence and development of monitoring and evaluation as an independent discipline.
2	**Topic 2. Basic concepts and definitions** 1. Basic concepts and definitions. 2. Basic functions of monitoring and evaluation. 3. Monitoring and evaluation: similarities and differences. 4. Results-based monitoring and evaluation, how they differ from traditional monitoring and evaluation **Assignment for independent study:** Review the Glossary of Monitoring and Evaluation Terms and compare the proposed concepts and definitions with other sources.
3	**Topic 3. Needs assessment** 1. Identifying needs. 2. The need for needs assessment. 3. Planning a needs assessment. 4. Choosing an approach for conducting a needs assessment. **Homework assignment:** Analyse the approaches to needs assessment that have been developed in the field of monitoring and evaluation.
	Section 2. Monitoring programmes and projects
4	**Topic 4. Monitoring and its characteristics** 1. History of monitoring technologies. 2. Approaches to defining monitoring. 3. Key components of monitoring. 4. The purpose and objectives of monitoring. 5. Basic steps of the monitoring process. **Assignment for independent study:** Consider the history of monitoring as a field of activity.
5	**Topic 5. Indicators, their role and significance in the monitoring process** 1. Indicators, their role and significance in the monitoring process. 2. Criteria for selecting indicators, requirements for appropriate "indicators". 3. Classification of indicators. 4. Indices: general and summary. 5. SMART indicator system and SPICED indicators. 6. Key indicators suitable for measurement. **Assignment for independent study:** Develop a set of indicators related to the topic of your research work.
6	**Topic 6. Data required for evaluating programmes and projects** 1. Data sources: 2. Primary and secondary data. 3. Secondary data analysis. Social indicators. **Assignment for independent study:** Search for and collect data to evaluate a project on a selected topic.
7	**Topic 7. Planning monitoring activities** 1. Levels of monitoring. 2. Monitoring methods and tools. 3. Forms used for monitoring and evaluation. **Homework assignment:** Select tools for monitoring the chosen topic.

Section 3. Evaluation of programmes and projects	
8	**Topic 8. Theory of change and its main components** 1. Main components of the theory of change. 2. Graphical representation of the theory of change and its use. 3. Logical framework, its use, possibilities and limitations. **Assignment for independent study:** Apply the theory of change when evaluating the selected programme.
9	**Topic 9. Basic approaches to evaluation** 1. Prospective evaluation. 2. Rapid evaluation. 3. Cluster evaluation. 4. Community potential assessment. **Assignment for independent study:** Analyse the main approaches to assessment in global practice.
10	**Topic 10. The need for assessment** 1. Types and forms of assessment: formative, summative and prospective. 2. Main stages of assessment: the emergence of a need for new information, setting tasks, planning assessment, data collection, data analysis. 3. Preparing a report, providing/receiving feedback on the results of the assessment, making a decision. **Assignment for independent study:** Prepare a justification for conducting an assessment on a topic of your choice.
11	**Topic 11. Development of technical specifications for conducting an assessment** 1. Key elements and process of preparing and agreeing on technical specifications. 2. Justification the need for the the programme. Formulation of questions requiring answers. 3. Determining the methods of conducting the evaluation. 4. Sources of information. 5. Work schedule. 6. Requirements for reporting and dissemination of information. **Assignment for independent study:** Develop technical specifications for the research topic.
12	**Topic 12. Requirements for the qualification of an assessment specialist** 1. Requirements for the qualifications/experience of specialists who will conduct the assessment. 2. Features of self-assessment, internal assessment, external assessment and combined assessment. **Assignment for independent study:** Prepare a description of the social profile of an assessment specialist.
13	**Topic 13. Sources of information and types of data** 1. Data required for formative, procedural and summative research. 2. Data quality requirements and ways to ensure it. 3. Data validity and reliability. 4. Secondary data and its sources. 5. Primary data and methods of its collection. 6. Quantitative and qualitative assessment methods. **Assignment for independent study:** Analyse possible sources of data for evaluation.
14	**Topic 14. Methods of information collection** 1. Survey method. 2. Structured surveys: appropriateness of use, questionnaire design and use. Scales. 3. Focus groups/group interviews. Individual interviews. 4. Tests: appropriateness of use, rules of use. 5. Rapid appraisal. 6. Observation. Samples, basic principles of construction. **Assignment for SRC:** What does the term "method" mean? List the basic methods of sociological research.

15	**Topic 15. Analysis and interpretation of data in assessment** 1. The chain of analysis and evaluation results. 2. Qualitative analysis. 3. Quantitative analysis: descriptive, comparative, relative. 4. Types of reports based on assessment results. **Assignment for independent study:** Choose the appropriate method for analysing your research topic.
16	**Topic 16. Use of monitoring and evaluation** 1. Use monitoring and evaluation in the programme management. 2. Control, inspection, audit, evaluation, research (control – acquisition of new knowledge). **Assignment for independent study:** Justify the need for monitoring and evaluation in the process of programme management.
17	**Topic 17. Professional evaluation activities. Features of monitoring and evaluation in scientific programmes and projects** 1. Professionalisation, its main characteristics. 2. Professional qualification requirements for specialists conducting evaluation. 3. Ethical principles, policies, standards, guidelines. 4. Professional associations and networks, their role and tasks. 5. Training in evaluation. 6. Experience in monitoring and evaluating scientific programmes and projects. 7. Case studies: reports on monitoring and evaluation. 8. Case studies: reports on monitoring and evaluation **Assignment for independent study:** Identify the main ethical principles on which the work of an evaluation specialist is based. Give examples of effective monitoring and evaluation in scientific programmes and projects.
18	**Modular control work**

6. Independent work of a student/postgraduate

Questions for independent work by students are provided for each lecture and practical assignment.
Independent work by the applicant includes:
preparation for classroom sessions – 62 hours;
preparation for the Modular control work– 4 hours;
preparation for the exam – 30 hours.
Total – 96 hours.

Policy and control

7. Academic discipline policy (educational component)

Attendance and assignment completion

Students who wish to demonstrate excellent learning outcomes must actively work in lectures, but it is not necessary to make up for missed lectures.

Students will be required to actively participate in practical classes. The student's rating will largely be based on the results of their work in practical (seminar) classes. Each missed practical class (regardless of the reason for the absence) lowers the student's final rating for the discipline. There is no specific number of missed practical classes that will require the student to study the relevant topics independently (complete assignments) and communicate with the teacher on this matter. At the same time, a student who has missed practical classes may receive a low rating, which will not allow such a student to take the exam (in case of 2 non-certifications). In this case, the topics from the missed seminars must be studied, and the practical tasks must be completed by the student. The student's knowledge (understanding) of the missed topics (completion of assignments) will be checked during communication with the teacher according to the consultation schedule or during the exam. Students who complete the relevant assignments will receive the corresponding points for their rating depending on the quality of their answers and the completion of creative tasks.

Students who have missed practical classes can prevent their final rating from being lowered by studying the relevant topics in a timely manner (during the semester) and completing the tasks assigned for the missed classes.

There is no need to wait for the exam session to approach to communicate with the teacher. This should be done as soon as the student is ready to demonstrate their knowledge and skills on the missed topics.

The topics and assignments for practical classes are provided in the Syllabus, available from the student's personal account in the Moodle system.

During lectures and practical classes, the use of laptops and smartphones is permitted, but only for purposes related to the topic of the class and the relevant thematic assignment.

During practical classes, students may use written notes they have prepared on the topic of the class (or the assignment), but reading from a piece of paper reduces the quality of the answer and the grade.

Informal education

At the request of the applicant, in conditions that do not facilitate regular attendance, it is permissible to study individual parts of the discipline in asynchronous mode, in particular through distance learning courses and other forms of informal education. In order for the points for such courses to be taken into account in the rating system, they must correspond in content to certain topics of the syllabus, and their completion must be agreed with the teacher of the discipline. To confirm completion of informal learning, the student must provide a relevant document (certificate) indicating the name of the courses and their duration in hours. Recognition of informal education results is carried out in accordance with the procedure set out in the relevant Regulations of Igor Sikorsky KPI: https://osvita.kpi.ua/node/179.In particular, we recommend taking the online course "Monitoring and Evaluation for NGOs." The course is available on the online educational platform "Зрозуміло!" at: https://courses.zrozumilo.in.ua/courses/course-v1:eef+EEF-038+June23/about

University policy

Academic integrity

The policy and principles of academic integrity are defined in Section 3 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, please visit: https://kpi.ua/code.

(other necessary information regarding academic integrity)

Standards of Ethical Conduct

The standards of ethical conduct for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more information, please visit: https://kpi.ua/code.

8. Types of control and rating system for assessing learning outcomes (RSO)

Ongoing assessment: quizzes on the topic of the lesson

Calendar control: conducted twice per semester as monitoring of the current status of syllabus requirements.

Semester assessment: exam

Assessment and control measures

A student's grade for the course consists of points awarded for:

1) answers, problem solving and additions to other students' answers during discussions in seminars, active participation in lectures;

2) Modular control work;

3) exam.

Students receive the highest rating if they actively participate in seminars, provide complete and reasoned answers, present them logically, express their own position on discussion issues, and present it clearly and logically.

Proper preparation for a practical class will take an average of 1.5-3 hours.

The lecturer assesses the student's work at each practical class. The final number of points for work in practical classes is posted by the lecturer on the electronic campus.

Detailed criteria for assessing student learning outcomes are set out in the regulations on the RSO for the discipline.

Students may appeal the teacher's assessment by submitting a complaint to the teacher no later than the day after the student has been informed of the teacher's assessment. The complaint will be considered in accordance with the procedures established by the university.

The conditions for admission to the semester exam are a minimum of 30 points for the semester.

Table of correspondence between rating points and grades on the university scale:

Number of points	*Grade*
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Admission requirements not met	Not admitted

9. Additional information on the discipline (educational component)

Recommendations for students

Within the framework of the academic discipline "Monitoring and Evaluation of Programmes and Projects", lectures and seminars are conducted accordingly. Lectures are conducted using presentations on basic terms, concepts, and theories, taking into account the topics of the classes. The course includes familiarisation with primary sources and their discussion in seminars. The course also provides for the acquisition of practical skills, namely, writing an evaluation plan, preparing tools (questionnaires), and forming and developing recommendations.

Seminar classes involve students preparing presentations on specific topics, participating in discussions, expressing their own opinions, etc. The criteria for assessing the completion of seminar tasks are: logical sequence of answers; completeness of each question; analytical reasoning in answers; references to sources; validity of personal conclusions.

When preparing for a seminar, students should study the lecture material on a specific topic and familiarise themselves with additional sources and articles in periodicals. Even well-prepared students should not remain passive observers during the seminar session, but should actively participate in the discussion of the issue. If a student has not familiarised themselves with the course material, they should listen more carefully to the speakers and try to compensate for their lack of preparation for the session with the information they receive. Students should not refuse to answer the teacher's questions. Even if a student does not know the answer, it is advisable to try to answer, express their opinion based on their own knowledge, experience, logic of the question, etc. A responsible attitude towards preparation for each seminar allows students to understand the issues covered in the discipline "Monitoring and Evaluation of Programmes and Projects".

Extracurricular activities

Students may participate in an informal club for sociologists.

Distance learning

Synchronous distance learning is possible using video conferencing platforms and the university's educational platform for distance learning.

Inclusive learning

Permitted

The working programme of the academic discipline (syllabus) "Monitoring and Evaluation of Programmes and Projects" **Compiled by** Associate Professor, Candidate of Philosophical Sciences, Associate Professor, Ihor Viktorovych Pyholenko **Approved by** the Department of Sociology (Minutes No. 12 of 24.05.2024)

Approved by the Methodological Commission of the Faculty of Sociology and Law (Minutes No. 9 of 26 June 2024)

Appendix 1.

Rating system for assessing learning outcomes

A student's rating in the discipline "Monitoring and Evaluation of Programmes and Projects" consists of points awarded for: reports, answers, problem solving and additions to other students' answers during discussions in seminars.

Distribution of teaching time by type of class and assignment in the academic discipline in accordance with the working curriculum

Semester	Teaching time		Distribution of academic hours		Control measures			
	Credits	Academic year	Lectures	Sem.	MCW	DCR	Ref.	Semester exam
1	5	150	18	36	1	-	-	exam

Calculation of weighted points

The RSO for an academic discipline consists of the sum of points for control measures during the semester R_D

R_D consists of points that a student receives for the following types of work:

1) answers in practical classes;
2) Modular control work;
3) Exam

The final grade for the academic discipline consists of the sum of the student's points for all control measures completed during the semester (R_D).

$$\mathbf{R}_D = r_{sem.} + r_{mkr} + r_{exam} = 25+24+51=100 \text{ points.}$$

1. Answers in seminars.

Weighting score – 5 points for a correct answer (addition to the answer) to one question.

The maximum number of points for participation in seminars is equal to

G sem = 5 points * 5 answers = 25 points For each question answered, the student receives:

- "excellent", complete answer (at least 90% of the required information, if the student demonstrates a deep knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely operates with specific data, answers the questions easily and convincingly; active participation in the class – 5 points;

- "very good" and "good", a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answers most of the questions asked – 4 points;

- "satisfactory" and "sufficient", incomplete answer (at least 60% of the required information) and significant errors, answers questions poorly or not at all, adds to the answers of other students – 3 points.

- "Unsatisfactory", no work in the seminar, the student was not ready to answer the questions asked – 0-2 points.

2. Modular control work

Weighting – 24 points.

Assessment criteria:

- "Excellent", complete answer (at least 90% of the required information) to all questions of the Modular control work; the student is well versed in the material presented – 21-24 points;
- "good", the student answered 75% of the questions in the Modular control work; answers to all questions in the test require clarification – 18-20 points;
- "satisfactory", the student answered 60% of the questions in the Modular control work; answers require significant clarification, insufficient knowledge of the material – 14-17 points;
- "unsatisfactory", the answer does not meet the requirements by 5 points, the student is not familiar with the material, extremely limited answer – 0-13 points.

3. Exam.

Weighting score – 51.

The exam is conducted orally, with 3 questions on the exam. Each question is scored out of 17 points according to the grading system:

- "excellent", complete answer (at least 90% of the required information) – 16-17 points;
- "good", sufficiently complete answer (at least 75% of the required information, or minor inaccuracies) – 14-15 points;
- "satisfactory", incomplete answer (at least 60% of the required information and some errors) – 12-13 points;
- “sufficient”, incomplete answer, significant errors – 10-11 points;
- “unsatisfactory”, unsatisfactory answer – 0-9 points.

Bonus points (no more than 10 points for all types of work):

- for research activities (participation in conferences, "FSP Science Days", student competitions, publications);
- participation in faculty competitions in academic disciplines and all-Ukrainian competitions.

2. Procedure for conducting certification and examination control

Based on the results of academic work for the first 8 weeks, an "ideal" student should score 15 points. At the first assessment, the student receives a "pass" if their current rating is 15 points or more. At the second assessment, the student receives a "pass" if their current rating is 30 points or more. A prerequisite for admission to the exam is the completion of all assignments in seminars, as well as the Modular control work.

To conduct the assessment of the academic discipline, each lecturer uses a cumulative record, in which the points awarded for all types of classroom and independent assignments completed by the student (practical classes, Modular control work) are entered. The rating points are entered into the interim control record (1st and 2nd assessments).

If this indicator does not meet the requirements, the assessment record is marked as "not certified".

If a student receives less than 30 points, they must complete additional work in the form of writing and defending a paper on a topic assigned by the teacher.

Thus, the student's overall (final) rating is calculated as the sum of the points actually received for the specified types of work. The maximum possible total score for a student is 100 points.

The conversion of rating scores into ECTS and traditional grades for inclusion in the examination record and credit book is carried out in accordance with Table 1.

Table 1

Total points for all types of educational activities	**Traditional grade**
95 - 100	Excellent
85 - 94	Very good
75	good
65 - 74	satisfactory
60	sufficient
Less than 60	Unsatisfactory

Appendix 2.

Questions for the Modular control work

1. Define monitoring and describe its main characteristics
2. Define evaluation and describe its main forms
3. What is an audit and how does it differ from evaluation?
4. What is source data analysis and what does it consist of?
5. What is change theory and what is its role in evaluation?
6. Monitoring and evaluation based on results: how they differ from traditional approaches
7. Name the main stages of programme and project implementation
8. Describe the main approaches to needs assessment
9. Define indicators and give examples of indicators
10. What are "appropriate indicators" and what are the main requirements for their design?
11. Describe the main rules for developing indicators
12. What are indices? Give examples of them
13. What is the SMART indicator system?
14. Describe indicators suitable for measuring outputs, outcomes, impacts, and limitations on their use
15. Define the levels of monitoring and their characteristics
16. The essence of change theory and its significance for evaluating programmes and projects
17. The main components of the theory of change
18. Collecting data necessary for different types of evaluation
19. What is data validity and reliability? How can they be ensured?
20. Basic requirements for data quality and ways to ensure it

Appendix 3.

Exam questions

1. Present the main historical stages in the development of the assessment system
2. Name the main international and national organisations involved in the development of monitoring and assessment
4. Define assessment and describe its main forms
5. What is the difference between monitoring and assessment?
6. What is an audit and how does it differ from evaluation?
7. What areas of programme/project activity does evaluation provide information on?
8. Name the main areas of use of evaluation and give a brief description of them
9. Name the main measures (criteria) of evaluation independence
10. What is source data analysis and what does it consist of?
11. What is change theory and what is its role in evaluation?
12. Name and define the main elements of change theory.
13. The main functions of monitoring and evaluation
14. Results-based monitoring and evaluation: how they differ from traditional approaches
15. Name the main stages of programme and project implementation
16. What are effectiveness and efficiency?
17. Describe the main approaches to needs assessment
18. What is the need for needs assessment?
19. Describe the role of monitoring in project activities
20. Describe the purpose and objectives of monitoring projects and programmes
21. List the main steps of monitoring activities
22. Define indicators and give examples of indicators
23. What are "appropriate indicators" and what are the main requirements for their design?
24. Describe the main rules for developing indicators
25. What are indices? Give examples of them
26. What is the SMART indicator system?
27. What is the difference between qualitative and quantitative indicators? Give examples
28. Describe indicators suitable for measuring outputs, outcomes, impacts, and limitations on their use.
29. What are baseline indicators and what is their role in evaluating programmes and projects?
30. Describe data and its types.
31. Name the sources of data needed for monitoring
32. What does planning monitoring activities involve?
33. Define the levels of monitoring and their characteristics
34. Describe the main methods and tools of monitoring
35. The essence of change theory and its significance for evaluating programmes and projects
36. The main components of the theory of change
37. Describe the standard chain of results
38. Logical framework and features of its use
39. Describe the main stages of the assessment process
40. Describe the main elements of the technical task for conducting an assessment
41. Collecting data necessary for different types of evaluation
42. What is data validity and reliability? How can they be ensured?
43. Basic requirements for data quality and ways to ensure it
44. Describe primary and secondary data. Give examples of their use
45. Describe quantitative assessment methods
46. Describe qualitative assessment methods
47. Name the main data collection tools and describe their features
48. Describe the features of the survey method, the appropriateness of its use and its limitations
49. Structured surveys: the appropriateness of their use, the construction of questionnaires and their use
50. Focus groups/group interviews
51. Individual interviews
52. Tests: appropriateness of use, rules of use
53. Case studies
54. Observation
55. Rapid appraisal