



## Monitoring and evaluation of programmes and projects

### Work programme for the academic discipline (Syllabus)

#### Course details

<b>Level of higher education</b>	Second (Master's)
<b>Field of knowledge</b>	C - social sciences, journalism, information and international relations
<b>Specialisation</b>	C5 Sociology
<b>Educational programme</b>	Social Data Analytics
<b>Status of discipline</b>	Elective
<b>Form of study</b>	Full-time (day)
<b>Year of study, semester</b>	1st year, spring semester
<b>Scope of the discipline</b>	5 ECTS credits/150 hours: 30 hours of lectures, 30 hours of practical classes, 90 hours of independent work.
<b>Semester assessment/assessment measures</b>	Exam, Modular control work
<b>Class schedule</b>	<a href="https://schedule.kpi.ua/">https://schedule.kpi.ua/</a>
<b>Language of instruction</b>	Ukrainian
<b>Information about the course leader/lecturers</b>	Lecturer: Associate Professor, Candidate of Philosophical Sciences, Associate Professor, Ihor Viktorovych Pyholenko, e-mail: <a href="mailto:pigolenko@gmail.com">pigolenko@gmail.com</a> Practical / Seminar: Associate Professor, Candidate of Philosophical Sciences, Associate Professor, Ihor V. Pyholenko, e-mail: <a href="mailto:pigolenko@gmail.com">pigolenko@gmail.com</a>
<b>Course placement</b>	Link to the Moodle distance learning resource: <a href="https://do.ipu.kpi.ua/course/view.php?id=2089">https://do.ipu.kpi.ua/course/view.php?id=2089</a>

#### Curriculum

##### 1. Description of the course, its purpose, subject matter and learning outcomes

The purpose of teaching the academic discipline "Monitoring and Evaluation of Programmes and Projects" is to prepare students for evaluating and ensuring the quality of completed work, implementing methods and technologies for innovative practice and management, developing, managing, monitoring and evaluating programmes and projects.

The main tasks of studying the discipline are: to familiarise students with the essence of monitoring and evaluation of social programmes and projects, the differences between monitoring and evaluation of social projects, to familiarise students with the classification of types, monitoring indicators, the specifics of determining and selecting indicators, developing their ability to develop a plan for monitoring and evaluating social projects and programmes, familiarising them with sources and methods of collecting information for monitoring, and the ability to compile a report on the monitoring and evaluation of programmes and projects.

While studying this course, students will learn about the main approaches to monitoring and evaluating programmes and projects and their practical application, and will acquire the skills to independently plan and conduct monitoring and evaluation.

#### Competencies that are strengthened during the study of the discipline:

##### General competencies:

- GC 03 Ability to communicate with representatives of other professional groups at various levels (with experts from other fields of knowledge/types of economic activity).
- GC 05 Ability to assess and ensure the quality of work performed.

### ***Professional competencies:***

- PC 07 Ability to develop and evaluate social projects and programmes.
- PC 08 Ability to cooperate with European and Euro-Atlantic institutions.

### ***Programme learning outcomes:***

- 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)**

**Prerequisites.** To successfully study the discipline "Monitoring and Evaluation of Programmes and Projects", students must have knowledge and skills in working with Excel spreadsheets, preparing presentations using PowerPoint, and working with electronic databases. In addition, the discipline "Monitoring and Evaluation of Programmes and Projects" also draws on knowledge from the following disciplines: "Introduction to Analytical Sociology", "Theories of Social Behaviour in Contemporary Sociology", "Methodology and Methods of Sociological Research in the Digital Age".

**Post-requisites.** After completing the course "Monitoring and Evaluation of Programmes and Projects," students will be able to perform research tasks within the educational component "Preparation of Qualification Work."

## **3. Contents of the academic discipline**

### **Section 1 Monitoring and evaluation as an independent discipline**

Topic 1. Introduction to the academic discipline.

Topic 2. Basic concepts and definitions

Topic 3. Needs assessment

### **Section 2 Monitoring programmes and projects**

Topic 4. Monitoring and its characteristics

Topic 5. Indicators, their role and significance in the monitoring process

Topic 6. Data required for programme and project evaluation

Topic 7. Planning monitoring activities

### **Section 3 Evaluating programmes and projects**

Topic 8. Theory of change and its main components

Topic 9. Main approaches to evaluation

Topic 10. The need for evaluation

Topic 11. Developing technical specifications for evaluation

Topic 12. Requirements for the qualification of an evaluation specialist.

Topic 13. Sources of information and types of data

Topic 14. Methods of information gathering

Topic 15. Analysis and interpretation of data in evaluation

Topic 16. Use of monitoring and evaluation

Topic 17. Professional assessment activities

Topic 18. Features of monitoring and evaluation of programmes and projects

## **4. Teaching materials and resources**

### **4.1. Basic literature**

1. Glossary of terms related to 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]: Study guide / Yu. Dukach, Z. Kiyanytsa, Y. Konechna-Salamatin et al. – Kyiv: International Charitable Foundation "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-otsynuyvannya.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](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](http://aph.org.ua/wp-content/uploads/2016/08/SHlyah-do-rezultativ_2015_Print.pdf)

The above-mentioned literature can be found in the G.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](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/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

Lectures using informative and receptive methods, heuristic discussions, elements of educational discussion, elements of problem-based presentation of material.

##### Lecture 1. Introduction to the course. Basic concepts and definitions

Introduction to the course. Course objectives and structure, its connection with other courses. Overview of recommended literature. Basic 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, how they differ from traditional monitoring and evaluation

**Assignment for independent study:** Review the Glossary of Monitoring and Evaluation Terms and compare the concepts and definitions provided with other sources.

##### Lecture 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 of the monitoring process.

**Assignment for independent study:** Review the history of monitoring as a field of activity.

### **Lecture 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 independent study:** Develop a set of indicators related to the topic of your research work.

### **Lecture 4. Data needed to evaluate programmes and projects**

This lecture focuses on the collection, classification, and use of data during the evaluation of social, educational, grant, government, or commercial programmes and projects. It covers the entire data life cycle, from planning the evaluation to interpreting the results and formulating recommendations.

**Assignment for independent study:** Formulate 3-5 key evaluation questions of different types (about the process, effectiveness, impact, etc.).

### **Lecture 5. Planning monitoring activities**

This lecture is devoted to the systematic planning of monitoring as an ongoing process of collecting and analysing data on the implementation of a programme or project in order to identify deviations and adjust activities in a timely manner. The difference between monitoring and evaluation. The purpose and objectives of monitoring

**Assignment for independent study:** How will you ensure that monitoring data is actually used for decision-making? What risks may arise in your monitoring system and how can they be minimised?

### **Lecture 6. 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.

### **Lecture 7. Basic approaches to evaluation**

The lecture introduces students to key methodological approaches to evaluating the effectiveness, efficiency and impact of programmes and projects. The emphasis is not only on theory, but also on the practical choice of approach depending on the purpose of the evaluation, available resources and context.

**Assignment for independent study:** How will you ensure that the assessment results are used by different stakeholder groups? What ethical risks may arise when implementing the selected approaches and how can they be minimised?

### **Lecture 8. The need for evaluation**

This lecture explains why evaluation is not a formal requirement of donors, but a strategic necessity for any organisation that implements programmes or projects – from small community initiatives to large state and international programmes.

**Assignment for independent study:** Write a justification for the need to evaluate the project in the form of a letter/presentation to the head of the organisation or donor (1.5–2 pages).

### **Lecture 9. 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 and features. Justification of the need for the programme evaluation. 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 the report and dissemination of information .

**Assignment for independent study:** Develop technical specifications for the topic of scientific work.

### **Lecture 10. Requirements for the qualification of an evaluation specialist.**

The lecture focuses on the professional and personal competencies required of a modern assessor, as well as realistic ways of developing them in Ukraine and worldwide.

**Assignment for independent study:** Create your own "Appraiser Competence Profile" as of today (table or infographic).

### **Lecture 11. 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.

### **Lecture 12. Methods of collecting information**

This lecture focuses on practical methods for collecting primary and secondary data, their strengths and weaknesses, and rules for selecting the optimal method depending on the type of information, resources, and context.

**Assignment for independent study:** Compile a complete set of data collection tools for one mid-term assessment.

### **Lecture 13. 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 on evaluation results, basic requirements for their quality and presentation of results.

**Assignment for independent study:** Choose the appropriate method for analysing your research topic.

### **Lecture 14. 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.

### **Lecture 15. 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**

### **Seminar 1. Introduction to the course. Basic concepts and definitions**

1. Introduction to the course.
2. Purpose and structure of the course, its connection with other courses.
3. Review of recommended literature.
4. Basic concepts and definitions.
5. Basic functions of monitoring and evaluation.
6. Monitoring and evaluation: similarities and differences.
7. Results-based monitoring and evaluation, how they differ from traditional monitoring and evaluation

**Assignment for independent study:** Consider the history of the emergence and development of monitoring and evaluation as an independent discipline. Review the "Glossary of Monitoring and Evaluation Terms" and compare the proposed concepts and definitions with other sources.

### **Seminar 2. 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 approaches to needs assessment that have been developed in the field of monitoring and evaluation.

### **Seminar 3. Monitoring and its characteristics**

1. History of monitoring technologies.
2. Approaches to defining monitoring.
3. Key components of monitoring.

4. Purpose and objectives of monitoring.
5. Key steps in the monitoring process.

**Assignment for independent study:** Review the history of monitoring as a field of activity.

#### **Seminar 4. 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.

#### **Seminar 5. Data needed to evaluate programmes and projects. Planning monitoring activities**

1. Data sources:
2. Primary and secondary data.
3. Secondary data analysis. Social indicators.
4. Levels of monitoring.
5. Monitoring methods and tools.
6. Forms used for monitoring and evaluation.
- 7.

**Assignment for independent study:** Search for and collect data to evaluate a project on a selected topic. Select tools for monitoring the selected topic.

#### **Seminar 6. Theory of change and its main components**

1. Main components of change theory.
2. Graphical representation of change theory 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.

#### **Seminar 7. Basic approaches to evaluation. The need for evaluation**

1. Prospective evaluation.
2. Rapid evaluation.
3. Cluster evaluation.
4. Community potential assessment.
5. Types and forms of assessment: formative, summative and prospective.
6. Key stages of assessment: identification of the need for new information, definition of tasks, assessment planning, data collection, data analysis.
7. Preparation of a report, provision/receipt of feedback on the results of the assessment, decision-making.

**Assignment for independent study:** Analyse the main approaches to assessment in global practice. Prepare a justification for assessing your chosen topic.

#### **Seminar 8. Development of technical specifications for 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.

#### **Seminar 9. 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.

#### **Seminar 10. 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 assessment purposes.

### **Seminar 11. Methods of information gathering**

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 independent study:** What does the term "method" mean? List the basic methods of sociological research.

### **Seminar 12. 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:** Select the appropriate method for analysing your research topic.

### **Seminar 13. Use of monitoring and evaluation**

1. Use monitoring and evaluation in the process of programme management.
2. Control, inspection, audit, assessment, research (control – acquisition of new knowledge).

**Assignment for independent study:** Justify the need for monitoring and evaluation in the process of programme management.

### **Seminar 14. Professional assessment activities**

1. Professionalisation, its main characteristics.
2. Professional qualification requirements for specialists conducting assessments.
3. Ethical principles, policies, standards, guidelines.
4. Professional associations and networks, their role and tasks.
5. Training in assessment.

**Assignment for independent study:** Identify the basic ethical principles on which the work of an assessment specialist is based.

### **Seminar 15. Features of monitoring and evaluation in scientific programmes and projects**

1. Experience in monitoring and evaluation of scientific programmes and projects.
2. Case studies: reports on monitoring and evaluation.
3. Case studies: reports on monitoring and evaluation

**Assignment for independent study:** Give examples of effective monitoring and evaluation in scientific programmes and projects.

## **6. Independent work by students/postgraduates**

Questions for independent work by students are provided for each lecture and practical assignment.

Independent work by applicants includes:

preparation for classroom sessions – 56 hours;  
 preparation for Modular control work – 4 hours;  
 preparation for the exam – 30 hours.

Total – 90 hours.

Під час планування індивідуального завдання з певного ОК необхідно забезпечити баланс часу СРС відповідної освітньої компоненти. Підґрунтям цього розрахунку є орієнтовні норми часу на виконання здобувачами вищої освіти окремих робіт:

Вид роботи	Підготовка до одного аудиторного академічного часу					Підготовка та складання		Виконання	
	Лекції	Практичні	Семинарські	Лабораторні	МКР* (денна)	Залік	Екзамен	ІСЗ (денна)	ДКР (заочна)
Норма часу (год.)	0,3-0,5	0,5-1	1,5-2	1-1,5	2	6	30	10-15	10-20

## Policy and control

### 7. Academic discipline policy (educational component)

#### Attendance and completion of assignments

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.

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 assignments for the missed classes. There is no need to wait until the exam session 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.

Laptops and smartphones may be used during lectures and practical classes, 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 task), 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 learning. 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 set out in Section 2 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>.

##### Artificial intelligence policy

The policy on the use of artificial intelligence and its principles are regulated by the order "Policy on the use of artificial intelligence for academic activities at Igor Sikorsky Kyiv Polytechnic Institute". For more details, see:

## 8. Types of control and the learning outcomes assessment rating system (LOAS)

### A student's rating consists of points they receive for:

- 1) answers in seminars;
- 2) modular control work
- 3) exams

#### 1. Answers in seminars.

Weighting score – 5 points for answering a question. The maximum number of points for all seminars is equal to  $r_{\text{sem}} = 5 \text{ points} * 5 = 25 \text{ points}$ .

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, and answers the questions easily and convincingly – 5 points;
- "good", a sufficiently complete answer (at least 75% of the required information), or a complete answer with minor inaccuracies, answering most of the questions asked – 4 points;
- "satisfactory", incomplete answer (at least 60% of the required information) and significant errors, answers questions poorly or does not answer at all – 3 points;
- "unsatisfactory", no work in the seminar – 0-2 points.

#### 2. Modular control work.

Weighting – 25 points.

Assessment criteria:

- "excellent", the topic is fully covered (at least 90% of the required information), the work is written independently, meets the established requirements and is submitted on time – 23-25 points;
- "good", the topic is not fully covered (at least 75% of the required information), there are minor deviations from the established requirements, submitted on time – 19-22 points;
- "satisfactory", the topic is poorly covered and/or there are significant deviations from the established requirements and/or the work is submitted with a significant delay – 15-18 points;
- "unsatisfactory", the work does not meet the requirements – 0-14 points.

#### 3. Exam.

Weighting score – 50.

The exam involves oral answers to questions, a list of which is provided in Appendix 2.

Assessment criteria:

- 40-50 points – the student answers almost all exam questions, demonstrates in-depth knowledge of the material, presents it logically and consistently, gives reasoned conclusions, freely uses specific data, expresses their own position on controversial issues, demonstrates signs of theoretical thinking and sociological imagination;
- 30-39 points – the student answers most of the exam questions, demonstrates a good level of knowledge of the material;
- 20-29 points – the student answers about half of the exam questions, demonstrates rather superficial knowledge;
- 0-19 points – the student answers only some of the exam questions, does not have their own position, and makes significant inaccuracies.

### 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 national competitions.

### Conditions for a positive interim assessment:

To receive a "pass" on the first interim assessment, a student must have at least 12 points; to receive a "pass" on the second interim assessment, a student must have at least 24 points.

### Conditions for admission to the exam:

The condition for a student's admission to the exam is to receive a preliminary rating of at least 24 points.

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

<i>Rating of the applicant (points)</i>	<i>University scale of grades for acquired competencies (learning outcomes)</i>
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100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory

#### **Possible marks in the semester control report:**

Not permitted	Failure to meet the conditions for admission to semester exams
Removed	Violation of the principles of academic integrity or moral and ethical standards of conduct
Did not appear	The applicant was admitted but did not appear for the exam

#### **Review of the rating system of assessment during the semester**

The RSO may be reviewed upon a reasoned request from the applicant studying the OK, the student self-government body or the student trade union committee, submitted to the head of the supporting department. The review procedure is defined in Section 7 of the Regulations on the System of Assessment of Learning Outcomes at Igor Sikorsky KPI [https://osvita.kpi.ua/sites/default/files/downloads/Pologennia\\_RSO\\_2025.pdf](https://osvita.kpi.ua/sites/default/files/downloads/Pologennia_RSO_2025.pdf)

### **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, the 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

**Working programme of the academic discipline (syllabus) "Monitoring and evaluation of programmes and projects"**

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**Approved** by the Department of Sociology (Minutes No. 14 of 23.06.2025)

**Approved** by the Methodological Commission of the Faculty of Sociology and Law (Minutes No. 4 of 24 June 2025)



**Questions for the Modular control work**

1. Define monitoring and describe its main characteristics
2. Define assessment and describe its main forms
3. What is an audit and how does it differ from evaluation?
4. What is output 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 basic requirements for their design?
11. Describe the basic 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 needed for different types of evaluation
19. What are data validity and reliability? How can they be ensured?
20. Basic requirements for data quality and ways to ensure it

### Questions for exam preparation

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 assessment use and give a brief description of each
9. Name the main measures (criteria) of assessment independence
10. What is source data analysis and what does it consist of?
11. What is change theory and what is its role in assessment?
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 reason for the need to conduct a needs assessment?
19. Describe the role of monitoring in project activities
20. Describe the purpose and objectives of project and programme monitoring
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 to their use
29. What are output 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 results chain
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 the assessment
41. Collecting data necessary for different types of assessment
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 characteristics 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