



МІЖНАРОДНИЙ ЄВРОПЕЙСЬКИЙ УНІВЕРСИТЕТ # INTERNATIONAL EUROPEAN UNIVERSITY

# INTERNAL QUALITY ASSURANCE POLICY

МІЖНАРОДНИЙ ЄВРОПЕЙСЬКИЙ УНІВЕРСИТЕТ # INTERNATIONAL EUROPEAN UNIVERSITY

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## Introduction

The conceptual area of educational activities is to ensure excellent higher education of students, their competitiveness on the labor market, which will allow them to fulfill their potential, make a significant contribution to society and the international community.

The role of quality becomes crucial in supporting the university in its response to these changes, ensuring that qualifications acquired by students and their experience of higher education will remain the priority of institutional missions. Quality is the result of interaction between lecturers, students and the learning environment of the institution. Quality should be ensured by the learning environment where the content of programs, learning opportunities and resource support correspond to this goal. All quality assurance activities are based on two similar goals: reporting and improvement. A successfully adopted quality assurance system will provide information confirming the proper quality of institution's educational activities (reporting) and providing advice and recommendations on improving its current operations (improvement). Thus, quality assurance and quality improvement are interrelated. They can promote the quality culture appreciated by everyone: from students and academic staff to the administration of the institution.

Taking care of comprehensive personal development and high-quality training for future professional activities, realizing its responsibility and taking into account social, economic and ecological challenges, INTERNATIONAL EUROPEAN UNIVERSITY undertakes to train professionals able to:

- learn and acquire up-to-date knowledge
- generate new ideas
- think critically
- make reasonable decisions in professional activities
- act in the face of insufficient information and contradictory requirements
- motivate people and move toward a common goal

**The Mission** of International European University (hereinafter referred to as the University) is a valuable contribution to social development by generating, developing and promoting cutting-edge knowledge based on internationalization of the educational process.

**The Vision** is the establishment of International European University's leadership in the global scientific and educational space in order to train skilled professionals capable to think creatively, adopt innovations and become a part of the European and global community.

## 1. Terms and definitions

Terms in this document are used in the following meaning:

**quality assurance of higher education** – maintaining the quality of higher education (as a system, process, result) at a level that meets the stipulated norms and standards, agreed state, public and personal interests and requirements, and is constantly analyzed and continuously improved;

**quality assurance** – a set of procedures used at the institutional (internal) and national and international (external) levels for the high-quality implementation of educational programs and the awarding of qualifications;

**education quality assurance measures** – certain actions taken to ensure the quality of education;

**quality control of higher education** – the process of quality assessment focused on measuring the quality of higher education institution or educational program. It includes a certain set of methods, procedures and tools developed and used to determine the compliance of actual quality with the stipulated standards;

**education quality assurance policy** – a part of the strategic management of the University that supports the development of the quality culture where all internal parties take responsibility for quality and engage in quality assurance at all levels of the University;

**quality management in higher education** – a coordinated and interrelated management activity designed to ensure reliable and smooth operations of all participants in the educational process to provide excellent educational services to students; education quality management includes four main components: quality control, quality assurance, quality planning, quality improvement;

**process of quality assurance of educational activities and higher education at a higher education institution** – a set of procedures aimed at implementing the principles of quality assurance of educational activities and higher education in accordance with the legislation of Ukraine and the Regulations on the system of internal education quality assurance and monitoring of education activities at University;

**quality assurance procedure** – an officially defined procedure for carrying out appropriate activities to ensure the quality of education and the sequence of implementation of such actions.

**learning outcomes** – a set of knowledge, abilities, skills and other competencies acquired by persons in the process of learning in a particular educational and professional, educational and scientific program, which can be identified, quantified and measured;

**internal quality assurance system** – a set of organizational structures, procedures, processes and resources and allocation of responsibilities that ensure continuous improvement of the quality of educational programs, educational activities of the University and obtaining of an appropriate degree of higher education and qualification;



**quality monitoring system of higher education** – constant analysis of the educational process in order to detect and assess the intermediate results and factors affecting them, as well as the adoption and implementation of managerial decisions to regulate and adjust the educational process at the University;

**higher education quality system** – a set of organizational structures, responsibilities, procedures, processes and resources that ensure the general management of higher education quality;

**stakeholders** (interested parties) – individuals and legal entities that have a legitimate interest in activities of the organization, namely somehow depend on it or can affect its activities.

**External stakeholders:**

- the state carrying out regulatory and legal regulation of University activities;
- regional state authorities and local governments;
- employers (large industrial enterprises; small and medium-sized enterprises; social organizations) interested in hiring competent specialists;
- school students, applicants and their parents selecting a higher education institution;
- various public organizations and associations not directly related to the education system (political parties, ethnic and other social groups, creative unions, scientific institutions, etc.) but interested in social partnership.

**Internal stakeholders:**

- different categories of persons receiving education (Bachelor's and Master's students, free trainees, postgraduate and doctoral students) and their parents;
- academic staff, educational, administrative and managerial staff.

**student-centered learning** – the process of qualitative transformation of the learning environment for students and other trainees, which aims to improve their autonomy and ability to think critically based on the result-oriented approach;

**higher education quality** – the level of knowledge, abilities, skills and other competencies acquired by persons, which shows their competence in accordance with the higher education standards;

**education quality** – compliance of learning outcomes with the requirements stipulated by the legislation, the appropriate education standard and/or the educational services agreement;

**quality of educational activities** – the level of organization of the educational process at a higher education institution that meets the higher education standards, provides individuals with excellent higher education and contributes to the generation of new knowledge.

**ESG - Standards and Guidelines for Quality Assurance in the European Higher Education**

**EHEA - the European Higher Education Area**

**EQAR - the European Quality Assurance Register for Higher Education**

**ECTS - the European Credit Transfer and Accumulation System**

**ENQA - the European Association for Quality Assurance in Higher Education**

## 2. European standards for quality assurance in higher education

The ESG are a set of standards and guidelines for internal and external quality assurance in higher education.

The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas that are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplement that contribute to promoting the transparency and mutual trust in higher education in the EHEA.

The focus of the ESG is on quality assurance related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation. In addition, institutions have policies and processes to ensure and improve the quality of their other activities, such as research and governance. The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery.

The ESG have the following purposes:

- they set a common framework for quality assurance systems for learning and teaching at European, national and institutional level;
- they enable the assurance and improvement of higher education quality in the European higher education area;
- they support mutual trust, thus facilitating recognition and mobility within and across national borders;
- they provide information on quality assurance in the EHEA.

The ESG are based on the following four principles for quality assurance in the EHEA:

- higher education institutions have primary responsibility for the quality of their provision and its assurance;
- quality assurance responds to the diversity of higher education systems, institutions, programs and students;
- quality assurance supports the development of a quality culture;
- quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

The standards for quality assurance have been divided into three parts:

- internal quality assurance;
- external quality assurance;
- quality assurance agencies

The three parts are intrinsically interlinked and together form the basis for a European quality assurance framework. External quality assurance recognizes the standards for internal quality assurance, thus ensuring that the internal work undertaken by institutions is directly relevant to any external quality assurance that they undergo. Quality assurance agencies refer to external quality assurance. Thus, these three parts work on a complementary basis in higher education institutions as well as in agencies and also work on the understanding that other stakeholders

contribute to the framework. As a consequence, the three parts should be read as a whole. The standards set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken into account of and adhered to by those concerned, in all types of higher education provision.

### **3. Standards for IEU internal quality assurance:**

#### **3.1. Policy for quality assurance**

##### ***ESG Standard:***

***Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.***

The University quality policy is based on the Standards and Guidelines for Quality Assurance in the European Higher Education and is aimed at fulfilling the requirements and expectations of all groups of stakeholders using feedback methods.

Key priorities of International European University:

- provision of high-quality educational services;
- training of competitive specialists, scientific and academic staff;
- introduction of new knowledge and state-of-the-art technologies;
- organization of the educational and scientific process at the proper level;
- constant development and improvement of educational services and scientific activities;
- analysis of the requirements and expectations of educational services customers;
- constant advancement of the system of internal quality assurance of educational activities and higher education.

The team of International European University believes that educational services should meet national and international quality standards and that these services should fully satisfy their customers and other stakeholders.

To implement this goal, the University team constantly and persistently works on:

- ensuring an organic combination of educational scientific and innovative activities in the educational process;
- establishing international relations and carrying out international activities in education and science;
- creating appropriate conditions to fulfill the abilities and talents of participants in the educational process;
- developing a personality using legal and environmental education, by promoting moral values, social activity, responsibility, healthy lifestyle, the ability to think critically and self-organize in modern conditions among participants in the educational process;
- improving the quality of specialist training at the European and global level;
- integrating academic integrity principles into the educational process;
- enhancing the efficiency of the academic plagiarism detection and prevention system;

advancing educational programs by involving students and other stakeholders;  
the quality of teaching academic disciplines;  
providing conditions and support required for students to achieve progress in the academic career;  
adopting teaching innovations and cutting-edge technologies;  
providing adequate and easily accessible educational resources;  
enhancing the efficiency of the quality management system;  
collecting, analyzing and applying appropriate information for the efficient management of educational programs and other activities involving the academic staff and students;  
publicizing clear, accurate, objective, prompt and accessible information about its activities, including educational programs.

The internal quality assurance system of the University is based on the following principles:

- compliance with the European and national standards for higher education quality;
- University's autonomy in quality assurance of educational activities and higher education;
- delegation of powers at all levels of University management, which includes the responsibility of executives for system operations;
- all University employees are aware of the responsibility for continuous advancement of the higher education quality system;
- monitoring of higher education quality;
- constant enhancement of higher education quality;
- continuous professional development of the academic staff and administration;
- transparency of information at all stages of quality assurance in higher education;
- academic integrity and freedom, detection of academic fraud, involvement of all stakeholders in the improvement of higher education quality.

University's stakeholders include:

- higher education management authorities (Ministry of Education and Science of Ukraine, National Agency for Higher Education Quality Assurance, etc.);
- employers, supervisors of practical bases, etc.;
- providers of applicants (general secondary education institutions, vocational schools, colleges, technical colleges, other higher education institutions, etc.);
- graduates of University's educational programs;
- University staff (scientific, academic, etc.);
- students;
- student and public self-government bodies in higher education and science etc.

Understanding and complying with the quality policy is the responsibility of every employee of the University.

This policy is the basis for the stipulated quality goals of International European University.

Members of the academic community shall rely on the following basic *principles of academic integrity* to establish the academic culture and tolerant educational environment:

***honesty and integrity:***

it is the foundation for research and scientific activities;

fair relations imply intolerance and rejection of any corrupt actions;

the principle of honesty is the unacceptability of any form of deception, scientific fraud, plagiarism or other forms of dishonest behavior that negatively affect the quality of educational, scientific and academic activities;

unethical behavior, slander, verbal humiliation of other participants in the educational process, including in the open Internet space, intentional damage to equipment, materials and documents used in the process of educational, scientific and academic activities are unacceptable;

***rule of law:***

in case of dishonest behavior, violators shall bear the responsibility, including the reputational one, in accordance with the current legislation of Ukraine and internal regulatory documents of the University;

***responsibility and observance of copyrights:***

assurance of the high quality of educational activities, scientific research at all stages: from the beginning to the announcement of the results;

respect for and compliance with the copyright law;

references to sources of information in case of borrowing ideas, statements, research findings, etc.;

awareness of the possibility of academic liability for the use of scientific findings of other persons without their permission and without references to appropriate sources, as well as for other copyright violations;

***mutual respect:***

taking into account the right to respect for human dignity and guaranteeing the proper attitude to each other of all participants in the educational process, regardless of their position in the academic, social and institutional hierarchy;

cultivation of the unbiased attitude to each other, objective assessment of the results of educational, scientific and academic activities;

***tolerance and non-discrimination:***

adoption and observance of the principle of tolerance in their activities;

recognition, respect and appreciation of the diversity of sciences, areas of research interests, scientific views and ideas, research principles and methods;

no discrimination based on gender, ethnicity, nationality, language, sexual orientation, political or religious views, social or financial status, health, as well as on affiliation to particular schools or institutions;

***transparency and availability:***

presentation/publication of the results of scientific/educational activities;

check for uniqueness of scientific, qualification and other text works and their publication;

***academic literacy, academic writing:***



acquisition of appropriate theoretical knowledge, practical skills and abilities to carry out research, form scientific findings; presentation of these findings in the form of research papers;

***focus on the quality:***

creation of the qualitative scientific material as opposed to the requirements for quantitative characteristics of the work of participants in the educational process;

provision of participants in the educational process with continuous advancement of their professional skills;

constant advancement of their qualification;

***partnership and mutual assistance:***

creation of an atmosphere of trust in the scientific environment that encourages cooperation and free generation of new ideas, allocation of responsibilities and risks;

minimization of interpersonal conflicts and promotion of academic mobility;

***imperative of academic integrity:***

strict adherence to the principles and rules of academic integrity, all standards stipulated in the Internal quality assurance policy and legislative requirements by all members of the academic community.

### **3.2. Design and approval of programs**

***ESG Standard:***

***Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.***

The educational (educational and professional, educational and scientific) program is a single set of educational components (academic disciplines, individual tasks, practical training, control activities, etc.) aimed at achieving the learning outcomes stipulated by this program, which gives the right to obtain a particular educational or educational and professional qualification(s).

Educational programs provide students with academic knowledge and skills, including the general ones, which can affect personal development and can be applied in a future career. The educational program contains: the list of educational component; their logical sequence; requirements for the education level of persons who can start studying this program; the amount of ECTS credits required to complete this program, as well as expected program learning outcomes (competencies) that students shall acquire.

Educational programs comply with the standards of specialties within which they are implemented and the descriptors of the National Qualifications Framework aligned with the Qualifications Framework for the European Higher Education Area

Goals of the educational program and program learning outcomes are defined taking into account trends in the specialty development, labor market, industry and



regional context, as well as experience of similar national and foreign educational programs.

Educational programs provide students with such general competencies as soft skills, which can affect personal development and can be applied in a future career. They include:

- the ability to solve complex problems;

- contextual thinking: the ability to process data, extract information from the data array;

- the ability to establish interpersonal contacts: skills of efficient communication, efficient listening, negotiations, emotional intelligence, etc.;

- the ability to prediction, flexibility, quick adaptation to changes.

Educational programs provide students with opportunities to develop an individual educational trajectory as a personal way of unlocking personal potential of students developed taking into account their abilities, interests, needs, motivation, capabilities and experience, which is based on the student's free choice of types, forms and rates of education, educational programs, academic disciplines and their complexity, methods and means of learning.

The introduction of educational programs at the University is based on the following principles:

- compliance with the University mission, vision and strategy, and availability of defined expected learning outcomes;

- involvement of stakeholders (students, employers, scientists, representatives of enterprises, institutions, organizations, etc.) in the public discussion and monitoring of the educational program and participation in its development;

- external and internal expertise procedure prior to the approval of the educational program;

- the practical component has clearly defined opportunities, specifying practical training bases.

Educational programs are formally approved by the University Academic Council. The content of the educational program within the whole period of study in this program is subject to the systematic monitoring.

### **3.3. Student-centered learning, teaching and assessment**

#### ***ESG Standard:***

***Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.***

Students of International European University are citizens of the world. International European University puts a person and his or her individuality first. Each member of the IEU community is an educated citizen and at the same time a dynamic system open to changes, transformations and corrections aimed at comprehensive and harmonious development, which implies essential cultural education, revelation of talents in different sectors and areas, self-actualization and self-advancement, encouraging the comprehensive growth of personality. The principle of International European University is the value-based unity reflected in

similar positions and assessments of team members concerning the comprehensive development of people and harmonious education of personality and their ecological and mental interaction with the world within constant self-improvement and learning.

Student-centered learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of educational programs and the assessment of learning outcomes.

The implementation of student-centered learning and teaching:

- respects and takes into account the diversity of students and their needs, enabling flexible learning paths;

- uses different methods of providing educational services according to students' requests;

- uses and develops a variety of pedagogical methods;

- regularly evaluates and adjusts the methods of providing educational services and pedagogical methods;

- encourages a sense of autonomy in students, while ensuring adequate guidance and support from the teacher;

- promotes mutual respect within the learner-teacher relationship;

- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- assessors introduce the existing testing and examination methods to students;

- the criteria for and method of assessment as well as criteria for marking are published in advance;

- the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;

- assessment can be carried out by more than one examiner;

- regulations for assessment take into account mitigating circumstances;

- assessment is consistent, fairly applied to all students and carried out in accordance with the stipulated procedures;

- there is a formal procedure for student appeals.

In turn, the student-centered approach also allows students to evaluate teachers, methods and approaches used in the educational process at the end of the academic discipline.

### **3.4. Student admission, progression, recognition and certification**

***ESG Standard:***

***Institutions should consistently apply pre-defined and published regulations covering all phases of the student life cycle, e.g. student admission, progression, recognition and certification.***

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students.

IEU has developed and regulated admission, recognition and completion procedures for students, namely:

the procedure for recognizing documents containing information about document owner's acquisition of a certain academic degree, specialty or professional retraining, and completed periods of study at foreign higher education institutions;

the procedure for re-crediting learning outcomes (academic disciplines, ECTS credits) and defining the credit transfer for university students of all modes of study who:

- are transferred to the University from other higher education institutions;
- are transferred to a related specialty within the University;
- continue their studies after an academic leave of absence or retraining;
- are resumed for training;

the basic legal, organizational and methodical principles of the final certification of students who have successfully completed the educational program at a certain level of higher education (Bachelor, Master) and apply for the appropriate degree of higher education (Bachelor, Master) and qualification.

The access policy, enrollment processes and criteria are implemented in a consistent and transparent manner, ensuring familiarity with the University and the program.

The University implements processes and tools to collect and monitor information on student progress and takes appropriate actions based on this information.

Recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal education, is an essential component of ensuring students' progress in their studies, while promoting their mobility.

Graduation represents the culmination of the students' period of study. Students need to receive documents explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the program successfully completed by students.

### **3.5. Teaching staff**

#### ***ESG Standard:***

***Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.***

An important strategic area of the University development is the formation of social capital because the foundation for success is the professionalism of our academic, research, professional, support staff and students. This strategic area aims to establish the human and intellectual resource of the University and create an atmosphere that will facilitate the unlocking and fulfillment of the innovative potential of the managerial staff, academic and scientific staff, and students.

The IEU academic staff are hired based on the competitive selection.

The competitive selection is based on the following principles:  
transparency;

publicity;  
legality;  
equality of rights of the competition committee members;  
collegiality of decision-making by the competition committee;  
independence;  
objectivity and validity of decisions of the competition committee;  
impartial attitude to candidates for vacant positions of the academic staff.

After hiring, the academic staff are assigned key performance indicators (KPIs) that should stimulate employees to professional excellence. Such characteristics are usually specified from 1 to 5 years.

The University has introduced the rating assessment of scientific activities of the academic staff, the main objectives of which include:

- creation of the factographic information base, comprehensively reflecting scientific activities of the academic staff;
- motivation of the academic staff to improve the quality of scientific and innovative activities, increase the level of their professionalism;
- development of initiative of the academic staff and increasing the efficiency of their scientific activities;
- implementation of the principles of competition and healthy competition;
- creation of the system of objective indicators to make decisions on the encouragement of the academic staff;
- stimulation of scientific activities of academic staff, determining the rating and status of the University as a whole.

***IEU:***

- supports talented employees and students, develops a diverse, comprehensive and open corporate culture that will allow all participants in the educational process to grow in the face of rapid external changes;

- substantially increases the number of intellectual and creative platforms for the development of creative, scientific and cultural components in life of students and employees;

- develops a functional career guidance system aimed at attracting talented, gifted and motivated applicants, taking into account the demographic, social economic conditions of the country.

***IEU provides favorable conditions for staff development and social guarantees, namely:***

- full implementation of the University staff motivation system based on their performance;

- development and introduction of the social package for employees: annual medical examination, health improvement tours, prompt financial assistance for teachers, etc.

The University and its administration are primarily responsible for the quality of staff and providing a favorable environment allowing them to perform their work efficiently.

### **3.6. Learning resources and student support**

#### ***ESG Standard:***

***Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.***

The University provides the necessary resources to support educational activities of students.

A student of International European University is a free but socially responsible person. It is ensured by the following opportunities:

- rapid adaptation of students to the University corporate culture and student community.
- Establishment of the school of mentoring, tutoring and coaching;
- creation of a social and psychological climate and establishment of material and technical facilities in accordance with the University corporate culture;
- prevention of conflict situations;
- development of public legal awareness;
- environmental responsibility: striving for a healthy lifestyle, social activity, physically healthy personality;
- individual approach to revelation and development of talents and capabilities of students using participation in art, cultural and sports associations;
- membership in All-Ukrainian and international youth organizations.
- organization and holding of conferences, workshops, co-working of different levels;
- creation of an information and media space;
- self-actualization according to students' capabilities and interests;
- acquisition of plenty of new knowledge and skills in other sectors;
- introduction of scholarships for high performance in academic and social activities.

The University provides the legal, organizational, financial and material conditions required for the library, information resources.

Internal quality assurance ensures that all resources meet the goals, are publicly available, and students are informed of their availability.

### **3.7. Information management**

#### ***ESG Standard:***

***Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities***

The analysis of information data is a crucial factor in assessing the content of education at IEU. It forms the basis for decisions on developing measures to improve the education quality. Effective processes for collecting and analyzing information about educational programs and other activities support the internal quality assurance system.

Special attention is paid to the following parameters:

- key performance indicators;
- profile of the student population;
- student progression, success and expulsion rates;
- students' satisfaction with educational programs;



available learning resources and student support;  
career paths of graduates by establishing the Association of Graduates.

Special attention is paid to the involvement of students and staff in providing and analyzing information and planning further appropriate actions.

IEU has developed and implemented an extensive system of surveys aimed at:  
studying the opinion of participants in the educational process on the quality of educational services, the best possible provision and efficiency of the educational process, carrying out of educational activities;

using the obtained information for constant improvement of educational programs, promotion of professional development and advanced training of the academic, teaching and scientific staff; coordinating the results of University operations with the higher education standards in Ukraine, taking into account the interests and suggestions of participants in the educational process and other stakeholders in the formulation of goals and program learning outcomes;

defining the level of satisfaction of students and their parents with educational, organizational, information, advisory and social support of the educational process at the University.

The obtained information shall meet the following requirements:

objectivity (reflection of the real situation);  
accuracy (minimization of measurement errors);  
completeness (optimality of information sources);  
sufficiency (making reasonable decisions);  
promptness (timeliness of information);  
accessibility (reality of problems to be solved).

### **3.8. Public information**

#### ***ESG Standard:***

***Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.***

Information on University activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. The University provides information about its activities, including available programs and the selection criteria for studying; the intended learning outcomes of these programs; qualifications they award; teaching, learning and assessment procedures used; pass rates and learning opportunities available to its students; as well as graduate employment information.

University website: <https://ieu.edu.ua/>

### **3.9. On-going monitoring and periodic review of programs**

#### ***ESG Standard:***

***Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.***



Regular monitoring, review and revision of educational programs aim to ensure that the provision of educational services remains appropriate as well as to create a supportive and effective learning environment for students.

They include the evaluation of:

the content of the program in the context of the latest research in the given discipline, thus ensuring that the program is up to date;  
the changing needs of society;  
the students' workload, progression and completion of the educational program;  
the effectiveness of student assessment procedures;  
student expectations, needs and satisfaction in relation to the program;  
the learning environment and support services and their compliance with the goal of the program.

Educational programs are regularly reviewed. Discussions of programs are held with the obligatory involvement of students and other stakeholders. The collected information is taken into account when updating the program to ensure that it meets the current requirements. Characteristics of the updated program are published.

The internal quality assurance policy of the University implies consistent adherence to University-defined procedures for implementing, approving, monitoring and terminating educational programs.

### **3.10. Cyclical external quality assurance**

#### ***ESG Standard:***

***Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.***

External quality assurance in its various forms can verify the effectiveness of University's internal quality assurance, act as a catalyst for improvement and offer new perspectives. It will also provide information to assure the public of the quality of the University activities.

The University participates in cyclical external quality assurance that takes into account the requirements of the legislative framework where the University operates.

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the University.

Therefore, the University ensures that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.