

PRIVATE JOINT-STOCK COMPANY "HIGHER EDUCATIONAL  
INSTITUTION "INTERREGIONAL ACADEMY OF PERSONNEL  
MANAGEMENT"

**APPROVED:**

The Academic Council of PJSC "Higher  
Educational Institution "Interregional  
Academy of Personnel Management"  
Protocol No. 2 of "26" \_02\_2025 p.

Chairman of the  
Academic Council:

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**REGULATIONS  
ON THE SYSTEM OF INTERNAL QUALITY ASSURANCE OF  
HIGHER EDUCATION IN THE PIHA "INTERREGIONAL ACADEMY  
OF PERSONNEL MANAGEMENT"**

**Put into effect:**

Order №19/1-o of "28" \_02\_2025.  
Rector of PJSC "IAPM"

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## **1. GENERAL PROVISIONS**

1.1. The Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management" (hereinafter referred to as the Academy) adheres to the quality policy and related procedures for internal quality assurance of educational activities and the quality of higher education, which is a component of the strategic management of the PJSC "IAPM".

1.2. The Regulations are developed on the basis of the relevant norms provided for by the Laws of Ukraine "On Education" and "On Higher Education", Licensing Conditions for Educational Activities, "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG 2015 - Standards and Guidelines for Quality Assurance in the European Higher Education Area), Regulations on Accreditation of Educational Programmes for the Training of Higher Education Applicants, approved by the Order of the Ministry of Education and Science of Ukraine of May 15, 2024 № 686, the National Standard of Ukraine "Management Systems of Higher Education".

1.3. The quality system of higher education is aimed at improving all areas of the Academy's activities and aims to ensure the high quality of all components of the educational process, compliance with international standards, and the formation of a culture of quality education at the Academy as the basis

of its competitiveness.

1.4. The Regulations define the basic principles, procedures and indicators for ensuring the quality of educational activities and the quality of education at the Academy, as well as the distribution of powers to ensure the quality of education between participants in the educational process, heads (guarantors) of educational programmes, departments and faculties/institutes, other structural units of the Academy, governing bodies of the Academy, their working and advisory bodies.

1.5. The Regulation regulates the involvement of both participants in the educational process (higher education students, research and teaching staff, etc.) and other stakeholders (employers, graduates, etc.) in the quality assurance processes at the Academy.

1.6. The defining principles of the system of internal quality assurance of higher education are standardization and transformation of the content of professional training on the basis of competence-based, personality-oriented and student-centred approaches; compliance with general pedagogical and specific principles of teaching, principles of innovative educational activities, compliance with European and national standards of quality assurance of higher education and professional standards, which ensures the implementation of the defined goals and objectives of the educational programme with the expected results.

1.7. The quality system of higher education at the Academy *includes*:

- policy and procedures for quality assurance, distribution of quality assurance responsibilities among all participants in the educational process
- development and implementation of regulatory documents on quality assurance in the educational process;
- monitoring the quality of educational activities;
- innovativeness and practical orientation of educational content;
- system and mechanisms for ensuring academic integrity, in particular

through the use of an effective system for preventing and detecting academic plagiarism in scientific, educational and methodological works of both the Academy's employees and students;

- Providing and monitoring the necessary resources for the organisation of the educational process at the Academy, including information systems for the effective management of the educational process;

- monitoring the publicity of information on study programmes, degrees of higher education and qualifications;

- distribution of responsibilities between the structural units of the Academy in the functioning of the internal quality assurance system;

- annual assessment of the learning outcomes of higher education students, the performance of academic staff and departments of the Academy, publication of these assessments in the information space of the Academy;

- development and continuous improvement of the Academy's information systems;

- a system of professional development of pedagogical, scientific and research staff of the Academy;

- ensuring the conduct of sociological, marketing and monitoring, social and psychological studies of stakeholders;

- introducing a mechanism of self-analysis as an integral component of the Academy's sustainable development;

- a set of other procedures and measures necessary to improve the quality of education, which are determined by special documents of the Academy.

1.8. The quality system of higher education of the Academy has the following *tasks*:

- implementation of the Academy's policy on ensuring the quality of higher education and educational activities;

- organisation and implementation of monitoring studies of the quality of higher education and educational activities;

- examination and current monitoring of educational programmes;
- formation of infrastructure and institutional conditions for the development of cooperation in the educational and research fields;
- carrying out educational, methodological and advisory activities on quality assurance in higher education;
- organising and conducting marketing and monitoring, sociological and socio-psychological research of target groups of applicants, students, teachers, graduates, employers;
- development of recommendations for improving the quality of the educational process;
- monitoring and managing the resource potential of the Academy, providing advanced training for pedagogical, scientific and research staff.
- ensuring publicity of information about educational programmes, degrees of higher education and qualifications;
- ensuring the functioning and continuous improvement of the Academy's information system for effective quality management of higher education;
- ensuring consistency of the tasks of the internal quality assurance system of higher education of the Academy with the procedures of external quality assurance of higher education in Ukraine;

1.9. The main *objectives* of the internal quality assurance system of the Academy are:

- ensuring compliance of the provision of educational services with state licensing and accreditation requirements;
- ensuring the quality of educational activities and higher education at the Academy in accordance with generally recognised European and world standards;
- formation of a culture of quality education at the Academy as the basis of its competitiveness and its graduates;
- formation of sustainable trust among applicants, higher education

students and stakeholders in the higher education degrees awarded by the Academy in all educational programmes in Ukraine and abroad;

- implementation and continuous improvement of the system of internal quality assurance of educational activities and quality of higher education at the Academy.

1.10. The internal quality assurance system of higher education at the Academy is developed in accordance with the *principles of*

- autonomy - quality assurance through independent, independent and responsible decision-making on academic (educational), organisational, financial, personnel and other issues of activities carried out in the manner and within the limits specified in the legislation; selection of procedures, methods, means, tools to determine the state and improve quality;

- academic freedom - independence and autonomy of participants in the educational process in the implementation of pedagogical, scientific and pedagogical, scientific and/or innovative activities carried out on the principles of freedom of speech, thought and creativity, dissemination of knowledge and information, free publication and use of research results, taking into account the restrictions established by law;

- academic integrity - ensuring the quality of education on the basis of honesty, fairness, responsibility and compliance with academic ethics, corporate rules and values, mutual respect of all participants in the educational process during learning, teaching and research (creative) activities, fulfilment of their duties to ensure confidence in learning outcomes, scientific (creative) achievements;

- academic culture - quality assurance should contribute to the development of a culture of quality among the subjects of the educational process;

- Compliance with European and national standards - conducting educational activities in accordance with the requirements of national legislation

and European standards of higher education quality;

- Measurability - quality assurance on a qualimetric basis, implementation of monitoring procedures;

- openness and transparency - ensuring the possibility for subjects of educational activity to have free access to information about the implementation of educational activities at the Academy in the manner and within the limits determined by law;

- responsibility - formation of a high level of awareness of the requirements for the quality of education at the Academy, their responsibility for the decisions made and the work done by the participants of educational activities;

- student-centredness is a way of organising learning and teaching that involves the development of educational and training programmes based on a competence-based approach, the introduction of innovative teaching methods aimed at improving learning in the process of interaction between teachers and higher education students, the formation of higher education students' ability to independently and creatively apply the acquired skills in solving applied problems;

- lifelong learning - the process of personal, social and professional development of higher education students and employees of the Academy throughout their lives to improve the quality of both personal life and social environment;

- systematic management - a mechanism for managing the educational process on the basis of coordination and established cooperation, in which all processes are interconnected, which contributes to proper communication of all participants in educational activities.

1.11. The Academy assesses the quality of education both on the basis of external monitoring studies and the results of internal control, which is carried out in accordance with the methodology that takes into account certain



indicators and criteria for assessing the quality of educational activities and higher education.

1.12. The internal quality assurance system of higher education covers all measures taken by the Academy to continuously improve the quality of the educational environment. This applies to educational programmes, learning and teaching processes, results achieved, qualifications obtained, learning opportunities and resources. All of these elements must meet the established standards, stakeholder expectations and requirements of external quality assurance bodies.

## **2. POLICY ON QUALITY ASSURANCE IN HIGHER EDUCATION**

The Higher Education Quality Assurance Policy (hereinafter referred to as the Policy) is reflected in the Higher Education Quality Assurance Programme at PJSC Interregional Academy of Personnel Management and the Work Plan for the academic year to implement this programme.

The policy is public and open to all participants in the educational process, as well as other stakeholders.

The quality of management of the Academy's educational activities and development is based on the system of strategic planning, monitoring and self-assessment, which is implemented at all levels of the Academy's management structure.

Strategic and current plans for the educational activities of academic units, faculties, departments and individual work plans of teachers are based on the priority areas, tasks and performance indicators defined in the Licensing Conditions for the Educational Activities of Educational Institutions.

The policy is implemented through internal quality assurance processes involving all structural units of the Academy and participants in the educational process.

The policy creates the basis for:

- ensuring internal organisational procedures and processes for ensuring the quality of educational activities and higher education;
- forming criteria for the quality of higher education and its evaluation system, taking into account the international context;
- building an effective system of management of processes and procedures for ensuring the quality of educational activities and higher education;
- participation of educational structural units, the Academy's management and participants of the educational process in the implementation of quality assurance measures;
- implementation of innovative pedagogical approaches and digital technologies in the educational process;
- promoting the principles of academic integrity and freedom, as well as preventing academic fraud and plagiarism;
- preventing any form of intolerance or discrimination against students and employees;
- involvement of external stakeholders in ensuring the quality of higher education;
- combining the educational and scientific activities of the Academy for the purpose of effective implementation of research results in the educational process;
- promoting personal growth and creative self-realisation of both academic staff and students.

The Academy's policy provides for the implementation of the following procedures and measures:

- maintaining and developing the educational environment;
- improving the planning of educational activities;
- improving the quality of knowledge of higher education students;
- ensuring the availability of the necessary resources for the organisation

of the educational process and support of students;

- development of information systems to improve the efficiency of management of the educational process;

- ensuring publicity of information about the activities of the institution;

- creation of a system for preventing and detecting academic dishonesty in the activities of research and teaching staff and higher education students;

- strengthening the human resource potential of the educational institution and advanced training of research and teaching staff.

The Academy's policy is aimed at increasing the level of interest of higher education students/teachers, employees of the Academy and external stakeholders in regulating the procedures for organising educational activities and ensuring the quality of the educational process in order to train specialists.

### **3. STRUCTURE OF THE INTERNAL QUALITY ASSURANCE SYSTEM OF HIGHER EDUCATION**

The structure of the system of internal quality assurance of educational activities and the quality of higher education at the Academy is a set of structural units that ensure the quality of educational activities and the quality of higher education at the Academy by implementing their functions, procedures and tasks and is carried out at the following levels:

- first level - applicants for higher education of the Academy and their initiative groups (regardless of educational programmes);

- second level - the level of direct implementation of educational programmes, ongoing monitoring of the quality of their content and implementation: departments, guarantors of educational programmes, educational programme support groups responsible for educational components (heads of departments, research and teaching staff) and initiative groups of students under the programme, employers;

- third level - the level of implementation and administration of

educational programmes, systematic monitoring of programmes and the needs of the sectoral labour market: structural units that carry out educational activities - administrations of faculties, institutes (deans/directors, their deputies, advisory councils (Academic Council, Scientific and Methodological Council), student self-government bodies, sectoral employer councils;

- fourth level - the level of development, examination, testing, monitoring of academic policy, general academic decisions, regulatory, planning and accounting documentation, projects, monitoring procedures: vice-presidents, general academic structural units responsible for the implementation of measures to ensure the quality of educational activities and the quality of higher education (Department of Educational and Methodological Support and Quality of Education, Centre for Quality Control of Educational Services, Licensing and Accreditation, Department of Educational Organisation)

- The fifth level is the level of making general academic, system-forming decisions on the development of strategy and policy for ensuring the quality of education: Supervisory Board, Academic Council (their functions are defined by the Law of Ukraine "On Higher Education" and the Charter), President of the Academy, Rector (responsible for the Academy's activities and the system of quality assurance of educational activities and the quality of higher education in general).

The functioning and organisation of the system of quality of educational activities and quality of higher education of the Academy provides for the distribution of powers, functions, procedures and tasks among all subjects of the system and is regulated by the relevant Regulations governing their activities.

#### **4. CHARACTERISTICS OF THE SYSTEM OF INTERNAL QUALITY ASSURANCE OF EDUCATIONAL ACTIVITIES AND QUALITY OF**

## **HIGHER EDUCATION IN PJSC "IAPM"**

The Academy determines the sequence and interaction of the processes of implementing the system of quality assurance of educational activities and the quality of higher education, which is multifaceted and includes: an integrated system of regulatory, methodological and diagnostic documents governing effective quality management; availability of necessary resources (human, financial, material, information, scientific, educational, methodological, etc.

The system of quality assurance of the Academy's educational activities provides for the implementation of such measures as

- development of educational programmes in accordance with national and international educational standards aimed at training specialists with relevant competencies, taking into account the educational needs of higher education students and employers;

- updating the regulatory and methodological framework for ensuring the quality of higher education and educational activities at the Academy;

- systematic monitoring of the content of higher education, control over the implementation of the educational process and research activities;

- monitoring of teaching technologies, resource potential of the Academy and management of resources and processes;

- monitoring the transparency of educational activities and publishing information on its results;

- development of recommendations for improving the quality of educational activities and the quality of higher education, their implementation, and strategic planning of the Academy's activities;

- conducting internal audits of the quality of the activities of the Academy's structural units that ensure the functioning of the educational process;

- monitoring and optimising the state of the social and psychological environment of the Academy, establishing feedback from the participants of the

educational process (surveys of higher education students, academic staff, and employees of the Academy);

- support of the rating system for assessing the quality of the Academy's academic staff and students;

- promotion and control of advanced training and internships of the Academy's employees;

- promoting the improvement of pedagogical skills of academic staff and employees of the Academy by organising methodological seminars, conferences, round tables, webinars, etc;

- ensuring the availability of information on the results of the Academy's activities on the official website, optimising the work of the Academy's information system to support the modern information and educational environment;

- ensuring compliance with academic integrity by employees and students.

## **5. ORGANISATION, PROCEDURES AND MEASURES OF INTERNAL QUALITY ASSURANCE IN THE IAPM**

### **5.1. Material and technical support of the educational process**

The material and technical base of the Academy and its development is primarily focused on meeting the needs of the educational process and research activities. The resources available to the Academy meet the Licensing requirements for conducting educational activities.

In accordance with the technological requirements for the material and technical support of educational activities in the field of higher education, the educational process at the Academy is provided with laboratories, equipment, and facilities necessary for the implementation of the curriculum for higher education. Lectures, practical and laboratory classes are organised using

innovative technologies (computer equipment, multimedia projectors, presentation boards, licensed software, etc.) The educational process is sufficiently provided (in accordance with the licence conditions) with computer equipment and software packages. The Academy has created conditions for access to the Internet in all buildings, and WiFi zones have been created.

Based on the results of the analysis of the level of provision of resources for the educational process and support of higher education students, the Academy takes measures to expand and update the material and technical base.

## **5.2. Scientific and methodological support of the educational process**

The scientific and methodological support of the educational process includes documents defined by regulatory legal acts on higher education:

- state standards of higher education (if any) for each level of higher education within each speciality in accordance with the national qualification framework;
- educational programmes;
- curricula;
- educational and methodological support of academic disciplines (work programmes of academic disciplines provided for in the curriculum; syllabuses of academic disciplines; methodological recommendations for independent work; methodological recommendations for writing term papers and qualification/diploma papers (projects); diagnostic tools (control tasks) that will ensure classroom and extracurricular work of students and the possibility of self-control of knowledge and skills acquired by them; tasks for intermediate and final control);
- programmes of training, industrial and other types of practice;
- etc.

The Academy has implemented distance education technologies and appropriate scientific and methodological support for the educational process.

### **5.3. Monitoring in the system of internal quality assurance of educational activities and quality of higher education at the Academy**

Monitoring is an effective tool for objective, informational reflection of the state and dynamics of the quality of educational services, the effectiveness of managing the process of training higher education students at the Academy.

Monitoring of the quality of education is a system of consistent and systematic measures taken to identify and track trends in the development of the quality of education at the Academy, to establish the compliance of the actual results of educational activities with its stated goals, as well as to assess the degree, direction and causes of deviations from the goals. Monitoring of higher education quality may be internal and external. Internal monitoring of the quality of education is carried out by the higher education institution (other subjects of educational activity).

Monitoring and self-assessment of learning outcomes at the Academy is carried out in order to obtain objective information on student learning outcomes in accordance with educational programmes; identify the dynamics of the quality of student learning outcomes; analyse the quality of organisation, management and control of training at the faculty/institute and department; develop and implement measures to correct the quality of student learning at the level of faculties/institutes, departments, teacher, student.

Monitoring tasks:

- ensuring systematic control over the educational process and its methodological support;
- development of own system of continuous and long-term monitoring and evaluation of the educational process;
- analysing the factors that influence the level of academic performance, as well as maintaining high academic motivation;



- creating a favourable social and psychological environment for self-development and self-realisation of higher education students, research and teaching staff;

- forecasting the dynamics and trends of the educational process at the Academy based on objective data.

The subject of monitoring is the quality of the educational process in the educational institution. The object of monitoring is the system of organisation of the educational process at the Academy, which includes several levels: higher education students; teachers; supervisors; parents and the public, etc. The subjects of monitoring are: the monitoring group; the administration of the institution; educational authorities (of different levels).

The main forms and indicators of monitoring are: self-assessment of their own activities by guarantors of educational programmes, departments, teachers, higher education students, administration, graduates and employers; internal assessment of activities by the administration, heads of methodological associations (conducting control works (sections), attending training and optional classes; analysis of the level of success of higher education students, the number of prize-winners and winners of all stages of All-Ukrainian subject olympiads, competitions, defence of scientific and creative works, etc.

Monitoring criteria: objectivity (creating equal conditions for all participants in the educational process); systematic (according to the algorithm of actions, stages and in a certain sequence); compliance of tasks with the content of the material studied, clarity of assessment, ways to verify results; reliability (repeated control by other subjects); humanity (in conditions of trust, respect for the individual).

Expected results: obtaining results of the state of the educational process at the Academy; improving the functions of managing the educational process, accumulating data for making managerial and tactical decisions.

The results of the monitoring are summarised in diagrams and charts, and are presented in analytical and informational materials. The monitoring data is used for discussion at meetings of the Academic Councils of the faculties/institutes and the Academy. Based on the results of the monitoring, recommendations are developed and management decisions are made to plan and correct the work.

Indicators of description and tools for internal monitoring of the quality of education: staffing of educational activities - qualitative and quantitative composition, professional level of teaching staff; contingent of higher education students; psychological and sociological monitoring; students; learning outcomes; pedagogical activity; management of the educational institution; educational environment; methodological support; formation of the image (status) of the Academy, etc.

The Academy assumes that monitoring of the system of internal quality assurance of higher education should be objective, open, informative and transparent.

Based on the results of monitoring the quality of educational activities of the subjects of the educational process at different levels of management (Academy, faculties, departments, teachers), deviations of actual values from planned values are determined, self-assessment is carried out, and management decisions are made to ensure the quality of higher education.

The analysis of the results of the Academy's educational activities is covered in the reports of the Rector and published on the Academy's website.

#### **5.4. Development, monitoring and revision of educational programmes**

Educational programmes should ensure high competitiveness of the Academy's graduates in the labour market and have a clearly defined purpose, learning outcomes, their assessment, graduate qualifications, which is achieved through the diversity of educational programmes and avoidance of their identity.

The periodic review of educational programmes is aimed at addressing the following issues:

- increasing the attractiveness of the Academy's educational programmes for potential consumers;
- taking into account global trends in the development of educational programmes, industry and society;
- ensuring academic mobility of higher education students;
- taking into account the results of feedback from graduates and stakeholders;
- increasing the competitiveness of graduates in the labour market.

The Academy has mechanisms for developing educational programmes:

- determination of the profile of the educational programme, compliance of educational programmes with the current standard, social needs, participation of stakeholders in the development of a new educational programme;
- determination of competences to be achieved as a result of training and necessary for qualification recognition;
- approval of the educational programme;
- making changes to the educational programme; creating catalogues of free choice courses;
- self-analysis (self-evaluation) of educational programmes for their development;
- publication of educational programmes, curricula and programmes of academic disciplines (normative and elective) on the website of the Academy and its structural subdivisions;
- expert evaluation of educational programmes by employers and other stakeholders;
- closure of the educational programme.

The quality and compliance of study programmes with the National Qualifications Framework for Higher Education is ensured by the project team

and personally by its head - the guarantor of the study programme.

The responsibility for the completeness and timeliness of the development of the study programme lies with the guarantor of the study programme, who ensures the completeness and interconnection of the structural components of the study programme.

The purpose of the creation and functioning of the project team is to organise activities for the development and implementation of the educational programme, to ensure and control the quality of general and professional training of graduates.

The head of the graduating department exercises a management and supervisory function over the activities of project groups, is responsible for the full and high-quality implementation of the functions assigned to the project group.

The requirements for the activities of the guarantor of the study programme and the project group are determined by the Law of Ukraine "On Higher Education" and the Licensing Conditions for the Conduct of Educational Activities of Educational Institutions, approved by the Resolution of the Cabinet of Ministers of Ukraine No. 1187 of 30.12.2015. The guarantor of the educational programme is responsible for monitoring compliance with licensing requirements during the launch and implementation of educational activities under the relevant educational programme.

The head of the project team (guarantor of the educational programme) is a full-time employee of the Academy - a research and teaching staff member who has a scientific degree and/or academic title in the relevant or related speciality to the educational programme. In the current academic year, he/she cannot simultaneously manage other project teams, except for the management of project teams at different levels of higher education within the same speciality at a given higher education institution (in accordance with clause 27 of the Licence Terms).

The head of the project team (guarantor of the educational programme) for the *first (bachelor's) level* educational programme must have

- academic degree and/or academic title in the relevant or related speciality;

- at least 5 years of experience in teaching and/or research. The head of the project team (guarantor of the educational programme) for the educational programme of the *second (master's) level* must have

- academic degree and/or academic title (Doctor of Science and/or Professor) in the relevant or related speciality;

- at least 10 years of experience in teaching and/or research. The head of the project team (guarantor of the educational programme) must have a *Ph*:

- academic degree and/or academic title (Doctor of Science and/or Professor) in the relevant or related speciality;

- at least 10 years of experience in teaching and/or research. The main tasks of the project team are:

- Ensuring that the content of the programme complies with the higher education standard;

- general management of the content of the study programme: updating the variable component in accordance with the needs of the labour market and international academic mobility programmes;

- coordination of work on the development of the educational programme and its teaching and methodological support;

- determination of staffing and conditions for the implementation of the educational programme;

- organisation of events aimed at promoting the study programme in the market of educational services;

- organisation of self-analysis of the educational programme in order to control the quality of training.

Development, monitoring and revision of educational programmes is

carried out according to the following criteria

- Sufficiency of the amount of ECTS credits specified in the educational programme for obtaining the relevant degree of higher education;
- coverage of the list of graduate competences established by the educational programme, which are determined as a result of feedback from employers, graduates and applicants for higher education;
- compliance of the content of training of higher education applicants with the requirements of the higher education standard in the speciality (if any), as well as the content determined as a result of feedback from employers and graduates;
- compliance of the form of certification of higher education students with the requirements of the higher education standard (if any) in the speciality.

Based on the educational programmes, the relevant curriculum and work programmes of academic disciplines are developed.

Monitoring and periodic review of educational programmes is carried out to ensure that they achieve their goals and meet the needs of students and society. Revisions of study programmes are aimed at their continuous improvement. The actions planned as a result of the review and the results of their implementation are communicated to the stakeholders.

Monitoring of educational programmes is a system of constant observation, consistent and systematic measures to ensure that the educational programme meets regulatory requirements, best educational practices and trends in the development of the speciality, labour market, regional and industry context.

Monitoring and review of educational programmes is carried out annually according to the criteria for assessing the quality of the educational programme approved by the National Agency for Higher Education Quality Assurance.

The responsibility for the timeliness and proper quality of monitoring of educational programmes lies with their guarantors. Departments, faculties and

other units are obliged to facilitate such monitoring. Control over the monitoring of study programmes is vested in the dean of the relevant faculty.

The Department of Educational and Methodological Support and Quality of Education annually analyses educational programmes and relevant syllabi for their compliance with regulatory requirements, and based on the results of this analysis, develops recommendations for revision of educational programmes.

Based on the results of the monitoring, in accordance with regulatory requirements, a decision is made to revise the educational programme, which may include its change or closure.

Based on the results of the review of educational programmes, curricula and work curricula are updated.

One copy of the curriculum is kept in the Department of Educational and Methodological Support and Quality of Education, the other - at the graduating department (dean's office) of the relevant academic unit/faculty.

### **5.5. Preparation and updating of teaching and learning materials for academic disciplines**

Teaching and learning materials for academic disciplines are the main element of the scientific and methodological support of the educational process in accordance with the curriculum for training specialists in the speciality.

The preparation of the ILP is carried out by academic staff responsible for teaching the discipline.

The ILP is kept at the relevant department. The discipline's ILP should contain:

- work programme of the discipline;
- syllabus of the discipline;
- criteria for assessing the knowledge of a higher education student;
- methodological instructions and recommendations;
- sets of control tasks for assessing the level of knowledge of a higher

education student;

- programme of educational practice (if it is provided by the working curriculum);

- tasks for part-time higher education students and methodological instructions for their implementation.

- other documents and forms of educational and methodological support of the discipline are determined by the teacher and the department (educational programme support group), based on the need to provide students with all the information and materials necessary for the successful study of the discipline.

All elements of the ILP:

- are created in electronic and printed form;

- are stored in the electronic archive of the department (syllabi of academic disciplines - on the website of the Academy/Institute/department);

- used by teachers to create distance courses in the distance learning system.

Higher education applicants should be provided with free and convenient permanent access to the curriculum and other teaching and learning support of the discipline (taking into account the requirements of the legislation on restricted information).

The discipline's ILPs are reviewed annually before the start of the new academic year at a meeting of the department and, after approval by the department, are approved by the director of the academic unit/dean of the faculty.

Control over the quality of the discipline's ILP is constantly exercised by the heads of departments, deans of faculties, deputy directors of educational units, as well as the Department of Educational and Methodological Support and Quality of Education during the annual inspection of the readiness of scientific and methodological support of the educational process at the departments of the Academy.



## **5.6. Learning resources and support for higher education students in the context of student-centred learning**

The Academy is responsible for creating favourable conditions for ensuring the quality of higher education, in particular, for the development of the educational environment, which includes learning and teaching activities, as well as support for higher education students. This includes determining the necessary resources for the implementation of educational programmes: specialised equipment, classrooms, educational and scientific literature, training and industrial practice facilities, as well as relevant information and software.

The Academy also provides educational services, job descriptions and educational and methodological support of educational activities, which includes

- free access to documents required by the current legislation in the field of higher education;
- electronic catalogue of scientific, educational and teaching publications;
- electronic versions of teaching and learning materials and research of teachers, staff and students;
- multimedia and interactive publications of the Academy;
- educational and methodological developments.

Support for higher education students is provided through:

- Mentoring and close cooperation by academic staff, supervisors, heads of departments, directors/deans, their deputies, administration specialists, representatives of the student parliament, etc;
- creation of an effective adaptation system for freshmen, as well as students who have been renewed or transferred from other educational institutions;
- development of mutual respect, adherence to ethical standards in relations between students and teachers, and promotion of academic integrity;

- implementation of transparent and accessible procedures for responding to students' appeals, complaints and suggestions;
- developing students' autonomy, responsibility and initiative;
- stimulating their motivation to learn;
- involving students in active participation in the organisation of the educational process.

The key teaching technology at the Academy is student-centred learning, which is focused on the acquisition of competencies by higher education students. This approach involves the active participation of students in the educational process on the basis of partnership with teachers aimed at developing critical thinking, positive motivation, as well as personal and professional self-development.

The definition of mandatory learning outcomes is based on a competency-based approach that is based on key competencies. Competence-based education is focused on achieving practical results, gaining personal experience, and forming attitudes, which requires the transformation of traditional forms of organising the educational process. Education becomes a tool for developing value orientations, necessary knowledge and skills for future professional activities.

In this context, approaches to assessing learning outcomes are also changing. Evaluation is seen as an integral part of the educational process and should be based on the principle of a positive approach, which involves recording the level of achievement of the student. The main goal of education is to develop competences - integrated characteristics that combine knowledge, practical experience and value orientations of a person.

The main mechanisms for ensuring the quality of education at the Academy are

- focus on the development of the personality of the higher education student as a key value of the educational process;

- Recognition of the higher education student as an active subject that influences the organisation and content of the educational environment;

- involvement of students in the process of ensuring the quality of education and unlocking their potential for full realisation in the professional field;

- building self-confidence as a future professional.

To implement an individual educational trajectory, the following are provided

- personalisation and individualisation of the educational process through the free choice of disciplines from the variable part of the educational programme and the preparation of an individual curriculum;

- participation of students in discussions and decision-making on improving the educational process, research activities, scholarships, leisure, household and recreational activities;

- ensuring that students are aware of the content of the disciplines included in the individual curriculum, forms of control and criteria for assessing learning outcomes;

- systematic surveys of students on their satisfaction with educational programmes, individual components and quality of educational services, with subsequent analysis of the results and their consideration in the process of improving the educational environment;

- monitoring of the objectivity and transparency of assessment, introduction of innovative teaching methods.

The system of control and self-control, assessment and self-assessment of learning outcomes is regulated by internal regulations, which define

- types and forms of control;

- the procedure for current and final control, certification and evaluation of practical training;

- rules for forming an individual student and academic group rating;

- the rights and obligations of students in the framework of the educational process based on the cumulative rating system;
- procedures for admission to retakes, etc.

The organisation of the educational process takes into account the needs of students depending on the form of study, individual educational plans, as well as the characteristics of students with specific educational needs.

To effectively support higher education students, the Academy has created conditions that ensure proper qualifications and access to professional development opportunities for support and administrative staff. In particular, measures are being taken to improve the selection and development procedures for teachers and administrative staff, to ensure that students are informed about available services, and to develop a methodology for diagnosing the level of professional competence of teachers. Attention is also focused on learning outcomes, and a favourable working environment is ensured by clear, transparent and fair employment procedures, opportunities for professional growth, participation in research and the introduction of modern teaching methods and technologies.

To ensure a high level of professional training of higher education applicants, the Academy actively cooperates with stakeholders, including applicants, representatives of the academic environment (students, teachers, management, governing bodies), graduates, and employers. Such interaction is aimed at addressing key development issues, combining the intellectual, material, financial and corporate potential of partners.

The main objectives of this cooperation include

- collecting and analysing information to develop and improve educational programmes;
- involvement of students in real professional and research activities;
- monitoring and forecasting the needs of the labour market in order to facilitate the employment of graduates;

- organisation of internships and advanced training of teachers and employees of the Academy on the basis of partner institutions;
- participation of partners in the evaluation of applicants;
- joint implementation of educational programmes, organisation of internships, undergraduate training, assessment of the quality of graduates' training;
- Implementation of projects for the material support of the educational process (equipment of laboratories, classrooms, etc.);
- holding joint scientific and educational events: conferences, seminars for students and young scientists.

The organisation and support of this process is provided by the relevant structural units, teachers and management of the Academy.

### **5.7. Information support of educational activities**

The information support of educational activities at the Academy is created in accordance with the technological requirements established by the licence conditions of educational activities.

The information management system at the Academy is an organised system of information and documentary services that provides for the collection, storage, processing, analysis and dissemination of information on the planning and management of educational activities.

The information system of internal quality assurance of higher education of the Academy provides: quality monitoring; operational accounting of processes and resources; analytical processing; operational search; transfer and provision of necessary information.

The Academy ensures the collection, analysis and use of relevant information for the effective management of educational activities and educational programmes through the use of information systems.

The Academy's information system creates an information space based on

the principles of consistency, development, compatibility, standardisation and efficiency.

The Academy has implemented a distance learning system designed to provide higher education students and teachers with access to distance learning resources: teaching materials and courses in the disciplines taught at the Academy, as well as to unite academic staff, administrators and higher education students into one reliable, secure and integrated system to create a personal learning environment.

The educational and scientific process is provided with an adequate amount of scientific, educational and methodological literature, and access to digital databases.

The Yaroslav the Wise International Library and Information Centre of the Academy (hereinafter referred to as the ILIC) provides information support for the educational and scientific processes through high-quality prompt access to the information space of users - higher education students and research and teaching staff. The LIS provides the necessary amount of educational and methodological literature (basic, supplementary) per higher education student in all academic disciplines; free access to the electronic catalogue, electronic versions of educational and methodological literature and scientific research of the Academy's academic staff and higher education students, which includes funds and collections: dissertation abstracts, research reports, methodological materials, monographs, educational publications, articles, research papers of students, postgraduate students, conference materials, etc. The copies of textbooks (manuals) published by the Academy's employees are kept in the Academy's library, and their electronic version is in the IBIC's electronic database.

The IBIC uses specialised software products that automate its activities (individual services, electronic forms, customer service), ensure the formation of its own electronic resources with differentiated access to them, and ensure the

integration of data into the Academy's internal systems and external information systems.

The Academy has an official website with basic information about its activities, as well as regulatory documents and an electronic resource containing teaching and learning materials in academic disciplines.

The scientific achievements of the academic community are preserved on the Internet through the functioning of the Academy's institutional repository.

Information about the results of educational activities and the state of development of the Academy is collected, stored and processed on the basis of the corporate information system of the Academy and is the basis for the preparation of general and local reports, analysis, diagnostics and management decisions on internal quality assurance of education.

Assessment of the level of provision of resources for the educational process and support for higher education students is carried out by the relevant structures by monitoring the analysis of the results of sociological surveys of higher education students and student monitoring of the educational process.

### **5.8. Measures to control and improve teaching and learning processes**

Quality control of educational activities at the Academy is carried out at the following levels:

#### ***1. Control at the level of the department.***

The head of the department controls the quality of the educational process at the department by

- checking the implementation by the academic staff of the plans of educational, methodological, organisational work, which should be recorded in the individual plans and annual reports of academic staff at the meetings of the departments, in the minutes of the meetings of the departments;

- checking the preparation of curricula by research and teaching staff, the formation of educational and methodological support for each academic

discipline of the department;

- attendance of classes of each academic staff member during the academic year, covering all types of academic work (lectures, practical and laboratory classes, seminars, consultations, etc.). Mutual visits are conducted no more than once a semester. The conclusions of the visit are recorded in the class attendance control log by the head of the department;

- open classes, which are discussed at department meetings or methodological seminars, and mutual visits. The conclusions of these events are recorded in the journal of control of mutual visits of the department.

## ***2. Control at the level of the dean's office.***

Deans of the faculties exercise this control by:

- checking the organisation of the educational process by the departments: the formation of the teaching load of the departments, the quality of the distribution of the workload between research and teaching staff;

- regular monitoring of compliance with the schedule of classes by academic staff and students of the institute/faculty;

- attendance of academic staff by deans of faculties;

- monitoring compliance with the requirements for documenting the results of current and final control;

- checking the readiness of educational and methodological documentation and the nomenclature of department files.

## ***3. Control at the level of the administration.***

The Rector, Vice-Presidents, employees of the Department of Educational and Methodological Support and Quality of Education, and the Department of Educational Process Organisation exercise this control by inspection:

- availability of curricula and working curricula for each speciality assigned to the department of the institute/faculty and the Academy as a whole, approved in accordance with the established procedure;

- availability of duly approved schedules of the educational process;



- compliance of the content of curricula and study programmes with the requirements of industry standards;

- availability of work programmes for academic disciplines and their compliance with the elements of the educational process (lectures, seminars, practical, laboratory classes, independent and individual work, etc;)

- the use of innovative methods and interactive technologies in the learning process;

- completeness and sufficiency of methodological support for academic disciplines (methodological instructions, notes, recommendations for seminars, practical and laboratory work, independent and individual work, etc;)

- compliance with the requirements for documentation of the results of current and final control and the availability of its complete set;

- availability of organisational and methodological support for all types of practices provided for in the curriculum, compliance with all requirements for the set of documentation;

- organisational and methodological support for certification of all educational levels in accordance with industry standards, compliance with all requirements for the set of documentation for certification.

The Academic Council of the Academy considers the quality of the educational process at the Academy, individual institutes/faculties and departments at least once a year.

The growing availability of information resources and the development of information technology make it possible to intensify the educational process, achieving better results while reducing the total number of classroom hours.

Academic staff are responsible for the content, placement and annual updating (updating) of e-learning courses on the Academy's distance education portal.

## **5.9. Involvement of students in the management and development of the**

## **Academy**

An important role in the education of student youth is played by the student self-government of the Academy, which directs the activities of the student community of the Academy to the harmonious development of the individual, effective education and training, formation of skills of the future organiser and leader, and education of an active public position.

The student self-government bodies rely on the assistance and support of the Academy administration in their activities.

The student self-government of the Academy exercises its powers on the following principles:

- 1) the rule of law
- 2) impartiality
- 3) democracy;
- 4) publicity
- 5) election;
- 6) independence;
- 7) equality of members of the student community;
- 8) voluntary membership in and withdrawal from student self-government bodies;
- 9) accountability and responsibility of self-government bodies to the student community;

The tasks of the student self-government bodies of the Academy are

- cooperation with the administration of the Academy at the level of an advisory body;
- Ensuring and protecting the rights and interests of higher education students, in particular with regard to the organisation of the educational process;
- ensuring that higher education students fulfil their duties;
- promoting educational, scientific and creative activities of higher education students;

- creation of various student groups, societies, associations, clubs of interest;
- organising cooperation with students of other educational institutions and youth organisations;
- facilitating the creation of appropriate conditions for student accommodation and recreation, providing information, legal, psychological and other assistance to students, etc.

### **5.10 Development of international relations and strategic partnerships**

Achievement of international standards of quality of education and research requires implementation of the experience of leading foreign educational and scientific institutions in the educational process and research activities of the Academy.

To achieve this, the following activities are planned - analysis of the effectiveness and prospects of the Academy's existing agreements with foreign partners;

- searching for new forms of work and new foreign partners in order to secure additional sources of funding through grants and joint projects;
- Improving the quality of English language training for higher education students and academic staff of the Academy;
- intensification of short- and long-term participation of teachers and higher education students in study programmes, internships, advanced training in foreign partner universities, summer school programmes and educational and cultural exchanges;
- improvement of the system of informing the academic staff and students of the Academy about existing international programmes;
- improving the international image by intensifying information and advertising activities.

### **5.11. Participation of the Academy in international and national rating assessment of activities**

The Academy's ratings are integral assessments of the effectiveness of their functioning. The Academy participates in national and international rankings for assessing the performance of higher education institutions.

The purpose of the Academy's participation in the rating assessment is to advertise the Academy and provide consumers with information that will help them navigate the higher education system and choose the right study programme.

The main objectives of the Academy's participation in national and international rating systems are

- stimulating the Academy's activities to ensure the quality of higher education and science at the internal, regional, national and international levels;
- informing the society and stakeholders about the level of achievements of the Academy in terms of the quality of educational and scientific activities, its positioning in the market of educational services and the labour market;
- increasing the international activity of the Academy in the field of education and science, creating conditions for academic mobility of students, postgraduates, doctoral students, research and teaching staff and their participation in the implementation of international projects and programmes, scientific and practical conferences, seminars, exhibitions.

A component of monitoring the quality of educational activities is determining the ratings of departments and institutes/faculties at the end of the academic year, the purpose of which is to identify the units that make the greatest contribution to improving the quality of training and developing research. The evaluation criteria include indicators of research, scientific and pedagogical, educational and methodological activities, international activity, and educational work.

### **5.12 Ensuring publicity of information about the Academy's activities**

The Academy ensures the transparency of its educational activities, accuracy, objectivity and accessibility of the information offered to higher education students, applicants and the public.

The publicity and transparency of information about the Academy is ensured through extensive coverage of the Academy's activities on official websites and on official pages in social networks.

The Academy has an official website that contains basic information about its activities (structure of the educational institution, licences and accreditation certificates, educational activities, regulatory documents governing the activities of the Academy; regulations, information on personnel issues; educational, scientific, publishing, certification (of scientific personnel) activities, educational and scientific structural units and their composition, educational and methodological support of disciplines, rules of admission to the Academy, contact information).

Information to be published on the official website of the Academy and institutes/faculties is systematically updated.

## **6. ENSURING HUMAN RESOURCES**

The staffing of the educational process at the Academy is regulated by transparent selection procedures, qualification requirements and requirements for professional competence, and a system of professional development.

The formation and implementation of the HR policy is based on the principles of systematicity, innovation, and social protection of employees.

The main goal of the HR policy of PJSC "IAPM" is to attract the best scientific and pedagogical staff to the educational process and create conditions for their further professional growth.

Improvement of the Academy's personnel policy provides for

- implementation of systematic, purposeful work on training, recruitment, and formation of a personnel reserve;
- regular objective assessment of the potential of the Academy's academic staff;
- improving the staffing of the educational process with doctors of sciences;
- improvement of the system of advanced training of the Academy's research and teaching staff in postgraduate and doctoral studies;
- strengthening the motivation of educational, methodological, research and development work and stimulating the growth of professionalism of the staff.

Once a year, a rating assessment of the academic staff of the departments of the educational units is carried out. The assessment of achievements is carried out according to the rating scale in accordance with the Regulations on the rating of academic staff, departments, institutes/faculties of the Academy (Order No. 70-o of 27.06.2018). This Regulation regulates the procedure for organising and conducting a rating assessment of the Academy's academic staff, defines the concept of rating, the methodology for its calculation to assess the performance of academic staff, departments, and educational units. The Regulations were developed in accordance with the Law of Ukraine "On Higher Education" of 01.07.2014 № 1556-VII, regulations of the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine, which relate to the evaluation of the activities of educational institutions and their employees, the IAPM Charter,

*The rating of scientific and pedagogical staff* is a quantitative indicator of the effectiveness of the work of full-time scientific and pedagogical staff, departments, institutes / faculties of the Academy, which is formed in the main areas of activity.

*The rating of a department* is a numerical indicator of its achievements in

the relevant activities in the classification list compiled annually. The rating is used to assess the performance of the departments.

The purpose of introducing the rating assessment at the Academy is to

- improving the efficiency and effectiveness of the professional activities of academic staff;

- ensuring transparency and objectivity of the evaluation of the activities of the academic staff of the Academy;

- ensuring competition, increasing motivation and labour efficiency;

- accumulation of data to identify the dynamics of the departments and institutes/faculties of the Academy;

- stimulating the activities of academic staff aimed at improving the quality of education.

The main tasks of the rating assessment are:

- creating an information base for analysing and evaluating the performance of academic staff, departments, institutes/faculties of the Academy;

- Increasing the interest of academic staff in improving their professional qualifications, in mastering advanced pedagogical experience, in a creative approach to the teaching process;

- ensuring the objectivity of assessments of the quality of academic staff performance due to the completeness and reliability of information;

- strengthening the collective interest of teachers in improving the final results of training;

- development and use of unified comprehensive criteria for assessing and monitoring the level and effectiveness of the activities of academic staff, departments, institutes/faculties of the Academy;

- activation and stimulation of activities that orientate and contribute to the improvement of the Academy's rating and its development in general, creation of conditions for the professional growth of research and teaching staff;

- Identification of shortcomings and problematic issues in the activities of

research and teaching staff, departments, institutes/faculties of the Academy;

- determination of the best research and teaching staff, departments, institutes/faculties of the Academy by rating indicators;

- improvement of the system of material and moral incentives for academic staff.

Implementation of the rating assessment of the activities of academic staff, departments and institutes/faculties of the Academy is an integral element of the monitoring system as a component of: the process of ensuring and managing the quality of higher education; internal system of quality assurance of higher education of the Academy; stimulation of professional development, professionalism; productivity of educational and scientific work; development of creative initiative of academic staff.

The main requirements for the rating system are as follows:

- objectively determined number of indicators that characterise the professional activity of the rating participants;

- assessment of the compliance of the academic staff member's activities with the job qualification requirements and job descriptions, as well as his/her personal contribution to solving the tasks of the department, institute/faculty of the Academy;

- the possibility of supplementing and changing the rating indicators;

- constant study and consideration of the experience of other higher education institutions;

- development of recommendations for incentives for each participant of the rating assessment (awards, awarding titles - "Teacher of the Year", "Best Department of the Year", "Best Institute/Faculty of the Year", "Leader of Education").

The rating assessment is based on information about the activities of the departments for the reporting academic year.

All departments of the Academy are subject to rating assessment.



The assessment of the achievements of the academic staff is carried out in order to identify and disseminate the experience of the best teachers of the Academy who teach at a high scientific and methodological level, introduce advanced teaching technologies and research results into the educational process, widely use computing technology, etc. The assessment is carried out in accordance with the methodology described in the Regulations.

The Academy, within the limits stipulated by the current regulatory documents, carries out the following work to improve the system of evaluation of research and teaching staff:

1. Improvement of the existing and introduction of new criteria for evaluation of research and teaching staff (with appropriate differentiation by position and taking into account the specifics of individual structural units):

- have appropriate qualifications and high professional level in the relevant scientific field;
- have an identification number and page in ORCID, publications and profiles in scientometric databases Scopus, Web of Science, Index Copernicus, registered and have pages in scientific social networks ResearchGate, Academia, etc;
- are able to obtain and generate new knowledge, adapt it to new conditions and requirements;
- have the necessary skills and experience to effectively impart their knowledge and understanding of the subject in different learning situations to higher education students.

2. Development and implementation of a system for evaluating the effectiveness of teachers in conducting assessment, which would take into account

- the quality of classes (according to monitoring surveys of higher education students, graduates, departmental teachers, teachers who teach the disciplines that follow in the structural and logical scheme of teaching)

- the level of progress of higher education students (according to the performance indicators during the semester and at the final control, taking into account the performance indicators in the disciplines taught earlier);
- distribution of grades within the contingent of higher education students in related disciplines or disciplines of the same level of difficulty in the same period of time;
- level of educational and methodological developments (expert assessments, including external ones);
- participation in the methodological and career guidance work of the departments;
- Participation in other events, works, projects aimed at improving the quality of education and increasing the efficiency of activities at the Academy.

### **6.1. Providing advanced training and professional development of research and teaching staff**

Advanced training of academic staff is a purposeful continuous improvement of professional competences and pedagogical skills necessary for mastering the tasks that contribute to improving the quality of management, educational, methodological, scientific, innovative, creative and educational activities of the Academy. The purpose of advanced training and internships for academic staff of the Academy is to improve professional training by deepening, expanding and updating professional competencies.

The qualitative composition of the academic staff is one of the main factors of the quality of the Academy's educational activities.

Professional development of academic and teaching staff is carried out in accordance with annual professional development plans drawn up on the basis of long-term plans and agreements with state authorities, local self-government bodies, educational institutions and research institutions. International cooperation on internships is carried out under international agreements and

contracts with relevant institutions abroad.

The Academy promotes advanced training and internships for academic and research staff at least once every five years.

Advanced training and internships for academic staff are organised and conducted in accordance with a five-year schedule approved by the Academic Council of the Academy and put into effect by order of the Rector.

The basis for advanced training and internships are higher education institutions of Ukraine and the EU, scientific institutions of the National Academy of Sciences of Ukraine, leading enterprises and institutions, etc.

Advanced training and internships for research and teaching staff are usually carried out in the following forms

- long-term professional development: courses, schools, internships;
- short-term professional development: seminars, workshops, trainings, conferences, round tables, etc.

Advanced training (professional development) of research and teaching staff and employees is a targeted continuous improvement of professional competencies and pedagogical skills necessary for mastering knowledge that contributes to improving the quality of management, educational, methodological, scientific, innovative, creative and educational activities of the Academy.

The professional development of academic staff is aimed at mastering innovative teaching methods and developing curricula in accordance with European standards.

The assessment of professional and pedagogical skills is carried out by the management of the structural unit by organising and conducting open lectures with the assessment of quality indicators.

The activities of the Academy are aimed at creating conditions and opportunities for academic staff to improve their professional skills, implementing programmes to improve the professional skills of teachers, as

well as creating an atmosphere in which the professional skills of teachers are properly valued.

## **7. SYSTEM FOR ASSESSING THE KNOWLEDGE OF HIGHER EDUCATION STUDENTS**

Assessment of students' knowledge is carried out in accordance with the "Regulations on the organisation of the educational process at PJSC "IAPM". The criteria for assessing the quality of higher education are determined on the basis of:

- legislative requirements for assessing the quality of education (requirements of the State Educational Standards for specialities; requirements for licensing and accreditation; requirements for accreditation of educational programmes);
- educational standards of the Academy (content of educational programmes; technology of the educational process; technology of knowledge control; resource provision);
- analysis of customer requirements for the level of training and competence of graduates (results of surveys of students, graduates and representatives of employers).

Procedures for assessing students' academic achievements should meet the following requirements:

- be carried out by specialists;
- have clear and published criteria for assigning points;
- meet their purpose (current or final control);
- be comparable within the Academy;
- be subject to internal (and, if necessary, external) examination;
- ensure compliance with the requirements of legislation on the non-dissemination of conference information.

Forms of quality control of mastering educational components by higher education students are determined by the educational programme and curriculum.

The form of certification of higher education students is determined by the relevant higher education standard, educational programme and curriculum.

Forms, rules and criteria for assessing the level of acquired competencies during current and final control are determined by the teacher in the work programme of the discipline (syllabus of the discipline/educational component). The description of the rating system is a part of the curriculum of the discipline (educational component) and is communicated to students in advance.

At the beginning of the semester, the teacher must familiarise the students with how the current and final control will take place within the relevant discipline, explain the system and evaluation criteria that cannot be arbitrarily changed in the process of mastering this discipline.

The assessment of learning outcomes is carried out on a 100-point scale with subsequent conversion to grades on the academic scale.

The system of knowledge assessment of higher education students includes the following types of control: current control, final control and certification.

A special type of internal control of the level of knowledge, skills and abilities of the Academy's students is the rector's control, the purpose of which is to establish the level of efficiency of using various forms and methods of teaching by academic staff; obtaining information about the nature of cognitive activity, the level of independence and activity of students; assessment of the residual level of knowledge in the discipline with further analysis and generalisation; proper preparation for licensing, accreditation procedures and ensuring the availability of

## **7.1. Self-assessment of the effectiveness of activities to ensure the quality of higher education**

The main purpose of self-assessment is to identify shortcomings and problems (both in terms of departments and teachers, and in terms of educational programmes), as well as to find ways to solve them.

Self-assessment of the effectiveness of activities to ensure the quality of higher education includes

- Objective indicators (quantitative and qualitative parameters of the student population, staff qualifications, teaching and resource support, graduate employment rate)

- results of sociological surveys of higher education students and teachers;
- external evaluation.

The list of necessary measures includes:

- Formation of alumni databases by departments, institutes/faculties, the Centre for Practice, Student Employment and Alumni Relations and development of a feedback system with alumni and leading employers to study the career of the Academy's graduates, their employment, employment dynamics, career advancement, and employer satisfaction with the qualifications of graduates;

- introduction of an annual self-assessment procedure at the level of institutes/faculties (implementation of certain plans and tasks, performance of educational, research and management functions) with consideration of reports at the meeting of the Academic Council of the Academy;

- creation of a common information system for quality monitoring, which highlights

- opportunities for graduates to get a job (employment results);
- satisfaction of higher education students with the educational programmes they study;
- quality composition and performance of the teaching staff;

- qualitative and quantitative characteristics of the student population;
- available educational and material resources;
- key performance indicators of structural units, etc.

## **8. ENSURING ACADEMIC INTEGRITY BY PARTICIPANTS OF THE EDUCATIONAL PROCESS AT PJSC "IAPM"**

Academic integrity ensures the implementation of ethical principles and rules defined by law, which should guide participants in the educational and scientific processes during learning, teaching and implementation of the results of scientific activity in order to ensure confidence in learning outcomes and scientific achievements.

The academic integrity policy promotes compliance with the requirements of pedagogical and scientific ethics, respect for intellectual property, enhanced independence and individuality in the creation of works of authorship, as well as awareness of responsibility for violating generally accepted citation rules.

The observance of academic integrity by participants in the educational process involves

- citing sources of information when using ideas, developments, statements, and data;
- compliance with copyright and related rights legislation; provision of reliable information about research methods and results, sources of information used, and own research and teaching activities;
- control over the observance of academic integrity by students;
- objective assessment of learning outcomes. A violation of academic integrity is considered to be - academic plagiarism;
- cheating - the performance of written work with the involvement of external sources of information other than those permitted for use, in particular in the assessment of learning outcomes;

- bribery - providing (receiving) by participants of the educational process or offering to provide (receive) funds, property, services, or any other benefits of a material or non-material nature in order to obtain an unlawful advantage in the educational process;

- non-objective assessment - deliberate overestimation or understatement of the results of learning of higher education students.

All scientific papers and educational publications prepared for publication are reviewed at meetings of the departments where the authors work and submitted to the Centre for Research and Innovation in the Educational Process for plagiarism checking. Specialised academic councils check the uniqueness of dissertation research of degree candidates (manuscripts).

The system for preventing academic plagiarism among higher education students is based on the possibility of a comprehensive review of qualification/diploma works (projects) of higher education students posted in the Academy's archive. Heads of departments of institutes/faculties, supervisors, and leading specialists are responsible for checking qualification papers for plagiarism.

The functions of the responsible persons are as follows:

- performing computerised plagiarism checks;
- drawing up the results of the check;
- archiving the qualification work of the Academy;
- maintaining confidentiality of information on qualification papers in accordance with the Law of Ukraine "On Copyright and Related Rights".

After the students have passed the preliminary defence of the qualification work at the department, the higher education student provides the responsible person with an electronic version of the qualification work. The leading specialist prepares an extract from the minutes of the department's meeting on the student's admission to the defence of the qualification work no later than 7 days before the defence at the examination board. The responsible



person performs a computer check of the submitted qualification work for plagiarism and informs the head of the graduating department of the results of the check.

The result of the plagiarism check is taken into account by the head of the graduating department and the dean of the faculty when deciding on admission to the defence at the meeting of the examination committee.

Based on the results of the reports, the Centre for Research and Innovation in the Educational Process analyses the quality of qualification works at the Academy in general, systemises and communicates comments to the heads of departments and deans of faculties to make the necessary decisions regarding the heads of qualification works and students who have been found to have plagiarised.

A person who has detected academic plagiarism in a scientific or educational work or dissertation of an employee, a student of the Academy or in a dissertation submitted for defence to the Specialised Academic Council of the Academy has the right to apply to the Specialised Academic Council or the Academic Council of the Academy with a written application. The application for detection of academic plagiarism shall be considered at a meeting of the Dissertation Council or the Academic Council of the Academy, which shall issue a relevant conclusion. In case of detection of academic plagiarism in a dissertation for a degree, such a dissertation is withdrawn from defence regardless of the stage of consideration without the right to re-defend it.

Measures to prevent plagiarism include:

- informing higher education students and academic staff about the need to comply with the rules of academic ethics;
- development and publication of methodological materials to determine the requirements for citing sources used in scientific papers;
- conducting seminars on academic ethics and prevention of academic plagiarism.

Detection of a violation of academic integrity by students entails academic responsibility in the form of repeating the relevant educational component of the educational programme or expulsion from the Academy.

Consideration of the issue of establishing the facts of a violation of academic integrity shall be subject to the rights of the person in respect of whom there is information about the commission of such a violation.

## **9. FINAL PROVISIONS**

9.1 This Regulation shall enter into force from the moment of its entry into force by order of the Rector on the basis of the decision of the Academic Council of the Academy.

9.2. Regulatory support for the functioning of the internal quality assurance system of higher education at the Academy is regulated by this Regulation, as well as by the regulatory documents governing the activities of entities at all levels of the internal quality assurance system of higher education.

9.3. Amendments and additions to the Regulations on the internal system of quality assurance of higher education at PJSC "IAPM" are approved by the Academic Council of the Academy.