



Alfred Nobel
University

Translated from Ukrainian into English
by Vlada Karpenko in accordance
with the original document



APPROVED BY:

RECTOR

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Sergii KHOLOD

Regulation on the Internal System of Quality Assurance in Education

Dnipro

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1. Purpose and Scope

1.1 The Regulation on the Internal System of Quality Assurance in Education (hereinafter referred to as the Regulation) describes the internal system of quality assurance in education at Alfred Nobel University, defining its objective and tasks.

1.2 This Regulation is an integral part of the University's quality management system.

1.3 This Regulation applies to the structural subdivisions responsible for ensuring the quality of education at the University.

1.4 This Regulation is not a confidential document within the University.

2. Regulatory References

<i>Document Code</i>	<i>Document Title(</i>
(State Standards of Ukraine) DSTU ISO 9001-2015	Quality Management Systems. Requirements
No. 2145-VIII September 5, 2017 Amended in 2018, 2021	Law of Ukraine 'On Education'
No. 1556-VII July 1, 2014 Amended in 2014-2021	Law of Ukraine 'On Higher Education'
No. 2657-XII October 2, 1992 Amended in 2000-2020	Law of Ukraine 'On Information'
2010	Salzburg Principles

3. Terms and Definitions

Terms and definitions used in this Regulation are applied in accordance with Article 1 of the Law of Ukraine 'On Education' and the Law of Ukraine 'On Higher Education.'

4. Responsibility and Authority

4.1. The Vice-Rector for Education Quality Assurance is responsible for the development, amendment and updating of this Regulation.

4.2. The Head of the Human Resources Department is responsible for organising the approval and adoption of this Regulation.

4.3 The Head of the Human Resources Department is responsible for registering and storing the original document, making copies and providing verified copies of this Regulation.

5. Objective and Tasks of the Internal System of Quality Assurance in Education

5.1. The internal system of quality assurance in education is a subsystem within the University's overall management system.

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5.2. The objective of the internal system of quality assurance in education is to ensure compliance of the quality of education and educational activities at the University with legal requirements and stakeholder needs.

5.3. To achieve this objective, the following tasks are required to be performed:

- systematic implementation of organisational measures for comprehensive analysis and objective evaluation of the educational activities of all structural subdivisions of the University;
- identification of key trends in the development of the quality of educational activities at the University;
- identification of factors influencing the quality of education and the quality of educational activities;
- determining compliance of the quality of education at the University with the requirements of state standards and other regulatory legal documents in the field of education;
- adjustment of the educational process to improve the quality of preparation of graduates;
- preparation of recommendations for managerial decision-making aimed at improving the internal quality assurance system at the University;
- training of students at the third level of higher education based on the Salzburg Principles.

6. Internal System of Quality Assurance in Education at Alfred Nobel University

6.1. The Rector of the University is responsible for the overall management of the internal system of quality assurance in education across all the University's structural subdivisions.

6.2. The internal system of quality assurance in education at Alfred Nobel University includes:

- education quality assurance strategy (policy) and procedures;
- system and mechanisms for ensuring academic integrity;
- publicly available criteria, regulations and procedures for student assessment;
- publicly available criteria, regulations and procedures for assessing the academic performance of academic staff;
- publicly available criteria, regulations and procedures for assessing the managerial performance of the University's administrative staff.

6.3. The internal quality assurance system at the University includes the following procedures and measures in line with Article 16 of the Law of Ukraine 'On Higher Education':

- 1) determining the principles and procedures for assuring the quality of higher education;
- 2) monitoring and periodic review of study programmes;
- 3) annual assessment of the University's students and academic staff and regular publication of assessment results on the official University website, on information boards and in any other way;
- 4) ensuring the professional development of academic staff;
- 5) providing the resources required for organising the educational process, including for students' self-directed learning, for each study programme;
- 6) ensuring the availability of information systems for the effective management of the educational process;
- 7) ensuring publicity of information about study programmes, degrees and qualifications;
- 8) ensuring adherence to academic integrity by both employees and students, including the creation and operation of an efficient system for the prevention and detection of academic plagiarism;
- 9) other procedures and measures.

6.3.1. Determining the principles and procedures for assuring the quality of higher education

The University determines policies and related procedures that ensure the quality and standards of study programmes and degrees.

The University openly declares its commitment to creating an environment and practices that recognise the importance of quality and quality assurance.

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The internal University's strategy for quality assurance in education, in addition to monitoring quantitative indicators, focuses on supporting a system of values, traditions and norms (at both the university-wide and all other levels) that determine the effectiveness of the University's functioning.

The strategy of quality culture is implemented through the involvement and active participation of all the University's employees (administration, heads of structural subdivisions, academic staff, support and administrative personnel) and students.

The implementation of key functions of the system of quality assurance in education encompasses all stages of providing educational services. Quality management is carried out at all stages of the educational process.

6.3.2. *Monitoring and periodic review of study programmes*

The thorough development, regular monitoring and periodic review of study programmes ensure their relevance and demand.

The fundamental principles underlying the development of study programmes include:

- increasing the attractiveness and transparency of the University's study programmes for prospective students;
- focus not on a lecturer, but on a student;
- taking into account labour market demands by implementing employer and graduate surveys regarding the students' expected professional knowledge and skills;
- taking into account trends in the development of study programmes and requirements for these programmes in the European and global education market, particularly in specific subject areas;
- ensuring academic mobility of students;
- enhancing graduates' employability both in the short and long term (considering labour market changes);
- establishing specific requirements for different forms of study (full-time, part-time, distance learning and e-learning).

The procedures for developing and reviewing study programmes are defined in Clause 2.1 of the Regulation on the Organisation of the Educational Process (III-551-047).

Leaders of the study programmes are responsible for the development and review of the study programmes.

To align the interests of all stakeholders — employers, graduates, students and academic staff — the University has Groups on Content and Quality of Education at the departments. These groups operate in accordance with the Regulation on Groups on Content and Quality of Education at Alfred Nobel University (III-551-044).

Study programmes are developed considering the perspectives of employers, professionals and the academic community. In addition, criteria are set for reviewing study programmes based on feedback from lecturers, students, graduates and employers, as well as future trends in society and the labour market.

The profile of the study programme is established according to the level of qualifications and the standard types of activities of graduates.

The study programme determines the general and specialised (professional) competencies to be mastered within this programme (these competencies are required for the recognition of professional or academic qualification) and the final learning outcomes (a description of what a student should know and be able to demonstrate after completing his/her studies).

When developing the study programme, the University adheres to a student-centred approach, ensuring that while academic staff interests are considered in curriculum formation, the primary focus remains on the intended learning outcomes.

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6.3.3. *Annual assessment of the University's students and academic staff and regular publication of assessment results on the official University website, on information boards and in any other way*

The University-wide approaches to continuous and final assessments of students' knowledge are outlined in the Regulation on the Organisation of the Educational Process (III-551-047).

The methods for the students' knowledge verification:

- are designed considering all potential consequences for the student;
- include clear regulations for cases of student absence due to various reasons;
- are subject to internal (and, if necessary, external) expert review;
- include feedback to the student (each student must have an opportunity to find out the reasons why his/her academic performance has been assessed with the relevant grades).

To ensure high-quality education, the University implements internal quality control over educational activities through:

- monitoring (rating) of the research activities of the University's academic staff;
- monitoring (rating) of educational activities.

The University implements a ranking system for assessing the results of the academic staff's and the departments' research work, a procedure for calculating the lecturers' and the departments' individual ratings, procedures for using the information obtained when making decisions on rewarding the staff, and requirements for managing research activities in the University as a whole.

The rating serves as an indicator of the effectiveness of the lecturers' research, academic and methodological activities, allowing for a comparative assessment of lecturers' performance. The primary objective of the rating system for research, academic and methodological activities is to continuously improve the effectiveness of the academic staff's activities in this sphere and ensure conditions for the direct use of the results obtained in the educational process in accordance with the Law of Ukraine 'On Higher Education', ISO 9001:2015 quality standard adapted to higher education institutions, as well as the University's internal quality assurance system.

The University implements a ranking system for assessing the quality of educational and other types of activities by subject areas, including assessing the effectiveness of organising the students' educational, research, and creative activities, as well as their cultural and sports activities in each subject area. This system aims to encourage students' participation in academic, research and social activities. The results of the internal education quality assessment are used in the annual performance review of the University's departments.

The results of rating-based monitoring are used to develop measures for improving the quality of educational activities and the quality of higher education.

6.3.4. *Ensuring the professional development of academic staff*

Staff members independently choose specific forms, types, directions and providers of professional development based on self-assessment of competencies and professional needs, teaching responsibilities (within their respective courses) and/or job requirements.

The duration of professional development is measured in hours and/or ECTS credits under an accumulation system. Over a five-year period, the total amount of professional development must be at least six ECTS credits (one ECTS credit equals 30 hours).

The academic staff improve their qualifications through professional development programmes or internships within their respective subject areas, professions and/or positions at least once every five years. Priority should be given to training/internships/teaching at partner European higher education institutions.

The University's academic staff take part in the University's research and administrative activities.

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The procedures for selecting and appointing academic staff, as well as the mechanism for removing lecturers demonstrating professional incompetence, are outlined in the Regulation on the Procedure for Holding a Competition to Fill the Vacancies for Academic Staff (II-621-001).

The University provides lecturers with opportunities to improve their professional skills.

The University implements a system for assessing the efficiency of lecturers' performance, which, in addition to research activities and the number of academic and methodological findings, includes indicators assessing:

- the quality of teaching;
- the level of students' academic progress;
- the quality of students' performance assessment;
- the level of educational and methodological findings;
- professional development;
- engagement in the departments' methodical work;
- engagement in the organisation of the educational process;
- engagement in career guidance activities;
- engagement in other events/projects aimed at improving the quality of education at the

University and the efficiency of the University's activities, etc.

After employment (full-time or part-time), the department is obliged to provide an academic staff member with an accurate and relevant description of his/her functional duties, profile of the department's activity, requirements for the organisation of the educational process, expected learning outcomes for the programme (programmes) in which the department is involved, etc.

Recognising the role of English in modern academia and the education market, the University creates conditions for improving academic staff members' proficiency in English .

6.3.5. Providing the resources required for organising the educational process, including for students' self-directed learning, for each study programme

The University guarantees the availability of sufficient and appropriate resources to support the educational process and effectively deliver its study programmes.

The heads of departments should motivate lecturers to integrate multimedia technologies into their teaching, both in lectures and practical sessions.

The heads of departments should encourage and control the lecturers' efforts to consistently reduce the reproductive component of teaching (by making learning resources available in Google Classroom) and tighten the requirements for the students' self-directed learning outside the classroom (students should attend lectures and practical sessions already familiar with the material).

The University supports the lecturers' and departments' actions aimed at tightening the requirements for the students' self-directed learning.

6.3.6. Ensuring the availability of information systems for the efficient management of the educational process

To automate the management of the educational process and improve the automatic collection and analysis of performance indicators, the University uses the Automated Control System (ACS).

ACS ensures the systematisation of information primarily for reporting on various operational components, including personnel policy, financial activities, student enrolment and academic performance, teaching and research workload, material resources management, etc.

To ensure the effectiveness of the University's internal quality assurance system, ACS enables the expansion of analytical capabilities: drawing up reports for new tasks; monitoring the dynamics of processes over time (across structural subdivision), types of economic activities and study programmes; providing automatic exchange of non-confidential information. The University systematically updates databases of prospective students and graduates and develops feedback systems with alumni and key industry employers. The primary objective of these databases and systems is to

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study graduates' career trajectories, employment rates, career advancement dynamics and employer satisfaction with graduates' qualifications.

The university-wide information system for quality monitoring is described in terms of:

- students' academic achievements and performance indicators;
- graduates' employment opportunities and employment outcomes;
- students' satisfaction with the study programmes;
- the qualitative composition and performance efficiency of academic staff;
- the qualitative and quantitative characteristics of the student body;
- available educational and material resources and their costs;
- key performance indicators of structural subdivisions, etc.

6.3.7. *Ensuring publicity of information about study programmes, degrees and qualifications*

The University publishes regularly the most up-to-date, unbiased and objective information – both quantitative and qualitative – about its activities.

All the University's departments compile (in both Ukrainian and English) and regularly update the sets of information on the existing study programmes, lists of courses within study programmes and the qualifications they offer.

All the University's structural subdivisions are responsible for making public: self-assessment reports of structural subdivisions; evaluation results from external quality assurance bodies (including those related to licensing, accreditation and certification); rating agency evaluation results; results of internal and external sociological surveys of students, graduates, employers and other stakeholders.

6.3.8. *Ensuring adherence to academic integrity by employees and students, including creating and maintaining an effective system to prevent and detect academic plagiarism*

In accordance with the Law of Ukraine 'On Education', academic integrity is a set of ethical principles and legally defined rules that participants in the educational process must adhere to during learning, teaching and conducting research (creative) activities to ensure trust in learning outcomes and/or research (creative) achievements.

The principles, norms and rules of behaviour, professional activity and professional communication in educational, research and pedagogical fields comply with the current legal acts of Ukraine and the University's internal regulations (the Constitution of Ukraine, the Laws of Ukraine 'On Education,' 'On Higher Education,' 'On Scientific and Technical Activities,' 'On Copyright and Related Rights,' 'On Corruption Prevention,' the Statute of Alfred Nobel University, the Collective Agreement of Alfred Nobel University, etc.) and are mandatory for the entire University community (students, academic staff and other employees).

Adhering to international standards and promoting honesty and ethical values in education and research aim to improve approaches to teaching and learning, develop new mechanisms for communication within the University environment and foster a high level of academic culture, which must be upheld by students, academic staff and other employees.

The formalisation of types of academic integrity violations (academic plagiarism, self-plagiarism, fabrication, falsification, cheating, bribery, biased assessment) and the implementation of mechanisms for their prevention, detection and elimination at Alfred Nobel University are detailed in Clause 4.9 of the Regulation on the Organisation of the Educational Process.

According to the Salzburg Principles, doctoral candidates' awareness of proper research practices is crucial for developing a general research ethics framework within the University. Awareness of ethical issues related to specific methods or situations is integrated into daily practice and continuously evolves.

A key component of doctoral education is the acquisition of new knowledge through original research. The training of research employees should meet labour market requirements, which should not be limited solely to academic activities in higher education and research institutions.

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6.4. Institutional support for the University's system of quality assurance in educational activities and higher education

The institutional support for the University's system of quality assurance in educational activities and higher education includes the functioning of such bodies and structural subdivisions as the Supervisory Board, the Committee for Quality of Academic Standards, the Centre for Education Quality Management and Monitoring, the Student Association for Higher Education Quality and Groups on Content and Quality of Education at the departments. The activities of these bodies are regulated by respective regulations.

6.4.1. Supervisory Board

The Supervisory Board of Alfred Nobel University is established by the decision of the founder(s) to oversee the management of the institution's assets and ensure compliance with its founding objectives. The Supervisory Board is an advisory public body, whose primary function is to provide recommendations to the University's administration based on independent expert control and evaluation of the quality of educational services provided by the University. The recommendations of the Supervisory Board are considered by the University's administration, discussed at meetings of the Academic Council and Rectorate and serve as the basis for making the relevant decisions.

The activities of the Supervisory Board focus on the following tasks:

- 1) to ensure independent expert evaluation and quality control of educational services offered by the University, its academic departments and lecturers;
- 2) to engage representatives of the public and employers in the quality assurance process;
- 3) to increase the efficiency of the University's interaction with employers and to search for various forms of cooperation to improve the quality of educational services;
- 4) to overcome the elements of partiality and stereotypes in the assessment of knowledge and professional competencies of the University's students and graduates.

The Supervisory Board makes decisions and conclusions through collective discussion at its meetings, which are held at least once every three to four months (three times per academic year). The Supervisory Board consists of the chair, deputy chair, secretary and board's members. Employers, representatives of professional associations, state and local authorities, the judiciary, employment services and the public are invited to join the Supervisory Board. The University's full-time staff members cannot make up more than one-third of the Supervisory Board's total membership.

6.4.2. Committee for Quality of Academic Standards

The Committee for Quality of Academic Standards (hereinafter – the Committee) is a permanent collegial body whose primary objective is to establish a comprehensive system for internal quality assurance in education at the University.

The main tasks of the Committee are:

- to organise the development, monitoring, implementation and improvement of study programmes and standards of research activities;
- to develop the University's strategy for education quality assurance;
- to coordinate all structural subdivisions' activities to ensure compliance with academic standards in the University's activities;
- to take part in the development of guidelines and regulations for the University's internal quality assurance system;
- to prepare an annual report on the state of the system for internal quality assurance in education and recommendations for its improvement;
- to develop recommendations for making management decisions based on the analysis of the quality of educational services;
- to prepare and submit proposals for improving the quality of higher education to the National Agency for Higher Education Quality Assurance;

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- to make public the University's quality assurance activities through media and research publications.

The activities of the Committee are governed by the Regulation on the Committee for Quality of Academic Standards (III-551-058).

6.4.3. *Centre for Education Quality Management and Monitoring*

The Centre for Education Quality Management and Monitoring is a structural subdivision responsible for ensuring the overall university standards for the quality of education in accordance with global standards. It participates in organising the educational activities in compliance with current legislation, monitors the quality of educational activities, facilitates professional development of lecturers and regulates the educational process to enhance its quality.

The primary objective of the Centre is to support the achievement of the University's strategic development goals in terms of improving the quality of higher education, ensuring the functioning and continuous improvement of the internal quality assurance system and providing the University's community with undeniable competitive advantages. This is achieved through facilitating the organisation of the educational process in compliance with current legislation, monitoring the quality of educational activities, analysing the mastering of knowledge, skills and competencies by students, planning educational and methodological activities, promoting the development of the teaching skills of academic staff and implementing new modern teaching technologies.

The main tasks of the Centre for Education Quality Management and Monitoring are:

- to coordinate the work of all structural subdivisions in compliance with national and international higher education standards and to maintain quality management system standards within the University;
- to monitor the implementation and improvement of study programmes;
- to standardise the didactic and methodological support for the quality of the educational process;
- to organise the didactic and methodological support for the quality of the educational process;
- to organise the evaluation of educational activities and quality assurance for further development;
- to support licensing and accreditation processes in the relevant national and international bodies.

6.4.4. *Groups on Content and Quality of Education*

The Regulation on the Groups on Content and Quality of Education (III-551-0440) determines the activities and procedures for the formation of each Group on Content and Quality of Education.

The objective of the Group on Content and Quality of Education is to ensure activities at the level of the department or structural subdivision. These activities are aimed at ensuring and improving the quality of higher education and educational activities for the implementation of study programmes at all educational levels in alignment with the University's strategic goals while also promoting a culture of quality involving the entire academic community.

The composition of each Group on Content and Quality of Education is formed at each academic department (or structural subdivision) responsible for study programmes at the bachelor's, master's and doctoral levels. The composition is approved by the Rector's order.

The main tasks of Groups on Content and Quality of Education at the departments includes:

1. Organisation of the process of drawing up a list of general and specialised competencies that should be mastered by students for the development and review of study programmes on their basis, which includes the following:
 - coordination and clarification of lists of general competencies for study programmes;
 - surveying employers, lecturers and University graduates to draw up a list of specialised competencies for the development or review of study programmes;

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- organising expert evaluation and discussions with employers on the list of general and specialised competencies for the development or review of study programmes;

- forming the final list of general and specialised competencies in a specific subject area after analysing survey results, expert evaluations and discussions. Competencies in the subject area should be determined collectively based on consensus during discussions and should also be based on international experience in similar study programmes at leading institutions worldwide.

2. Direct participation in the development of the study programme.

3. Ensuring that the main elements of the study programme are agreed with the relevant groups, namely competencies, learning outcomes, curriculum structure and criteria for assessing the level of achievement of learning outcomes.

4. Approval of study programmes.

5. Analysis of the compliance of the course syllabus with the intended learning outcomes of the study programme.

6. Analysis of the quality of classes conducted by lecturers.

7. Analysis of the compliance of theses with the standards of a specific educational level, analysis of the quality of theses.

8. Participation in the monitoring and review of study programmes to improve their quality.

9. Making proposals for improving the internal system for education quality assurance and submitting them for consideration to the Vice-Rector for Education Quality Assurance.

6.4.5. *Student Association for Higher Education Quality*

The objective of the Student Association for Higher Education Quality is to improve the educational process at the University and raise its quality. It consists of active and motivated students interested in improving the learning process and strengthening motivation among all members of the University community.

The main tasks of the Student Association for Higher Education Quality are:

- to encourage student initiatives in education quality improvement;
- to involve students in decision-making on education organisation, infrastructure development and student services enhancement;
- to develop recommendations for enhancing educational processes based on students' academic and professional interests;
- to propose changes to existing regulatory acts governing the rights, obligations and interests of students;
- to actively promote the normative foundations of the educational process among students, including informing students about the education quality assurance policy, the content of educational standards, working curricula, curricula, etc.

The Student Association for Higher Education Quality includes students representing all University's subject areas. Membership in the Association is voluntary.

Meetings of the Student Association for Higher Education Quality are usually held once every two months. Decisions are made by a simple majority vote.

6.4.6. *Council of Young Scientists*

The objective of the Council of Young Scientists at Alfred Nobel University is to support the training of professionals for scientific, research, teaching and methodological activities, promote new research achievements, and represent and protect the professional, intellectual and social rights and interests of young scientists at the University.

The main tasks of the Council of Young Scientists are:

- to support the research activities of young scientists by providing organisational and informational assistance;

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- to engage individuals involved in the University's research and professional activities in research work;
- to participate in organising conferences, seminars and competitions for young scientists and lecture series by leading scholars from Ukraine and abroad;
- to promote the recognition and encouragement of talented young scientists;
- to assist in organising the participation of young scientists in academic conferences, seminars, symposia, etc.;
- to collaborate with research, student and other organisations in Ukraine and abroad;
- to facilitate access to up-to-date information on research events;
- to provide methodological and organisational support for publishing young scientists' findings;
- to promote the implementation of young scientists' findings and innovations;
- to assist in addressing social issues faced by young scientists at the University;
- to support the protection of the intellectual property rights of young scientists;
- to monitor the compliance with the rights of young scientists;
- to conduct other activities that align with the Council's objective and are not prohibited by the current legislation of Ukraine.

7. Engagement of Internal and External Stakeholders in the Development and Implementation of Quality Assurance Policies

In this document, the term "stakeholders" refers to all participants (entities) within the institution, including students, academic staff and other employees, as well as external stakeholders such as employers, graduates and partners of the University.

7.1. Students

7.1.1. Contribute to the formation of the quality assurance policy through participation in:

- student self-governance bodies;
- the Committee for Quality of Academic Standards;
- the Council of Young Scientists;
- Groups on Content and Quality of Education at the departments;
- the Student Association for Higher Education Quality;
- surveys and questionnaires assessing the internal system of quality assurance in education.

7.1.2. Implement the quality assurance policy by:

- adhering to academic integrity and freedoms and preventing academic misconduct (plagiarism);
- preventing intolerance of any kind or discrimination against students or staff;
- participating in discussions on educational process innovations;
- evaluating academic workload in study programme courses;
- engaging in the review of existing study programmes and identifying the need for new programmes.

7.2. Academic Staff

7.2.1. Contribute to the formation of the quality assurance policy through participation in:

- the Committee Quality of Academic Standards;
- Groups on Content and Quality of Education at the departments;
- surveys and questionnaires assessing the internal system of quality assurance in education.

7.2.2. Implement the quality assurance policy by:

- adhering to academic integrity and freedoms and preventing academic misconduct (plagiarism);
- preventing intolerance of any kind or discrimination against students or staff;

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- participating in expert panels assessing teaching quality and pedagogical excellence;
- developing study programmes;
- monitoring, reviewing and updating study programmes;
- internal reviewing of the content of the course curriculum.

7.3. *Employers, Graduates and Partners of the University*

7.3.1. Contribute to the formation of the quality assurance policy through participation in:

- the Supervisory Board;
- Groups on Content and Quality of Education at academic departments;
- surveys and questionnaires assessing the internal system of quality assurance in education;
- the expert review of study programmes;
- the assessment of learning outcomes within study programmes;
- the review of the existing study programmes and identifying the need for new programmes;
- the participation in certification and examination committees.

8. Distribution of Responsibilities for the Implementation of Procedures and Measures of the University's Internal Quality Assurance System for Quality Assurance in the European Higher Education Area (ESG)

8.1. The implementation of procedures and measures within the University's internal quality assurance system for quality assurance in the European Higher Education Area (ESG) involves all University officials, structural subdivisions and associations, namely the Rector, Vice-Rector for Education Quality Assurance, Vice-Rector for Research and International Cooperation, Vice-Rector for Technical Programmes, Vice-Rector for Distance Education, the Academic Council, the Supervisory Board, the Centre for Education Quality Management and Monitoring, the Committee for Quality of Academic Standards, the Transfer Commission, the Commission on Academic Integrity and Ethics, Groups on Content and Quality of Education at the departments, the Student Association for Higher Education Quality, the Students Office, Academic Departments, the Marketing and Sales Office, the Human Resources Department, the Department of Research Activities, the IT Centre, the PhD and Doctoral Programmes Office, the Student Parliament, the Department of International Activities, the Centre for International Activities and Academic Mobility, the Centre for Grant Projects, the Centre for International Students, the Centre for Foreign-Language Programmes, the Consulting Centre, the Admissions Office, the Legal Department and the Library.

8.2. The procedures and measures of the University's internal quality assurance system fully take into account and comply with the Standards for Quality Assurance in the European Higher Education Area (ESG) 2015.

8.3. The responsibilities of University officials, structural subdivisions and associations for the implementation of procedures and measures of the internal quality assurance system are reflected in the Matrix of Responsibilities for the Implementation of Procedures and Measures of the University's Internal Quality Assurance System for Quality Assurance in the European Higher Education Area (ESG) (Appendix A).