

Alfred Nobel
University

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by Vlada Karpenko in accordance
with the original document



APPROVED BY:

RECTOR

Sergii KHOLOD

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REGULATION

on the Organisation of the Educational Process

Dnipro

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PURPOSE AND SCOPE

The Regulation on the Organisation of the Educational Process (hereinafter referred to as the Regulation) is a regulatory document that regulates the system of organisational and didactic measures aimed at the implementation of educational content at Alfred Nobel University at educational levels according to the state educational standards. The Regulation on the Organisation of the Educational Process is approved by the Academic Council of the University in accordance with the law.

The Regulation is used by the academic staff and structural subdivisions of the University involved in the educational process to perform a set of tasks for efficient organisation of the given process.

The Regulation is not a confidential document within the University.

REGULATORY REFERENCES

<i>Code of document</i>	<i>Name of the document</i>
(State Standards of Ukraine) DSTU ISO 9001-2015	Quality Management Systems. Requirements
No. 2145-VIII of September 5, 2017 with amendments of 2018, 2021	Law of Ukraine “On Education”
No. 1556-VII of July 1, 2014 with amendments of 2014-2021	Law of Ukraine “On Higher Education”
No. 74/98-BP of February 4, 1998 with amendments of 2001-2020	Law of Ukraine “On National Programme of Informatisation”
No. 3792-XII of December 23, 1993 with amendments of 1995-2020	Law of Ukraine “On Copyright and Related Rights”
No. 2657-XII of October 2, 1992 with amendments of 2000-2020	Law of Ukraine “On Information”
No. 266 of April 29, 2015 with amendments of 2016, 2017	Resolution of the Cabinet of Ministers of Ukraine “On approval of the list of branches of study and subject areas within which students are trained”
No. 411 of April 13, 2011 with amendments of 2011-2017	Resolution of the Cabinet of Ministers of Ukraine “The issues of training students and postgraduates, internships of academic staff at leading foreign higher education institutions and scientific institutions”
No. 579 of August 12, 2015	Resolution of the Cabinet of Ministers of Ukraine “On approval of the Regulation on the procedure for implementing the right for academic mobility”
No. 1187 of December 30, 2015 with amendments of 2018-2021	Resolution of the Cabinet of Ministers of Ukraine “On approval of Licensing Conditions for Educational Activities of educational institutions”
No. 635 of July 10, 2019	Resolution of the Cabinet of Ministers of Ukraine “On approval of the Procedure for organising inclusive education at higher education institutions”
No. 800 of August 21, 2019 with amendments of 27.12.2019	Resolution of the Cabinet of Ministers of Ukraine “Selected issues of professional development of academic staff”

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No. 943 of October 16, 2009	Order of the Ministry of Education and Science of Ukraine “On the implementation of the European Credit Transfer and Accumulation System at higher education institutions of Ukraine”
No. 1/9-119 of February 26, 2010	Letter from the Ministry of Education and Science of Ukraine “On methodological recommendations for the implementation of the European Credit Transfer System and its key documents in higher education institutions”
No. 466 of April 25, 2013 with amendments of 2013-2020	Order of the Ministry of Education and Science of Ukraine “On approval of the Regulation on distance learning”
No. 1518 of October 30, 2013	Order of the Ministry of Education and Science of Ukraine “On approval of the requirements for higher education institutions and postgraduate institutions, scientific institutions, academic institutions providing educational services for distance learning in training and professional development of experts in accredited subject areas”
No. 903 of December 02, 2004 with amendments of 2011	Order of the Ministry of Education and Science of Ukraine “On approval of the rules of using software at educational institutions”
No. 600 of June 01, 2016 with amendments of 2017	Order of the Ministry of Education and Science of Ukraine ‘On approval and implementation of the guidelines for the development of the Standards of Higher Education’
No. 1/9-239 of April 28, 2017	Letter from the Ministry of Education and Science of Ukraine (an example of study and professional programme of Bachelor’s and Master’s level)

TERMS AND DEFINITIONS

<i>University</i>	- Alfred Nobel University
<i>MES</i>	- Ministry of Education and Science of Ukraine
<i>QMS</i>	- Quality Management System
<i>EB</i>	- Examination Board
<i>FMC</i>	- Final Module Control
<i>SSL</i>	- Students’ Self-Directed Learning

RESPONSIBILITY

The Vice-Rector for Education Quality Assurance is responsible for organising the development, making changes and updating of this Regulation.

The Heads of the Human Resources Department and the Document Management Department are responsible for organising the approval of this Regulation.

The Quality Management Centre is responsible for registering in the quality management system.

The Heads of the Human Resources Department and the Document Management Department are responsible for storing the original, making copies and providing the verified copies of this Regulation.

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Section I. GENERAL REGULATIONS

1.1. GENERAL DESCRIPTION OF THE EDUCATIONAL PROCESS

The University is an autonomous institution which creates, studies, evaluates and passes on culture via academic research and education.

The autonomy of the University and its academic freedoms are recognised as the fundamental principles of the University's life. Self-government, collegiality and proper academic leadership are the most important components of its true autonomy.

At Alfred Nobel University, autonomy and academic freedom are defined in accordance with the terminology of the current legislation, specifically the Laws of Ukraine "On Education" and "On Higher Education".

Autonomy of the University is the self-determination, independence and responsibility of a higher education institution in making decisions on the development of academic freedoms, organisation of the educational process, research, internal management, economic and other activities, independent recruitment and placement of personnel within the limits established by the current legislation. (Article 1 of the Law of Ukraine "On Higher Education")

Autonomy is the right of the entity of educational activity for self-government which lies in its self-determination, independence and responsibility in making decisions on academic (educational), organisational, financial, personnel and other aspects of activity carried out in the manner and within the limits prescribed by the law.

Academic freedom is the self-determination and independence of the participants in the educational process when performing pedagogical, academic, research and/or innovative activity conducted on the principles of the freedom of speech, thought and creativity, dissemination of knowledge and information, free publication and use of research findings, taking into account the restrictions prescribed by the law. (Article 1 of the Law of Ukraine "On Higher Education")

In accordance with Article 32 of the Law of Ukraine "On Higher Education," the activities of Alfred Nobel University are based on the principles of:

- 1) autonomy and self-government;
- 2) differentiation of rights, powers and responsibilities of the founder (founders), state and local governments, which manage the higher education institution, governing bodies of the higher education institution and its structural subdivisions;
- 3) combining collegial and sole authority principles;
- 4) independence from political parties, public and religious organisations.

With the signing of the Magna Charta Universitatum 2020 (MCU 2020), Alfred Nobel University declares its commitment to the original declaration, upholding and promoting the set of Principles, Values and Responsibilities, the aim of which is to strengthen the role of universities in promoting health, prosperity and education worldwide.

Principles, Values and Responsibilities

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The University recognises that it has a responsibility to engage with and respond to the expectations and challenges of the world and the communities it serves in order to benefit humanity and contribute to sustainable development.

Scientific and moral autonomy is a distinguishing quality of the University and a prerequisite for fulfilling its responsibilities to society.

To fulfil its potential, the University needs a reliable social contract with society, which simultaneously supports the desire to ensure the highest possible quality of academic activities and respects the principle of institutional autonomy of the University.

In creating and disseminating knowledge, the University questions dogmas and established doctrines and encourages critical thinking among all students and researchers. Academic freedom is its driving force, and open scientific research and dialogue are its sources.

The University recognises its responsibility to teach and conduct research with integrity and honesty, producing reliable results that are accessible and credible.

The University has a significant role in society and a civic responsibility. It is part of global, institutional research networks that build on common sources of knowledge and contribute to its further development. It is also an integral part of the local culture and is important for the future and cultural enrichment.

The University is a space of tolerance and respect that is free from discrimination, where the diversity of viewpoints thrives and inclusiveness prevails, embodied in the principles of equality and justice. Therefore, the University is committed to ensuring equality and fairness in all aspects of academic life, including admission to the University, recruitment and promotion.

Education is a human right, a public good, and it should be accessible to everyone. The University recognises that learning is a lifelong process and that higher education is a part of it. As such, the University meets the needs of all learners at all stages of their lives.

The University recognises that some individuals and communities, often due to unjust circumstances, have difficulty gaining access to higher education or cannot influence the form and content of the educational process. In order to realise human potential, the University consciously seeks to show interest and accept different trends and opinions.

In its activity, Alfred Nobel University complies with the requirements of the Law of Ukraine “On Prevention of Corruption”, other legislation in the field of prevention of corruption, the Anti-Corruption Programme of the University and regulations adopted for its implementation; creates conditions to ensure compliance by employees and students of the University; develops and implements an effective anti-corruption policy to keep the University’s environment free from any form of corruption.

According to subclause 2 of Article 32 of the Law of Ukraine “On Higher Education”, *the University has rights* that constitute the content of its autonomy and self-government, including:

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- 1) the right to develop and implement study (research) programmes within the licensed subject area;
- 2) the right to independently choose the forms of education and forms of organisation of the educational process;
- 3) the right to choose the types of Bachelor's and Master's programmes provided for by The International Standard Classification of Education (ISCED);
- 4) the right to hire academic staff and other employees;
- 5) the right to draw up and approve a staff list;
- 6) the right to make a final decision on the recognition, including the establishment of equivalence, of bachelor's, master's, PhD and doctoral degrees, as well as the academic titles of associate professor and professor obtained from foreign higher education institutions, when enrolling for studies and/or appointing to an academic staff position;
- 7) the right to introduce performance appraisal rating system for educational, research and innovative achievements of participants in the educational process;
- 8) the right to provide additional educational and other services in accordance with the legislation;
- 9) the right to independently develop and implement the University's own programmes for educational, research, scientific, technical and innovative activities;
- 10) the right to independently introduce areas of study, determine their content and curricula;
- 11) the right to award higher education degrees to students who, in accordance with the law, have successfully passed the certification procedure after completing their studies at the respective level of higher education;
- 12) the right to make decisions on awarding and withdrawing the degree of Doctor of Philosophy in accordance with the legislation, to independently form temporary specialised academic councils;
- 13) the right to establish general secondary education institutions in agreement with local authorities;
- 14) the right to establish, reorganise and terminate its structural subdivisions;
- 15) the right to conduct publishing activities, in particular, to publish textbooks, manuals and academic papers, as well as to establish its own printing facilities;
- 16) the right to perform joint activities with education institutions, scientific institutions and other legal entities on the basis of relevant agreements;
- 17) the right to place its educational, research and academic and production subdivisions at enterprises, institutions and organisations;
- 18) the right to participate in the activities of international organisations;
- 19) the right to introduce its own symbols and attributes;
- 20) the right to establish its own forms of moral and material encouragement for the participants in the educational process;
- 21) the right to approach the authorities in charge of higher education with initiatives to amend existing or develop new regulations in the field of higher education, as well as to participate in project work;

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22) the right to perform financial, economic and other activities in accordance with the legislation and the University's statute;

23) the right to manage its own revenues;

24) the right to set up sight and depository accounts with banks;

24-1) the right to form at its own facilities innovative structures of different types (science and technological parks, business incubators, small enterprises, etc.) based on the interests of high-tech companies, science, education, business and the state in order to implement innovative projects;

24-2) the right to set standards for the number of students per one academic staff position;

24-3) the right to independently determine the items and amount of expense of its own revenues;

25) the right to exercise other rights that do not contradict the law.

According to subclause 3 of Article 32 of the Law of Ukraine "On Higher Education," *the University is obliged to:*

1) take measures, in particular through the introduction of the relevant latest technologies, to prevent and detect academic plagiarism in the academic papers of the students, academic staff and other employees and to bring them to disciplinary responsibility;

2) have an internal system of quality assurance in higher education, including an approved policy for monitoring compliance with academic integrity by participants in the educational process (code of academic integrity);

3) create the conditions required for pursuing higher education by disabled students;

4) publish on the official website, on information stands and in any other way information on the implementation of its rights and fulfilment of obligations;

5) to conduct educational activities on the basis of student-centred teaching.

In this regulation, terms are used in the following definitions:

The educational process is an intellectual, creative activity in the field of higher education and research, which is performed at the University through the system of academic, methodological and pedagogical measures and aimed at transferring, acquiring, enriching and using knowledge, skills and other competences of students, as well as the formation of a harmoniously developed personality.

The educational process is a system of research, methodological and pedagogical measures aimed at developing a personality through the formation and application of their competences.

The educational activity is the activity of higher education institutions aimed at organising, ensuring and implementing the educational process. (Article 1 of the Law of Ukraine "On Higher Education")

The educational activity is the activity of an educational entity aimed at organising, providing and implementing the educational process in formal and/or non-formal education. (Article 1 of the Law of Ukraine "On Education")

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The educational service is a set of actions of an educational entity defined by legislation, study programme and/or contract, which have a certain cost and are aimed at achieving the expected learning outcomes by the student (Article 1 of the Law of Ukraine “On Education”).

Students are individuals who study at a higher education institution at a certain level of higher education to obtain a relevant degree and qualification. (Article 1 of the Law of Ukraine “On Education”)

The student with special educational needs is an individual with a disability who needs additional support to obtain higher education. (Article 1 of the Law of Ukraine “On Education”)

The student with special educational needs is an individual who needs additional permanent or temporary support in the educational process to ensure their right to education. (Article 1 of the Law of Ukraine “On Education”)

In accordance with Article 26 of the Law of Ukraine “On Education,” the main tasks of the University are:

- 1) to perform high-level educational activities that ensure individuals obtain higher education of the relevant degree within their chosen subject areas;
- 2) to carry out research and ensure creative activities of the participants in the educational process, to train highly qualified research personnel and use the obtained results in the educational process;
- 3) to take part in ensuring the social and economic development of the state through the formation of human capital;
- 4) to develop a personality through patriotic, legal and environmental education, fostering moral values, social activity, civic position and responsibility, healthy lifestyle and the ability to think freely and self-organise in modern conditions;
- 5) to ensure a harmonious combination of educational, research and innovative activities in the educational process;
- 6) to create the conditions required for the participants in the educational process to implement their abilities and talents;
- 7) to preserve and enhance the moral, cultural and scientific values and achievements of society;
- 8) to disseminate knowledge among the population, to raise the educational and cultural level of citizens;
- 9) to establish international relations and conduct international activities in the fields of education, science, sports, art and culture;
- 10) to study the demand for certain subject areas in the labour market and facilitate the employment of graduates.

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Section II. ORGANISATION OF THE EDUCATIONAL PROCESS

The initiation and implementation of educational activities at Alfred Nobel University are carried out in accordance with the requirements of the Resolution of the Cabinet of Ministers of Ukraine of March 24, 2021, No. 365 ‘On Amendments to the Resolution of the Cabinet of Ministers of Ukraine of December 30, 2015 No. 1187’.

For the purpose of licensing, in case of initiation of educational activities in the field of higher education in a new subject area, another level of higher education, to train foreigners and stateless individuals in a specific subject area and to increase the licensed capacity, the University prepares a package of documents in accordance with the requirements of the Licensing Conditions for Educational Activities.

2.1. STUDY (STUDY AND PROFESSIONAL, STUDY AND RESEARCH) PROGRAMME

2.1.1. Study programme. General regulations

Study programme (hereinafter referred to as SP) is a unified set of educational components (subjects, courses, individual tasks, tests and examinations, etc.) planned and organised to achieve specific learning outcomes.

Study (study and professional, study and research, study and fine arts) programme is a unified set of educational components (academic courses, individual tasks, internships, tests and examinations, etc.) aimed at achieving the learning outcomes provided for by such a programme, which gives the right to obtain a certain educational or professional qualification(s). The study programme may define a single specialisation within its framework or not include any specialisation.

The Standard of Higher Education determines the following requirements for a study programme (Article 10 of the Law “On Higher Education”):

- 1) number of ECTS credits required for obtaining the relevant academic degree;
- 2) requirements for the level of education of individuals who may start studying within this programme and their learning outcomes;
- 3) a list of mandatory graduate’s competencies;
- 4) the normative content of training of students formulated in terms of learning outcomes;
- 5) the forms of certification of students;
- 6) requirements for the creation of study programmes in the field of study, two fields of study or a group of subject areas (in the standards for a Junior Bachelor’s Degree), interdisciplinary study and research programmes (in the standards of the Master’s and PhD Degrees);
- 7) requirements of professional standards (if any).

As for the requirements for the level of education of individuals who may start studying within the relevant study programme and their learning outcomes, it is necessary to indicate the list of subjects for which External Independent Testing (EIT) certificates are accepted.

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In accordance with Article 9 of the Law “On Higher Education,” a study programme should include: a list of educational components; these components’ logical sequence; requirements for the level of education of individuals who may start studying within this programme; *the number of ECTS credits required to complete this programme, as well as the expected programme learning outcomes (competencies) that a student must master.*

Study programmes should include educational components for the students’ free choice.

Scope of study programme:

The scope of a Bachelor’s programme on the basis of complete general secondary education is 180-240 ECTS credits.

Based on the degree of Professional Junior Bachelor or Junior Bachelor (Junior Specialist qualification level), the University may recognise and transfer a certain number of ECTS credits obtained within the previous study programme of a Professional Junior Bachelor’s or Junior Bachelor’s (Junior Specialist’s) degree, as specified in the standards of higher education for the respective subject area of the corresponding level of education.

The scope of a Bachelor’s programme on the basis of a Junior Bachelor’s degree is 120 ECTS credits.

The scope of a Master’s programme: study and professional programme is 90-120 ECTS credits, study and research programme is 120 ECTS credits.

The scope of the educational component of the PhD programme (study and research programme) is 30-60 ECTS credits.

The study programme is developed for each subject area or specialisation in the form determined by the University (a sample is given in Appendix A). The study programme includes:

- cover page;
- letter of approval;
- preface (indicates the composition of the working group that developed the programme; a list of reviews and feedback of external stakeholders (if any));
- profile of the study programme in a specific subject area that includes:
 - general information,
 - the purpose of the study programme,
 - description of the study programme,
 - eligibility of graduates for employment and further education,
 - teaching and assessment,
 - programme competencies,
 - programme learning outcomes,
 - resources for the implementation of the programme,
 - academic mobility;
- list of components of the study and professional/research programme and their logical sequence (list of the SP components, structural and logical scheme of the SP);
- form of certification of students,

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- matrices of compliance of the programme competencies with the outcomes, compliance of courses (components of the study programme) with the outcomes;
- description of the internal quality assurance system;
- student's internship.

The programme's cover page should include:

- name of the study programme;
- name of the subject area;
- field of study;
- name of the qualification;
- the programme's level according to the National Qualifications Framework and the Law of Ukraine "On Education";
- number and date of the meeting minutes of the University's Academic Council at which the study programme was approved;
- number and date of the order of the University's Rector, which puts the programme into effect.

The profile of the study programme consists of:

1. *General information:*

- full name of the University and structural subdivision;
- academic degree and title of qualification in the original language (the academic degree and the full title of the qualification should be specified in the original language. The academic degree and qualification are awarded on the basis of successful completion of this study programme);
- the official name of the study programme;
- type of diploma and scope of the study programme (type of diploma – single, double, joint degree. The scope is indicated in ECTS credits and years);
- availability of accreditation (information about the SP accreditation, including foreign or international accreditation. The following should be specified: the name of the organisation that granted accreditation to this programme; the home country of this organisation; the accreditation period);
- cycle/level (National Qualifications Framework (hereinafter referred to as NQF) of Ukraine);
- prerequisites (requirements for prior education. If necessary, it should be indicated what restricts the transfer to this SP);
- language(s) of instruction;
- validity of the study programme (the validity period of the study programme until its next scheduled update. This period should not exceed the accreditation period);
- Internet address for permanent access to the study programme description (the webpage of the respective study programme should be specified in the Information package/Course catalogue).

2. *Objectives (goals) of the study programme.*

Clear and concise wording (in one or two sentences).

3. *Description of the study programme:*

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- a branch of knowledge (field of study, subject area, specialisation (if any)). If the SP is multidisciplinary or interdisciplinary, then the list of its main components, as well as the approximate scope of each component in % of the total SP scope should be specified;

- orientation of the study programme (study and professional (for Junior Bachelor's, Bachelor's, Master's degree); study and research (Master's, PhD degree). Study and professional/research programmes may have academic or applied orientation. It is recommended to describe briefly the academic orientation and professional (related to specialisation) aspects));

- main focus of the study programme and the specialisation (general/specialised education in the field of study/branch of knowledge/subject area. Key words);

- programme's specific features (e.g. mandatory semester of international mobility, implemented in English; requires a special internship, etc. It may also specify the compatibility of this SP with the programmes of other countries, the experimental nature of the SP and other features provided by the Law of Ukraine "On Higher Education" in the context of academic autonomy).

4. *Information on graduates' eligibility for employment and further education:*

- eligibility for employment (a brief description of the types of economic activity, professional job titles (according to the current version of the National Classification of Professions ДК 003:2010). Opportunities for professional certification;

- further education (opportunities for continuing education at a higher level).

5. *Teaching and assessment:*

- teaching and learning (brief (up to 3 lines) description of the basic approaches, methods and technologies used in this programme. E.g.: student-centred learning, self-learning, problem-based learning, learning through laboratory practice, etc.);

- assessment (e.g.: oral and written examinations, internships, essays, presentations, project work, etc.).

6. *Programme competencies*

Integral competency (formulated by specifying the integral competency of the relevant standard of higher education in the context of the specific features of this study programme). According to the Guidelines for the Development of the Standards of Higher Education, an integral competence is a generalised description of a qualification that reflects its key competency characteristics in terms of professional activity and/or studying.

General competencies (it is recommended, if necessary, to select competencies (in addition to those defined by the standard) from the list of the general competencies of the Tuning Project while taking into account the specifics of a particular study programme). The following competencies are distinguished: competencies defined by the standard of higher education for the subject area (at least 50%) and competencies defined by the University according to the requirements of professional standards and stakeholders' proposals.

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Special (professional, subject) competencies of the subject area (correlated with the description of the respective qualification level of the NQF), the names of competencies are defined taking into account the categories of the NQF's competencies: knowledge, skills, communication, autonomy and responsibility. It is recommended to use international models (Tuning Project, QAA standards, etc.).

The following competencies are distinguished: competencies defined by the standard of higher education for the subject area and, if any, by professional standards, as well as competencies established by the University.

7. Programme learning outcomes

The learning outcomes are knowledge, skills, abilities, ways of thinking, attitudes, values and other personal qualities that can be identified, planned, assessed and measured and that a person is able to demonstrate after completing a study programme (programme learning outcomes) or individual educational components.

These include:

- the programme learning outcomes defined by the standard of higher education for a subject area (the standard determines the normative content of training – 15-25 generalised learning outcomes that correlate with the programme competencies) and, if any, by the professional standard;
- the programme learning outcomes defined by the University (usually no more than 5).

The programme learning outcomes (which are then included in the Diploma Supplement) are formulated in an active form, taking into account different levels of complexity in the cognitive field (Bloom's Taxonomy), as well as in the affective and psychomotor fields. The learning outcomes are formulated as in the Diploma Supplement: Knowledge and Understanding, Application of Knowledge and Understanding, Making Judgments.

8. Resources for the implementation of the programme:

- staffing (specific features of staffing, including possible participation of foreign experts);
- facilities (specific features of facilities);
- informational, educational and methodological support (specific characteristics of informational, educational and methodological support).

9. Academic mobility:

- national credit mobility (for example, concluded agreements on academic mobility, double degree programmes, etc.)
- international credit mobility (for example, concluded agreements on international academic mobility (Erasmus+ K1), on double degree, on long-term international projects that include the training of students, etc.)
- training of foreign students (conditions and features of the SP in the context of training of foreign citizens).

The list of components of the study and professional/research programme and their logical sequence:

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- the list of the SP's components. It is necessary to take into account the division of educational material into blocks of courses by cycles of training (mandatory/elective, general/professional) and their content in accordance with the study programme; distribution of the standardised number of ECTS credits in accordance with the legislation of Ukraine and the regulations of the University.

In accordance with Article 10 of the Law "On Higher Education": a curriculum is developed based on the respective study programme. It outlines the list and number of educational components in ECTS credits, their logical sequence, forms of organisation of the educational process, types and scope of academic activities, the academic calendar and the forms of continuous and final assessment. All these elements ensure that students achieve the expected learning outcomes for their level of higher education.

Table 1 of the study programme should present the breakdown of the study programme's content, taking into account the number of ECTS credits and forms of final assessment for mandatory and elective educational components.

Based on the curriculum of the study programme, individual curricula for each student are developed and approved for each academic year. An individual curriculum is drawn up based on the results of the student's personal choice of courses in the amount not less than established by the Law of Ukraine "On Higher Education," taking into account the requirements of the study programme for the studying of its mandatory components. An individual curriculum is mandatory for a student.

It is proposed to plan no more than 10-11 courses per year, the scope of courses should be at least 3 credits. It is proposed to plan no more than 3-4 examinations for each semester, and no more than 6 examinations per year.

The number of elective courses chosen by the student must be at least 25% of the total programme scope:

- structural and logical scheme of the study programme (a brief description of the logical sequence of studying the components of the SP).

Form of certification of students.

The normative forms of certification of students in a particular subject area should be determined.

Matrices of compliance of programme competencies with the outcomes, compliance of courses (components of the study programme) with the outcomes.

Matrices of compliance of programme competencies with outcomes and educational components with outcomes.

Description of the internal quality assurance system.

It is determined in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and Article 16 of the Law of Ukraine "On Higher Education."

Students internships

For each type of internship included in the curriculum, it should be specified:

- type of internship, forms of its implementation;
- a list of intended learning outcomes for the internship;

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- the number of credits allocated for the internship and its duration in weeks or academic hours;
- content of the internship;
- forms of reporting on the results of the internship.

The structure of the study and research programme of the 3rd level of higher education is similar to the structure of the study programme of the 1st and 2nd levels of higher education; the cover page of the study and research programme is given in Appendix A.1.

The study programme is created according to the following algorithm:

1. The needs and potential of the programme (usually by surveying stakeholders) are determined:

- consultation with stakeholders;
- deciding whether the proposed study programme meets the established or new professional requirements.

2. The profile and key competencies are determined.

Programme competencies are the most important competencies that determine the specifics of the programme (it is recommended to specify them in accordance with clause 6 of the profile of the study programme).

It should be taken into account that at least 50% of the Bachelor's programme's scope should be directed to the acquisition of general and special (professional) competencies in the subject area that are defined by the standard of higher education; for the Master's degree – at least 35%.

3. The programme learning outcomes are determined.

Programme learning outcomes are an agreed set of statements, in accordance with the key programme competencies, that reflect what the student should know, understand and be able to do after successful completion of the study programme.

The learning outcomes should be organised into four groups, which are defined in the National Qualifications Framework:

- knowledge;
- skills;
- communication;
- autonomy and responsibility.

For subject areas without approved standards, the following number of learning outcomes for each group is recommended:

- knowledge (up to 10);
- skills (up to 10);
- communication (up to 5);
- autonomy and responsibility (up to 5).

4. The curriculum is formed. Courses, training cycles and the number of ECTS credits for each course in the curriculum are determined.

5. Approaches to teaching and learning are determined.

6. Forms of certification of students for a particular subject area are determined.

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7. The internal quality assurance system is described.

8. The types of internships, number of credits and their duration, content and learning outcomes, as well as types of reporting are determined.

According to the Regulation on the Accreditation of Study Programmes in Higher Education (approved by the Order of the Ministry of Education and Science No. 977 of July 11, 2019), criterion 9: The University publishes the relevant draft of the study programme or any proposed changes to its structure on its official website at least one month before approval to gather feedback and suggestions from stakeholders.

Study programmes are prepared in duplicate, signed by their leaders, agreed with the Vice-Rector for Education Quality Assurance, the Head of the Centre for Education Quality Management and Monitoring, the Head of the Department, and, after approval by the Academic Council of the University, approved by the Chair of the Academic Council.

One copy of the study programme is stored at the Centre for Education Quality Management and Monitoring, the other is stored at the department implementing the respective programme.

After approval, the study programme is placed on the University's website in the prescribed manner.

2.1.2. Leader of the study programme

The leader of the study programme (study and professional, study and research) (hereinafter referred to as the SP leader) is an academic staff member who works at the University at the main place of work, has an academic degree and/or academic title in the subject area relevant or related to the study programme or appropriate professional experience in the field, leads the process of development, implementation, realisation, review and monitoring of the study programme and maintains information and communication links with all participants in the educational process.

The procedure for appointing the SP leader:

1. The SP leader is appointed by the Rector's order upon the proposal of the head of the degree-granting department.

2. In case of inability to temporarily fulfil the duties of the SP leader or during their absence, the performance of the SP leader's duties is assigned to another academic staff member appointed by the head of the department. The powers of the leader are automatically terminated upon termination of their employment with the University.

3. An academic staff member can be a leader of only one study programme.

4. The SP leader, within the limits of their functional responsibilities and rights, is subordinate to the head of the department designated as the degree-granting department for the relevant study programme.

5. The head of the degree-granting department provides general guidance on the development and quality implementation of study programmes of the department.

The main functional responsibilities of the leader of the study programme are:

1. When developing and/or improving the study programme:

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- to ensure that the content of the study programme complies with the National Qualifications Framework for the relevant qualification level, standard of higher education, professional standards, mission and strategy of the University, as well as the requests of all groups of stakeholders, trends in the development of the subject area and labour market, industry and regional context;

- to coordinate the development and/or improvement of the study programme, curriculum and teaching and methodological support for the programme's educational components;

- to present the draft of the developed and/or improved study programme at the meetings of the Committee for Quality of Academic Standards, the Rectorate and the Academic Council of the University (by invitation) after agreement with the Didactics Department;

- to ensure compliance with the Licensing Conditions for Educational Activities;

- to agree with the head of the degree-granting department and publish the draft of the developed and/or improved study programme for public discussion on the University's official website no later than one month before its approval by the Academic Council of the University.

- to organise discussions on the proposals for the draft of the study programme at the meetings of the Groups on Content and Quality of Education;

- to timely submit to the Centre for Education Quality Management and Monitoring the drafts of study programmes and their curricula; developed and/or improved study programmes and their curricula (all in 2 copies) for approval in accordance with applicable requirements;

- to timely submit to the IT Centre the approved developed and/or improved study programme for placing on the official website of the University.

2. When implementing the study programme to ensure the quality of training of students:

- to ensure the implementation of measures and procedures of the University's system of quality assurance in higher education at the level of the study programme;

- to ensure the relevance of the content of the study programme while taking into account the interests and proposals of all groups of stakeholders, trends in the development of the subject area and the labour market, industry and regional context, as well as the experience of similar domestic and foreign programmes;

- to coordinate activities aimed at the internationalisation of the study programme and promotion of the study programme in the market of educational services in accordance with the needs of the labour market;

- to ensure compliance of the SP with the criteria for assessing the quality of study programmes in accordance with the Regulation on the Accreditation of Study Programmes in Higher Education;

- to coordinate the updating of data on informational, teaching and methodical support of the study programme on the University's official website, Google Drive (FTP server) and Google Classroom;

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- to coordinate and improve the practical training of students enrolled in the study programme, expand and revise the list of places of internship;
- to make suggestions to the head of the degree-granting department and the University's administration on the improvement of staffing, informational, educational, methodological and logistical support for the implementation of the study programme.

3. When preparing for the accreditation of the study programme:

- to prepare reports on the self-assessment of the study programme for accreditation;
- to send information to the National Agency for Higher Education Quality Assurance on the self-assessment of the study programme and other supporting documents within the specified time limits;
- to represent the interests of the University (as a contact person) during the accreditation of the study programme;
- to agree and place on the University's official website the programme of the expert group's visit during the accreditation process;
- to submit to the Website Administration Centre for publication on the University's official website information on the self-assessment of the study programme, the expert group's visit programme, invitations to open meetings with the expert group, the expert report on the accreditation results, conclusions of the sectoral expert council and the decision of the National Agency for Higher Education Quality Assurance regarding the accreditation of the study programme within the deadlines specified in the Regulation on the Accreditation of Study Programmes in Higher Education; accreditation certificate of the study programme;
- to participate (if necessary) in meetings of the sectoral expert council and the National Agency for Higher Education Quality Assurance to discuss the accreditation;
- the leader of the study programme performs these functions within the working hours of the academic staff member, which is reflected in their Individual Work Plan in the section 'Other Types of Work and Additional Responsibilities'. The performed work is confirmed by the decision of the respective department;
- the leader of the study programme is obliged to adhere to norms of ethics and academic integrity, prevent corruption, facilitate conflict resolution at all stages of the study programme's implementation and take measures to ensure that all participants in the educational process adhere to these norms.

When fulfilling its obligations, the leader of the study programme has the right to:

- make suggestions for approval, review and/or updating (improvement) of the study programme and curriculum;
- take part in determining the conditions for the implementation of the study programme, development of curricula, working curricula, internship programmes and other documents on educational and methodological support of the study programme;

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- take part in all events that address the issues of launching, implementing, reviewing, monitoring and improving the study programme;
- receive information from all structural subdivisions of the University about the implementation of the study programme for the purposes of self-assessment of the study programme;
- consult with experts in licensing and accreditation on the preparation of documents and the accreditation procedure of the study programme;
- receive a reduction in teaching workload ranging from 10 to 50 hours per academic year upon the request of the head of the degree-granting department in accordance with the respective order of the University's Rector;
- submit proposals to the departments, the Committee for Quality of Academic Standards, the Rectorate and the Academic Council of the University to ensure the effective implementation of the study programme;
- cooperate with all groups of stakeholders and actively involve them in the process of reviewing and improving the study programme, taking into account the requirements of the labour market and the needs of modern society;
- involve practitioners in the educational process;
- provide suggestions to the head of the degree-granting department and the University administration to improve the informational, educational, methodological, material, technical and personnel support of the study programme.

2.1.3. Procedure for approving competencies and learning outcomes

I. At the stage of launching a study programme and educational activities in the subject area.

The project team responsible for launching a study programme in the subject area must include academic staff members – representatives of the departments involved in the implementation of the study programme. All members of the project team take part in determining the programme competencies and programme learning outcomes.

When determining general competencies, it is recommended, if necessary, to select competencies (in addition to those defined by the standard) from the list of general competencies, while taking into account the specifics of a particular study programme.

The academic staff member may draw up a list of general competencies and learning outcomes for the educational components that are common to several programmes at the same time. The project team and the group for ensuring the educational process in the study programme in the subject area at a certain level of higher education take into account these competencies and outcomes when creating and reviewing the study and professional programme.

These competencies and outcomes are taken into account when creating and reviewing the study and professional programme.

When creating the *Educational Components—Outcomes* matrices, it is needed to take into account the specifics of teaching the course and recommendations of

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academic staff – representatives of the departments involved in the implementation of the study programme.

II. At the stage of implementation of the study programme.

As for the formulation of learning outcomes for the educational component in accordance with the programme learning outcomes (in case of questions about their relevance or correctness), they are submitted for discussion at the meeting of the group on subject area assurance and the group on content and quality of education.

2.1.4. Procedure for monitoring and reviewing study programmes

In compliance with Article 16 of the Law of Ukraine “On Higher Education,” Alfred Nobel University has introduced and is implementing a procedure for monitoring and reviewing study programmes.

Study programmes are reviewed to analyse whether they meet the goals set for them and whether they meet the needs of the students and society, which should lead to continuous improvement of these programmes.

Reviewing and changes in the study programmes may relate to the list of competencies, intended learning outcomes, forms of certification, internships, forms of study and teaching methods.

Periods for reviewing existing and approved study programmes:

- study programmes are reviewed at least once during their validity period, no later than one semester before their expiration.

An unscheduled review of an existing study programme takes place in the following cases:

- amendments to the legislation of Ukraine related to the relevant subject area;
- adoption of new standards of higher education ;
- suggestions for improving the study programme from stakeholders;
- low demand for the study programme;
- when accreditation agencies set requirements or make recommendations based on the provisions of the European Standards and Guidelines (ESG) for Quality Assurance in Higher Education and aimed at improving the existing study programmes;
- conclusions about the insufficient level of quality of the study programme based on the results of various procedures for assessing the quality of the study programme;
- on the initiative of the University’s academic staff in order to take into account the changes that have taken place in the academic and professional field of the study programme.

The procedure for monitoring and reviewing study programmes is carried out according to the following algorithm:

I. Monitoring of the study programme

The first step is to identify the elements that need to be changed in the current study programme to bring it in line with the requirements of the modern labour market, the existing regulatory model and European Standards and Guidelines (ESG) for

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Quality Assurance in Higher Education. To do this, it is necessary to determine what changes have to be made:

- for educational purposes;
- in the curriculum;
- in the content of educational components;
- in educational technologies;
- in the conditions of the implementation of study programmes;
- in the methods and organisational mechanisms for monitoring the educational process and evaluating its outcomes.

The monitoring involves:

- continuous and final assessment to determine whether the level and scope of knowledge, skills, abilities and other competencies acquired by students meet the requirements of standards of higher education;
- surveying of students and academic staff to evaluate the level of teaching, learning and assessment, as well as assessing outcomes based on the success rate;
- use of the feedback and direct communication system to analyse the results of the evaluation, taking into account the needs of society and the academic environment;
- creation of an information base for improving the programme as a whole and its components.

Based on the results of internal audits, surveys and independent evaluations, the departments collect information from graduates, academic staff and employers on the desired changes in the training of professionals.

II. Procedure for reviewing a study programme

The programme is reviewed on a bottom-up basis, namely:

1. Information on the need to review study programmes is considered at a meeting of the group on the content and quality of education.
2. The proposals of the group on content and quality of education to make changes in the study programme are considered at the meeting of the department and approved in the relevant minutes.
3. The generalised proposals of the group on content and quality of education on the changes in the study programme approved at the meeting of the department should be submitted to the Centre for Education Quality Management and Monitoring in the form of either changes to existing study programmes or updated study programmes.
4. The Centre for Education Quality Management and Monitoring analyses the proposed changes and submits them for approval to the Committee for Quality of Academic Standards and the Vice-Rector for Education Quality Assurance.
5. The revised and agreed study programme is submitted for approval to the Academic Council of the University.

III. Publication of the review results of study programmes.

All stakeholders are informed about the review results by placing information and reviewed study programmes on the University's website.

2.2. FORMS OF ORGANISATION OF STUDIES

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The main forms of obtaining higher education are:

1. institutional (full-time (daytime, evening), part-time, distance, network-based);
2. dual.

Full-time (daytime, evening) form of higher education is a way of organising the studies of students that involves classes and practical training for at least 30 weeks per academic year.

Part-time form of higher education is a way of organising the studies of students by combining classes and assessments during short-term study sessions with self-mastering of the study programme in the period between them. The interval between study sessions and assessments cannot be less than one month.

Distance learning is an individualised study process that takes place mainly through indirect interaction of remote participants in the educational process in a specialised environment operating on the basis of modern psychological, pedagogical, information and communication technologies.

The dual form of higher education is a way of studies of full-time students, which involves on-the-job training at enterprises, institutions and organisations to acquire a certain qualification in the amount of 25 per cent to 60 per cent of the total scope of the study programme on the basis of a contract. On-the-job training involves the performance of job duties in accordance with the employment contract.

Dual education is carried out on the basis of an agreement between a higher education institution and an employer (enterprise, institution, organisation, etc.), which includes:

- the procedure for employment of a student and remuneration for their work;
- the scope and expected learning outcomes of the student's on-the-job training;
- obligations of the higher education institution and the employer in terms of the fulfilment of the student's individual curriculum at the workplace;
- the procedure for assessing learning outcomes obtained at the job.

If the student studies within two subject areas simultaneously, the University awards the student with a higher education document of a special sample approved by the Academic Council of the higher education institution (in accordance with clause 9 of Article 7 of the Law of Ukraine "On Higher Education").

If the student studies within the study programmes agreed between Alfred Nobel University and another higher education institution, including a foreign one, the student obtains a joint (double) degree, the sample of which is established by a joint decision of the Academic Councils of both education institutions.

The forms of organisation of the educational process and types of academic studies at Alfred Nobel University are introduced in accordance with Article 50 of the Law of Ukraine "On Higher Education," namely:

- I. The educational process at the University is carried out in the following forms:
 - 1) academic classes;
 - 2) self-directed learning;
 - 3) practical training;
 - 4) assessment tests and examinations.

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II. The main types of academic classes are:

- 1) lecture;
- 2) laboratory work, practical class, seminar, individual class;
- 3) consultation.

The University has the right to establish other forms of the educational process and types of academic classes.

Forms of education may be combined.

In the educational process, the academic staff of the University uses *blended learning* – a form of teaching that combines both the traditional full-time form and the use of distance learning technologies/techniques.

Blended learning is based on six models:

1. Face-to-Face Driver. The lecturer presents the required educational material to students in the classroom. Digital resources are usually used only to deepen and consolidate knowledge.

2. Online Driver. Students master the learning material on their own (watch webinars, perform online tasks, take online tests, etc.) If necessary, they can meet with the lecturer and consult on unclear issues.

3. Flex model. The main part of the programme is mastered online. The lecturer coordinates the learning process, identifies difficulties and discusses them in a group or individually during a face-to-face meeting.

4. Rotation model. Full-time form of study and online learning interchanges. The students first study the learning material in the classroom and then independently via the Internet or vice versa.

5. Self-blend. Academic courses are studied as usual, but subjects of high interest are studied in additional online classes.

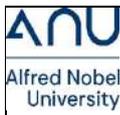
6. Online Lab. The students conduct experiments and perform tasks by using special software or websites in the classroom (a specially created virtual environment) under the supervision of the academic staff.

These models are usually used in combination with each other.

2.2.1. *Academic lecture* is a logically accomplished, scientifically substantiated and systematised presentation of a certain scientific or scientific and methodological issue, illustrated, if necessary, by means of visualisation and demonstration of experiments.

A lecture is one of the main types of academic activities and, at the same time, teaching methods in higher education. It is designed to form the basis of knowledge in a particular scientific field, as well as to determine the direction, main content and nature of all other types of academic studies and self-directed learning of students in the relevant course.

The scope of a lecture course is determined by the curriculum (working curriculum), and its subject matter is determined by the working curriculum of the academic course.

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Lectures are delivered by professors and associate professors, as well as, in some cases, other highly qualified experts with significant experience in scientific, methodological and/or practical activities.

Lecture cohorts are usually formed from students of a specific year of study in the same subject area. If necessary, by the decision of the Vice-Rector for Education Quality Assurance, several lecture cohorts may be combined into one or, conversely, large groups may be divided into smaller ones.

The lecturer responsible for delivering lectures should have a broad academic outlook, have thorough knowledge and practical experience in the relevant scientific field or in the field of work activity, be able to systematically, reasonably and at the appropriate academic and methodological level present the theoretical foundations of the course in lectures. The lectures should be in-depth in content and understandable in terms of presentation.

The content and structural and logical sequence of lectures must comply with the approved working curriculum of the academic course.

Before the beginning of the academic year (semester), the lecturer who is assigned to deliver the lecture course submits the teaching and methodological materials to the department. The procedure for the development and drawing up of these materials is regulated by clause 2.6. of this Regulation.

The head of a department may require the lecturer to deliver trial lectures under the following conditions:

- if they are entrusted with the lecture course for the first time;
- if they are appointed to the position of an associate professor or professor;
- when introducing the lecture course in an academic course that has not been taught before.

The lecturer responsible for delivering lectures is obliged to adhere to the working curriculum of the academic course in terms of the topic and conceptual foundations of the content of the lectures, and update the lecture material in a timely manner while taking into account the results of scientific research, trends in the development of the subject area and labour market demands. He/she is free to select forms, methods and means of delivering the teaching materials to students.

2.2.2. Laboratory work is a type of academic studies where students, under the guidance of a lecturer, conduct real or simulation experiments in specially equipped laboratories using equipment adapted to the educational process.

The didactic purpose of the laboratory work is to practically confirm certain theoretical provisions of the course and to equip students with practical skills and abilities to work with laboratory equipment, computers, measuring equipment and methods of experimental research in a particular subject area. The list of topics for laboratory classes is determined by the working curriculum of the academic course.

In some cases, some parts of laboratory work may be conducted in a real professional environment (educational institution, manufacturing facilities, research laboratory, etc.).

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The laboratory work is conducted with students, whose number complies with the requirements of life safety and the number of workplaces.

The stages of the laboratory class are: preliminary testing of the readiness of students to perform specific laboratory work; conducting specific tasks in accordance with the proposed topic; preparation of an individual report; the assessment of the results of the students' work by the lecturer.

In the case of performing laboratory work, which may be dangerous for the health and life of the students, a mandatory stage of preparing for and performing the given work is a safety briefing and monitoring compliance with the safety rules.

2.2.3. **Practical class** is a type of academic studies where a lecturer organises a detailed consideration of certain theoretical concepts of a specific academic course by students and develops their skills and ability to apply these concepts in practice through the performance of tasks.

The main didactic purpose of a practical class is to expand, deepen and detail the scientific knowledge gained by students at lectures and in the process of self-directed learning. It aims to enhance their understanding of the material, develop their skills, and improve their scientific thinking and oral communication.

The students are notified about the topics and plans of practical classes with a list of recommended literature in advance.

The list of topics and content of practical classes is determined by the working curriculum of the academic course.

A practical class is usually conducted with an academic group. For certain courses, based on the peculiarities of their study and the requirements of life safety, it is allowed to divide the academic group into subgroups.

To conduct a practical class, a lecturer prepares the appropriate teaching materials: tests to determine the degree of mastery of the necessary theoretical statements by students; a set of practical tasks of various difficulty to be performed by students in class and the required didactic materials.

In accordance with the syllabus of practical classes, students self-study the lecture material and recommended literature on the relevant topic, prepare, if necessary, the required didactic materials and perform their home tasks.

The quality of preparation of students for the class and their participation in performing practical tasks is assessed by the lecturer and taken into account when determining the final grade in this course.

2.2.4. **Seminar** is a type of academic studies where a lecturer organises a student discussion on issues predefined by the working curriculum of the academic course.

Seminar classes are held in the form of a conversation (proseminar), review of essays, reports and discussions.

A special type of seminar is a specialised seminar held with senior students in professional and specialised courses. It is aimed to combine the theoretical training of future specialists with their participation in research.

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Seminars contribute to the development of students' creative independence, deepen their interest in science and research, foster teaching tact, develop a speech culture, public speaking skills and skills of participation in discussions.

A seminar is held in an academic group.

Conducting a seminar class requires a lecturer to summarise the discussion of the topic and assess the participation of students.

Participation of students in seminars is taken into account when determining the final grade in the relevant academic course.

2.2.5. **Individual class** is a form of organisation of the educational process. It includes the creation of conditions for the fullest possible realisation of the creative capabilities of students who have demonstrated special abilities in learning and inclination towards research and creative activity.

Individual classes are usually held during extracurricular hours according to a separate schedule drawn up by the department, taking into account the needs and capabilities of students. Individual assignments include essays, calculations, graphic works, term papers, projects and theses, etc. Individual classes in the junior years are aimed mainly at deepening the study of individual courses by students, while in the senior years, they are of a research nature and involve the direct participation of a student in research and other creative tasks.

Individual assignments are performed by students independently under the guidance of the academic staff members. As a rule, individual assignments are performed separately by each student. In cases when a team project is intended, several students may be involved in their implementation, including students studying in different subject areas.

Individual classes in a particular course are held according to a separate schedule. The head of the department is responsible for monitoring compliance with the schedule.

2.2.6. **Consultation** is one of the types of academic studies. It is conducted to provide the student with answers to certain theoretical or practical questions and to explain certain theoretical statements or aspects of their practical application.

Consultations during the semester (ongoing consultations, semester consultations) are held according to the schedule approved by the department and prior to the assessment tests (examinations) approved by the Vice-Rector.

A consultation can be individual or held for an academic group or a group of students. It depends on whether a lecturer consults students on issues related to the performance of individual tasks (a term paper or thesis), theoretical issues of the course or certain aspects of their practical application.

The timeframe for consultations at the University is determined in accordance with the time limits standards for the calculation and accounting of academic work approved in accordance with the current law.

2.2.7. **Term paper** is one of the types of individual tasks of academic, research, creative or project design nature, which aims not only to deepen, generalise and consolidate the students' knowledge in a new academic course but also to teach them

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to apply this knowledge in solving a specific professional task and equip the student with the skills to work independently with educational and scientific literature, computers, laboratory equipment, using modern information tools and technologies.

While studying at the University, each student completes 2-4 term papers in specific academic courses, the number of which is determined by the curriculum.

The purpose of a term paper is to deepen the theoretical knowledge obtained during learning of an academic course and to develop the skills of practical application of this knowledge.

Writing a term paper involves independently studying a phenomenon, process, etc., highlighting its various aspects and demonstrating its relationship with other phenomena.

When writing term papers in the courses of the professional training cycle, the student should demonstrate theoretical knowledge and, above all, practical skills in solving specific problems in the relevant field of activity.

The list of topics of term papers is developed for each academic year by the academic staff member who teaches this educational component and is approved at a meeting of the department. When developing topics, the learning outcomes to be achieved within the framework of the study programme are taken into account.

As a rule, the number of topics for term papers cannot be less than the number of students in a study group.

During the first two weeks of the semester which includes writing a term paper, a lecturer responsible for delivering lectures in a respective academic course introduces the students to the procedure and conditions for writing a term paper and distributes the topics of the term paper among them. The students are given the right to freely choose a topic from the list proposed by the department.

The students may also suggest their own topics.

In addition, the supervisor determines the topics for those students who are absent from the class at that time and instructs the staff of the Students Office to provide this information to the absent students. Subsequently, the academic staff member is obliged to monitor whether these students have received the topics of their term papers.

At the initiative of a student and with the consent of the lecturer, the student may change the topic of the term paper to another one from the list, provided that there are free topics, or by making certain adjustments to the wording of the received topic.

When informing the students about the procedure and conditions of writing a term paper, the supervisor must, in particular, indicate a specific date – the deadline for submitting the term paper to the department (for example, ‘the term paper must be submitted to the department no later than May 15’). All lecturers who are supervisors assign the same date.

The supervisors for term papers are determined according to the academic workload. At the same time, the mandatory supervision of term papers is planned for the lecturers who deliver lectures and academic staff members who conduct practical classes on this educational component. In some cases, other members of the academic staff may be appointed as supervisors for term papers along with the above-mentioned

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lecturers. The lecturer responsible for delivering lectures in a respective academic course is the main person responsible for organising and controlling the process of writing term papers by students and coordinating the work of other supervisors for the term papers.

The total volume of the term paper should be 25-30 pages (A4 paper size) typed on a computer (1.5 line spacing, font size 14).

The first page of the paper is formatted as a title page (Appendix B).

The second page should contain a plan (table of contents) of the paper with the page number – the beginning of each structural element of the paper.

All pages of the text must be numbered starting from the second page (the first page is considered the title page).

The structural elements of the term paper should include an introduction, sections and subsections (paragraphs), conclusions, and a list of references.

The recommended number of sections is 2-4, and the recommended number of subsections (paragraphs) is 2-3 for each section.

In the Introduction (1-2 pages), a student defines the relevance of the term paper topic, formulates the purpose and reveals the main tasks of the term paper.

The main sections of the paper analyse various aspects of the problem considered in the term paper and provide data and calculations that confirm certain conclusions. In addition, the author should make references to the sources of the data used in the paper.

Consideration of various aspects of the problem should be logical.

In the Conclusions (approximately 2 pages), the student should summarise the main results of the analysis, while the content of the conclusions should correspond to the paper's purpose and main objectives set in the Introduction.

The list of references should include the sources that were used by the student in the process of writing the term paper and which were referenced in the text of the paper. These sources are to be presented in alphabetical order or in the order of references to them in the paper.

The term paper is written during the semester. The recommended deadline for submitting the term paper to the department is no later than 2 weeks before the end of the academic semester. Failure to meet this deadline does not give the department grounds for not accepting the student's term paper.

The term paper submitted to the supervisor (in a booklet) is registered in a special journal.

In addition, the supervisor specifies the date of receipt of the paper and puts their signature on the term paper's title page.

The term paper is reviewed by the teacher within 5 (five) working days from the date of receipt of the paper (in special cases, within 7 (seven) days). The registration mark on the receipt and return of the paper is put in the registration log.

Based on the results of the review, the reviewer writes on the title page of the term paper the following: 'Review – _____ (number of points). Ready for the defence. Date. Signature' or: 'Review: further work on the paper is required. Date. Signature'.

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The reviewer provides their comments on the term paper on the back page of the title page. In the case when grade is in the range of 35-40 points, the reviewer may not provide any written comments on the paper.

A term paper assessed negatively by the reviewer is returned to the student for further work and then resubmitted to the department. Before submitting such a paper to the reviewer, the department's academic staff member writes on the title page 'After performing the further work, puts the date of its receipt and their signature.

The term paper is defended only if it is positively assessed according to the review results. The date of the defence is determined by the term paper's supervisor in agreement with the lecturer responsible for delivering lectures in a respective academic course. The latter determines the composition of the Board for Defence.

The term papers are defended prior to taking an examination in a specific course (as a rule, before the examination period starts). The students who have not defended their term papers are not eligible to take examinations in the given course.

The defence procedure includes asking questions to the student on the topic of their term paper. The main task of the defence is to identify the true level of the student's independence in writing a term paper and the depth of their understanding of the issues set out in the term paper.

After the defence of term papers, the supervisor submits them to the department and makes appropriate entries in the registration log.

The maximum number of points that a term paper can be assessed is 100 points. This number includes the following:

- grade based on the review results – maximum of 60 points (in case of re-submission of the paper after performing further work – maximum 36 points);
- grade based on the results of the defence – maximum of 40 points.

The results of the 100-point grading scale are converted into a 4-point grading scale according to clause 2.4. of this Regulation.

The lecturer records grades in accordance with the requirements of the ECTS system.

A student should repeatedly write a term paper on a new topic if their total final grade is "Unsatisfactory", F.

The student should repeatedly defend their term paper:

- a) if their total final grade is "Unsatisfactory", FX;
- б) if they receives less than 24 points according to the defence results.

In addition, the repeated defence (without taking into account the review) cannot be assessed by the lecturer for more than 24 points.

If a student receives from 0 to 24 points as a result of the defence, the overall grade for the term paper is unsatisfactory regardless of the number of points credited based on the results of the review.

Term papers are stored at the departments for one year. After the expiration of the storage period, these papers are shredded, which is certified by the relevant document (formal note).

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2.2.8. **Thesis** is an individual task of scientific and research, creative or project design nature, which is performed by the student at the final stage of professional training and is one of the forms of assessing theoretical and practical knowledge, the skills of applying them to solve specific academic, technical, economic, social and production problems.

The topics of theses are determined by degree-granting departments.

As a rule, thesis supervisors are appointed from among professors and associate professors and, in some cases, the most qualified and experienced academic staff members.

In cases where the thesis is of an applied nature, highly qualified specialists in the respective field may be involved in the supervision of its writing.

A student has the right to propose their own topic of thesis by justifying the reasonableness for writing a thesis on the proposed topic. In such cases, preference is given to topics that continue the development of the term paper completed by the student, or that are directly related to the place of future professional activity of the graduate.

The stages of writing a thesis, requirements for its formatting and assessment are presented in clause 2.5.4 of this Regulation.

The theses are transferred to the University archive within 3 days after the final meeting of the Examination Board regarding the thesis defence.

After the expiration of the storage period (5 years), these theses are shredded, which is certified by the relevant document (formal note).

2.2.9. **Self-directed learning** is the main means of mastering the learning material by the student in the time free from mandatory classes.

The study time allocated for the students' self-directed learning is regulated by the curriculum (working curriculum) and must be at least 1/2 and not more than 2/3 of the total amount of study time allocated for the study of a particular course.

The ratio of classroom classes and self-directed learning of students is determined by taking into account the specifics and content of a particular course, its place, importance and didactic purpose in the implementation of a study programme, as well as the proportion of practical classes, seminars and laboratory work in the educational process.

The content of self-directed learning in a particular course is determined by the working curriculum of the academic course and the methodological recommendations of a lecturer.

The student's self-directed learning is supported with all teaching and methodological tools necessary for the study of a particular course or topic: textbooks, study and methodological manuals, lecture notes, study and laboratory equipment, computers, etc.

Students are also recommended to study relevant scientific literature and periodicals on their own.

Methodological materials for students' self-directed learning should also include means of self-control (tests, tasks, etc.).

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The student's self-directed learning aimed at mastering a learning material in a particular course can be carried out in a library, classrooms, laboratories, computer classes, as well as at home.

A lecturer determines the scope and content of self-directed learning, coordinates it with other types of educational activities, develops methodological materials for carrying out continuous and final assessments, and analyses the results of self-directed learning of each student.

The student's self-directed learning may be carried out with the participation of a lecturer or other specialist of a higher education institution. Such cooperation is sometimes necessary, in particular, when organising the student's self-directed learning using unique equipment, complex information access systems (computer databases, computer-aided design systems, etc.)

The University creates all the conditions necessary for successful self-directed learning and provides the necessary methodological materials (educational literature, laboratory equipment, computers, etc.)

2.2.10. **Internship** of students is an integral part of the process of training professionals and is conducted at appropriately equipped institutions.

The practical training of students is carried out through internships at enterprises, institutions and organisations in accordance with agreements concluded by higher education institutions or in its structural subdivisions that provide practical training.

The heads of enterprises, institutions and organisations are obliged to ensure the appropriate conditions for on-the-job training, compliance with the rules and regulations of labour protection, safety and industrial sanitation in accordance with the law.

The internship is carried out in accordance with the legislation.

The purpose of the internship is to form and develop the students' professional ability to make independent decisions in a specific production environment, to develop practical skills in the chosen subject area, to deepen knowledge of modern technologies and equipment of enterprises, their current regulatory framework, to reduce the time for adaptation of graduates in their primary places of employment.

The types and scope of internships are determined by the study programme (study and professional, study and research), which is reflected in the curriculum and academic calendar.

The content of the internship is determined by its programme.

In accordance with this Regulation, the University's departments independently develop and approve documents regulating the organisation of internships, taking into account the specifics of training of students.

Enterprises (organisations, institutions) of various fields of economic activity, science, education, health care, culture and state administrations, as well as companies located abroad, may be used as places of internships.

Activities related to the organisation of the internship are determined by the order of the Rector of the University.

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2.2.10.1. *Types and contents of internship.* Depending on the subject area (specialisation) of students, the main types of internships may be:

- instructional practical training (excursion-based, introductory practical training, computer-based, educational, etc.);

- work placement (introduction to the subject area, technological practical training, merchandising and technological practical training, economic practical training, legal practical training, organisational and management practical training, accounting and analytical practical training, integrated practical training, computer-based practical training, etc.);

- pre-graduation internship/assistantship.

The purpose of the instructional practical training is to familiarise students with the specifics of their future subject area and to ensure their mastery of primary skills in the courses of professional and practical training.

The purpose of the work placement is to consolidate and deepen the theoretical knowledge gained by students in the process of studying a certain cycle of theoretical courses and practical skills in the subject area, as well as to collect factual material for term papers (projects).

The pre-graduation internship (as a type of work placement) is the final stage of training and is conducted in the final year of study in order to summarise and improve the knowledge, practical skills and abilities acquired by students, to gain professional experience and to prepare them for independent work, as well as to collect materials for thesis projects.

The types of internships in each subject area, their duration and timing are determined in accordance with the curriculum.

The content and sequence of internships are determined in accordance with the cross-cutting programme developed by the department in accordance with the curriculum.

The programme defines specific recommendations on the types and forms for assessing the level of knowledge, skills and abilities acquired by students at each workplace. These requirements are collected in the cross-cutting programme, the main academic and methodological document for internships.

The cross-cutting internship programme is approved by the Rector of the University. The content of the cross-cutting programme must comply with the regulatory and legal documents of Ukraine on the students' internships and the curriculum of the subject area. On the basis of this programme, working curricula of the relevant types of internships are developed. It is approved by the Vice-Rector for Education Quality Assurance.

In addition to the cross-cutting programmes and working curricula, departments may develop other methodological documents that will contribute to the achievement of high quality of the students' internships.

2.2.10.2. *Places of internship*

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The internship of the University students is carried out at enterprises, institutions and organisations – places of internship that ensure the implementation of the programme for the relevant level of education.

When training specialists under targeted contracts with enterprises (organisations, institutions), places of internships are provided in these contracts.

Instructional practical training for obtaining professional skills may be conducted in educational and practical centres and in structural subdivisions (departments, offices, centres, etc.) of the University.

If the training of professionals of the University is conducted by request of individuals, then they find and make arrangements with the places of internship on their own (taking into account all the requirements of the cross-cutting programme and the given Regulation).

The places of internship are determined by the administration of the University's departments on the basis of direct contracts with enterprises (organisations, institutions), regardless of their legal forms and forms of ownership.

Students may independently select a place for internship, subject to approval by the head of the department, and propose it for use.

For foreign students, places of internship are provided for in the relevant contract on training and may be located both in the territory of the customer countries and within Ukraine.

Foreign students receive the internship programme and individual assignments and submit a report in accordance with the procedure established by the department.

When undergoing internships within Ukraine, foreign students adhere to this Regulation.

The University students have the right to undergo internships abroad at enterprises, organisations, educational institutions or other relevant partner organisations.

The international department of the University provides information on the possibility of internships abroad to the departments. All issues related to the procedure for organising and conducting internships for students abroad are resolved operationally by the head of the department and the head of the Department of International Activities of the University.

2.2.10.3. Organisation of internship.

The Vice-Rector for Education Quality Assurance is responsible for the organisation and conduct of the internship.

The University's departments provide the general educational and methodological guidance of the internship.

The relevant degree-granting departments ensure the direct educational and methodological guidance and implementation of the internship programme.

The organisational measures that ensure the organisation and conduct of internships are as follows:

- developing internship programmes for students studying within various subject areas (specialisations);

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- determining places of internships;
- assigning students to specific places of internships;
- signing agreements between the University and the enterprises, organisations or institutions hosting the internships;
- appointing internship supervisors from the relevant departments;
- preparing topics for individual internship tasks;
- preparing forms of reporting on the results of an internship.

The main organisational and methodological document regulating the activities of students and supervisors is the end to end internship programme.

The internship programmes should meet the requirements of standards of higher education and approved study programmes, take into account the specifics of the subject area and reflect the latest advances in science and industry. Therefore, they must be reviewed and revised at least once every two years. The development and publication of internship programmes for new study programmes is carried out no later than one semester before the start of the programme.

As a rule, internship programmes should contain the following main sections:

- goals and objectives of the internship;
- organisation of the internship;
- content of the internship;
- individual tasks;
- requirements for the report on the internship;
- summarising the results of the internship;
- students' feedback on the place of the internship.

In addition, the sections of the internship programme may include methodological instructions (recommendations) for the internship, a list of literature and necessary documentation, tours during the internship and other activities that contribute to the consolidation of knowledge gained during the training.

An individual task is developed by the supervisor of the internship from the department and issued to each student. The content of the individual task should take into account the specific conditions and capabilities of the enterprise (organisation, institution), meet the needs of production and, at the same time, meet the goals and objectives of the educational process. In addition, the individual task should meet the abilities and theoretical training of students.

Enterprises (organisations, institutions) used as places of internship should meet the following requirements:

- availability of structures that correspond to the subject areas and specialisations, within which professionals are trained at the University;
- capability of qualified supervision of the students' internships;
- ability to provide the students with workplaces during their internships;
- providing students with the right to use libraries, laboratories, technical and other documentation necessary for the implementation of the internship programme;
- the capability of providing further employment to University graduates.

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Before starting the internship, students must receive a pre-internship briefing delivered by the internship supervisor from the Department of Occupational Health and Safety. This will be evidenced by the respective records in the grade report sheet and the personal signatures of the student and internship supervisor from the department.

At the beginning of the internship at an enterprise, organisation or institution, students must receive introduction and pre-internship briefings and familiarise themselves with the rules of the enterprise's internal regulations and the procedure for obtaining documentation and materials.

When students are enrolled in full-time positions for the duration of the internship, they are subject to labour laws and internal regulations of the enterprise. The students who are not enrolled in full-time positions are also subject to the enterprise's internal regulations.

The number of working hours for students during their internship is regulated by the Labour Code of Ukraine and is 24 hours per week for students aged 15 to 16 and 36 hours per week for students aged 16 to 18.

The order of the University's Rector on the student's internship determines:

- the period and place of internship;
- the composition of student groups;
- the internship supervisor from the department, who is responsible for the preparation and signing of internship contracts by the students and the final report on the results of the internship;
- the University's internship coordinator, who is responsible for the registration of the contracts for students' internships, summarising the University's information related to the organisation and conduct of internships;
- the executive responsible for the overall organisation of the internship and monitoring the implementation of the internships (Vice-Rector for Education Quality Assurance).

The University's coordinator responsible for the organisation of internships:

- summarises information related to the organisation and conduct of internships at the University level;
- keeps the registration log for contracts of students' internships;
- registers internship contracts submitted by supervisors of the internships from the departments;
- analyses the reports of the departments on the results of the internships and prepares summary reports of their conduct;
- supervises the internships, analyses and summarises their results;
- summarises the electronic database on the places of internships from the departments at the end of the calendar year;
- may serve as a member of the commission that accepts internship reports.

The head of the department responsible for organising and conducting internships in the specific subject area performs the following:

- prepares the department's draft orders and decisions on the issues of internships;

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- manages the educational and methodological materials of the internship;
- informs students about the place and timeframes of the internship and forms of reporting;
 - decides on the places of internship, makes arrangements with them on the number of students admitted for an internship;
 - concludes agreements on cooperation with enterprises (organisations, institutions) defined as places of internship for the next calendar year (Appendix B);
 - monitors the organisation and conduct of the internship, implementation of the internship programme, as well as monitors taking and passing final tests and drawing up reporting documentation on the results of the internship by the due date;
 - appoints supervisors of internships from the departments and ensures, if possible, their visits to the places of internship a few days before the start of the internship to check the readiness of the institution to accept students and familiarise the heads of enterprises (organisations, institutions) with the internship programmes;
 - organises coordination meetings of students regarding the issues of internships with the participation of supervisors of internships from the departments;
 - informs the students on the reporting system on internships, which is approved by the department, namely: submission of a written report, writing a thesis, registration of completed individual tasks, preparation of a report, speech, presentation, etc.;
 - hears the reports of the supervisors of internships from the departments at the department's meeting;
 - submits a report on the internships to the University's internship coordinator with suggestions for improving their organisation.
- The internship supervisor from the department (academic staff member):
 - determines the type and timeframes of internships, the number of students involved, the obligations of the University and the enterprise in organising and conducting internships;
 - clarifies the conditions of conducting internships with the places of internship and brings the relevant information to the attention of the heads of the departments;
 - participates in the distribution of students to places of internships;
 - supervises the development of internship programmes;
 - develops topics for individual tasks that take into account the expected topics of qualifying papers (projects);
 - coordinates individual tasks with the internship supervisor from the enterprise (organisation, institution), while taking into account the specifics of the place of internship;
 - fills in the forms of contracts on internships with data on enterprises (organisations, institutions), registers the contract with the University's internship coordinator, submits it to the Vice-Rector for Education Quality Assurance for signature, which is certified by the University's stamp;
 - fills in the cover page and the section 'Internship Assignment' in the internship journal (Appendix B.1) together with the student, submits the internship journal for

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signing to the Vice-Rector for Education Quality Assurance, which is certified by the University's stamp;

- provides students with the necessary documentation on issues related to the internship;

- ensures the performance of all organisational activities before the students start their internship: briefing on the procedure for internships, provision of necessary documents to students (programme, internship contract in 2 copies, internship journal, schedule, individual task, topics of term papers and theses, guidelines for reporting documentation, etc.) the list of which is established by the University;

- supervises the timely arrival of students to the places of their internships;

- supervises the implementation of the internship programme and its timeframes;

- provides methodological assistance to students on the performance of individual tasks and collection of materials for theses;

- supervises the provision of normal working conditions for students and conducts mandatory occupational health and safety briefings with them;

- conducts mandatory consultations on the processing of the collected material and its use for the internship report and thesis;

- informs students about the procedure for submitting internship reports;

- takes part in the defence of the students' internship reports (Appendix B.2) as a member of the board, on the basis of which they evaluate the results of students' internships, certify them and enter the grades in the academic records;

- collects the second copies of the internship contracts signed by the students, which are signed and stamped by the supervisor from the place of internship, and submits them to the department for storage;

- submits students' internship reports to the department;

- maintains, updates and provides an electronic database of places of internship of the relevant department to the University's internship coordinator at the end of the calendar year.

The obligations of the direct supervisors appointed by the places of internships are specified in separate sections of the contracts on students' internships.

The supervisor of the internship from the enterprise:

- bears personal responsibility for conducting the internship;

- organises the internship in accordance with the internship programmes;

- determines the places of internship, ensures its highest performance;

- organises briefings on occupational safety and health for students;

- ensures the implementation of the schedules of internships agreed upon in the curriculum by the structural units of the enterprise;

- provides the students with the opportunity to use available literature and necessary documentation;

- ensures and monitors compliance with internal regulations by the students;

- creates the necessary conditions for students to master new equipment, advanced technologies and modern methods of labour organisation;

- monitors compliance with the labour Code of Ukraine, etc.

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If vacancies are available, students may be enrolled in full-time positions if these positions meet the requirements of the internship programme. In this case, at least 50 per cent of the time is allocated for general professional training under the internship programme.

When undergoing their internship, students of the University are obliged:

- to receive methodological materials (guidelines, programme, internship contract in 2 copies, internship journal, individual task) and consultations on the preparation of all necessary documents from the department's internship supervisor prior to the start of an internship;
- to arrive at the place of internship in due time;
- to fully perform all tasks provided by the internship programme and instructions of its supervisors;
- to learn and adhere strictly to the rules of occupational safety and health, workplace hygiene and internal regulations;
- to bear responsibility for the work performed;
- to prepare reporting documentation and pass the test on the internship in due time;
- to provide substantiated student feedback about the internship in the journal (place of internship, working conditions, availability of assistance, scope and level of complexity of tasks, their relevance to the student's subject area, etc.)

The period of storage of the students' internship reports is one year, and the department's report on the internship is five years.

2.2.10.4. *The procedure for organising and undergoing internships abroad*

The University and the organisation, enterprise, institution that hosts the internship is required to have concluded an institutional agreement (Appendix B.3).

The University and the organisation, enterprise, institution that organise the internship must sign an internship contract with the student before they leave, setting out the details of the student's planned activities abroad, including the credits to be received.

The University ensures full academic recognition of satisfactorily completed activities during the student's mobility period in accordance with the Internship Contract.

The student receives an academic certificate (transcript) at the end of the internship abroad from the host organisation, enterprise or educational institution. It will include the results with the credits and grades received. If practical placement was not a part of the curriculum and the acquired results correspond to the results of the academic course or part of it, the student has the right to apply for recognition of these results in accordance with the Regulation on the Recognition of Learning Outcomes Acquired Through Non-Formal and/or Informal Education (III 551-085).

The organisation, enterprise, educational institution that hosts the internship must treat the students of the University and serve them in the same way as the rest of their employees or students.

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A student who is undergoing an internship abroad within the Erasmus programme will have access to the Erasmus University Charter (Appendix B.4) and the Erasmus Policy Statement of the University and the host organisation, enterprise, institution.

Student grant or the right to study at the University will be maintained while the student undergoes an internship abroad.

The student undergoing their internship abroad is expected to:

- respect the rules and obligations of the agreement;
- ensure that any changes to the internship agreement are agreed upon in writing, both with the University and with the host organisation, enterprise or educational institution, as soon as they occur;
- undertake the full period of internship as agreed with the host organisation, enterprise, educational institution, including taking relevant examinations or other forms of assessment, and respect its rules and regulations;
- write a report on the period of international internship abroad after returning and provide feedback, which is reviewed by the University.

If problems arise during the internship abroad, the student should:

- identify the problem clearly and check their rights and obligations;
- contact the coordinator (internship supervisor from the department, the Department of International Activities of the University) and, if necessary, use the formal appeal procedure of the University;
- in case of dissatisfaction, contact the head of the relevant department of the University.

2.2.10.5. *Summarising the internship*

At the end of the internship, students must submit a self-report on the completion of the programme and individual tasks.

The form of reporting on the internship is a written self-report signed and evaluated by the internship supervisor at the host enterprise, organisation or institution.

Along with the other required documents established by the higher educational institution (internship journal, review of performance), the report is submitted to the internship supervisor from the department for review.

The report should contain information on the completion of all sections of the internship programme and individual tasks, conclusions and recommendations, a list of references and other relevant information. The report must be prepared in accordance with the requirements specified in the internship programme.

Students must defend their reports before the board appointed by the head of the department. The board consists of the University's internship coordinator, the internship supervisor from the department, academic staff and, if possible, a representative from the place of internship.

Students are assessed according to the ECTS grading scale.

A student who fails to complete the internship programme without a valid reason may be expelled from the higher educational institution.

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If the internship programme is not completed due to a valid reason, the University provides the student with the opportunity to repeat the internship. The opportunity is also available to students who receive an unsatisfactory grade in the final assessment.

The final internship assessment is recorded in the examination record and the student's academic record and signed by the internship supervisor from the department.

Internship results are discussed in department meetings and a summary of the overall internship performance is reviewed at least once per academic year by the Academic Council or the University administration.

The head of the department is responsible for organising and overseeing internships. Educational and methodological guidance and implementation of internship programmes are managed by the relevant departments, while the overall coordination and supervision are carried out by the internship supervisor from the department.

2.2.11. *Knowledge and skills assessment*

The University has several types of student assessment, including:

- continuous assessment (mid-term assessment);
- final assessment;
- certification.

Continuous assessment is carried out throughout the semester to assess students' progress in mastering the study programme content. It helps to create a reliable system for managing academic and creative activities. Continuous assessments are carried out during lectures and practical sessions and evaluated based on the accumulated points.

Mid-term assessment evaluates students' knowledge and skills after completing individual course modules or topics of the course. It includes various forms, such as module tests (module assessment) and mid-term tests.

The most important stage of student assessment is the *final assessment*, which consists of examinations and final tests (earning credit).

Certification determines whether students' learning outcomes align with the study programme requirements and/or the requirements of the programme of the Unified State Qualification Examination.

The timing and format of assessment are outlined by the curriculum, with specific implementation details specified in the course syllabus.

For students following an individual curriculum, a separate assessment schedule may be arranged.

The eligibility for students to take part in the final assessment are regulated by subclause 2.4.3. of this Regulation.

2.2.12. *Examination period* is a period for summarising students' academic progress each semester. The duration and schedule are determined by the curriculum. During the examination period, exams are held according to a separate schedule approved by the Vice-Rector. To allow students sufficient time for self-preparation, the break between examinations must be at least 3-4 days.

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Examinations are primarily written, with the possibility of using electronic testing systems. The time and place of the examination may be changed only with approval from the Didactics Department.

Students and academic staff must be informed of the examination schedule at least one month before the examination period begins. The Centre for Education Quality Management and Monitoring and the Students Office provide the schedule to all the academic departments and participants in the educational process.

Examinations outside the standard examination period are allowed for students with valid reasons (illness, family circumstances, business trips) provided they submit supporting documentation. Students studying under an individual curricula may also take examinations outside the regular period.

Examination results are recorded in the examination record, academic record and student record card.

Summarised student performance data is submitted to the Examination Board during the certification of the University's graduates.

The procedure for eliminating academic deficiency is regulated by a special order of the University's Rector and subclauses 2.4.7. and 3.3.3. of this Regulation.

The conditions for improving the students' grades are regulated by subclause 2.4.5. of this Regulation.

Students may retake an examination no more than twice: the first time to the lecturer, the second time to the board, which is created by the relevant department.

If a student does not appear for the examination, the procedures regulated by clause 2.4. of this Regulation are applied.

Portfolio is a way to record, accumulate and evaluate the individual achievements of a student during a certain period of study; a collection of papers and results that demonstrate their efforts, progress and accomplishments in various fields.

Each student may keep a portfolio to record their achievements.

2.2.13. *Distance learning*

Distance learning is an individualised educational process that primarily occurs through the indirect interaction of remote participants in the educational process in a specialised environment that operates on the basis of modern psychological and pedagogical, as well as information and communication technologies/techniques.

The purpose of distance learning is to provide educational services through modern information and communication technologies in education at different levels of education in accordance with state standards of education. It includes pre-university preparation, training of international students and professional development of employees.

The objective of distance learning is to ensure citizens' constitutional right to education and professional qualifications, professional skills development regardless of gender, race, nationality, social or financial status, occupation, beliefs, political affiliation, religion, health conditions or place of residence in accordance with their abilities.

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In this Regulation, the terms and concepts related to distance learning are used in the following meanings:

asynchronous mode is the interaction between participants of distance learning, where communication occurs with a time delay, using e-mail, forums and social networks.

web-based resources of academic courses (programmes), including distance learning courses, are a systematised collection of educational and methodological materials necessary for mastering study programmes, available via the Internet (local network) through a web browser and/or other software tools;

web-based environment for distance learning is a systematically organised set of web resources of academic courses (programmes), web-resource management software, interaction tools and distance learning management;

information and communication technologies of distance learning are technologies for creating, accumulating, storing and accessing web-based resources (electronic resources) of academic courses (study programmes), as well as managing and supporting the educational process through specialised software and communication tools, including the Internet;

psychological and pedagogical technologies of distance learning is a system of tools, techniques and steps, the consistent implementation of which ensures the achievement of teaching, learning and personal development goals;

synchronous mode is a real-time interaction between distance learning participants through chats, audio/video conferencing, social networks, etc.);

web-based resource management system is software for creating, storing, accumulating and distributing web-based learning materials, ensuring authorised access of distance learning participants to these web-based resources;

distance learning management system is software designed to organise and control the educational process via the Internet and/or a local network;

participants of distance learning are individuals who study (students) and academic staff who provide educational services in a distance learning format;

distance learning technologies are a set of educational technologies, including psychological and pedagogical, information and communication technologies, that enable the implementation of the distance learning process.

Implementation of distance learning

The decision to use distance learning technologies in the educational process is made by the Academic Council of the University.

Distance learning is implemented through:

- the use of distance learning as a separate form of education;
- the use of distance learning technologies to provide education in various learning formats.

Training and professional development (postgraduate studies) via distance learning is carried out at the University in licensed and accredited study programmes.

The study period for students in distance learning must be no shorter than that of corresponding full-time study at the same level of education and subject area.

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The number of students enrolled in distance learning is determined by the Academic Council of the University, within the licensed capacity for training (professional development), including pre-university preparation and training of international students.

All web-based learning resources used at the University to support distance learning should be reviewed annually by the experts of the IT Centre.

Specific features of distance learning organisation

The process of distance learning consists of the following forms: academic studies, practical training, self-directed learning and examinations.

The main types of academic studies are: lectures, seminars, practical classes, laboratory work, consultations, etc.

Lectures, consultations and seminars are held remotely in synchronous or asynchronous modes in accordance with the curriculum.

Receipt of learning materials and communication between participants occurs through the transmission of video, audio, graphic and text information in both synchronous or asynchronous modes.

Practical classes, including practical and control works, are generally carried out remotely in an asynchronous mode. However, certain practical assignments may require synchronous participation, depending on the course syllabus.

Laboratory work is conducted either in person in specially equipped study laboratories or remotely, using appropriate virtual simulators and laboratory tools.

Other types of educational activities, such as case studies e-learning, business simulations, group projects, etc., may be conducted in person or remotely in synchronous or asynchronous modes, as specified in the curriculum.

Assessment and examination in distance learning include mid-term (course-related, module) and final assessment to evaluate knowledge and competencies acquired by the student in the process of study.

Examinations in distance learning are carried out remotely using information and communication technologies, provided that student authentication is ensured. The results of continuous and final assessments are stored electronically and duplicated in paper format.

The certification of students is carried out in accordance with Article 6 of the Law of Ukraine “On Higher Education” and clause 2.5 of this Regulation.

Ensuring distance learning

A. Academic and methodological materials for distance learning include:

- methodological (theoretical and practical) recommendations for the development and use of pedagogical and psychological, as well as information and communication technologies in distance learning;
- criteria, tools and systems of quality control for distance learning;
- content, didactic and methodological materials for web-based resources (distance learning courses) of the curriculum/training programme.

Web-based resources of the study programme may consist of:

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- methodological recommendations for students on the learning plan, use of web-based resources, sequencing of tasks and real-time testing procedures, etc.;
- documents for educational process planning (programmes, class schedules);
- electronic libraries, including:
 - video and audio recordings of lectures, seminars (discussions);
 - multimedia lecture materials designed using a modular approach;
 - terminological dictionary;
 - practical tasks with methodological recommendations for their implementation;
 - virtual laboratory works with methodological recommendations for their implementation;
 - virtual simulators with methodological recommendations for their use;
 - sets of test tasks for:
 - self-assessment;
 - automated testing with result verification;
 - testing verified by a lecturer;
 - bibliography;
 - distance learning courses integrating the above-mentioned web-based resources into a single pedagogical plan.

According to the lecturer's pedagogical plan, the programme's web-based resources may be combined into courses for distance learning or used as individual elements.

To ensure distance learning, the University may develop its own web-based resources or use third-party web-based resources (legal or individual entities) under contractual agreements.

Access to web-based resources of the study programme must be authorised, which involves a user authentication and authorisation procedure. The levels of access to web-based resources are determined by the roles of users in the educational process (students, academic staff, administrative and managerial staff, engineering and technical personnel, and support staff).

B. System and technical support for the implementation of distance learning include:

- *hardware* (personal computers, network equipment, uninterruptible power supplies, servers, video conferencing equipment) that ensure the development and use of web-based resources for educational purposes, management of the educational process and essential types of educational interaction between distance learning participants in synchronous and asynchronous modes;
- *information and communication software* with bandwidth capacity that provides continuous access to web-based resources and web services for all distance learning participants at the higher education institution ensuring the implementation of the educational process in synchronous and asynchronous modes;
- *general and specialised software* (including for students with special needs), which must be licensed or based on open-source software.

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2.3. PROCEDURE FOR ELECTING COURSES

2.3.1. *General principles*

To ensure the effective implementation of the educational process and to provide students with the opportunity to create their own *individual educational trajectory*, the University has implemented a system for delivering elective courses based on free choice of students.

The selection of elective courses allows students to personalise their educational trajectory, which is a key factor in meeting their educational and professional needs, their self-improvement as future professionals, helping to increase their competitiveness in the labour market.

The student forms a set of elective courses, considering labour market demands, their personal interests and career aspirations.

The cycle of elective courses includes courses that are offered and delivered by the relevant department of the University.

According to clause 15, part one, Article 62 of the Law of Ukraine “On Higher Education”, the student has the right to select courses from the list of elective courses with both general and professional training cycles.

The selection of courses is based on the number of ECTS credits allocated for elective courses in the study programme the student is enrolled in. The student has the right to take elective courses from the professional training cycle of other study programs and levels of higher education, with the approval of the head of the department of their subject area. No approval is required from the head of the department to elect courses from another study programme, provided they are at the same level of higher education (except for cases where the study of the elective educational component of the professional training cycle involves mastering theoretical and/or practical prerequisite).

According to the curriculum, elective courses account for at least 25% of the study time in credits.

Courses of students' choice are divided into two blocks:

- a block of courses of the general training cycle offered at the University, which helps students acquire general theoretical knowledge and broaden their worldview within the framework of free creative learning;
- a block of courses of the professional training cycle, which allows to deepen specialised knowledge and skills.

2.3.2. *Structure of elective courses according to the curriculum*

The curriculum regulates the amount of time in ECTS credits allocated to courses of students' choice and the form of final assessment.

The minimum number of courses of the student's choice is 60 credits for the Bachelor's degree (corresponding to 4 years of education) and 22.5 credits for the Master's degree.

The form of the final assessment of the courses of the student's choice is a credit or an exam.

2.3.3 Procedure for electing courses by students

2.3.3.1. Procedure for electing courses in the general training cycle

The election of *courses of the general training cycle* takes place in two rounds via an electronic survey in students' personal accounts in the ACS system. The courses of the student's choice at Alfred Nobel University are incorporated starting from the first year of education:

- at the first (bachelor's) level of higher education from the second semester;
- at the second (master's) level of higher education from the first semester.

Students pursuing the master's degree who have been enrolled in the second (additional) session, elect a course of the general training cycle to study in the 1st semester of the first year of education in the second round of the survey. This course is elected from the adjusted list of courses of the student's choice.

If a student does not elect a course in the general training cycle via their personal electronic account in the ACS within the given timeframe without any valid reasons, they are automatically assigned to previously formed groups intended for studying elective courses with the least number of students.

A student's refusal to study the course of choice and their failure to pass it during the examination period is considered a failure to fulfil the individual curriculum and, consequently, an academic deficiency.

Table 2.3.3.1.

Procedure for course election in the general training cycle

No.	Procedure	Person/people in charge	Deadline for implementation for the 1 st year of the bachelor's /master's degree	Deadline for implementation for the 2 nd , 3 rd , 4 th year of the bachelor's/ 2 nd year of the master's degree
1	2	3	4	5
1.	Providing the Centre for Education Quality Management and Monitoring with a list of courses of the general training cycle divided by semesters (Appendix Д), and with syllabi of the proposed courses (Appendix H.22) taking into account the needs and wishes of students (<i>Courses that have not been elected for two academic years are removed from the election offer</i>)	Heads of degree-granting departments	By the 1 st of April	By the 1 st of April

Continuation of Table 2.3.3.1.

No.	Procedure	Person/people in charge	Deadline for implementation for the 1 st year of the bachelor's /master's degree	Deadline for implementation for the 2 nd , 3 rd , 4 th year of the bachelor's/ 2 nd year of the master's degree
2.	Forming a general list of elective courses of the general training cycle at the University as a whole and syllabi of the proposed courses	Head of the Centre for Education Quality Management and Monitoring	By the 10 th of April	By the 10 th of April
3.	Entering elective courses of the general training cycle into the Automated Control System (ACS) for the curricula of the corresponding subject areas	Head of the Centre for Education Quality Management and Monitoring	By the 20 th of April	By the 20 th of April
4.	Scheduling the electronic surveys for students via a personal account in the ACS system	Head of the Centre for Education Quality Management and Monitoring	The final week of August	The final week of April
5.	Preparing an informational announcement (a list of elective courses of the general training cycle divided by courses, and syllabi of courses) and providing the IT Centre with information.	Head of the Centre for Education Quality Management and Monitoring IT Centre	The final week of August	The final week of April
6.	Placing an information announcement about the schedule of electronic survey for students and the beginning of electing the courses, the list and syllabi of the courses of the general training cycle on the University's website for the first round of student surveys	Head of the Centre for Education Quality Management and Monitoring IT Centre	The final week of August	The 10 th week of the spring semester of the academic year
7.	Informing departments and students about the start and timeframe of the student survey via a personal account in the ACS system	Head of the Centre for Education Quality Management and Monitoring Heads of degree-granting departments Students office	The first week of the autumn semester of the academic year	Starting from the 10 th week of the spring semester of the academic year

Continuation of Table 2.3.3.1.

No.	Procedure	Person/people in charge	Deadline for implementation for the 1st year of the bachelor's /master's degree	Deadline for implementation for the 2nd, 3rd, 4th year of the bachelor's/ 2nd year of the master's degree
8.	Holding an electronic survey for students via a personal account in the ACS system regarding the election of courses of the general training cycle	Heads of degree-granting departments Students office IT Centre	The first week of the autumn semester of the academic year	the 11 – 12 th week of the spring semester of the academic year
9.	Initial processing of the data from the electronic survey for students in the ACS system and forming a list of courses to be taught	Head of the Centre for Education Quality Management and Monitoring	The second week of the autumn semester of the academic year	The 13 th week of the spring semester of the academic year
10.	Adjusting the curricula of the corresponding subject areas in the elective courses part in the ACS, based on the results of the first round of electronic survey for students to conduct the second round of electronic survey	Head of the Centre for Education Quality Management and Monitoring	The second week of the autumn semester of the academic year	The 13 th week of the spring semester of the academic year
11.	Adjusting the list of courses of the student's choice and their syllabi on the University's website for the second round of the student survey. Conducting the second round of electronic survey for students via a personal account (Revised according to the decision of the Academic Council dated 20.10.2016, Minutes No. 8)	Head of the Centre for Education Quality Management and Monitoring Head of the IT Centre Heads of degree-granting departments Students office	The second week of the autumn semester of the academic year	The 14 th week of the spring semester of the academic year
12.	Final data processing and formation of student groups for courses to be taught	Head of the Centre for Education Quality Management and Monitoring	The fourth week of the autumn semester of the academic year	The 15 th week of the spring semester of the academic year

End of Table 2.3.3.1.

	Procedure	Person/people in charge	Deadline for implementation for the 1st year of the bachelor's /master's degree	Deadline for implementation for the 2nd, 3rd, 4th year of the bachelor's/ 2nd year of the master's degree
13.	Including the elective courses of the general training cycle into the planned workload of lecturers	Head of the Centre for Education Quality Management and Monitoring Heads of degree-granting departments	The fourth week of the autumn semester of the academic year	The 15th week of the spring semester of the academic year
14.	Preparing an order on the formation of individual curricula for students based on the election of the general training cycle courses and on the formation of elective course groups	Head of the Centre for Education Quality Management and Monitoring	The fifth week of the autumn semester of the academic year	
15.	Including the elective courses into the schedule	Head of the Centre for Education Quality Management and Monitoring	The fifth week of the autumn semester of the academic year	August
16.	Adjusting at students' request the composition of groups, class schedules and the lecturers' workload	Head of the Centre for Education Quality Management and Monitoring Heads of degree-granting departments	During the first week of teaching	
17.	Controlling students' implementation of the study plan for the elective courses of general training cycle	Heads of degree-granting departments	constantly	
18.	Forming academic records in the elective courses of the general training cycle in accordance with the order on the formation of elective course groups composition.	Head of the Students Office	Before the start of the examination period	

2.3.3.2. Procedure for course election in the professional training cycle

The election of courses of the professional training cycle takes place at the graduate department. The minimum number of students in the group to study an elective course of the professional training cycle must be at least 6.

Table 2.3.3.2.

Procedure for electing courses in the professional training cycle

No.	Procedure	Person/People in charge	Deadline for implementation	
			Autumn* semester	Spring** semester
1	2	3	4	5
1.	Providing the Centre for Education Quality Management and Monitoring with a list of courses of the professional training cycle divided by semesters (Appendix Д) and descriptions of the proposed courses (Appendix Д.1)	Heads of degree-granting departments	By the 1 st of Ap22	
2.	Placing descriptions of the courses of the professional training cycle on the department's website	Head of the IT Centre Heads of degree-granting departments	By 01.09	By the 1 st of April
3.	Informing students about the beginning and the timeframe of electing courses of the professional training cycle	Heads of degree-granting departments	By 07.09	By the 1 st of April
4.	Collecting students' applications for a course to be taught (Appendix Д.2 as amended by the decision of the Academic Council dated 20.10.2016, Minutes No. 8). Applications are kept at the graduate department until the end of the academic year	Heads of degree-granting departments	By 15.09	By 20.04
5.	Processing the applications and selecting the courses to be taught	Heads of degree-granting departments	By 20.09	By 30.04
6.	Forming student groups for the courses to be taught during the study process	Heads of degree-granting departments	By 20.09	
7.	Including the elected courses to the planned lecturers' workload	Head of the Centre for Education Quality Management and Monitoring Heads of graduate departments	By 01.10	During May
8.	Preparing a schedule for the next semester including the elected courses	Head of the Education Quality Management and Monitoring Centre	By 01.10	One month before the next semester

End of Table 2.3.3.2.

No.	Procedure	Person/People in charge	Deadline for implementation	
			Autumn* semester	Spring** semester
9.	Adjusting at students' request the composition of groups, class schedules and the lecturers' workload	Head of the Education Quality Management and Monitoring Centre, Heads of degree-granting departments	During the first week of teaching	
10.	Controlling students' implementation of the study plan for the elective courses of the professional training cycle	Heads of degree-granting departments	During the first week of teaching	
11.	Forming academic records in the elective courses of the professional training cycle according to the composition of the groups	Head of the Students Office	Before the start of the examination period	

* First-year students of the second (master's) level of higher education elect the courses of the professional training cycle to study in the first semester. First-year students of the first (bachelor's) level of higher education elect courses of the professional training cycle to study in the second semester.

** 2nd, 3rd and 4th year students of the first (bachelor's) level of higher education elect courses of the professional training cycle to study during the next academic year.

2.4. CONTINUOUS AND FINAL ASSESSMENT OF STUDENTS' KNOWLEDGE IN ACCORDANCE WITH THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM

2.4.1. Basic principles of continuous and final assessment organisation

The University assesses the knowledge of students using the European Credit Transfer and Accumulation System (ECTS) which meets the basic requirements of the Bologna Declaration.

The ECTS is a student-centred system of credit transfer and accumulation, based on the principles of transparency of learning, teaching and assessment.

The system aims to encourage the planning, implementation and assessment of study programmes and the mobility of students through the recognition of academic achievements, qualifications and periods of study.

The object of assessment of students' knowledge, skills and abilities is the degree of mastery of the programme material in the course.

Assessment of students' knowledge of academic courses is carried out on the basis of the results of continuous module control (hereinafter referred to as a credit) and the final assessment of knowledge (an exam).

The frequency and timeframe of assessment measures are determined by the curricula (working curricula), and the forms of their implementation – by the working curriculum for the academic course.

Assessment forms are planned depending on the intended learning outcomes and teaching methods. All types of tasks of students are assessed according to the general criteria.

General assessment criteria

Grade based on the national (four-point) scale	The rating scale of Alfred Nobel University	Grade based on ECTS scale	Characteristics of the answer provided by the student
5 (excellent)	90-100	A	<ul style="list-style-type: none"> - The answer directly addresses the given question or problem. - Presents a coherent argument that demonstrates in-depth knowledge. - Critically evaluates concepts and theories. - Correlates theory with practice - Demonstrates the student's own arguments, which are not a simple repetition of a typical lecture or reference materials. - There are no errors. - There is an element of novelty, originality. - The answer shows that the student has read additional sources. - Demonstrates knowledge of different approaches to finding a solution. - The answer contains an evaluation of methodological aspects, the student demonstrates awareness of the limitations of available knowledge. - Demonstrates the ability to make excellent use of relevant data and examples, with appropriate citation and reference. - Correctly and reasonably makes the necessary decisions in various non-standard situations. - Is able to implement the theoretical provisions of the course in practical calculations. - Can analyse and compare data based on the knowledge and skills acquired in this and related courses. - During the study process, practical/labouratory classes, while carrying out individual/control tasks/term projects, demonstrated the ability to solve problems independently, to participate actively in

			discussions, and to defend their opinions on issues and decisions under consideration.
4 (very good)	82-89	B	<ul style="list-style-type: none"> - The answer directly addresses the given question or problem. - Presents a coherent argument that demonstrates knowledge of relevant information. - Demonstrates some ability to evaluate concepts and theories and to correlate theory with practice. - Demonstrates an original argument that is not a mere repetition of a typical lecture or reference material. - There are no major errors or omissions. - The answer indicates that the student has read additional sources. - Demonstrates knowledge of different approaches to finding a solution. - Demonstrates the ability to make appropriate use of relevant data and examples, with appropriate citation and referencing. - The student is able to correct errors independently, the number of errors is insignificant. - During the course of study, particularly in practical/labouratory classes, gives full explanations when carrying out individual/control tasks/term projects and when explaining their decisions.
4 (good)	75-81	C	<ul style="list-style-type: none"> - Answers the questions, but only provides a summary of the main arguments and evidence presented in the lectures and recommended sources. - Answers are clear and accurate, but limited. - There are some minor omissions and inaccuracies, but no major errors. - The student is able to explain the main points of the completed tasks and give correct answers about the change in the result for a given change in the initial parameters. - Errors in answers/decisions/calculations are not systematic. - Knows the characteristics of the main provisions that are crucial for practical/labouratory classes when carrying out individual/control tasks/term projects within the studied course.

<p>3 (satisfactory)</p> <p>3 (sufficient)</p>	<p>67-74</p> <p>60-66</p>	<p>D</p> <p>E</p>	<ul style="list-style-type: none"> - The answer has insufficient reasoning and evidence. - The answer is incomplete. - There are some errors in the answer. - Parts of the question are not answered. - Answers may be too short, possibly in the form of notes. - The student can solve problems similar to those discussed with the teacher, but makes a significant number of inaccuracies and major errors that can be eliminated with the help of the teacher. - The student has difficulty in explaining the rules for solving practical/calculation problems offered by the course. - The completion of practical/labouratory/control and individual tasks, term project/paper is highly formalised: there is compliance with the algorithm, but no deep understanding of the task and correlation with other courses.
<p>2 (unsatisfactory)</p>	<p>35-59</p>	<p>FX</p>	<ul style="list-style-type: none"> - The answer lacks a comprehensive understanding of the issues addressed in the question. - The answer omits important information and contains parts that are not relevant to the question. - The answer is too short. - The student can recite fragments of the course. Despite the fact that the student has completed the programme of the course, they have worked passively, in addition their answers during the practical and labouratory work are mostly incorrect, groundless. - The student does not have a comprehensive understanding of the course material.
<p>2 (unsatisfactory)</p>	<p>1-34</p>	<p>F</p>	<ul style="list-style-type: none"> - The student shows no knowledge or understanding of the issues addressed in the question. - Shows a fundamental misunderstanding of the subject. - Most of the answer material is irrelevant to the question. - Knowledge in the final stages of learning is fragmentary.

Each academic staff member, having determined the forms of control of the study component, must develop criteria for their assessment, which are listed in the module or final assessment tasks. Students must be informed of the assessment criteria

at the beginning of the teaching of the study component, prior to the start of the control measures.

Examples of the development of assessment criteria in the course are provided below:

Example 1.

Final assessment criteria:

90-100	A	The student demonstrates theoretical knowledge regarding international organisations, a good understanding of their purpose, and analytical skills to identify their role in international relations and trade; is able to justify their opinion.
82-89	B	The student demonstrates theoretical knowledge regarding international organisations, a good understanding of their purpose, and analytical skills to identify their role in international relations and trade; but is not able to justify their opinion.
75-81	C	The student demonstrates theoretical knowledge regarding international organisations, a good understanding of their purpose, lacks sufficient analytical skills to identify their role in international relations and trade.
67-74	D	The student demonstrates theoretical knowledge regarding international organisations, demonstrates a shallow understanding of their purpose, lacks sufficient analytical skills to identify their role in international relations and trade.
60-66	E	The student demonstrates theoretical knowledge regarding international organisations, fails to understand their role, lacks sufficient analytical skills to identify their role in international relations and trade.
35-59	FX	The student shows a lack of understanding of the questions, does not provide the necessary information on the question, and provides irrelevant information instead. The essay is too short.
1-34	F	The student does not demonstrate any knowledge or understanding of the given question, is characterised by a total lack of understanding of the subject. Most of the content of the essay is irrelevant.

Example 2.

Assessment criteria for the module control task with the calculation element:

90-100% is awarded if the student is able to present a well-reasoned argument on the issue. The task reflects the student's own point of view, an element of novelty is present. The student demonstrates excellent use of relevant data and examples. The student is able to perform calculations correctly; demonstrates the sequence of actions; explains in detail, consciously uses methods.

75-89% is awarded if the student demonstrates sufficient knowledge of the given issue, providing sound reasoning for their answer. Uses relevant data and examples. The student is able to perform calculations correctly; demonstrates the sequence of actions, explains them in detail, consciously uses methods in most cases.

60-74% is awarded if the student provides limited arguments in their answer; not enough data is used in the task. The student performs calculations correctly, but does not demonstrate a complete sequence of actions.

1-59% is awarded if the student lacks understanding of the problem and the question and crucial information was omitted in the answer. The student provides information that is not relevant to the question.

The calculations are incorrect; the student demonstrates the ability to make correct calculations in a certain part but lacks the sequence of actions.

Some of the materials in the task are not related to the question.

The student's inability to make calculations is evident. Incorrect methods are used in the calculations.

Example 3.

Criteria for assessing students' knowledge

Written control task or a test (30 points)	Assessment criteria
27-30	The student has mastered the educational material, freely and accurately presents it during oral presentations and in written answers, deeply and comprehensively reveals the content of theoretical issues and practical tasks, using the required and additional literature. All the test tasks are solved correctly.
23-26	The student has a solid understanding of the material, presents it reasonably during oral presentations and in written answers, and mainly reveals the content of theoretical questions and practical tasks, using the required literature. However, some issues lack sufficient depth and argumentation, with some minor inaccuracies and insignificant errors. The majority of the test tasks are solved correctly.
18-22	The student has not fully mastered the material. They present it fragmentarily, shallowly (without argumentation and justification) during oral presentations and in written answers. The content of theoretical issues and practical tasks is not sufficiently revealed, with significant inaccuracies, only a minority of the test tasks are solved correctly.
1-17	The student has partial knowledge of the course material but is unable to explain the content of most of the issues of the topic during oral presentations and in written answers, making significant errors. Some test tasks are solved correctly.

The tasks of *the continuous assessment* of students' knowledge are to check and evaluate the following aspects:

- a) consistency and activity of the student's class work;
- b) completion of tasks issued for self-directed learning;
- c) completion of module control tasks;
- d) understanding and mastering the material, acquired skills and abilities to study the material individually, to work on literature and other sources independently, comprehend and summarise the content of the topic and the section, as well as the ability to present the material orally or in the form of a written presentation, answering questions, etc.

The results of the continuous assessment of the students' knowledge are included as components into the general (final) assessment of the students' knowledge of a particular course.

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The tasks of *the final assessment* (exam) of students' knowledge are to check and evaluate the following aspects:

- a) understanding of the programme material as a whole;
- b) understanding of the logic and correlations between individual sections;
- c) the students' ability to use the accumulated knowledge creatively, their ability to form an opinion on a particular problem in the course;
- d) understanding of the course as a system of knowledge.

Assessment of knowledge of full-time (day, evening) and part-time (distance) students is carried out on a 100-point rating scale.

Knowledge assessment of *students of all forms of study* regarding courses assessed in an *exam* is based on the results of the continuous assessment (FMC), which is worth 60 points, together with the final assessment (exam), which is worth 40 points.

The tasks of continuous assessment for *full-time (day, evening) and part-time (distance) students* in courses that do not require an exam, are assessed in the 100-point range.

A student cannot get an exam grade “automatically” – without taking an exam.

A student has the right to appeal the results of the final assessment. The student submits an application to the Vice-Rector for Education Quality Assurance within three working days from the date of the results announcement. The application should specify the instances of incorrect questions or expected answers to those questions, of their addressing issues beyond the scope of the syllabus, of the lecturer's violating the assessment procedure or non-compliance with the assessment criteria listed in the course syllabus.

The appeal is only considered in the student's personal presence within three working days from the date of application by a committee created specifically for this purpose. The committee consists of: an academic staff member who has conducted the final assessment and at least two other members, determined by the head of the department. The committee members review the student's written task or test results to determine whether they meet the current assessment requirements of this type of task and the syllabus and make a collegial decision.

If the student fails to appear at the meeting of the committee without a documented valid reason, the appeal is rejected without consideration, and the previously assigned grade is confirmed. The consideration of the appeal may not result in a change of the previously assigned grade or it may be adjusted either upward or downward.

2.4.2. Continuous assessment organisation

At the beginning of the semester, academic staff are obliged to:

- a) explain to students how the continuous assessment will be carried out and provide an opportunity to familiarise themselves with the *approximate* list of content elements of the continuous module control (according to the working curriculum of the course);

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b) clearly define the sources where students can find answers to the assessment questions (educational literature available at the University library; materials of lectures and practical classes).

The only form of continuous assessment is module control (FMC).

While organising the continuous module control, the departments are responsible for the following:

- a) independently distributing the total number of points assigned to all continuous tasks among the relevant objects of control;
- b) determining the forms of control measures and their assessment criteria;
- c) determining the form and timeframe of each of the FMCs.

On the department's initiative, students who have participated in extracurricular research activities (conferences, preparation of academic publications, etc.) may be awarded additional points based on the results of the continuous assessment. However, the total number of points in the record for the continuous task may not exceed 60 points (in the case of final assessment in the form of an exam) or 100 points (in the case of final assessment in the form of a credit).

The results of the continuous assessment of students' knowledge are entered into academic records of FMC (in case of the final form of assessment being a credit) or (if there is an exam) into the record of continuous and final performance (Appendices E, E.1) and are added when calculating the final grade for the course.

While completing the module (control) tasks, subject to evaluation are theoretical knowledge and practical skills acquired by students after mastering a particular module.

Module control can be carried out in the form of a test, answering theoretical questions, solving practical problems during tests, completing individual tasks, solving manufacturing situations (cases), etc.

For each student with special educational needs, the forms and methods of passing the continuous module control are established individually, at their written request.

An academic staff member is obliged to provide students with special educational needs with an opportunity to take continuous and module tests in a way convenient for the student (orally, remotely, etc.).

The number of module control tasks in the course per semester should not exceed two.

2.4.3. Final assessment organisation

The final semester control of students' knowledge in courses that do not require taking an exam, is carried out in the form of a total assessment based on the results of all FMCs conducted during the semester.

The number of points in the courses in which the assessment of the students' knowledge level is carried out based solely on the results of the continuous module control (from 0 to 100 points inclusive) is entered into the semester record of academic performance according to the continuous module assessment (Appendix E) and serves as the base for determining the overall student's performance in this course.

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The last FMC (a credit) of the semester normally should be conducted in the last lesson of the semester in this course, and for part-time students - according to the schedule of examination periods.

In case of failure to complete certain tasks of continuous control for objective reasons, students have the right to complete them before the last lesson of the semester with the permission of the head of the department (the time and procedure for completing those tasks is determined by the lecturer according to the consultation schedule) or during an additional examination period.

A student is eligible to take an examination if they have earned at least 36 points during the semester;

The overall grade based on the examination result is considered unsatisfactory regardless of other grades if the student scores from 0 to 24 points.

The conditions for obtaining an overall positive grade for the semester are at least 24 points based on the examination results.

Retaking the examination after the FX grade is assessed with 0 points if the student has not passed and with 24 points if they have.

The decision to exclude the student from taking the examination is made by the examiner (if the number of points is insufficient). The reason for excluding a student from taking an examination may also be their financial debt.

Examinations are usually conducted in the form of doing written tasks, with the possibility of using electronic testing systems. Students are notified of the examination results, and the completed record of continuous and final academic performance (Appendix E.1) is submitted by the lecturer to the specialist of the Students Office on the day of the examination/credit or no later than 14.00 of the next working day.

For each student with special educational needs the forms and methods of completing the final assessment are established individually, at their written request.

A student with special educational needs is given the opportunity to complete the final assessment in a way that suits their needs (orally, remotely, etc.).

The list of questions covering the content of the course programme, the criteria for evaluating examination tasks are determined by the department and included in the curriculum of the course.

The number of questions for the final assessment of students' knowledge for the examination (not a test) may not exceed 40.

Testing is conducted using computers as well as on paper. The form of testing is determined by the lecturer and approved by the head of the department.

Tests must correspond to the content of the course curriculum, the list of questions for the final knowledge assessment in particular.

Examination tests should cover all the main topics of the course – in accordance with the curriculum of the course.

Examination tests normally should not be identical to the tests of the final module control (FMC) and other continuous tests used during the semester. The academic staff member must ensure the privacy of the examination tests content. The

direct responsibility of the University IT Centre staff is to assist academic staff in this regard.

2.4.4. Methodology and procedure for assessment, filling in academic records

The continuous and final knowledge assessment of students is carried out according to the University grading system (100-point), the national four-point grading system and the European Credit Transfer and Accumulation System (ECTS).

Correspondence of ECTS grading to the 100-point scale and the national (four-point) scale

Grade based on ECTS scale	The rating scale of Alfred Nobel University	Grade based on the national (four-point) scale
A	90-100	5 (excellent)
B	82-89	4 (very good)
C	75-81	4 (good)
D	67-74	3 (satisfactory)
E	60-66	3 (sufficient)
FX	35-59	2 (unsatisfactory) – it is necessary to revise the material before retaking the examination/test*.
F	1-34	2 (unsatisfactory) – with compulsory repeated study of the course

*Timeframes for taking an examination or credit for this category are set by the respective University order. After the expiration of the deadline, repeated study of the course is compulsory.

In academic records and grade sheets, the results of the assessment are registered in points according to the 100-point rating scale, the national four-point scale and ECTS scale – in accordance with the lines given in the records (Appendices E, E.1, E.2, E.3, E.4).

The results of *examinations and credits* are entered in the student's record book (except for an “unsatisfactory” grade). Academic performance assessments - “pass” - are entered on the right side of the record book (“TERM PAPERS, CREDITS”). For all courses that require taking an examination, overall grades are entered on the left side of the record book (“EXAMINATIONS”). In the second column (number of hours), for both credits and examinations, the total number of hours and the number of credits are entered through a slash.

If a term paper is required for a course taught in the semester, a certain number of credits is awarded for its' completion. The number of credits is regulated by the curriculum, based on the complexity of the term paper and the amount of time planned to complete it.

The completed term paper is assessed separately from the course assessment according to the 100-point rating scale (from 0 to 100 points), the national four-point scale and ECTS scale (from A to F).

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The results of the assessment of the completed term paper are documented in a separate record (Appendix E.4). The record is filled in according to the lines given in it.

Grades for term papers are placed on the right side of the record book (“TERM PAPERS, CREDITS”). In the second column (the number of hours), the total number of hours and the number of credits are entered through a slash.

If the student has taken additional courses, the learning outcomes (i.e. grades based on the national four-point scale and the ECTS scale) are entered according to the 100-point grading scale. The grades are recorded in the student's individual curriculum and/or their record book according to the requirements for the final assessment. They are also added to the record of continuous and final academic performance.

2.4.5. Opportunities for students to improve grades based on the results of the final assessment

Students have the right to retake examinations and credits to improve their positive final grades from the semester assessment.

The opportunity to improve the grade in a particular educational component (course) is provided no earlier than the next semester after its completion.

Students have the right to repeat semester assessments to improve their positive grades in all educational components (courses), except for term projects/papers, internships and final certification.

Students may repeat semester assessments to improve no more than four positive grades throughout their entire period of study at a particular level of higher education. In special cases, retaking a larger number of educational components is possible with the permission of the Vice-Rector for Education Quality Assurance, upon the student's request.

If a student is not satisfied with the grade, they may apply to the Student Office for reassessment. The reassessment is carried out again within the 100-point range (without considering previously scored points) by taking a special examination/credit in this course on the basis of the corresponding package of examination or test materials approved in accordance with the established procedure.

Only one attempt to improve the grade is allowed, and if it is unsuccessful, the previous grade remains the final one.

2.4.6. Weeks of module assessment, individual and self-directed learning

Weeks of module assessment, individual and self-directed learning are a form of control over each student's progress in studying the courses of the curriculum.

Weeks of module assessment, individual and self-directed learning are held in accordance with the academic calendar of the current year. If it is necessary to make changes to these terms (for example, in the case of modular study of the course), the head of the department, in coordination with the University administration, makes these changes.

Classes are not held during the weeks of module assessment, individual and self-directed learning, students complete the tasks of module assessment and work independently (extracurricular self-directed learning). The lecturer supervises the

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completion of extracurricular individual work tasks. The forms of assessment of individual work are chosen by the lecturer.

Extracurricular individual work is a planned educational and scientific research work of students, which is carried out in extracurricular time according to the lecturer's assignment and under their methodological guidance, but without their direct participation.

Some of the types of tasks for extracurricular individual work are listed below.

- for mastering knowledge: reading a text (textbook, original sources, additional literature); drafting a plan of the text; graphical representation of the text structure; taking notes of the text; excerpting the text; working with dictionaries and reference books; reviewing regulatory documents; educational and research work; using audio and video recordings, computer equipment and the Internet, etc;

- for consolidation and systematization of knowledge: working with lecture notes (text processing); repeated work on educational material (textbook, original source, additional literature, audio and video recordings); drafting a plan and theses of the answer; drawing up tables for systematization of educational material; studying regulatory materials; answering control questions; analytical processing of the text (annotating, reviewing, abstracting, content analysis, etc.); preparing speeches for a seminar, a conference; preparing abstracts, reports; composing bibliographies, thematic crosswords; tests, etc.;

- for forming skills, general and professional competencies: solving problems and exercises according to the example; solving variable tasks and exercises; drawing blueprints and schemes; performing calculation and graphic tasks; solving situation-based production (professional) tasks; preparing for business games; designing and modelling various types and components of professional activity; preparing qualification and term papers (projects); implementing experimental design work; experimental research work; doing exercises on the simulator; sports and recreational activities; reflective analysis of professional skills using audio and video equipment, etc.

The types of tasks for extracurricular individual work, their content and nature may be variable and differentiated, based on the specifics of the study field, course of study and individual characteristics of the student.

Individual work can be carried out both individually and by groups of students, depending on the purpose, volume, specific topics of individual work, level of complexity, level of skills of students.

Forms of assessment of individual work are listed below:

1. The lecturer's review and checking of individual work.
2. Self-check, mutual check of the completed task in the group.
3. Class discussion of the work done.
4. Testing.
5. Written survey.
6. Oral survey.
7. Individual interview.

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8. Group interview.
9. Colloquium.
10. Report on the work done.
11. Defence of essays or term papers.
12. Creative competition.
13. Internet conferences.
14. Olympiad.
15. Credit.
16. Examination.

The criteria for assessing the results of the student's extracurricular individual work are:

- level of the student's mastery of the educational material;
- the student's ability to use theoretical knowledge while carrying out practical tasks;
- formation of general educational skills;
- the student's ability to actively use electronic educational resources, find the necessary information, study it and apply it in practice;
- validity and clarity of the answer;
- material design in accordance with the requirements;
- ability to navigate the flow of information, to highlight the main points;
- ability to clearly articulate the problem, propose a solution, critically evaluate the solution and its consequences;
- ability to show and analyse alternative possibilities and options;
- ability to form their personal opinion, attitude, and justify it.

The student is eligible to take a credit and / or examination, provided that the results of individual work completed in its entirety are submitted to the lecturer.

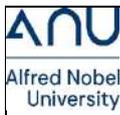
During the week of module assessment, individual and self-directed learning, consultations are also scheduled on courses taught in the current semester.

2.4.7. Academic deficiency

Academic deficiency arises if a student has not passed an examination or credit on time, that is, according to the academic calendar (before the start of the examination period – for credits; the day of the examination according to the examination period schedule – for examinations).

As a rule, academic deficiencies are eliminated within a certain period after the end of the examination period. In some cases, the head of the department may allow the elimination of academic deficiencies during the examination period.

Academic deficiency elimination implies that the student must obtain the number of points that entitles them to a mark on passing a credit or examination. In this case, the record indicates the minimum acceptable number of points based on the results of the continuous module assessment (except when the student has scored a higher number of points within the main part academic calendar). If a student could not complete all types of assigned work in a timely manner for a valid reason (prolonged illness confirmed by relevant documents, etc.), their grade for practical

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classes may be higher than the minimum allowable grade. The validity of the reason is determined by the head of the department.

Academic deficiency elimination should not be carried out by checking the student's knowledge of individual topics, but on a modular (block) basis.

The results of academic deficiency elimination are documented in a separate academic grade sheet (final control as a credit or an examination), which is handed out to the student by a specialist of the Students Office. The sheet is returned by the lecturer to the specialist of the Students Office on the day of the student's eliminating the academic deficiency or by 14.00 of the next working day.

Timeframes for taking an examination or credit for students who have received FX grades are set by the respective University order. After the expiration of the deadline, repeated study of the course is compulsory, the procedure for which is regulated by subclause 3.3.3. of this Regulation.

2.5. CERTIFICATION

Certification is the establishment of compliance of learning outcomes (academic research or creative work) of students with the requirements of the study programme and/or the requirements of the programme of the Unified State Qualification Examination.

2.5.1. *Forms of certification and organisation of student certification at the University*

Certification is carried out by means of controlling the extent to which the final goal of the study programme (study and professional programme, study and research programme) is achieved in compliance with the didactic principles of formation and implementation of the system of diagnostic tools.

Certification is carried out on the basis of assessment of the quality of mastering a study programme (study and professional programme, study and research programme), the quality of professional knowledge, skills and abilities, and the degree of development of general and special skills.

The forms and timing of certification are determined by the curriculum (working curriculum) of the student training in the respective subject areas.

Certification may be carried out separately and/or in combination with the following forms

- public thesis defence (demonstration);
- certification examination(s);
- unified state qualification examination in the subject areas and in the manner determined by an established procedure.

For the certification of graduates – *bachelors, masters* – the University summons examination boards (EB) in the specialties.

The work schedule of the Examination Board and the schedule of examinations is approved in accordance with the procedure regulated by subclause 2.5.2. of this Regulation.

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The schedule of the Examination Board shall be made public not later than one month before the start of examinations or thesis defence.

Students who have fulfilled all the requirements of the curriculum for a particular educational level are allowed to take examinations and defend their thesis.

Thesis defence can be conducted both at the University and at enterprises, institutions and organisations where the subject of the defended theses is of scientific, theoretical or practical relevance.

The examination is conducted as a comprehensive assessment of knowledge of students in the courses specified in the curriculum in accordance with subclauses 2.2.12, 2.5.3. of this Regulation.

The duration of examinations and thesis defence should not exceed 6 hours per day.

The results of the examination and thesis defence are determined by clauses 2.4.3, 2.5.3, 2.5.4 of this Regulation.

The student who has successfully passed the examinations and defended their thesis is awarded the corresponding higher education degree by the decision of the examination board and is granted a diploma.

An honours degree is granted to a student who has received “excellent” as a final grade in at least 75% of all academic courses and individual assignments provided in the curriculum, and a “good” grade in the other academic courses and individual assignments, has passed the examinations, and defended their thesis with an “excellent” grade.

The procedure of retaking semester examinations to improve grades in certain courses is described in subclause 2.4.5. of this Regulation.

If a student receives an unsatisfactory grade in a previous examination, it does not deprive them of the right to continue with the following stages of certification.

In such cases, after the certification period is over, the student is expelled from the University as one who has fulfilled the study plan but has not passed the certification.

A student who has not passed the certification is issued an academic record of the established standard.

A student who has not passed the examinations or failed to defend their thesis is allowed to retake the examinations or defend their thesis within three years after graduation.

The decision on whether a student may defend the same thesis again or whether they are obliged to submit a new one is made by the Examination Board.

Defending the thesis again and retaking the examinations is allowed no earlier than during the next certification period.

The list of examinations for students who retake them is determined by the curriculum which was in effect during their graduation year.

Students who have not taken examinations or defended theses for valid reasons may, by order of the Rector of the University, be allowed to take examinations and defend their theses in the next session of the Examination Board.

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Every meeting of the Examination Board is documented. The minutes of the Board are kept at the University.

The report of the Head of the Examination Board contains:

- analysis of the graduate training level and the quality of their theses;
- correspondence of the subject of the theses to modern requirements;
- characterisation of the students' knowledge demonstrated at the exams;
- shortcomings of their training;
- recommendations for improving the educational process.

The report of the Head of the Examination Board is to be discussed at a meeting of the Academic Council of the University.

2.5.2. *Examination board (EB)*

The responsibilities of the EB are as follows:

- establishing the correspondence of the quality of higher education, the level of general and special competencies acquired by the University graduate to the requirements of the standards of higher education in Ukraine;
- deciding on awarding graduates the corresponding higher education degree and issuing their higher education document;
- developing proposals for further improvement of the quality of training at the University.

The procedure for staffing the EB

The Examination Board is convened annually to carry out certification in the subject areas, and consists of the Head, their Deputy (if necessary), members of the Board and operates throughout the calendar year.

The Head of the EB must be appointed from among highly qualified practitioners in the relevant subject area or scholars (such as doctors of sciences, professors, candidates of sciences, associate professors).

The same person may be the Head of the EB for no more than three consecutive years.

The Head of the EB must be appointed from among experts in the relevant field or leading scholars in the relevant field of research. The Head of the EB may not be appointed from among members of the academic staff in the subject area who are employees of the higher education institution where this examination board is convened.

The Head of the EB must inform all members of the EB about their rights and obligations, organise the EB's work of in accordance with the approved schedule. The Head of the EB supervises the work of the board's secretary regarding the preparation of the necessary documents and minutes, draws up a report after the end of the Board's work, which, after discussion at the final meeting, is submitted to the Rector of the University.

In some cases, on behalf of the Head of the EB, their duties may be performed by the Deputy Head. The Vice-Rector, Head of the graduate department, Branch Director or their Deputy for Academic Affairs may be appointed Deputy Head.

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The EB includes the Rector or Vice-Rectors (a Branch Director or their Deputy for Academic Affairs) ex officio. The EB may also include heads of the departments, professors, associate professors (lecturers) of specialised departments, leading practitioners and employees of research institutions.

Professors and associate professors (lecturers) of the corresponding departments may be involved in the work of the EB as examiners. In this case, they are entitled to the rights of the board members.

The list of the personal composition of the EB (and, if necessary, examiners) in the established form (Appendix Ж) is approved by the Vice-Rector for Education Quality Assurance, provided that the document is signed by the relevant officials in accordance with the procedure established by the University, *no later than two months before the start of the work of the EB.*

The work timeframe of the EB (Appendix Ж.1) and the work schedule of the EB (Appendix Ж.2) which is coordinated with the Head of the Examination Board, are approved by the Rector of the University *no later than one month before the start of the EB's work.*

The Order on the composition of the EB (and examiners) (Appendix Ж.3) is issued at the University *no later than one month before the start of the EB's work.*

The payment for the EB members who do not work at the University is made on an hourly basis.

The University employees' participation in the work of the EB is planned as teaching load with appropriate payment.

The Secretary of the EB is assigned from among the employees of the department (including lecturers).

Organisation and procedure of the EB's work

The Examination Boards work within the terms specified in the curriculum for each subject area.

Only the students who have completed their study plan are allowed to defend their theses and take examinations. The head of the department submits the lists of students admitted to the thesis defence and examinations for approval by the Vice-Rector for Education Quality Assurance, provided that these documents are signed by the relevant officials in accordance with the procedure established by the University.

No later than one day before the start of examinations or thesis defence, the Secretary of the Board submits the necessary materials to the EB to ensure its competent work:

- the Rector's order (excerption from the order) on approval of the personal composition of the EB;
- the EB's work schedule coordinated with its Head;
- lists of students divided by study groups qualified for certification (signed by the head of the department and approved in accordance with the established procedure);
- summary report on the students' completion of their study plans and the grades they have obtained (signed by the head of the department).

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When holding the examinations, the following are additionally submitted to the EB:

- a set of examination papers;
- working curricula for the academic courses to be examined.

At the thesis defence, the following are additionally submitted to the EB:

- a submission to the Head of the EB regarding the thesis defence, which contains a report on academic performance, the supervisor's conclusion and the department's conclusion;

- the thesis;
- the review.

The EB may also receive other materials that characterise the scientific and practical value of the thesis: articles published on the topic of the thesis; documents indicating the practical application of the results, etc.

Examinations and thesis defence are held at an open meeting of the EB with the participation of at least half of its members with the obligatory presence of the Head of the EB.

The EB meeting is documented in the minutes (Appendix Ж.4 and Appendix Ж.6).

Students' results of the examinations and thesis defence are graded as "excellent", "good", "satisfactory", "unsatisfactory" and according to the ECTS system.

The EB's decision regarding the assessment of the knowledge demonstrated during the examination or thesis defence, as well as awarding the student the corresponding degree of higher education and issuing a diploma (regular or with honours) is made at a closed meeting of the board by an open vote by a simple majority of the board members who have participated in its meeting. In the event of a tie, the vote of the Chair of the Board (or their Deputy) is decisive.

Students who have passed the examinations and defended their thesis are awarded the corresponding degree of higher education by the decision of the EB and are issued a diploma.

A student who has received a failing grade in an examination in a particular course is not denied the right to take the other exams and defend their thesis within the timeframe established by the schedule. A student who has received a failing grade in a comprehensive certification examination is not allowed to defend their thesis.

If the student does not appear at the EB meeting to take the examination or defend their thesis, the minutes of the board meeting indicate that they "*did not attend the board meeting*".

Summarizing the EB's work

Grades for examinations and thesis defence are announced on the day of their taking (defence) after the relevant minutes of the EB meeting are drawn up. The minutes specify the grades received by graduates, the special opinions of the board members, the degree of higher education obtained, and the diploma issued to the graduate – regular or with honours.

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The minutes are signed by the Chair and members of the Board who participated in the EB meeting. The minutes of the EB are submitted to the Students Office and are stored in the archives.

Theses are transferred to the University archive within 3 days after the last meeting of the Examination Board regarding their defence, and their register is transferred to the library (Appendix Ж.7).

Based on the results of EB's work, a report is drawn up (Appendices Ж.8 and Ж.9), which is approved at the Board's final meeting.

The report should reflect:

- a) the level of training of the graduates;
- b) characteristics of their knowledge;
- c) the quality of the theses, the relevance of their topics and compliance with the current state of science, technology and manufacturing.

The report also highlights the shortcomings in the training in certain courses and includes comments on the organisation of the board's work, provides suggestions for improving the educational process, outlines ways to eliminate deficiencies in the organisation of the examinations and thesis defence, mentions the theses which can be used in enterprises, research institutions, gives recommendations for postgraduate studies, etc.

The report on the EB's work is submitted to the Rector in two copies within a week after the Board's work is completed.

The results of the EB's work and measures of improvement are considered at the degree-granting departments' meetings.

The generalized results of the examinations and thesis defence with a list of shortcomings identified and measures taken to improve the work of the departments and the University are considered by the Rector and the Academic Council of the University.

All issues related to the direct work of the EB, which are not reflected in this Regulation, are resolved by the EB.

2.5.3. Examinations

Examinations are held in accordance with the curricula for training specialists in certain subject areas.

Examination papers include theoretical questions and practical tasks.

The comprehensive certification examination involves doing certification assignments and is a form of qualification test to objectively determine the level of quality of educational and professional training of the University graduates.

When holding a comprehensive certification examination (in several courses), the questions of the examination papers are based on the programmes of the courses included in the examination according to the curriculum.

The total number of theoretical questions submitted for the examination may not exceed 50. The questions of the comprehensive certification examination should be roughly proportional in representing the courses included in the comprehensive examination according to the curriculum and be focused primarily on testing the

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students' systematic vision of the corresponding problems (the use of module tests and other options for structuring questions is recommended).

The content of the examination papers is designed by the graduate department and approved by the Vice-Rector for Education Quality Assurance *no later than 1 month* before the examination.

The list of theoretical questions of the examination papers and examples of typical practical assignments must be provided to the students to study *no later than 1 month* before the examination.

As a rule, the University uses a written form of examinations (including testing). The use of another form requires approval. The student's written work is preceded by the appropriate title page.

The final grade based on the results of the comprehensive certification examination is formed as the sum of the points for the following components:

a) the average grade of the student's performance for the entire period of study at the University (maximum 25 points, based on the average grade of 5.0);

b) their examination grades (maximum 100 points. Their impact on the final grade is 0.75).

The assessment procedure and the ratio of the grades for the theoretical and practical parts of the examination are determined by the department and are described in the set of methodological materials for the examination.

Calculation example: $4.6 \times 5 + 80 \times 0.75 = 83$ points

General assignment assessment criteria

Assignment assessment criteria for students of all subject areas:

If the student: has fully mastered the theoretical content of the courses included in the comprehensive certification examination; freely uses scientific terms and concepts; gives a complete, detailed and well-reasoned answer to the questions posed; has mastered the relevant practical skills and abilities, has acquired the ability to apply them; deeply and comprehensively covers the content of the assignments; shows creative abilities and skills when completing the assignments; makes correct calculations in the assignments; reasonably and logically formulates conclusions and makes generalizations, they may obtain from 90 to 100 points, which corresponds to the grade "A" on the ECTS scale.

If the student: has fully mastered the theoretical content of the courses included in the comprehensive certification examination; freely uses scientific terms and concepts; gives a complete, detailed and reasoned answer to the questions posed; has mastered the relevant practical skills and abilities, and has acquired the ability to apply them; deeply and comprehensively covers the content of the assignments; shows creativity and skills when completing the assignments; makes correct calculations in the assignments; makes reasoned and logically formulated conclusions and generalizations, but has had some inaccuracies in the answers, they may obtain from 82 to 89 points, which corresponds to the grade "B" on the ECTS scale.

If the student: has fully mastered the theoretical content of the courses included in the comprehensive certification examination; uses scientific terms and concepts;

gives a complete answer to the questions posed; has mastered the relevant practical skills and abilities, acquired the ability to apply them; covers the content of the proposed assignment; makes correct calculations in the assignment; formulates appropriate conclusions and makes generalizations, but with some errors in answers and calculations, they may obtain from 75 to 81 points, which corresponds to the grade “C” on the ECTS scale.

If the student: has mastered the theoretical content of the courses included in the comprehensive certification examination; but insufficiently uses scientific terms and concepts; gives incomplete answers to the questions posed; has partially mastered the relevant practical skills and abilities; insufficiently covers the content of the proposed assignments; makes some errors in the calculation of the assignments; formulates appropriate conclusions, they may obtain from 67 to 74 points, which corresponds to the grade “D” on the ECTS scale.

If the student: has mastered the basic theoretical provisions of the courses included in the comprehensive certification examination; but does not sufficiently use scientific terms and concepts; gives a partial answer to the questions posed; has not sufficiently mastered the relevant practical skills and abilities; covers the content of some proposed assignments; makes errors in calculations in the assignment; they may obtain from 60 to 66 points, which corresponds to the grade “E” on the ECTS scale.

If the sum of the points for the theoretical and practical parts is less than 60, the student will obtain the overall grade “unsatisfactory”, regardless of the number of points received for their academic performance.

In this case, the student is expelled from the University and receives an academic record.

The student is allowed to retake the examinations within three years after graduation.

The correspondence of the grade in points to the grades of the national grading system and the ECTS system is shown in the table below:

Grade based on ECTS scale	The rating scale of Alfred Nobel University	Grade based on the national (four-point) scale
A	90-100	5 (excellent)
B	82-89	4 (very good)
C	75-81	4 (good)
D	67-74	3 (satisfactory)
E	60-66	3 (sufficient)
FX	35-59	2 (unsatisfactory) - it is necessary to revise the material before retaking the examination/credit*.
F	1-34	2 (unsatisfactory) - with compulsory repeated study of the course

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Note: If the sum of the points for the theoretical and practical parts is less than 50, the student obtains the overall grade “unsatisfactory”, regardless of the number of points obtained for academic performance.

2.5.4. *Thesis*

The supervisors of theses of the first (bachelor's) and second (master's) levels of higher education are appointed from among the academic staff of the University, usually from doctors of sciences, professors and candidates of sciences, associate professors of the corresponding graduate department. To supervise a master's thesis, a mandatory requirement for the academic staff member is to have a Candidate of Sciences (Doctor of Philosophy) or Doctor of Science degree.

No more than 8 bachelor's students and 5 master's students are assigned to one supervisor.

At the stage of planning the lecturers' teaching workload, proposals for thesis supervisors are submitted by the heads of the departments to the Centre for Education Quality Management and Monitoring and are agreed upon in the process of approving the individual lecturers' teaching workload. No more than 5 master's students are assigned to one supervisor.

Heads of graduating departments are obliged to:

a) offer full-time (day, evening) and part-time graduate students an approximate list of topics for theses *10 months prior to the thesis defence*;

(As amended by the decision of the Academic Council dated 19.12.2019, Minutes No. 8)

b) determine a thesis supervisor for each student of full-time (day, evening) and part-time forms of education *7 months prior to the thesis defence*;

c) determine provisional topics of theses for full-time (day, evening) and part-time students *7 months prior to the thesis defence*;

d) submit to the Rector the distribution of students among the thesis supervisors and thesis topics of the full-time (day, evening) and part-time students for approval *4 months prior to the thesis defence*.

The order on approval of thesis topics is formed on the basis of the students' applications to the head of the department in the established form (Appendix K).

After the Rector approves the topics, no changes are allowed to the titles of the topics (in exceptional cases, at the request of the head of the department, the Rector may agree to make changes to the topic, but no later than one month before the day of the thesis defence).

The thesis supervisor is not entitled to provide a conclusion on the thesis, and the head of the department is not allowed to approve the thesis for defence if the title of the topic does not correspond to the one approved by the Rector.

Requirements for the thesis

The thesis at the first (bachelor) level of higher education is an individual piece of work aimed at solving a complex professional task and/or practical problem in a particular field using the theories and methods of the relevant science.

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The thesis at the second (master's) level of higher education is an individual assignment that demonstrates a person's ability to solve complex problems and tasks in a particular field of professional activity involving research and/or innovation.

The thesis is written in the official language of the country or in English.

The thesis must not contain academic plagiarism, falsification or copying. The thesis is published on the official website or in the university repository in accordance with the requirements of the approved standards. Publication of the thesis containing restricted information will be in accordance with the requirements of applicable legislation.

The thesis must have a coherent, logical, evidenced-based and reasoned character, contain analysis of the research problem, realistic and reasonable proposals for improving the activity, be properly formatted and have all the necessary supporting documents.

The topic of the thesis should reflect the problems of the fields of activity and the main functions and typical tasks of the activity that form the components of the professional competence of the bachelor/master.

The topic of the thesis may be proposed by the student, who must justify its relevance and importance.

Once the topic has been agreed on, a plan for the thesis must be developed.

The topic of the thesis is submitted by the student and the supervisor to the head of the department for approval. Finally, the topics are approved by the order of the Rector of the University.

The supervisor and the student prepare the assignment for the thesis in two copies. One copy is submitted to the department, and the other remains with the student. The task for the thesis must contain a schedule for its completion, previously approved at the department meeting.

General structure of the thesis

The thesis consists of:

- the title page;
- the assignment for the thesis;
- abstracts and keywords;
- a list of symbols (if necessary);
- a table of contents;
- the introduction
- the main part;
- conclusions and suggestions;
- appendices;
- a list of references.

The thesis is accompanied by a submission to the Head of the Examination Board on the defence of the thesis, a review (by decision of the graduate department) and an implementation act (recommended for master's thesis).

The recommended volume for a bachelor's thesis is 40-50 pages, and for a master's thesis is 60-80 pages (including the volume of such components as introduction, conclusions and suggestions – up to 5-6 pages).

This volume does not include a list of references and appendices. Deviations within $\pm 10\%$ are allowed.

The content of the thesis is determined by its topic.

Approximate structure of the thesis

Structural part	Bachelor's thesis	Master's thesis
Title	1	1
Thesis assignment	1-2	1-2
Abstracts and keywords	1-2	1-2
List of symbols (if necessary)	1	1
Table of contents (plan)	1-2	1-2
Introduction	2-3	2-3
Main part:		
Theoretical chapter	15	20
Analytical chapter	15	20
Practical chapter	15	20
Conclusions and suggestions	3-4	5-6

The title page is the first page of the thesis and it is drawn up in accordance with the requirements established by the University (Appendix K.1).

The assignment for the thesis (Appendix K.2) is drawn up by the student in cooperation with the supervisor (research adviser), is signed by them and approved by the head of the department.

The abstract – 1-2 pages (up to 800 characters) – indicates the name and initials of the student, the title of the thesis, the main content and results of the study. *Keywords* (words of specific terminology on the topic that are most often found in the thesis) are given in the nominative case. The number of keywords is 5-7.

The abstract in Ukrainian and one of the foreign languages (preferably in English) is placed on a separate sheet together with the keywords and precedes the table of contents (Appendix K.3).

The abstract is signed by a consulting lecturer from the Department of Foreign Languages.

If the thesis uses specific terminology, as well as little-known abbreviations, new symbols, notations, etc., the list of symbols may be presented in the form of a separate sheet, which is placed before the table of contents, after the abstract and the list of keywords.

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The list should be typed in two columns: the abbreviations should be listed in alphabetical order in the left column and their detailed decoding in the right column.

If special terms, abbreviations, symbols, and designations are repeated less than three times in the thesis, the list is not compiled, and their decoding is given in the text at the first mention.

Table of contents of the thesis (1-2 pages in length) is reflected in the plan developed with the help of the supervisor.

The material in the thesis should be presented as a whole in a logical sequence.

The table of contents (outline) is placed immediately after the list of symbols, starting on a new page. The table of contents includes: introduction; sequentially listed titles of all chapters, subchapters, clauses and subclauses (if they have headings); conclusions and suggestions; list of references; and appendices.

Opposite each item, page numbers are placed to indicate the beginning of the material presentation.

The introduction states the problem to be solved, the degree of its research, the relevance and purpose of research in the chosen area, the tasks to be solved to achieve the goal, the object and subject of research. For a bachelor's thesis, the introduction should include the relevance and practical significance of the work. For a master's thesis, the elements of the introduction are scientific novelty and practical significance of the work. The introduction of the thesis may also indicate the forms of approbation of research results: presentations at scientific conferences, publications of research results, etc.

The volume of the introduction should usually not exceed 2.5-3 pages.

The content of *the main part* of the thesis is presented in chapters. Chapters can be divided into subchapters, clauses and subclauses.

The essence of the main part is determined by the degree-granting departments depending on the specifics of research in the declared subject area (study programme).

The conclusions and suggestions contain the results of the research, the main scientific and practical results, and recommendations for their scientific and practical use.

The conclusions are formulated in accordance with the objectives.

The author's own proposals for solving the problematic issues of the relevant research object should be consistent with the conclusions.

The appendices provide supporting materials: copies of documents, excerpts from regulations and documents, reports, separate instructions/regulations/rules, results of opinion polls, bulky tables, pictures, etc.

The list of references should include sources that are used in the text. The list consists of laws and regulations, normative documents, domestic and foreign scientific and specialised literature, professional publications and electronic resources.

The requirements for the list of references are given in the National Standard of Ukraine "Information and documentation. Bibliographic references. General regulations and rules of compilation. Ukrainian State Standard 8302:2015".

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Students' theses may be defended in English or another foreign language (in agreement with the Head of the graduate department and upon the recommendation of the department providing language training). For defence in a foreign language, an abstract is prepared in Ukrainian and in English, 5-6 pages in length for a bachelor's thesis, 8-10 pages in length for a master's thesis, which is submitted along with the thesis (Appendices K.4 and K.5).

The thesis is formatted in accordance with the requirements of Ukrainian State Standard 3008:2015 “Reports in the field of science and technology. Structure and design rules”.

Procedure for completing the thesis

When writing of the thesis, the student is consulted by the supervisor. In addition, the student may, if necessary, seek consultations from other lecturers of both the graduate department and other departments of the University.

At the beginning of the work, the student must study the main sources on the chosen topic and compile a plan consisting of the main chapters and subclauses. The plan must be approved by the supervisor. In the course of the work, the list of references is updated, and the work plan is adjusted and refined.

Materials on the results of the activities of the enterprise (organisation) which provide the basis of the thesis research are collected, in particular, during the internship. When processing the collected material, it is recommended to pay special attention to the clarity and content of tables, figures, diagrams and graphs.

The student prepares the thesis according to the schedule (Appendix K.6).

The supervisor monitors the progress of the work. Completed chapters are submitted to the supervisor and, in accordance with their comments, are clarified, updated or revised.

After preparing the chapters of the thesis and the supervisor's studying them, the student will revise the chapters of the work in accordance with the comments and instructions. The completed work (in printed form) is submitted to the supervisor for signature.

The supervisor of the thesis assesses the work on a 100-point scale, based on the following scheme:

1. *Design of the work* – maximum 10 points. Those are granted based on the following criteria: the correspondence of the thesis content to the topic and the study programme of the subject area, the correspondence of the thesis design to the requirements established by the University (volume and structure of the work, design of the title page, figures, tables, diagrams, references, list of references, etc.)

2. *Timeliness of submission of individual elements of the work to the supervisor* – maximum 20 points. Assessed is the compliance of the dates of submission to the supervisor of the first, second, third chapters and the work as a whole with the deadlines specified in the assignment for the thesis. Each timely submitted element is worth 5 points. The completed and formatted thesis is submitted to the department for review no later than 10 days before the start of the EB's work.

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3. *Theoretical and analytical aspects of the work* (first and second chapters) – maximum 25 points. Assessed are the range of analysis of the results of previous studies focused on this issue, the comprehensiveness of coverage of regulations, methods, scientific views; originality of theoretical research; the presence of elements of scientific novelty and the degree of their development; research argument leading to formation of the student’s own point of view; logical structure of the thesis and validity of the theoretical conclusions; use of sources of information appropriate to the topic of the study and its analysis; use of information on the activities of competitors, statistical materials from foreign countries; application of modern research methods and justification of the position on their choice.

4. *Practical aspects of the work* (third chapter) - maximum 20 points. Depending on the subject area, assessed are the calculations of the economic effect of implementing the suggestions; the level of credibility and validity of the developments and suggestions, the possibility of their use; connection with the scientific research of the department, the University; testing and implementation of the research results; presence of publications based on research results; participation in scientific conferences.

5. *The preliminary defence score* is a maximum of 25 points. The preliminary defence is organised by the department after the date of submission of the completed theses to the department. During the preliminary defence, a board of the department lecturers during the interview assesses the degree of independence of the student’s thesis, their understanding of the theoretical and practical aspects of the chosen topic. The grade based on the results of the interview is given by the supervisor in agreement with the members of the board.

The supervisor's grade is given in the *review* of the thesis, which *is submitted to the Head of the Examination Board for thesis defence*.

If the supervisor's grade is less than 60 points, the thesis is analysed at the department meeting. The minutes of the department meeting, signed by the head of the department, are submitted to the Rector of the University who makes the final decision. The student is notified of this decision before the EB's meeting.

An electronic form of the thesis is sent to the library to be checked for plagiarism 14 days before the defence date. Further review of the work takes place only if the verification report is available. Works that do not meet the established level of originality are excluded from further review, and students are not allowed to defend their thesis and are expelled from the University.

By the decision of the department, after the supervisor's grading, the master's thesis is sent for review to the enterprise (organisation, institution) on the basis of which it was prepared, or for another review (Appendix K.7). The results of the master's thesis may be considered at the enterprise (organisation, institution) for their practical significance, which is confirmed by the relevant implementation act.

The thesis with the supervisor's review and other materials is submitted to the head of the department, who decides on the admission of the thesis to the defence, which is recorded in the submission.

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The submission to the Head of the Examination Board on the defence of the thesis (Appendix K.8) contains generalized information: the topic of the thesis, the presence of the topic itself and a review of it, the academic record, the supervisor's review and the department's conclusion on the thesis.

The completed and formatted thesis is submitted to the department for review no later than 10 days before the start of the work of the EB.

Students who have not passed the preliminary defence are not allowed to defend their thesis.

Thesis defence and assessment

The defence of the thesis takes place publicly at an open meeting of the Examination Board in the terms determined by the curriculum and in accordance with the schedule, which is approved in the order established by the University.

The student must prepare a 7-10 minute report, as well as illustrative material for the members of the EB.

In the report, the student highlights the relevance, purpose and objectives of the thesis, briefly describes its main content, methodology and results of the research / solutions to a practical problem, summarizes the conclusions and proposals.

The assessment of the quality of the student's training is carried out by members of the examination board on the basis of the established rules, principles, criteria, assessment system and scale using diagnostic forms and methods.

The object of assessment is a combination of knowledge, skills and abilities, acquired competencies, reflected in the process of completing and defending the thesis.

The assessment of the quality of training of students is carried out by members of the Examination Board on the basis of the principles of objectivity, individuality, complexity, ethical character, differentiated and competence-based approach, using the criteria for assessing the acquired general and special competencies.

The thesis as an assessment tool should demonstrate the ability to:

- work with information sources (legislative and regulatory documents, scientific specialised literature, including those published in foreign languages, Internet and Intranet materials, statistical and financial reporting data)
- present the material logically and convincingly;
- use statistical and mathematical methods to analyse the problem studied;
- apply modern scientific methods to conduct empirical research;
- use the acquired skills to formulate proposals and justify recommendations on the research subject;
- summarize the results and formulate conclusions about the research.

The criteria for assessing the thesis are:

- justification of the relevance of the research topic;
- clarity of the formulation of the object, subject, purpose and objectives of the study;
- clarity, comprehensiveness and logical sequence of disclosing each point of the plan and the topic of the thesis, their compliance with the goals and objectives;

- the volume of the review of research sources (including those published in foreign languages) on a particular issue;
- consistency and depth of theoretical analysis of the problem;
- scientific style of writing the thesis;
- the degree of practical orientation of the thesis;
- reliability and validity of conclusions and proposed solutions;
- comments and recommendations of the reviewer and the supervisor of the thesis;
- spelling and syntactic correctness;
- correspondence of the thesis design to the requirements of state standards (in case of significant deviations from the established requirements, the thesis may not be accepted for defence or it will significantly affect the overall grade).
- sufficiency of the report of the student on the main results of the study;
- correctness, clarity, reasoned character of answers to the questions of the Examination Board members;
- the ability to defend their proposals, opinions and ideas in a reasoned manner during the defence;
- the overall level of training of the student, their logical thinking, elocution skills and mastery of presentation culture.

A thesis with evidence of plagiarism is withdrawn from consideration by the decision of the examination board and given an unsatisfactory grade.

When assessing a thesis, the board considers the scientific novelty, quality of scientific research, practical significance, compliance with the established requirements, the ability to defend the formulated positions and conclusions at the EB's meeting.

After the defence, the thesis is published in accordance with the current standard.

The final grade for the thesis is calculated according to the following formula:

$$FG = G_1 \times 0.25 + G_2 \times 0.25 \times 20 + G_3 \times 0.5 \times 20$$

where O_1 is the supervisor's grade for the thesis (on the 100-point scale) (impact on the final grade is 0.25). If a student receives a supervisor's grade of less than 60 points, the thesis is considered unsatisfactory;

(As amended by the decision of the Academic Council dated 14.12.2017, Minutes No. 7)

O_2 - the average grade of the student's performance during the period of study (on the 5-point scale) (impact on the final grade - 0.25);

O_3 - the average grade of the thesis defence (on the 5-point scale) (impact on the final grade - 0.50).

Calculation example: $85 \times 0,25 + 4,3 \times 0,25 \times 20 + 4,5 \times 0,5 \times 20 \approx 88$

Grade	On the national scale	<i>Excellent</i>	<i>Good</i>		<i>Satisfactory</i>		<i>Unsatisfactory</i>	
	% of knowledge required	<i>90-100</i>	<i>82-89</i>	<i>75-81</i>	<i>67-74</i>	<i>60-66</i>	<i>35-59</i>	<i>1-34</i>
	On the ECTS scale	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>FX</i>	<i>F</i>

The supervisor's grade for the thesis is stated in the supervisor's review, which is a part of the submission to the Head of the Examination Board.

The average grade of the student's performance is determined by the Student Office and is recorded in the academic record and submitted to the Head of the Examination Board.

The average grade of the thesis defence is the average grade of the student's report during the defence and their answers to the EB members' questions. The questions of the EB members are divided into three groups:

The first group of questions (“theoretical”) should be aimed at identifying the general level of the student's theoretical knowledge of the subject matter.

The second group of questions (“systemic”) is aimed at identifying the level of the student's systemic thinking, their ability to see the interconnections between phenomena.

The third group of questions (“practical”) is aimed at checking the soundness of the student's proposals, calculations and conclusions.

The EB member assigns grades in an individual statement: both for the report and for the answers to each group of questions, and also records the content of these questions.

The minutes of the Examination Board meeting, in particular, include the supervisor's grade, the average grade of the student's academic performance, the average grade of the defence and the final grade.

If the average grade of the thesis defence is less than 3 points, the final grade of the work is "unsatisfactory".

The work is transferred to the archive within 30 calendar days and stored for the next five years.

Correspondence of the results of the thesis defence to the assessment criteria

Sum of points on the 100-point scale	Grade on the ECTS scale	ECTS' grade definition	Assessment criteria	Grade on the national scale
90-100	A	excellent	<p>The grade is assigned for a thesis that is of practical/research character and is designed in accordance with the requirements for theses. The object, subject, purpose and tasks of the thesis are clearly formulated. The master's thesis contains the scientific novelty of the results obtained. The scientific statements are reasoned, briefly and clearly outlined, the difference between the results obtained and those known before and the degree of their novelty are emphasized.</p> <p>The topic is fully covered, the material is presented logically and consistently with reliable and</p>	excellent

			substantiated conclusions that reveal the results of solving the tasks. The material is analysed effectively and systematically. The thesis has positive feedback from the supervisor and the reviewer. When defending it, the student demonstrates in-depth knowledge of the topic, operates with research data, makes suggestions on the research topic, skillfully uses a presentation that holistically reflects the content of the thesis, correctly, clearly, comprehensively and reasonably answers the questions of the EB members. During the defence, the student confidently and reasonably defends their thoughts and proposals, demonstrates a high level of theoretical, scientific and practical training.	
82-89	B	very good	<p>The grade is assigned for a thesis that is of practical/research character and is designed in accordance with the requirements for theses. The object, subject, purpose and tasks of the thesis are clearly formulated. The master's thesis contains the scientific novelty of the results obtained. The scientific statements are reasoned, briefly and clearly outlined, the difference between the results obtained and those known before and the degree of their novelty are emphasized, but there are minor shortcomings.</p> <p>The topic is fully covered, the material is presented logically and consistently with reliable and substantiated conclusions that reveal the results of solving the tasks, but there are some minor flaws. The material is analysed effectively and systematically. The language of the thesis contains only minor errors. The thesis has positive feedback by the supervisor and minor remarks by the reviewer. During its defence, the student demonstrates knowledge of the topic, operates with research data, makes suggestions on the research topic, skillfully uses a presentation that holistically reflects the content of the thesis, and answers questions from EB members without any difficulty. During the defence, the student confidently and reasonably defends their thoughts and proposals, demonstrates a sufficient level of theoretical, scientific and practical training.</p>	good
75-81	C	good	<p>The grade is assigned for a thesis that is of practical/research character, is generally designed in accordance with the requirements for theses, but contains some shortcomings. The master's thesis contains scientific novelty of the results obtained. Overall, the scientific statements are generally reasonably presented, the difference between the</p>	good

			<p>results obtained and those known before and the degree of their novelty are emphasized, but there are some fundamental flaws.</p> <p>The object, subject, purpose and tasks of the thesis are clearly formulated. The topic is covered, the material is presented logically and consistently with reliable and substantiated conclusions that reveal the results of solving the tasks, but there are some fundamental shortcomings. The material is analysed effectively and systematically. There are only minor errors in structure, language and style. The work has the feedback of the supervisor and the reviewer with some remarks. When defending it, the student demonstrates knowledge of the topic, operates with research data, uses a presentation that does not reflect all the substantive emphases of the thesis, and gives mostly correct answers to the questions of the EB members. During the defence, the student demonstrates a sufficient level of theoretical, scientific and practical training.</p>	
67-74	D	satisfactor y	<p>The grade is assigned for a thesis that is of practical/research character, is generally prepared in accordance with the requirements for theses, but has shortcomings. The master's thesis generally contains the scientific novelty of the results obtained, but the scientific statements are not clearly outlined, the difference between the results obtained and those known earlier is not noted, the degree of their novelty has sufficient flaws.</p> <p>The object, subject, purpose and objectives of the thesis are not clearly formulated. The topic is not sufficiently covered, the thesis has a shallow analysis, the material is presented inconsistently and unreasonably, there are some shortcomings of a substantive nature, conclusions, suggestions and recommendations are not clearly formulated with excessive generalization. The material is analysed ineffectively, with an excess of descriptive elements. There are errors in structure, language and style. The work has remarks from the reviewer on the content and methodology. The presentation of the report is prepared for the defence, the main statements of the thesis are covered, but the visual information is not always commented on. During the defence, the student shows uncertainty, poor knowledge of the topic, and does not always give correct answers to the questions of the EB members. During the defence, the student repeats a significant part of the theoretical material, shows knowledge and understanding of the main points; with the help of the</p>	satisfactory

			lecturer, they can analyse the educational material; correct errors, including a considerable number of significant ones.	
60-66	E	satisfactor y	The grade is assigned for a thesis that is of practical/research character, is generally designed in accordance with the requirements for theses but contains numerous shortcomings. The master's thesis generally contains the scientific novelty of the results obtained, but its elements are not well substantiated. The object, subject, purpose and objectives of the thesis are not clearly formulated. The topic of the thesis is generally not sufficiently disclosed, there is a lack of critical analysis, the material is presented inconsistently and unreasonably, there are numerous shortcomings of a substantial nature, conclusions, suggestions and recommendations are not well-grounded, formulated unclearly with excessive generalization. The material is analysed ineffectively, has an abstract nature, does not contain analysis, and there is an overabundance of descriptive elements. There are significant errors in structure, language and style. The thesis has significant remarks from the supervisor and reviewer on the content and methodology. A presentation of the report is prepared for the defence, the main statements of the work are disclosed, but the visual information is not commented on. During the defence, the student shows uncertainty, poor knowledge of the topic, does not give comprehensive, reasoned or correct answers to certain questions of the EB members. During the defence, the student repeats a significant part of the theoretical material, shows knowledge and understanding of the main provisions and can correct errors, including a considerable number of significant ones, with the help of the lecturer only.	sufficient
35-59	FX	unsatisfact ory with the possibility of repeating the defence	The grade is assigned for a thesis that is not of practical/research character, is generally prepared in accordance with the requirements for theses, and contains numerous shortcomings. The topic of the thesis is superficially covered, there is no analysis, the material is presented inconsistently and unreasonably, there are numerous shortcomings of a substantive nature, conclusions, suggestions and recommendations are declarative. The material is analysed ineffectively, the thesis is abstract and descriptive, and there is no consistency. The thesis has significant criticism from the supervisor and reviewer. The presentation of the report is not prepared for the defence. During the defence, the	unsatisfacto ry

			student behaves with uncertainty, has poor knowledge of the material of their own work, does not answer the questions of the EB members in full, and makes significant and major mistakes.	
1-34	F	unsatisfactory with the compulsory additional theoretical training and preparation of a thesis	The grade is assigned for a thesis that is not of practical/research character, the design does not meet the requirements for theses, and contains numerous critical flaws. The topic of the thesis is not covered, there is no analysis, conclusions, suggestions and recommendations are declarative. The thesis has critical and fundamental remarks from the supervisor and reviewer. The presentation of the report is not prepared for the defence. During the defence, the student is unable to defend their own thesis, cannot answer any questions on its topic, and does not know the theory.	

The student is allowed to defend the thesis again within three years after graduation.

2.5.5. Documents on higher education

In accordance with Article 7 of the Law of Ukraine “On Higher Education,” Alfred Nobel University issues documents on higher education.

A document on higher education (academic degree) is issued to a person who has successfully completed the relevant study (research) programme and passed the certification.

According to Article 36 of the Law “On Higher Education” the Academic Council of the University approves the standard and procedure for the production of higher education documents, including joint and double diplomas.

A Bachelor's or Master's diploma contains the name of Alfred Nobel University (in case of obtaining higher education at a branch of the University, the name of the subdivision), the name of the study programme, as well as qualifications consisting of information about the degree of higher education obtained by the person, subject area (subject areas, field of knowledge – for interdisciplinary study programmes), specialisation and professional qualification (if awarded).

A Doctor of Philosophy, Doctor of Science diploma contains information about the degree obtained by the person, the field of knowledge, the subject area in which the corresponding degree was obtained (subject areas, field of knowledge - for interdisciplinary theses), the name of the higher education institution (research institution) in which the training was carried out, the name of the higher education institution (research institution) in whose specialised academic council the scientific achievements were defended.

An integral part of a bachelor's, master's, or doctoral degree is a European standard Diploma Supplement containing structured information about the completed studies. The Diploma Supplement contains information about the person's academic performance, educational components, grades obtained and the number of ECTS

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credits earned, as well as information about the national higher education system of Ukraine.

A document on higher education is issued by the University only under a study programme accredited in accordance with the Law “On Higher Education”. The name of the accreditation body (bodies) is indicated in the document on higher education, and the supplement to the document on higher education contains information on the relevant accreditation certificates and decisions issued by it (them).

Higher education documents for individuals studying under a state order are produced by higher education institutions and issued at the expense of the state budget, and for individuals studying at the expense of natural persons or legal entities, the cost of higher education documents is included in the cost of education. The list of mandatory information that must be contained in a higher education document is established by the Cabinet of Ministers of Ukraine.

In case a student receives higher education under study programmes agreed between higher education institutions (research institutions), including foreign ones, higher education institutions (research institutions) have the right to produce and issue a joint (double) document on higher education in accordance with the model determined by a joint decision of the Academic Councils of such higher education institutions (research institutions).

In case a student receives higher education in more than one subject area, the University has the right to produce and issue a document on higher education according to a special sample determined by the Academic Council.

Information about the issued diplomas is recorded in the Unified State Electronic Database on Education.

2.6. TEACHING AND METHODOLOGICAL SUPPORT

2.6.1. Structure of teaching and methodological support and procedure for its approval

Teaching and methodological support of educational activities in the field of higher education gives ground to the ability to provide educational services, its quality implementation at the level of the requirements of the established standards and in accordance with the norms of the current legislation.

Teaching and methodological support of educational activities in the field of higher education consists of two blocks:

A) Teaching and methodological support for the initiation of educational activities:

- the concept of educational activities in the relevant subject area at the declared level of higher education/subject area (programme, field of study) in the field of postgraduate education for individuals with higher education, which includes, in particular:

- code and name of the subject area;
- level of higher education;

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an indicative list of specialisations and study programmes;
 the total number of credits of the European Credit Transfer and Accumulation System and the duration of the studies;
 professional standards to be met in the course of study (if any);
 a list of the core competencies that a higher/postgraduate education student must master;
 an indicative list of professional qualifications to be provided;
 requirements for the level of education for individuals who have the right to start studies;
 the procedure for assessing academic performance.

B) Teaching and methodological support for the implementation of educational activities includes the availability of:

- all study (study and professional, study and research) programmes and curricula approved in accordance with the established procedure, under which students are trained;

- working curricula for all the academic courses in the curricula, which include: the syllabus, intended learning outcomes, a matrix for the formation and assessment of competencies of students in the course; an indicative list of questions for final control; the procedure for assessing learning outcomes, recommended literature (main, additional), information resources on the Internet;

- programmes for all types of practical training for each study programme;
- methodological materials for the final certification of students;
- curricula with mandatory study of the Ukrainian language as a separate course “Ukrainian as a foreign language” in the case of training of foreigners and stateless persons, postgraduate education regardless of the language of instruction.

Methodological materials that are approved by the Rector or are to be printed in paper form are approved in the following order:

- approved at the department meeting;
- registered at the Centre for Education Quality Management and Monitoring;
- are approved by the Vice-Rector for Education Quality Assurance and the Head of the Centre for Education Quality Management and Monitoring

The approval procedure is presented in the Letter of Approval (Appendix JI), which is attached to the document.

After approval according to the specified procedure, the document is signed by the Rector.

The original document is stored at the departments and structural subdivisions which prepared the document. The document is placed in electronic form on the internal network on Google Drive (FTP server).

2.6.2. Teaching and methodological support for educational activities

2.6.2.1. The study programme (study and professional, study and research programme) of training of a specialist is developed in accordance with the requirements specified in clause 3.1. of this Regulation.

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After its approval, the study programme is placed on the University's website in accordance with the established procedure.

2.6.2.2. Curriculum

The curriculum is a list of core and elective educational components with the specification of the number of hours assigned for their study, as well as forms of final assessment of knowledge, skills and abilities of students (Appendix M).

The curriculum is a normative document of the University, which is developed by the department on the basis of the study programme and approved by the Chair of the Academic Council and the Rector after approval by the Academic Council of the University.

The curriculum includes a list of courses, distribution by semesters, time allocated for teaching depending on the subject area, specialisation, competencies of the intended specialist, as well as depending on the total duration of the training.

Mandatory educational components are studied by all students of this study programme.

Elective courses (the number of which must be at least 25% of the total programme volume) are chosen by students to form an individual study track within the study programme.

The distribution of educational components in the curriculum is carried out in cycles determined by the study programme.

The curriculum determines the forms of classroom, self-directed and individual work for students: lectures, practical, laboratory and seminar classes, self-directed and individual classes, term papers (projects), internships, final assessment of students' knowledge, theses, examinations.

In the curricula for full-time study, one third of the total amount of classroom time in a given course is usually allocated for to classroom-based training.

Changes to the elective component of the curriculum are made based on the specifics of the subject areas in which specialists are trained and the needs of customers to improve the quality of training. Changes are approved by the decision of the Academic Council.

2.6.2.3. Working curriculum and academic calendar

In order to specify the planning of the educational process for each academic year, the Department draws up a working curriculum and an academic calendar.

The procedure and timing of all types of training sessions are coordinated by the Centre for Education Quality Management and Monitoring and the Students Office (using the appropriate modules in the automatic control system (ACS)) in accordance with the curriculum on the basis of the academic calendar which serves as an informational and administrative document. The calendar is agreed with the head of the department and the Vice-Rector for Education Quality Assurance and approved by the Rector. Working curricula are coordinated with the head of the department, Vice-Rector for Education Quality Assurance and the Head of the Centre for Education Quality Management and Monitoring, and approved by the Rector.

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Once the schedule of the educational process is approved, it is placed on the University's website. After approval, the working curricula are placed on a Google drive in the appropriate folder created by the Centre for Education Quality Management and Monitoring. The Centre for Education Quality Management and Monitoring provides access for the heads of the departments. The head of the department is responsible for providing timely changes and updates to the working curricula.

2.6.2.4. Working curricula for the academic courses

After approval of the working curriculum for an academic course at the department meeting, it is placed on Google Drive (FTP server). Placement on the Google Classroom web service is at the lecturer's discretion.

The working curriculum of the academic course is a document of the department, which is designed for each academic course in accordance with the curriculum and is updated annually.

The working curriculum of the academic course reflects the specific content of the course, the sequence and organisational and methodological forms of its study, means and forms of continuous and final assessment.

The working curriculum of the academic course is designed by the department, considered at its meeting and approved by the head of the department.

The document has a title page, information about the compilers and those responsible for the publication and source data (Appendix H).

The working curriculum of the academic course has the following structure:

- list of subjects studied in the course;
- intended learning outcomes;
- indicative list of questions for final assessment;
- procedure for assessing learning outcomes;
- recommended literature (main, additional);
- information resources on the Internet.

After approval of the working curriculum at the department meeting, it is placed on Google Drive (FTP server) and the educational content management system MOODLE.

2.6.2.5. Programmes for all types of practical training for each study programme

Practical training is a mandatory element of the educational and professional training of specialists of the corresponding level.

The curricula require cross-cutting practical training, the continuity of which is achieved through the completion of different interrelated types of practical experience: instructional practical training, work placement and pre-graduation internship.

The cross-cutting programme for practical training (Appendix H.11) describes the main components of all types of practical training and is the main educational and methodological document that regulates the activities of the practical training supervisors from the higher education institution, from the internship base, and of the internship students and consists of the following sections:

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1. General regulations.
2. Organization and management of the students' practical training.
 - 2.1. Requirements for the object of practical training.
 - 2.2. Practical training supervision.
3. Programmes of types of practical training:
 - 3.1.
 - 3.2.
 - 3.3.
4. Summarizing the results of practical students' training.

The programme of the relevant type for practical training is drawn up in accordance with the curriculum, in accordance with subclause 2.2.10 of this Regulation, approved by the Vice-Rector for Education Quality Assurance.

The programme for practical training is accompanied by Methodological Guidelines for students with the following structure:

Title page (Appendix H.11.1)

Contents.

1. General regulations
2. Organization and supervision of the students' practical training
3. Practical training programme
4. Summarizing the results of the students' practical training

Appendix. Form of the title page of the practical training report (Appendix B.2).

After approval of practical training programmes in the established order, they are placed on Google Drive (FTP server).

Students' practical training reports are stored at the department for 1 year and then destroyed.

2.6.2.6. Methodological materials for the final certification of students

The assessment of students' knowledge is carried out in accordance with the schedule of its implementation, indicating the terms and forms.

Questions, problems, assignments or cases for the continuous knowledge assessment are prepared by lecturers considering the learning outcomes that should be formed during the mastery of the course in accordance with the working curriculum.

In accordance with the working curriculum of the course, the material is divided into content modules. Each module ends with a module test.

Module tests are designed by the lecturer responsible for the theoretical part of the course and the lecturer who conducts practical (seminar) classes (Appendix H.3), and are approved at the department meeting.

To carry out the final assessment in the courses for which an examination is required, a set of examination assignments is prepared and approved at the department meeting no later than one month before the exam.

The set of examination assignments includes:

- examination paper (Appendix H.8);
- assignments;
- assessment criteria (for each type of assignment).

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Examination assignments are designed in two variants (except for the electronic testing system (including problems) with random selection technology) in accordance with the specifics of the course and the corresponding study program.

The content of the assignments and the assessment criteria selected for the final control of the course should be consistent with the learning outcomes of the course and the types of learning activities implemented in the learning process.

Assessment forms must ensure the validity of the assessment of students' performance and the establishment of the fact of learning outcomes achievement. Assessment criteria should be based on the intended learning outcomes.

The content of the assignments of the examination papers and the assessment criteria are adjusted in accordance with the working curriculum for the course, which is updated annually.

Examination works written by students are stored at the department for 6 months and then are destroyed.

If necessary, an assessment may be conducted to assess the competencies acquired under the study programme or under a cross-cutting educational component. The feasibility of such an assessment is discussed and decided upon at a meeting of the graduate department responsible for implementing the study programme.

Methodological guidelines for studying the course and tests topics for students in the part-time (distance) form of study

Methodological guidelines for studying the course and tests topics for part-time (distance) students and are designed and approved by the departments in accordance with the curriculum of the course and updated annually.

A sample of guidelines is given in Appendix H.9.

The structure of methodological guidelines for courses is as follows:

1. Programme content according to the content modules and topics.
2. An indicative list of questions for final control.
3. Assignments for students' individual work (tests topics).
4. Recommended literature.

After approval of the materials at the department meeting, they are placed on Google Drive (FTP server) and on the Google Classroom web service.

The control work is registered at the department. The lecturer checks it within 5 (five) calendar days from the date of receiving the work at the department (in special cases - within 7 (seven) calendar days). The receiving and returning of the work is marked in the registration journal.

Students' control works are stored at the department for 6 months and then destroyed.

Methodological support for the preparation of term papers

At the beginning of the semester, the department reviews and approves the guidelines for completing term papers in the course.

Their structure should include the following mandatory elements, including such sections:

title page (Appendix H.10);

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- purpose and main tasks of the term paper;
- volume and structure of the term paper;
- design of the term paper;
- main stages of preparation of the term paper, relevant recommendations for students;
- deadlines for completing the term paper;
- defence and assessment of the term paper;
- topics of term papers;
- appendices.

After approval at the department meeting, the guidelines for the term paper are placed on Google Drive (FTP server) and on the Google Classroom web service.

Term papers are stored at the departments for one year. After the expiration of the storage period, these works are destroyed, and a corresponding document (act) is drawn up regarding this fact.

Guidelines for writing theses

The completed thesis is structured in accordance with subclause 2.5.4. of this Regulation and the Methodological Guidelines for writing theses in a bound form in the sequence provided for by mentioned documents and is submitted for defence.

The review of the thesis is not bound, but is attached to the work separately.

Guidelines for the theses are developed by the department, approved at its meeting, and then by the Rector.

The guidelines should have the following structure:

Title page (Appendix H.12)

Contents:

1. Purpose and objectives of the thesis
2. General structure of the thesis
3. Contents of the thesis
4. The procedure for thesis registration
5. The procedure for writing the thesis
6. Defence and assessment of theses

Appendices.

After the materials are approved in the established order, they are placed on Google Drive (FTP server) and on the Google Classroom web service.

Theses are transferred to the University archive within 3 days after the last meeting of the Examination Board regarding their defence. After the defence, electronic versions of theses are placed in the University repository.

Methodological materials for the comprehensive certification examination

The set of methodological materials for the comprehensive certification examination in the course / subject area is designed by the department, coordinated with the Vice-Rector for Education Quality Assurance and approved by the Rector within the terms specified in subclause 2.5.3. of this Regulation.

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The set of methodological materials for the comprehensive certification examination must correspond to the main positions regulated in subclause 2.5.3. of this Regulation and have the following structure:

Title page (Appendix H.13)

Contents:

Introduction. Structure of the comprehensive certification examination

1. Programme of the comprehensive certification examination
2. Structure of the examination paper
3. Assessment of the comprehensive certification examination
4. List of questions for the comprehensive certification examination
5. Example of a typical practical situation
6. Bibliography.

After the materials are approved, they are uploaded to Google Drive (FTP server).

The sets of examination papers for the comprehensive certification examination include:

- title page (Appendix H.14);
- contents of the examination paper (Appendix H.15).

Students' written works are stored at the department for 1 year and then destroyed.

Criteria and assessment of students' knowledge and skills

The criteria and procedure for assessing the students' knowledge and skills are regulated by clause 2.4 of this Regulation, are documented in the curriculum of the course and specified in the technological chart (if necessary).

Methodological materials for entrance examinations

The list of methodological materials developed by the departments and approved in accordance with the established manner also includes:

- Programmes of courses for which the University holds entrance examinations in accordance with the admission rules of the current year.
- Methodological materials for entrance examinations for the Master's programme.
- Methodological materials for entrance examinations for persons who have received a junior specialist's degree.
- Methodical materials for entrance examinations in a foreign (English) language for studying under the master's programme.
- Examination papers.

All of the materials mentioned above are updated *annually*.

The programmes of courses for which the University conducts entrance examinations in accordance with the rules of admission of the current year are drawn up as programmes of academic courses.

Methodological materials for entrance examinations for studying under the master's programme are drawn up in accordance with Appendix H.16.

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Methodological materials for entrance examinations for persons who have received a junior specialist's degree are drawn up in accordance with Appendix H.17.

Methodological materials for entrance examinations in English for studying under the Master's programme are drawn up in accordance with Appendix H.18.

Examination papers are prepared in accordance with the model of papers for comprehensive certification examinations.

Providing didactic support for self-directed learning

Students' self-directed learning (SSL) is a form of organisation of the study process in which the planned assignments are performed by the student under the guidance of the lecturer, but without their direct participation. SSL is the main means of mastering the educational material during extracurricular studies. SSL is an important component of the educational process that affects the depth and sustainability of the acquired knowledge and skills that help to apply them creatively in future professional activities.

The continuous assessment of students' self-directed learning is carried out on the basis of clause 2.4. of this Regulation in accordance with the European Credit Transfer and Accumulation System (ECTS) for the following objects of continuous control

- a) systematic and active work in seminars (practical, laboratory) classes;
- b) completion of assignments for self-directed learning;
- c) completion of module (control) assignments;
- d) preparation for examinations.

Types of students' self-directed learning are:

- independent work that provides preparation for the ongoing classroom sessions of the continuous module and final control;
- search and analytical work;
- research (study and research) work;
- internships at enterprises and organisations, various types of practical training.

Forms of students' self-directed learning are:

- studying the theoretical foundations of the lecture material;
- studying particular topics or issues provided for self-directed learning;
- completing homework;
- preparation for seminars, practical (laboratory) classes;
- preparation for tests and other forms of continuous control;
- solving and formatting problems, diagrams, charts and other graphic materials;
- systematizing the course material studied before writing module assignments, taking tests or examinations;
- practising in training programs (tasks) in the courses;
- analysing a specific professional situation and preparation of an analytical note (Case study);
- preparation for a workshop on the course using software;
- completing individual tasks (writing an essay on a given topic, preparing a critical essay on articles by foreign and domestic authors on a specific topic,

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performing calculations, graphic works, preparing reports, analysing practical situations, preparing abstracts for publications on certain issues, own research for olympiads, conferences, searching (selecting) and reviewing literary sources on a given topic of the course, analytical review of scientific publications, writing a term paper, writing a thesis)

- completing individual and group study projects;
- various forms of participation in research (study and research) work.

Possible forms of practical implementation of the SSL, as well as forms of control and reporting on it, are given in Appendix H.2.

Departments may implement other forms of SSL in accordance with the specific features of the courses assigned to the department.

Assignments for students' self-directed learning in a particular course should reflect its specifics, and therefore the structure of assignments for each cycle of courses is particular. Appendix H.3 provides examples of developing assignments for SSL.

The types and forms of organisation of self-directed learning of students are determined by the academic staff member who teaches the course. Accordingly, the academic staff member determines the forms of didactic support for self-directed learning.

Responsible for providing didactic support for hours of self-directed learning in the course are the academic staff member who teaches the course and the head of the department.

After approval of the materials at the department meeting, they are uploaded to Google Drive (FTP server) and the Google Classroom web service.

2.6.2.7. Syllabus

A syllabus is a document prepared for a student to inform them about the course, its content and form, purpose and duration, assessment form and list of main and additional literature, the lecturer's requirements, which is drawn up in accordance with Appendix H.22. Syllabi are developed for all academic courses for all forms of study (full-time (day/evening), part-time, distance learning). After the syllabi are approved at the department meeting, they are uploaded to Google Drive (FTP server) and the Google Classroom web service. Syllabi of the courses of the general training cycle are provided by the departments to the Centre for Education Quality Management and Monitoring, which places them on the University website.

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SECTION III. PARTICIPANTS IN THE EDUCATIONAL PROCESS

3.1. PARTICIPANTS IN THE EDUCATIONAL PROCESS AT ALFRED NOBEL UNIVERSITY

The rights and obligations of the participants in the educational process are exercised in accordance with the Laws of Ukraine “On Education”, “On Higher Education” and relevant regulations.

The participants in the educational process at Alfred Nobel University include:

- 1) students and other persons studying at the University;
- 2) academic, teaching and research staff;
- 3) practitioners involved in the educational process;
- 4) other employees of the University who, according to their job descriptions, perform tasks related to the organisation and support of the educational process.

The educational process may involve employers.

Academic staff are individuals who, as their primary employment at the University, engage in educational, methodological, research and organisational activities. Positions of academic staff members may be held by individuals who have a research degree or academic title, as well as individuals who have a master's degree.

The main positions of academic staff at the University are:

- 1) Head (Rector);
- 2) Deputy Head (Vice-Rector, whose activities are directly related to the educational or research process);
- 3) Library Director;
- 4) Head of the Department;
- 5) Professor;
- 6) Associate Professor;
- 7) Senior Lecturer, Lecturer, Assistant;
- 11) Library Researcher;
- 12) Head of a postgraduate or doctoral programme.

Lecturers are individuals who, as their primary employment at the University, engage in educational, methodological and organisational activities.

Positions of lecturers may be held by individuals with a master’s degree in the relevant subject area.

The main positions of lecturers of higher education institutions are:

- 1) Lecturer;
- 2) Methodologist.

Students are individuals who study at the University at a certain level of higher education in order to obtain the appropriate educational level.

Individuals studying at the University are obliged to:

- 1) comply with the requirements of the law, the statute and internal regulations of the University;

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2) comply with the requirements for labour protection, safety, occupational sanitation and fire safety, specified in the relevant rules and regulations;

3) fulfil the requirements of the study (research) programme (individual curriculum (if any)), respecting academic integrity, and achieve the learning outcomes defined for the appropriate level of higher education;

4) attend at least 75% of classroom classes (lectures, practical classes, seminars and laboratory classes) each semester in order to successfully fulfil the requirements of the study program.

If a violation of at least one of the above obligations is detected, the student is invited to the department meeting to consider their unacceptable behaviour, during which a decision may be made to inform the payer.

In case of a student's repeated violations of obligations, they are invited to a meeting of the Academic Integrity and Ethics Commission.

3.2. ACADEMIC FREEDOMS OF THE PARTICIPANTS IN THE EDUCATIONAL PROCESS

3.2.1. *General regulations*

The University is an autonomous institution that creates, studies, evaluates and transmits culture through research and education.

The autonomy of the University and academic freedoms are recognized as fundamental principles of university life. Self-governance, collegiality and proper academic management of the University are the most important components of their true autonomy.

The University is guided in its activities by the principles of the Magna Carta of European Universities and recognizes that

- research and teaching should be morally and intellectually independent of any political or economic authority;

- education should be in line with the societal requirements and advances in scientific knowledge;

- to ensure freedom in research and teaching, all participants in the educational process should be provided with the necessary means for its realization;

- the recruitment of lecturers and determination of their status should be carried out in accordance with the principle of the inseparability of research from teaching;

- the university must guarantee its students the freedoms and conditions under which they can achieve their goals in culture and education.

The freedom to teach and the freedom to learn are integral aspects of academic freedom. The freedom to learn means ensuring the appropriate conditions at the University, in the classroom and in the academic community. Students are required to have a responsible attitude to the freedom of study. It is the University's obligation to develop the necessary rules and regulations that guarantee the protection of the freedom to learn.

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The academic and research staff and students of the higher education institution are granted academic freedoms, including the freedom of the academic staff of the higher education institution to teach a subject at their discretion, to choose topics for research and to conduct them using their own methods, as well as the freedom of the student to acquire knowledge according to their inclinations and needs.

The purpose is to define the basic academic freedoms of the participants in the educational process (the University, the lecturers, the students) to ensure the freedom of knowledge and the freedom of expression, to provide the necessary conditions for the development of critical thinking in students, to involve all members of the academic community in the search for justice.

3.2.2. *Basic academic freedoms of the University and the academic staff*

The University is responsible for developing the rules of admission to the institution, ensuring clarity, precision and transparency of the characteristics of study programmes, expectations from students in accordance with the concept of educational activities of the institution.

The University is open to all students who meet the admission requirements. It provides students with equal access to use the facilities and services of the institution.

The University provides the academic staff with unlimited access to international computer networks, databases necessary for their teaching or research activities.

An academic staff member must: encourage students to have free discussions; inspire a desire to learn and express their own opinions; avoid subjectivity when assessing students. Students should be protected from subjective assessment caused by any discrimination or negative personal attitude.

Information from the students, their opinions and political views obtained during their studies should be considered confidential. Discussion of the student's abilities and character is possible only with the consent of the student.

Teaching and research activities must be carried out in full compliance with ethical and professional standards.

Violation of students' academic freedoms by an academic staff member may be grounds for termination of their contract with the University (regulated by the Regulation on the procedure for holding a competition to fill the vacancies for academic staff (II-621-001) and the contract).

3.2.3. *Basic academic freedoms of the students*

A student of the University has the right to receive a high-quality and modern education, to develop their scientific interests and abilities, to form the competencies of an intended specialist in an environment of transparency, truthfulness and conscientious work, as well as in an atmosphere of mutual respect and dignity.

students have the right to express their own opinions and disagree with the interpretation of events covered in the course material, but they are obliged to study the required amount of material in accordance with the requirements for the educational component. Students must be responsible for fulfilling the necessary requirements of the study programme and mastering the required amount of knowledge.

Students have the following academic rights and freedoms:

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- participate in the University classes;
- receive assistance and support from the academic staff of the University in the implementation of the curricula, as well as consult on all issues related to the study programme;
- make changes to the course of the individual curriculum in consultation with the administrative bodies of the University;
- participate in double degree programmes;
- express their opinion on the learning process and evaluate the quality of educational services in a format agreed with the Student Self-Government and the Rector of the University;
- use the library and information stock, information systems, databases and material resources of the University;
- receive information about their academic performance;
- participate in additional classes not related to their direct subject area;
- organise student clubs, societies, organisations and research communities;
- participate in conferences at the University and other educational institutions of Ukraine and the world.

Each student of the University in accordance with this Regulation has the opportunity to:

- transfer to another higher education institution;
- study in several subject areas;
- choose additional courses not related to the main subject area;
- change the form of study (full-time, part-time);
- implement part of the curriculum in another higher education institution, including a foreign one;
- participate in international mobility programs;
- improve the score of their grades, but not more than 2 per semester;
- take an academic leave;
- resume their studies at the University;
- receive academic records;
- form their own list of elective courses;
- choose the place for instructional practical training, work placement and other types of practical training.

A student who has been recognised for certain achievements in research and other areas of activity may be eligible to receive gratitude and/or awards, incentives from the Rector of the University.

The student has the right to participate in the discussion and decision-making on the improvement of the educational process, research work, scholarships, leisure, welfare and health improvement. As members of the academic community, students have the right to express personal and collective views on the University's policy and student activities, which is regulated by the Regulation on the Student Parliament (III-751-017):

- represent the University on the students' behalf at various events;

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- carry out volunteer activities;
- make proposals to expand the list of educational components;
- provide sponsorship support to the University during and after graduation;
- organise their own events and initiate various projects in agreement with the University administration.

3.2.4. Procedures for recognition of educational components and periods of studies

In the process of recognition of educational components and periods of study, if the grading scales do not match, the conversion of points obtained by students in another educational institution should be based on the arithmetic mean grade according to the grading scale of the partner institution (for example, the grade “excellent” according to the scale of the partner institution starts with 70 points. The student received 70 points, which is an “excellent” grade in the partner institution, but a “satisfactory” grade according to the 100-point rating system of the University, therefore, since 70 points is the lowest score in the “excellent” grade range, the score to be entered in the diploma supplement is 90, which is the lowest score in the “excellent” grade range at the University). The conversion of points recognises the lowest, middle and the highest grade range.

The procedures for the recognition of educational components and periods of study at Alfred Nobel University are based on the Lisbon Convention on the Recognition of Qualifications in Higher Education in the European Region.

Key terms:

Recognition of credits: the process by which the University certifies (confirms) that the learning outcomes obtained and assessed in another institution and the corresponding credits satisfy (some or all) the requirements of a particular study program, its component (module) or qualification at the University.

Document on education (educational document): a document that contains the data of the holder of the document on the degree of higher education, professional specialisation or professional retraining of a graduate of an educational institution or certifies the completion of a period of study.

Credit transfer: the process of transferring credits awarded in one educational institution and recognized by the University, usually for the purpose of obtaining (awarding) a qualification.

Situations in which the procedures for the recognition of educational components and periods of study are applied

The procedures for the recognition of periods of study (without obtaining a document on higher education) and the related transfer of results of mastering educational components are applied in the following cases

- in the case of organised academic mobility, when the University sends the student for short-term (partial) study in a foreign higher education institution;
- in the case of academic mobility in a foreign university on the student's initiative;

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- in the case of academic mobility, when the student studies during the vacation period and at their own expense, for example, in foreign summer or winter schools organised by foreign universities or colleges (polytechnics, vocational schools, etc.) and upon completion of such training applies for recognition of the results of training in the mastered courses;

- in the case of admission to study at the University of citizens who have studied for a certain period of time in foreign educational institutions and apply to enrol them in the 2nd, 3rd, etc., year.

To carry out the recognition procedure, the University establishes a Transfer Commission, which operates on the basis of the Regulation on the Transfer Commission at Alfred Nobel University.

The procedure for submitting documents:

To start the recognition procedure, the applicant is obliged to submit to the University (foreign citizens – to the Centre for International Students, citizens of Ukraine – to the Students Office)

1) an application and copies of identification documents (translated into Ukrainian, if necessary);

2) an application (consent) of the document holder for processing their personal data in accordance with the requirements of the Law of Ukraine “On Personal Data Protection”;

3) a copy and translation into Ukrainian of the Document on education certified in accordance with the procedure established by law (provide the originals, if necessary);

4) a copy and translation into Ukrainian of the supplement to the Diploma of Education and/or other documents containing information on the content of the study programme, certified in accordance with the procedure established by law (provide the originals, if necessary).

Other possible documents containing information on the content of a study programme may be:

- a copy of the curriculum of the study programme under which the applicant completed their studies, which indicates the duration of study, credits and educational components (the document must be certified by the stamp of the higher education institution where this curriculum is implemented);

- a list of educational components that the applicant has mastered and received grades for, certified by the seal of the higher education institution, indicating the number of credits, assessment results and grading scale of the relevant higher education institution.

The documents referred to in subclauses 1) and 2) should be certified in the country of their origin in the manner officially applied in that country (as for member-countries of the Convention Abolishing the Requirement of Legalisation for Foreign Public Documents (the Hague, 1961), the stamp “Apostille” is required).

If the Document on education is not certified in the country of its issuance in a manner that is officially applied in this country, or if the certification does not confirm

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its authenticity, the University takes measures to confirm the authenticity of this Document on education. If necessary, the University contacts the National Information Centre of Academic Mobility to verify the authenticity of this document.

If the documents are not submitted in full and/or incorrectly issued, the Transfer Commission may return the documents without consideration within 10 working days from the date of submission of the application, which is communicated to the student with an indication of the deficiencies that should be eliminated.

The procedures for recognition of educational components and periods of study are free of charge and are implemented during the first year of study at Alfred Nobel University.

For each study program, the Transfer Commission establishes a minimum list of educational components for each study programme implemented by the University, which are not transferred under any circumstances, because these components determine the quality and features of study at Alfred Nobel University.

The procedure for recognition:

1. At the University, applications for recognition of periods of study and educational components are considered by the Transfer Commission.

2. The staff of the Centre for International Students or the Students Office pass the application and the applicant's set of documents to the Secretary of the Transfer Commission.

3. The Transfer Commission considers the application and makes a decision within a period of no more than one month from the date of its receipt in accordance with Article 20 of the Law of Ukraine "On Citizens' Appeals."

4. The procedure for recognition of the periods of study and educational components is based on the following:

4.1 Recognition of credits is the recognition by the University of certain learning outcomes obtained and assessed at another educational institution that meet the requirements of one of the study programmes implemented at the University. Credit recognition is based on learning outcomes and means that the number of credits earned for the relevant learning outcomes achieved at the relevant level will replace the number of credits assigned to these outcomes at the University.

4.2 Recognition is given to educational components, including those of the student's free choice, which correspond to the study programme within which the student intends to continue their studies.

In making its decision, the Commission considers the correspondence of the ECTS credits received, learning outcomes, the name of the educational component or its content to the educational component implemented within the framework of the relevant study programme at Alfred Nobel University.

5. The Secretary of the Transfer Commission notifies the Applicant on the decision of the Commission by providing an extract from the minutes of its meeting.

6. In the event of refusal to recognise the period of study or the educational components, the student has the right to appeal the decision of the Transfer

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Commission. In this case, an Appeals Commission is established, the composition of which is determined by order of the Rector of the University.

3.2.5. Organisation of the educational process for students with special educational needs

The individual curriculum of a student with special educational needs is developed with their participation, taking into account the recommendations of the individual rehabilitation programme of the student with a disability (if any) and/or the conclusion on a comprehensive psychoeducational assessment of the student's development (if any), and is signed by the student and approved by the Rector of the University.

Admission to study for individuals with special educational needs is given in accordance with the “Conditions for Admission to Higher Education Institutions” approved by the Ministry of Education and Science of Ukraine, the Conditions for Admission to the Higher Educational Institution “Alfred Nobel University”.

At the beginning of the academic year, the degree-granting departments study the specific needs of the students with special educational needs (at their request) who are enrolled for the first year of study.

In some cases, taking into account the individual characteristics of the students with special educational needs, it is possible for them to study according to an individual plan or an individual schedule. An individual schedule is provided on the basis of the student's application accompanied by medical recommendations and is drawn up in the prescribed manner (subclause 3.4 of this Regulation).

Organisation of the educational process (studies, continuous and final assessment, internship, certification, etc.), the implementation of academic freedoms of the students with special educational needs is carried out and supported in accordance with the current legislation, this Regulation and other regulatory documents of the University governing the students' education.

In order to organise and support the educational process for the individuals with special educational needs, a psychological and pedagogical support group may be created.

The composition of the psychological and pedagogical support group is determined in accordance with the needs of the student with special educational needs and approved by the order of the Rector of the University.

The psychological and pedagogical support group performs the following tasks:
- cooperates with the structural subdivisions of the University on the organisation of the educational process for individuals with special educational needs and support for such students;

- organises training (professional development) through lectures, seminars, tutorials, round tables, etc. for the University's academic staff, other University staff, as well as volunteers to teach them how to work with students with special educational needs;

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- advises and provides methodological assistance to the academic staff of the University on the organisation of the educational process for students with special educational needs;

- provides informational and educational activities to form a tolerant attitude towards students with special educational needs;

- cooperates with social security institutions and public organisations to carry out volunteer activities aimed at supporting students with special educational needs.

The support of a student with special educational needs may be provided by parents (other legal representatives) or individuals authorized by them, social workers, or volunteers.

3.3. EXPULSION, RESUMING, TRANSFER AND INTERRUPTION OF STUDIES OF STUDENTS

3.3.1. *Expulsion of students*

The grounds for expulsion of a student are as follows:

- completion of studies under the respective study programme;
- the student’s own volition;
- transfer to another higher education institution;
- failure to fulfil the individual curriculum, specifically having more than six academic deficiencies based on the results of examination periods or unsatisfactory certification results;
 - violation of the terms of the contract concluded between the higher education institution and the student or the individual (legal entity) paying for the studies;
 - failure to resume studies within 10 days from the start of the semester after the end of an academic leave, without valid reasons;
 - a gross violation of Internal Regulations;
 - other cases stipulated by law.

An individual curriculum is considered fulfilled if the student has received positive results in examination periods (60 points or more on a 100-point scale) for the educational components included in the individual curriculum within the deadlines set by the academic schedule.

Degree-granting departments may establish their own maximum allowable number of academic deficiencies (not exceeding six), which must be approved by the Rector’s order.

The student has the right to appeal negative results of examinations and their retaking by submitting an appeal to the Commission on Academic Integrity and Ethics, whose activities are regulated by section 4.9.4 of this Regulation. If the student does not use this opportunity within the established timeframe or if their appeal is justifiably rejected, they will be expelled from the University.

The student cannot be expelled for failure to fulfil the individual curriculum until the end of the final assessment period of the current academic term or the beginning of the certification period if such failure is due to force majeure, as determined by the

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Commission on Academic Integrity and Ethics. Based on the Commission's conclusion, the Rector may grant the student an extension to eliminate academic deficiencies.

The expulsion of underage students is carried out with the approval of the local authorities responsible for minors' affairs.

Document processing and procedural aspects of expulsion

Expulsion due to a breach of contract is formalised by a Rector's order based on a submission of the head of the department, while expulsion based on a student's own volition is carried out upon the student's written submission.

The student expelled from the University before completing the study programme has the right to obtain an academic transcript and original documents of previous education from the Students Office provided they have completed the student clearance form. This academic transcript contains information about the student's academic performance, names of completed courses, grades and the number of ECTS credits earned.

Information on the learning outcomes, names of courses and grades earned are recorded in the academic transcript individually for each semester. If a student previously studied at another educational institution, the transcript will indicate the names of institutions where examinations (final tests) for specific courses were taken. The academic transcript is issued on official University letterhead and signed by the University's Rector. All transcripts are recorded in a special registry. Students expelled in their first year without passing any examinations or final tests receive an academic transcript stating that they did not pass any examinations or final tests. After the expulsion, the student's personal file is archived.

The sample of academic transcript has been developed based on the Order of the Ministry of Education and Science of Ukraine dated January 25, 2021, No. 102 „On the Approval of Forms of Educational Documents (Degrees) and Their Appendices, and the Sample of the Academic Transcript” (registered with the Ministry of Justice of Ukraine on January 29, 2021, under No. 122/35744).

3.3.2. *Interruption, transfer and resuming student studies*

Interruption of student studies

The student has the right to take a break from studies due to circumstances that make it impossible to complete the educational (academic) programme. In such cases, the student is granted academic leave in accordance with the established procedure.

Academic leave is the temporary interruption of studies due to reasons that prevent the student from fulfilling the study programme.

The student has the right to academic leave in the following cases:

- medical reasons that prevent combining recovery treatment with studies (e.g., reduced ability to work due to acute illnesses requiring long-term recovery, exacerbation of chronic diseases, frequent illnesses lasting more than one month within six months or anatomical defects preventing treatment during studies);

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– participation in an academic mobility programme – if studying or undergoing an internship at an educational or scientific institution (including abroad) makes it impossible for the student to fulfil their individual curriculum at their primary place of education;

– military service – including conscription for military service during mobilisation, in a special period, for fixed-term service, entry into military service for officers or signing a military service contract according to legislation;

– long-term business trips – for students who combine studies with employment;

– family circumstances;

– pregnancy and childbirth or childcare until the child reaches the age of three;

– childcare for a student’s child who, according to a medical certificate, requires home care until the age of six, sixteen or eighteen, as specified in Clause 3, Part 1, Article 25 of the Law of Ukraine “On Leaves”.

Throughout their studies at a specific level of higher education, the student may exercise their right to receive academic leave only once. The break in studies is granted based on the student’s motivated request for a period of no more than one year during their entire period of study at the respective education level.

In exceptional cases, if there is documented and justified reasoning, the student may be granted the right to a second academic leave within their period of study, but for no longer than an additional year.

Document processing and procedural aspects of interruption of studies

To apply for an academic leave, the student submits an application to the Students Office (in paper or electronic form), specifying the reason, duration and grounds for the leave.

The following documents are attached to the application:

– for medical reasons: medical documents substantiating the need for academic leave due to health conditions and a conclusion from the Medical Advisory Commission (MAC). Academic leave for international students on medical grounds is granted based on a legalised medical certificate (unless otherwise stipulated by international agreements recognised in accordance with the law) obtained in a foreign country. This certificate is submitted to the University together with a notarised translation into Ukrainian;

– for participation in an academic mobility programme: documents confirming the student’s participation in a legally recognised academic mobility programme and (if available) an officially issued invitation from the host institution;

– for conscription into military service: a call-up notice from the Territorial Recruitment and Social Support Centre;

– for a long-term official business trip: a confirming document from the student’s employer indicating the duration of the business trip;

– for family circumstances: a well-reasoned application and documents evidencing or supporting the circumstances stated in the application (if available);

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- for single parents raising one or more children living with them without the other parent: birth certificates of the children and documents confirming single-parent status;
- for single parents supporting an adult son or daughter under the age of 23 who has a disability (Group I or II) or continues their education (except for cadets and trainees of military educational institutions) and, as a result, requires financial support: the child’s birth certificate, disability certificate (Group I or II) and documents confirming single-parent status;
- for those required to provide continuous personal care for a sick spouse, child or their own or their spouse’s parents: a respective medical conclusion from the Medical and Social Expert Commission (for persons over 18 years old) or from the MAC (for persons under 18 years old);
- for pregnancy and childbirth: a sick leave certificate related to pregnancy and childbirth;
- for childcare leave until the child reaches the age of three: the child’s birth certificate. In this case, the duration of the academic leave may not exceed the duration of the social leave granted in accordance with the Law of Ukraine “On Leaves,” but the student may request a shorter leave if they wish;
- for home care of a child up to the age of six, sixteen or eighteen in cases established by Clause 3, Part 1, Article 25 of the Law of Ukraine “On Leaves”: a medical certificate stating that the child requires home care or another document serving as the basis for granting academic leave for family reasons.

The student’s application and supporting documents for academic leave are reviewed within ten working days by a commission consisting of: the Vice-Rector for Education Quality Assurance (Chair of the Commission); the Head of the Department responsible for the study programme in which the student is enrolled; the Head of the Legal Department; the Head of the Students Office; a representative of the Student Parliament, appointed by the Parliament members. The Chair convenes the commission upon receiving a student’s application for academic leave along with the respective supporting documents.

If the commission reaches a positive decision, the academic leave is formalised by the order of the University’s Rector. The draft order is prepared by the Head of the Students Office and specifies the reason, grounds and duration of the leave, with reference to the statutory leave duration where necessary. Based on the Rector’s order, the Students Office forwards this information to the University’s Accounting Department and enters the respective data into the Unified State Electronic Database on Education (EDBO).

Students returning from academic leave are resumed by Rector’s order upon submission of:

- for those on medical leave: a student’s application and a MAC conclusion on their health status;
- for those on military service leave: a student’s application and a document confirming the completion of military service;

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- for those on academic mobility leave: a student’s application.

To resume their studies, the students who have been on academic leave should submit the respective application (in paper or electronic form) and documents to the Students Office no later than five days before the academic leave’s expiry. In exceptional cases, the documents should be submitted no later than one working day before the end of the academic leave. Such students are resumed by the order of the University’s Rector. Students who have not submitted their application and documents within the specified time limit are expelled from the University as the persons who have not started their studies within the prescribed time limit. The resumption of studies after academic leave is generally carried out in the same study format, year and semester in which the student was enrolled before taking the leave.

Students granted academic leave remain enrolled in the University and retain certain student rights in accordance with Ukrainian legislation.

Upon completing academic leave, students are resumed without any tuition fee penalties for the study interruption.

Cases not covered by the Regulation on the Organisation of the Educational Process, special circumstances and situations are reviewed and decided by the University’s Rector (or Vice-Rector for Education Quality Assurance) based on the student’s application and a reasonable submission of the head of the department.

Disputes regarding the granting or extension of academic leave or resumption of studies are reviewed by the Commission on Ethics and Academic Integrity as outlined in subclause 4.9.4 of this Regulation or in court.

Resumption of student status

Resumption and acquisition of student status are carried out in accordance with applicable legislation.

Resumption of student status is conducted within the University’s licensed capacity for the respective level of higher education and subject area.

Persons who were expelled before completing their study (educational and academic, educational and professional) programme at the respective level of higher education may resume their studies, regardless of the reasons for expulsion, the duration of the study break, the mode of higher education, the study programme or the source of funding.

To resume studies, the students should:

- meet the admission requirements that were in place in the year they enrolled in the programme;
- have a positive assessment of the learning outcomes from their previous periods of studies;
- demonstrate the ability to complete the study programme successfully.

When resuming studies in a study programme of a different subject area within the University or at another higher education institution, or when resuming from a foreign higher education institution regardless of a subject area, it is mandatory to meet the admission requirements for the respective study programme set out in the year the

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cohort of students begins its studies at the respective level of higher education or in one of the following years, but no later than the year when the student submits their resumption application.

Meeting the requirements for admission to the respective study programme may be done before resumption or no later than the date of the final certification in the last year of study. If this requirement is not met within the specified time, the student will be expelled for violating the terms of the educational contract, as stipulated in Part 16 of Article 44 of the Law of Ukraine “On Higher Education,” and will not be allowed to take the final certification.

When resuming studies, the number of uncredited educational components of the previous periods of studies in the curriculum cannot exceed 20 ECTS credits. If the number of uncredited components exceeds this, the person may be offered:

- to repeat studies in the programme of the same level of higher education;
- to resume studies at a lower year of the study programme at the same level of higher education;

- to eliminate the uncredited educational components of the previous study periods based on a contract for additional educational services, concluded between the University and the person (or the payer).

Resumption to the first year of study is prohibited. Persons expelled from the first year may be resumed in the second year by the Rector’s order, provided they eliminate academic deficiencies before the expected start of the academic year.

Students can only resume studies in the study programme at the same level of higher education from which they were previously expelled.

During martial law in Ukraine, the resumption of studies (including the resumption after a break) for full-time or dual forms of education is temporarily suspended, except for the following categories of persons:

- those who have not reached the maximum age for conscription, as defined in Article 15 of the Law of Ukraine “On Military Duty and Military Service,” and have information about previous studies in the Unified State Electronic Database of Education (EDBO);

- students who had a break in studies due to pregnancy and childbirth or childcare leave until the child turns three (or six in some cases as provided by law);

- persons discharged from military service after February 24, 2022;
- persons who were granted an academic leave for no more than one year for medical reasons (including extensions up to two years), for participation in an academic mobility programme or due to family circumstances, provided there is information about previous studies in EDBO;

- persons who started their higher education abroad and returned to continue their studies in Ukraine (provided there is state recognition of the foreign educational document and an academic certificate on the basis of which the transfer is made);

- foreigners and stateless persons (provided there is state recognition of the foreign educational document and an academic certificate on the basis of which the transfer is made).

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Document processing and procedural aspects of resuming studies

A person expelled from the University before completing their studies at the respective study programme submits a personal application to the Students Office addressed to the University's Rector to resume their studies.

The application is accompanied by an academic transcript covering the entire period of study up to the moment of resumption. The academic transcript includes the names of the courses (educational components), the total number of hours and ECTS credits allocated for each course, the grades received for each course and an explanation of the grading system used by the institution where the person previously studied (for applicants who previously studied at other higher education institutions).

The application for resumption of studies is reviewed by the University within five working days, after which the applicant is notified in writing (in particular by email) of the resumption terms, procedures and conditions or the reasons for refusal.

The basis for the decision on resumption is the positive assessment of the person's academic results acquired during previous periods of studies and their ability to complete the respective study programme successfully.

3.3.2. Procedure for assessing learning outcomes achieved during previous periods of studies and a student's ability to complete a study programme successfully

The assessment of learning outcomes achieved during previous periods of studies is carried out by the leader of the study programme to which the student is being resumed. This assessment is based on a comparison of the information provided in the student's academic transcript (study record) for the entire previous period of study with the curriculum under which the student will continue their education upon resuming.

The recognition of mandatory educational components (the individual plan of research work) or their constituent parts is granted if, during previous periods of studies, the student has acquired the learning outcomes prescribed by the study programme or equivalent learning outcomes. The mandatory conditions for this are:

- the inclusion of mandatory educational components and/or elective educational components (if necessary) into the student's individual curriculum, as defined by the study programme for the previous periods of studies;
- the completion of the mandatory stages of student certification as prescribed by the legislation (if necessary).

At the student's request, educational components from previous periods of studies that cannot be recognised as mandatory may be credited as elective components.

The volume of uncredited mandatory educational components on the date of resumption must not exceed 20 ECTS credits. The student who resumes study may complete the uncredited mandatory educational components in advance (by signing an agreement for additional educational services) or within six months of resumption.

The assessment of a student's learning outcomes from previous periods of studies is approved by the head of the department.

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The evaluation of the ability of the students who are resumed to complete the respective study programme successfully is conducted through an interview. The interview involves the head of the department, the leader of the study programme and one academic staff member appointed by the head of the department. The student may be denied resumption if they receive a negative assessment of their ability to complete the programme successfully. The results of the interview are recorded in minutes and submitted to the Students Office.

If the application is approved and all conditions for resumption are met, the Students Office draws up an official order for the student's resumption.

Information regarding the assessment of learning outcomes from previous periods of studies (signed by the head of the department) is submitted by the leader of the study programme to the Students Office, and then the Students Office enters this information into the student's individual curriculum.

If the student fails to complete the uncredited educational components from previous periods of studies within six months of resumption, these components become academic deficiencies. Such deficiencies can only be eliminated through the repeated study of the courses under an additional agreement between the University and the student or the paying party.

Students who are resumed for repeated studies submit an application (in written or electronic form) and the required documents to the Students Office, as a rule, no later than two weeks before the start of the academic semester.

Transfer of students

The transfer of students is carried out within the University's licensed capacity for the respective level of higher education and subject area.

Students may be transferred:

- to the next year of study;
- from one higher education institution to another;
- from one study programme to another;
- from one form of higher education to another;
- from one academic group to another.

The date of transfer to the next year of study is the day following the completion of all types of academic workload scheduled for the respective year, according to the approved academic calendar.

The transfer of students from one higher education institution to another, regardless of the form of study, is carried out with the consent of the heads of both institutions.

The transfer of students is conducted to study programmes of the same level of higher education, to the same or a lower year of study, considering:

- the admission requirements for the respective study programme, as established in the year of the student's initial enrolment to the respective level of higher education or a subsequent year, but no later than the year of transfer application submission;

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- the analysis of the student’s learning outcomes achieved during previous periods of studies ;
- the assessment of the student’s ability to successfully complete the study programme specified in the transfer application.

Meeting the requirements for admission to the respective study programme may be done before transfer or no later than the date of eligibility for final certification. If this requirement is not met within the specified time, the student will be expelled for violating the terms of the educational contract, as stipulated in Part 16 of Article 44 of the Law of Ukraine “On Higher Education,” and will not be allowed to take the final certification.

During martial law in Ukraine, the transfer of students (including the resumption after a break) for full-time or dual forms of education from other forms of education is temporarily suspended, except for the following categories of persons:

- those who have not reached the maximum age for conscription, as defined in Article 15 of the Law of Ukraine “On Military Duty and Military Service,” and have information about previous studies in the Unified State Electronic Database of Education (EDBO);
- persons discharged from military service after February 24, 2022;
- foreigners and stateless persons (provided there is state recognition of the foreign educational document and an academic certificate on the basis of which the transfer is made).

Document processing and procedural aspects for transfer
Transfer of students to the next year of study

The transfer of students to the next year of study is carried out by the Rector’s order, based on a submission of the Head of the Students Office. The order to transfer students to the next year of study (separately by subject area) is issued no later than five days after the completion of the last type of academic workload stipulated in the curriculum for the respective year.

If the student has academic deficiencies based on semester assessments, they are granted the right to eliminate them according to Section 2.4.7 (Academic deficiencies) of this Regulation.

Transfer of a student from the University to another higher education institution

A University student wishing to transfer to another higher education institution submits a request to the University’s Rector (in paper or electronic form). Upon receiving approval, the student to the head of the higher education institution to which they wish to transfer (receiving institution), attaching an academic transcript prepared by the Students Office.

If the transfer is approved, the receiving institution sends a request to the University for the student’s personal file, which serves as the basis for issuing an order on expulsion due to the transfer to another higher education institution. The order on

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expulsion of the student from the University due to transfer to another higher education institution is issued within seven working days.

Within ten working days of issuing the order on expulsion, the University transfers or sends the student's personal file to the receiving institution.

Transfer of a student from another higher education institution to the University

The student wishing to transfer to the University submits a request to the Rector of their current higher education institution for a transfer and academic transcript. Upon receiving approval, the student applies to the University's Rector, attaching the academic transcript and a copy of their academic record book.

Within five working days, the application for transfer is considered by the University and the student is notified of the terms of the transfer or the reason for refusal.

The academic transcript must include the names of all courses (educational components), the total number of hours and ECTS credits allocated, grades obtained for each course and, if necessary, an explanation of the grading system used at the previous institution.

The assessment of learning outcomes acquired during previous periods of studies is carried out by the leader of the study programme to which the student is transferred on the basis of comparing the information provided in the student's academic transcript (academic record) for the entire period of previous study with the curriculum according to which the applicant will be trained after their transfer.

The assessment of prior learning outcomes and the ability to complete the study programme successfully is carried out in accordance with the provisions outlined in Section 3.3.2.A of this Regulation.

Based on the consideration of the student's application regarding the learning outcomes achieved during previous periods of studies and their assessment, the results of the interview and after fulfilling the conditions for transfer, the head of the Students Office compiles the information and submits it for the consideration of the University's Rector. If the decision is positive, the University's Rector issues the order to allow the student to attend academic classes.

A request for obtaining/transferring the student's personal file is sent to the higher education institution where the student previously studied within seven working days.

At the University, after receiving the student's personal file and concluding the educational contract in accordance with Part 16 of Article 44 of the Law of Ukraine "On Higher Education," the Rector issues the order on transfer within seven working days.

Transfer of a student within the University from one study programme to another, from one form of higher education to another, from one academic group to another

The transfer of University students from one study programme to another, where the programmes are managed by different departments, is carried out with the consent

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of the heads of the respective departments — the one where the student is currently enrolled and the one in which the student is transferring.

To initiate the transfer within the University from one study programme to another, the student submits an application addressed to the Rector through the Students Office. The application is accompanied by the student's academic transcript for the entire period of study up to the moment of transfer. The academic transcript includes the names of courses (educational components), the total number of hours and ECTS credits allocated for each course and the grades received.

The assessment of learning outcomes acquired during previous periods of studies is carried out by the leader of the study programme to which the student is transferred on the basis of comparing the information provided in the student's academic transcript (academic record) for the entire period of previous study with the curriculum according to which the applicant will be trained after their transfer.

The assessment of prior learning outcomes and the ability to complete the new study programme successfully is carried out in accordance with the provisions outlined in Section 3.3.2.A of this Regulation.

Based on the consideration of the student's application regarding the learning outcomes achieved during previous periods of studies and their assessment, the results of the interview and after fulfilling the conditions for transfer, the head of the Students Office compiles the information and submits it for the consideration of the University's Rector. If the decision is positive, the University's Rector issues the respective order.

The transfer of students within the University from one study form to another is carried out by the Rector's order based on the student's application, which is submitted to the Students Office.

The transfer of students from one academic group to another is carried out by the Students Office based on the submission of the head of the respective department.

3.3.3. *Repeating a year*

Repeating a year refers to an able student (who is not entitled to academic leave due to health reasons) re-taking a semester if they did not complete the study plan due to valid reasons, which are supported by appropriate documents: long-term illness, including those related to epidemics, frequent illnesses (more than one month per semester), long-term business trips (more than one month per semester), or conscription into military service.

The decision regarding the student's right to repeat a year is made by the Rector upon the student's application before the start of the respective semester and is formalized by an appropriate order.

Repeating a year begins at the start of the semester that the student did not complete.

3.4. STUDIES ACCORDING TO AN INDIVIDUAL SCHEDULE

Studying according to an individual schedule is provided to create additional educational opportunities for students who cannot attend all classes for valid reasons.

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Studying according to an individual schedule involves selective attendance of classes and self-directed study of the materials of the respective courses.

The implementation of the educational process according to an individual schedule includes additional consultations with the lecturer regarding the individual curriculum. The consultations may also be conducted online.

Permission to study according to an individual schedule is granted by the Rector of the University through a respective order upon the submission of the head of the department, approved by the Vice-Rector for Education Quality Assurance.

Permission to study according to an individual schedule is valid for one academic semester and may be revoked upon the student's request or if the conditions of the individual schedule are violated, upon the submission of the head of the department.

The educational process according to an individual schedule is organised by heads of department and academic staff responsible for the respective subjects, ensuring the content and quality of the educational process.

The possibility of studying according to an individual schedule is provided to full-time students who combine learning with work, have an average grade for the last two periods of no less than 75, and do not have academic deficiencies.

Permission for individual study schedule may also be granted to students who:

- are on childcare leave for a child under 3 years old (or under 6 years old according to the legislation);
- participate in international academic mobility programs;
- are disabled (upon their written request).

Permission to study according to an individual schedule may be granted in other cases if relevant documents are provided.

To switch to studying according to an individual schedule, the student submits an application to the Students Office addressed to the Rector of the University, signed by the head of the department, stating the reason for switching to the individual schedule, together with the relevant documents. Students who combine learning with work in the field must provide a copy of the order of appointment to the corresponding position, an extract from the work record book certified according to the established procedure, or a copy of the employment contract or agreement. Students participating in international academic programs must submit an invitation from the receiving party.

The Vice-Rector for Education Quality Assurance considers the student's application and supporting documents, their grade point average, and decides whether to approve the individual study schedule. After the issuance of the order granting the student an individual schedule, the head of the department prepares an individual study schedule for the courses provided in the current semester's working curriculum, which is approved by the Vice-Rector for Education Quality Assurance. Applications for switching to an individual schedule must be submitted to the Students Office no later than the first week after the start of the semester. Before the order is signed, students participate in classes according to the standard study schedule.

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The monitoring of the learning and mastery of the content for each course is conducted through the completion of individual modules which are submitted to the academic staff member responsible for teaching the class. The scope of knowledge and the date of the modular assessment are determined by the academic staff member and reflected in the working curriculum for the academic course, the academic calendar and the class timetable. A student studying according to an individual schedule participates in semester assessments and exam periods under general conditions. The results of the certification, modular and semester assessment are entered by the academic staff member into the group's credit-examination record. In the case of failure to meet the schedule deadlines or unsatisfactory results in the assessment of two or more courses, the Students Office prepares an order to cancel the student's individual study schedule.

3.5. STUDY TIME OF STUDENTS

3.5.1. *Study time of students*

The study time of students is determined by the number of credits allocated for implementing the programme of training for obtaining a certain degree of higher education.

The European Credit Transfer and Accumulation System (ECTS) is a system for transferring and accumulating credits used in the European Higher Education Area to provide recognition, validation and confirmation of qualifications and educational components, and to promote academic mobility for students. This system is based on determining the student workload required to achieve specified learning outcomes and is counted in ECTS credits.

An ECTS credit is a unit of measurement for the volume of workload required for a student to achieve the specified (intended) learning outcomes. One ECTS credit is equivalent to 30 hours of work. The workload for one academic year in full-time study is usually 60 ECTS credits.

The workload of students studying in ECTS terms includes time spent on attending classes, practical training, self-directed learning (preparation for classes and control measures, completing individual tasks, preparing a thesis) and final assessments.

The units of measurement for students' study time include an academic hour, an academic day, an academic week, an academic semester, a year and an academic year. The duration of a semester is determined by the curriculum (academic schedule). When students are on a practical training or an internship, the study time is determined according to the curriculum.

The student workload for a course during their study period consists of contact hours (lectures, practical classes, seminars, laboratory classes, consultations), self-directed learning, preparation for and completion of assessment, for which the credits assigned to the courses are allocated

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The study time allocated for a student's self-directed learning is regulated by the curriculum (working curriculum) and should constitute no less than 1/2 and no more than 2/3 of the total study time allocated for a specific course.

If a term paper is planned as a separate module of the course, at least one credit is allocated for it.

The academic days and their duration are determined by the annual academic schedule. This schedule is prepared for the academic year, taking into account the shifting of working and weekend days, and is approved according to the established procedure.

A class at the University lasts for two academic hours and they are conducted according to the schedule.

The class schedule must ensure the full implementation of the curriculum.

3.5.2. Procedure for monitoring the student workload

According to European approaches to the quality assurance system in education, there is a close connection between the credits for a course, the student workload, the teaching and learning methods, and the learning outcomes for the course and the study programme as a whole.

Student workload is the time typically required, on average, for a student to complete all types of academic activities (such as lectures, seminars, projects, practical classes, self-directed learning and examinations) necessary to achieve the intended learning outcomes.

The expected student workload consists of:

- the number of contact hours for the educational component (the number of contact hours per week multiplied by the number of weeks);
- the time spent on self-directed learning required to successfully complete the educational component (preparation in advance and final revision of lecture, seminar, practical, laboratory, individual materials; collecting and selecting relevant materials; reviewing, studying these materials; writing reports, projects, abstracts, preparing presentations, etc.);
- the time required for mandatory instructional practical training and work placement;
- the time required for preparing and writing term papers;
- the time required for preparing and writing theses;
- the time required for preparing for and completing continuous and final assessments.

During the implementation of the study programme, regular monitoring of the student workload must be carried out to determine how realistic the assigned credits are.

The monitoring of the study load of students is conducted at the end of each semester for each course of the study programme. The monitoring is carried out through surveys of students who have received a positive assessment during the final

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control of the academic course (actual time spent), and of the academic staff member who teaches the course (planning and evaluating the necessary workload).

Surveys should be conducted using questionnaires for students and academic staff members developed under the TUNING project, which are designed to assist in decision-making regarding changes to the workload. Sample questionnaires are provided in Appendix H.21. The content of the questionnaires depends on the specific subject area.

The first questionnaire is intended for the academic staff member. In it, the academic staff member plans the workload and calculates the number of hours of work required from the student. In the second questionnaire, students indicate the actual time spent on completing the planned set of tasks for mastering the course, which allows checking the correspondence between the calculated load and the actual time spent.

The minimum number of academic staff members required to participate in the survey is 1 per course – either the developer of the working curriculum for the course or the lecturer who taught the course. If other academic staff members are involved in the teaching process, it is also advisable for them to participate in the survey. The number of students participating in the survey for each course should range from 3 to 10 individuals.

The survey of students is conducted by the academic staff member who taught the course during the semester. The results of the survey are reviewed at the meeting of the Groups on Content and Quality of Education where a corresponding decision is made and recorded in the meeting minutes.

The results of the survey and the corresponding decision of the Group on Content and Quality of Education are provided to the Head of the relevant graduate department for the subject area, as well as to the Head of the department that taught the course during the semester according to the distribution of academic courses.

If the evaluation reveals discrepancies between the planned workload and the time actually spent by most students to achieve the intended learning outcomes, a review procedure for the study load, results and teaching methods should be conducted.

In cases where the evaluation shows that the workload calculated by the academic staff member does not correspond to the actual workload, it should be adjusted by implementing changes.

Possible changes based on the results review include:

- adjusting the volume of the learning material.
- adjusting the forms and methods of teaching.
- adjusting the forms and methods of learning.
- adjusting the forms of assessment.
- comprehensive adjustments of each of the above parameters.
- adjusting the course credit volume in the study programme.

According to the decision of the Groups on Content and Quality of Education, the leader of the study programme will make the necessary changes to the draft of the study programme, or the academic staff member will make the necessary adjustments

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to the working curriculum for the academic course, the course syllabus and the technological chart of the course.

The summarized results of the monitoring of the students workload are submitted to the Vice-Rector for Education Quality Assurance.

3.6. RIGHTS AND OBLIGATIONS OF THE UNIVERSITY'S ACADEMIC STAFF

Academic, research and other staff members at the University have the right to:

- 1) academic freedom, which is realised in the interests of the individual, society and humanity as a whole;
- 2) academic mobility for professional activities;
- 3) protection of professional honour and dignity;
- 4) participation in the governance of the University, including the right to elect and be elected to the highest body of public self-government, the Academic Council of the University or its structural subdivision;
- 5) the right to choose teaching methods and tools that ensure the high quality of the educational process;
- 6) the right to ensure the provision of appropriate working conditions, improving their professional level, organising rest and daily life in accordance with the current legislation, regulatory acts of the higher education institution, and the conditions of the individual labour contract and the collective agreement;
- 7) the right to use free of charge the library, the information resources and the services of academic, research, sports, cultural and educational subdivisions of the University;
- 8) protection of intellectual property rights;
- 9) the right to professional development and internship at least once every five years;
- 10) the right to receive housing, including the company housing, in accordance with current legislation;
- 11) the right to receive preferential long-term loans for the construction (reconstruction) and purchase of housing in accordance with current legislation;
- 12) the right to participate in public associations;
- 13) social and pension security in accordance with current legislation;
- 14) other rights and freedoms provided by the current legislation of Ukraine and the University Statute.

Obligations of academic and research staff at the University:

- ensure the high theoretical and methodical level of teaching of academic courses in accordance with the relevant study programme for the subject area, conduct research (for academic staff);
- improve their professional level, pedagogical skills and research qualifications (for academic staff);

- adhere to pedagogical ethics, respect the dignity of the participants in the educational process, instil love for Ukraine in the University students, educate them in the spirit of Ukrainian patriotism and respect for the Constitution of Ukraine and state symbols;

- follow academic integrity in educational and research (creative) activities and ensure its observance by the students;

- develop independence, initiative and creative abilities in the University students;

- abide by the University Charter, laws and other normative legal acts;

- encourage students to engage in free discussion, stimulate the desire to learn and express their own opinions;

- avoid subjectivity when assessing students, ensure equal conditions enabling the students to demonstrate their knowledge during assessment activities;

- protect students from any form of discrimination;

- carry out teaching, research and scientific activities in full compliance with ethical and professional standards;

- contribute to the preservation of the University's property;

- comply with the requirements of the Law of Ukraine “On Preventing Corruption,” other legislation in the field of anti-corruption, the University’s Anti-Corruption Programme and the regulatory acts adopted to implement it.

3.7. WORKING HOURS AND WORK SCHEDULING OF ACADEMIC STAFF

The working time of the academic staff is 36 hours per week, based on a 6-hour workday, reflected in individual work plans and should not exceed the annual working time of 1548 hours.

The working time of the academic staff includes time spent on teaching, methodological, research, organisational work and other professional duties.

The working time of lecturers includes time spent on teaching, methodological, organisational work and other professional duties.

The maximum teaching workload for one academic staff position is regulated by current Ukrainian legislation (Article 56 of the Law of Ukraine “On Higher Education”) and amounts to 600 hours per academic year (since 01.09.2017).

The norms for teaching, methodological, research and organisational hours are determined by the University (second part of Article 56 of the Law “On Higher Education”).

Work types within the working hours of the lecturer are distributed as follows:

Position	Total workload (hours)	Teaching workload (hours)	Research work* (hours)	Methodological work (hours)	Organisational work (hours)
Academic staff	1548	600	400	400	148

**Possible redistribution between research and methodological work is +, - 100 hours.*

The minimum teaching and classroom workload for lecturers and the academic staff, according to their positions and considering the methodological, research and organisational work conducted by them, is established by the Rector's order for each academic year (no later than April 15 of the current year for the next academic year).

The norms for planning and accounting of teaching workload for the academic staff and lecturers are set by the Rector's order for each academic year (no later than April 15 of the current year for the next academic year).

The teaching workload is calculated based on an astronomical hour (60 minutes), except for classroom lessons, where an academic hour (40 minutes) is counted as the credited hour.

The list of research, methodological and organisational work types is determined by the University (Tables 4.1-4.3).

Table 4.1

Main types of academic staff's research work included in the total workload

No.	Type of work
1	Conducting planned scientific research (planned scientific research is included in the research plans of the University or department) in the following forms: 1.1 Research and technical report 1.2 PhD thesis
	1.3 Monograph 1.4 Textbook, training manual, dictionary, reference book 1.5 Scientific article in journals, peer-reviewed publications, other publications 1.6 Abstracts for presentations at conferences, symposia, seminars (international, domestic, others)
2	Reviewing monographs, textbooks, training manuals, dictionaries, reference books, dissertations, extended abstracts, scientific articles, research projects, thematic plans, etc.
3	Revising monographs, textbooks, training manuals, dictionaries, reference books for reprinting
4	Supervising students' research work with preparation of: - a scientific article, - a competition entry, - a conference presentation
5	Other types of work as agreed with the head of the department

Table 4.2

Main types of academic staff's methodological work included in the total workload

No.	Type of work
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1	Developing and updating the working curriculum for the academic course and the syllabus
2	Preparing lecture notes, methodological materials for seminars, practical classes, laboratory classes, term papers and theses, practical training and students' self-directed learning
3	Preparing an electronic computer testing database for courses
4	Filling the educational platform Google Classroom to organise the students' learning process, including self-directed learning materials for students of different forms of study
5	Developing and implementing lecture support notes (multimedia presentations)
6	Developing and implementing new forms, methods and technologies for teaching
7	Developing online courses for distance learning
8	Studying and implementing best practices for organising the educational process
9	Other types of work as agreed with the head of the department

Table 4.3

Main types of academic staff's organisational work included in the total workload

No.	Type of work
1	Work in committees, working groups of central executive bodies in the field of education, of the Ministry of Education and Science of Ukraine, and of other ministries
2	Work in specialised councils for dissertation defence
3	Work in scientific and methodological councils of the University, in groups for education content and quality, in the Committee for the Quality of Academic Standards, as well as in other structural subdivisions
4	Organizing and conducting scientific conferences, symposia, seminars
5	Participation in preparing and conducting student olympiads
6	Participation in organising and conducting extracurricular activities
7	Tutoring and consulting
8	Other types of work as agreed with the head of the department

Planning the academic staff's work is done based on individual plans developed in accordance with the department's educational, methodological and research plans.

Methodological, research and organisational work for academic staff and lecturers is planned in the corresponding sections of the individual work plan for the academic year, specifying the concrete final results. The planning part of the individual plan is filled out once a year before the beginning of the academic year for which it is developed (at the end of the previous academic year).

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Individual plans are drafted by all academic staff (both full-time and part-time), reviewed and approved at the department meeting (signed by the head of the department), coordinated with the Vice-Rectors, and approved by the Rector.

A lecturer working in internal part-time employment at another department must develop a separate individual plan, filling out sections 1, 2, 8, 10, and have it approved at the department where they are working part-time, and coordinate it with the Head of their main department.

When distributing teaching workload and drafting individual plans for the academic staff, the head of the department must consider the alignment of the academic staff member with the academic course, as well as their creative, research and methodological potential.

An academic staff member's alignment to an academic course is determined by the match of their subject area according to the documents on higher education or on academic degrees, or on scientific titles, or by their research subject area, or by their professional work experience in the relevant field of at least five years, or by their completion of relevant pedagogical and research internship lasting at least six months, and their publications on the topics of the course in peer-reviewed foreign or specialised academic journals of Ukraine, or their textbook or teaching manual on the course according to the Ministry of Education and Science's requirements.

Lecturing should only be planned for professors, associate professors and senior lecturers. Involvement of lecturers and assistants in lecturing is only possible for the current academic year by the decision of the Academic Council.

The types and results of an individual's professional activity in a subject area applied to the recognition of qualifications corresponding to the subject area (according to subclause 38 of the Cabinet of Ministers of Ukraine Resolution No. 365 dated March 24, 2021, "On Amendments to the Cabinet of Ministers of Ukraine Resolution No. 1187 dated December 30, 2015"):

1) Presence of at least five publications in scientific periodicals included in the list of scientific professional journals of Ukraine, in scientometric databases, including Scopus, Web of Science Core Collection;

2) Presence of one patent for an invention or five declarative patents for an invention or utility model, including classified ones, or the presence of at least five certificates of copyright registration for a work;

3) Presence of a published textbook or a teaching manual (including electronic ones) or a monograph (with a total volume of at least 5 author's sheets), including co-authored works (with at least 1.5 author's sheets per co-author);

4) Presence of published instruction manuals/manuals for students' self-directed and distance learning, electronic courses on educational platforms of licensees, lecture notes/training manuals/methodological guidelines/recommendations/working curricula, other printed teaching and learning support materials totalling three titles;

5) Defence of a dissertation for obtaining a scientific degree;

6) Scientific supervision (consultation) of a candidate who has received a document on the conferment of a scientific degree;

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7) Participation in scientific personnel certification as an official opponent or member of a permanent specialised academic council, or member of at least three one-time specialised academic councils.

8) Performing the functions (powers, duties) of a scientific supervisor or a responsible executor of a scientific topic (project), or the editor-in-chief/member of the editorial board/expert (reviewer) of a scientific publication included in the list of scientific professional editions of Ukraine, or a foreign scientific publication indexed in bibliographic databases;

9) Working as a member of an expert council for examination of dissertations at the Ministry of Education and Science (MES) or as an expert of a sectoral expert council of the National Agency for Higher Education Quality Assurance, or in the Accreditation Commission, or in an inter-sectoral expert council on higher education of the Accreditation Commission, or in three expert commissions of the MES/above-mentioned Agency, or in the Scientific and Methodological Council/scientific and methodological committees (subcommittees) on higher or pre-higher professional education of the MES, scientific/scientific and methodological/expert councils of government bodies and local government bodies, or in committees of the State Service of Education Quality conducting planned (unscheduled) state supervision (control) activities;

10) Participation in international scientific and/or educational projects, involvement in international expertise, having the title of "international category judge";

11) Scientific consulting for enterprises, institutions, organisations for at least three years, based on a contract with a higher education institution (research institution);

12) Presence of approbation and/or popular science, and/or consulting (advisory), and/or scientific research publications on scientific or professional topics, totalling at least five publications;

13) Conducting classes in major courses in a foreign language (excluding language training courses) for at least 50 hours per academic year;

14) Supervision of a student who has taken a prize-winning place in the first or second stage of the All-Ukrainian Student Olympiad (All-Ukrainian Students' Research Contest), or working as a member of the organising committee/jury of the All-Ukrainian Student Olympiad (All-Ukrainian Students' Research Contest), or supervision of an ongoing student scientific club/problem group; supervision of a student who has become a winner or laureate of international or national art competitions, festivals and projects, or working in the organising committee or as a member of the jury of international, national art competitions, or other cultural and artistic projects (to ensure the implementation of educational activities at the third (educational-creative) level); supervision of a candidate who has become a winner or laureate of international art competitions or festivals belonging to the European or World (Global) Association of Art Competitions, Festivals, working in the organising committee or as a member of the jury of these art competitions or festivals; supervision

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of a student who has participated in the Olympic or Paralympic Games, the World and All-Ukrainian Universiade, the World Championship, the European Championship, the European Games, the World Cup and the European Cup stages, or the Ukrainian Championship; performing the duties of a coach or assistant coach of the Ukrainian national team in sports; performing the duties of the chief secretary, chief judge, judge at international and national competitions; supervising a sports delegation; working in the organising committee, the judges' panel;

15) Supervision of a school student who has taken a prize-winning place in the III-IV stage of the All-Ukrainian Student Olympiads in basic subjects, in the II-III stage of the All-Ukrainian Students' Research Defence Contests for members of the National Centre "Junior Academy of Sciences of Ukraine"; participation in the jury of the III-IV stage of the All-Ukrainian Student Olympiads in basic subjects or the II-III stage of the All-Ukrainian Students' Research Defence Contests for members of the National Centre "Junior Academy of Sciences of Ukraine (excluding the third (educational-scientific/educational-creative) level);

16) Having the status of a combatant (for higher military educational institutions, higher education institutions with specific learning conditions, military training units of higher education institutions);

17) Participation in international peacekeeping and security operations under the auspices of the United Nations (for higher military educational institutions, higher education institutions with specific learning conditions, military training units of higher education institutions);

18) Participation in international military training (exercises) with the involvement of armed forces of NATO member countries (for higher military educational institutions, military training units of higher education institutions);

19) Professional activity in the subject area in the form of participation in professional and/or public associations;

20) Practical work experience in the subject area of at least five years (excluding teaching, scientific, pedagogical and research activities).

When determining the achievements in the professional activity of an academic (research) staff member, achievements from previous places of employment can be counted, and the five-year term may be extended in case of breaks in work for objective reasons (social leave, academic leave, conscription/mobilization for military service or contract military service, long-term incapacity for work, etc.).

The requirement for achievements in professional activity does not apply to academic (research) staff members with less than three years of experience in teaching and research work, to staff members with the status of a combatant, as well as practitioners working in the positions of academic (research) staff members on a part-time basis of 0.25 or less, or 150 hours of teaching workload per academic year.

Sections of the Individual Plan which are not carried out at this department at all or are not planned for a specific academic member staff, or not filled out by them. In an uncompleted section, the note 'Work is not planned' is placed, with a mandatory explanation of the reasons.

Personal responsibility for ensuring the minimum or maximum mandatory teaching workload for academic staff and lecturers of the department rests with the heads of the department.

The individual plan is drafted in electronic form. After its approval at the department meeting, the plan is printed in paper form, signed by the academic staff, and then signed by the head of the department. Subsequently, the plan may be adjusted, and changes will be made to the appropriate section of the plan.

Individual plans are stored in the department for 3 years and then destroyed.

The mechanism of financial incentives for the academic staff for significant contributions to research activities consists of three main directions:

1 – Publications in journals included in the Scopus and/or Web of Science databases;

2 – The Hirsch index and citations in the “Bibliometrics of Ukrainian Science”;

3 – Publications in periodicals of Alfred Nobel University.

Rewards are only granted if the affiliation to Alfred Nobel University is indicated in the publication data for at least one of the authors.

The award is not granted in the following cases:

1) If the publication data of the nominee lacks or incorrectly lists the affiliation (for Ukrainian-language articles, it should state "Higher Educational Institution 'Alfred Nobel University'", and for English-language ones – "Alfred Nobel University");

2) If there is no up-to-date information about the nominee's publication activity on their ORCID page (<http://orcid.org>) or their profile on Google Scholar (<https://scholar.google.com.ua>).

The analysis of publication activity data of Alfred Nobel University’s academic staff is carried out by the Scientific Department, and recommendations for awards are prepared (annually by June 1).

The amount of the unified premium rate for the academic staff for their significant contributions to research activity is determined by the Rector of Alfred Nobel University once per academic year (in September).

The mechanism of financial incentives for the academic staff for significant contributions to research activities

1. Publications in journals indexed in the Scopus and/or Web of Science databases (total weight coefficients – 0.6)

Indicators	1.1. Hirsch index of at least 2	1.2. Number of publications included in the Scopus and/or Web of Science databases – at least 5	1.3. Presence of citations for works published in the last 3 calendar years and included in the Scopus and/or Web of Science databases
weight coefficients	0.2	0.2	0.2

2. Bibliometrics of Ukrainian Science (total weight coefficient: 0.25)

Indicators	2.1 Hirsch index not less than 10	2.2. At least 30 citations per year in the last three calendar years
weight coefficient	0.15	0.1

3. Scientific Publications in Periodicals of Alfred Nobel University (weight coefficient: 0.15)

Indicators	3.1. At least 3 articles in the last three calendar years
weight coefficient	0.15

Example calculation: for the research activity of lecturer I.I. Ivanov, the following information according to points 1, 2 and 3 is available:

1.1.	1.2.	1.3.	2.1.	2.2.	3.1	Total weight coefficient
+	+	-	+	-	+	
0,2	0,2	0	0,15	0	0,15	$0,2+0,2+0,15+0,15=0,7$

For research achievements, by the decision of the Rector of Alfred Nobel University, an academic staff member may receive the maximum financial incentive of Δ UAH. This condition will be fulfilled if all the points in tables 1, 2 and 3 have a “+” status, i.e., the weight coefficient equals 1.

In the case of I.I. Ivanov, *the total weight coefficient equals 0.7. Accordingly, the amount of his financial incentive for research achievements will be calculated as $\Delta \times 0.7$ UAH.*

The working hours schedule for academic staff is determined by the timetable for classroom teaching and consultations, the timetable or schedule for assessment activities, and other tasks outlined in the individual plan.

The timing of tasks not included in the timetable or assessment schedule is determined with consideration of the specifics of the subject area and the forms of study.

Academic staff must adhere to the established working hours schedule.

The progress of individual plans implementation must be periodically analysed during the department meetings with a critical assessment of the quality of each task completed. This includes requiring personal explanations from each staff member for low-quality work, delays, or failure to complete planned tasks. Records of completed planned activities are made at the end of each semester.

The accounting for the academic staff’s teaching work of is based on actual time spent.

Based on this analysis, the head of the department makes records in each lecturer’s plan in the section "Conclusion on Individual Plan Implementation". The head of the department marks the plan as "Fully Implemented" if all tasks and activities outlined have been completed without exception, accompanied by an evaluation of all the scheduled work quality with appropriate comments.

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If some tasks and activities were not completed, a note of non-completion is made for each specific task, including explanations for the reasons. If the lecturer has carried out unscheduled tasks or activities during the semester, appropriate notes are also added to the "Conclusion on Individual Plan Implementation".

The actual academic staff's implementation of individual plans is discussed and approved during a department meeting summarizing the academic year.

At the end of the academic year, the academic staff members prepare a self-assessment report detailing the work performed in all areas, including achieved results or explanations for uncompleted tasks. This report is submitted along with the individual plan for review and approval by the head of the department and the Vice-Rector for Education Quality Assurance.

Based on the report on the individual plan implementation, the university administration decides on the fulfilment of the conditions stipulated in the academic staff member's contract and the appropriateness of their contract renewal, including the application of corrective coefficients to their salary.

3.8. PROFESSIONAL DEVELOPMENT OF ACADEMIC STAFF

3.8.1. *General regulations*

The procedure for professional development of Alfred Nobel University academic staff, as well as staff from other educational institutions, is developed in accordance with the Laws of Ukraine "On Education," "On Higher Education," "On Scientific and Technical Activities," the Regulation on the Procedure for Implementing the Right to Academic Mobility approved by the Resolution of the Cabinet of Ministers of Ukraine dated August 12, 2015, No. 579, the Resolution of the Cabinet of Ministers of Ukraine dated August 21, 2019, No. 800 "Certain Issues of Professional Development of Academic Staff," and the Resolution of the Cabinet of Ministers of Ukraine dated December 27, 2019, No. 1133 "On Amendments to the Procedure for Professional Development of Academic Staff".

The purpose of professional development of the university staff is their qualification enhancement in line with the state policy in education and quality of education assurance.

The primary objectives of staff professional development are as follows:

- improving previously acquired competencies and/or gaining new competencies within the scope of professional activity or field of knowledge, considering the requirements of the relevant professional standard (if available);
- acquiring experience in performing additional tasks and responsibilities within the subject area and/or profession and/or the held position;
- studying pedagogical experience, modern production, management methods, familiarising oneself with the achievements of science, technology and production, as well as their development prospects;

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- developing proposals for improving the educational process and implementing the best achievements of science, technology and production into the practice of education.

3.8.2. *Forms, types and organisation of professional development*

Forms of professional development include institutional (full-time (daytime, evening), part-time, distance, network-based), dual, workplace-based, production-based forms, etc. Forms of professional development may be combined.

The main **types** of professional development are:

- training under a professional development programme including participation in seminars, workshops, training sessions, webinars, masterclasses, conferences, symposia, etc.;

- internships.

The University academic staff's professional development is carried out according to the annual professional development plan, which lists all types of professional development. The plan is developed by the Centre for Education Quality Management and Monitoring, on consideration of the proposals provided by the departments. The plan is prepared no later than October 1 of the current academic year, approved by the Academic Council, and published on the official University website. Changes and additions to the plan may be made once per academic year, at the beginning of the spring semester (during January), but no later than February 1 of the current academic year.

Academic staff members have the right to professional development outside the annual professional development plan.

Certain types of staff members' activities (participation in academic mobility programmes, scientific internships, self-education, obtaining a scientific degree, or higher education) may be recognised as professional development.

The University academic staff may engage in professional development both in Ukraine and abroad (except in a country recognized by the Verkhovna Rada of Ukraine as an aggressor or an occupying state).

The academic staff's participation in academic mobility programmes is carried out on the basis outlined in the Laws of Ukraine "On Education", "On Higher Education", the Regulation on the Procedure for Implementing the Right to Academic Mobility approved by the Resolution of the Cabinet of Ministers of Ukraine dated August 12, 2015, No. 579 (Official Bulletin of Ukraine, 2015, No. 66, Art. 2183) and other legislative acts.

Scientific internships for academic staff are carried out in accordance with Article 34 of the Law of Ukraine "On Scientific and Technical Activities."

Self-education is a type of professional development which is planned and carried out independently.

Obtaining the first (bachelor's), second (master's), third (educational-scientific), or scientific level of higher education for the first time or in another subject area within the scope of professional activity or field of knowledge is recognised as academic staff's professional development.

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The head of the department is responsible for ensuring the timely professional development of the department's academic staff and lecturers and for submitting the relevant data to the Centre for Education Quality Management and Monitoring.

The Centre for Education Quality Management and Monitoring **organises** professional development:

- providing advance information to the staff and other structural subdivisions about professional development opportunities;
- placing relevant information on the University's website;
- maintaining records of the staff undergoing professional development and issue the corresponding documents;
- performing other organisational activities related to the staff's professional development.

The staff's professional development is carried out according to programmes developed by the University's departments (or structural subdivisions) and approved by the Academic Council of the University. The openness and accessibility of information about each internal professional development programme are ensured by publishing it on the University's official website.

Internships provide targeted mastery and development of new or refinement of existing professional competencies. They are conducted according to an individual programme developed and approved by the entity providing professional development services (hereinafter referred to as the "professional development entity").

The University staff are assigned to internships by the Rector's order in accordance with the professional development plan and the agreement. The corresponding order is prepared by the Centre for Education Quality Management and Monitoring.

Enrolment in internships is carried out by the order of the head of the professional development entity based on the assignment for professional development of the academic staff member.

The processing of the staff members' personal data is conducted in compliance with the requirements of the Law of Ukraine "On Personal Data Protection."

3.8.3. *Content of employees' training*

The professional development entity may be the University, which is the primary place of the staff member's employment, another institution of higher education (its structural subdivision), a research institution, or another legal entity or natural person, including an individual entrepreneur conducting educational activities in the field of the teaching or academic staff's professional development.

The professional development entity may organise educational activities in the field of professional development at its own educational facility, at the teaching and/or academic staff's workplace, at other locations, and/or remotely, if provided for by the agreement and/or the relevant programme.

The staff may engage in professional development with various professional development entities.

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Training under a professional development programme is aimed at mastering, updating and deepening the staff's specialised professional, scientific-methodological, pedagogical, socio-humanitarian, psychological, legal, economic and managerial competencies. This also includes studying domestic and international experience that contributes to the effective fulfilment of their professional duties, expansion of competencies, etc.

A professional development programme must include: information about the developer(s), title, purpose, focus, content and duration, expressed in hours and/or ECTS credits, form(s) of professional development, list of competencies to be improved/acquired (e.g., general, professional).

The programme may also include information on:

allocation of hours by activity type (consultations; classroom, practical, self-directed and control work, etc.);

person(s) executing the programme (level of education, category, scientific degree, academic title, workplace and/or work experience, etc.);

timeframe for programme completion;

location (at the professional development entity's premises and/or at the client's location);

intended learning outcomes;

cost (if applicable) or indication of free provision of services;

academic calendar;

minimum and maximum group size;

academic and professional opportunities after programme completion;

possibility of further support or guidance;

additional services (transportation, accommodation, meals, services for persons with disabilities, etc.);

document issued upon professional development programme completion.

Training for the University staff under professional development programmes is organised and supervised by the Consulting Centre. The staff members planning to participate in such training must submit an application to the Consulting Centre using the standard form (provided in Appendix II.1 to this Regulation) along with the necessary documents (a copy of the Ukrainian citizen's passport and a copy of the tax identification number). Upon completion of the training, the Consulting Centre issues the staff member with a corresponding document of the prescribed format.

If training is conducted at organisations and enterprises, the professional development programme is customized according to an agreement between the University and these organisations.

Internship is aimed at forming and consolidating professional competencies acquired through theoretical training, to perform tasks and duties in the current position or a higher-level position, to acquire relevant domestic and international experience, at developing personal qualities in order to perform professional tasks at a new, higher quality level within a specific subject area or position.

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The academic staff's internship may take place at the staff member's primary place of work in the educational institution, other educational institutions, establishments, organisations, or enterprises.

The University staff who are scheduled to undergo professional development at the University must submit the following documents to the Centre for Education Quality Management and Monitoring or the Consulting Centre:

- an application addressed to the Vice-Rector for Education Quality Assurance regarding their assignment for professional development (internship) in the form provided in Appendix II.1 of this Regulation, agreed upon with the Head of the department where the staff member works full-time;
- an extract from the department meeting minutes regarding the professional development (internship);
- an individual professional development (internship) programme in the form provided in Appendix II.3 of this Regulation.

In the case of internship at the staff member's primary employment (at the University), the individual programme is developed by the department (structural subdivision) where the internship will occur and approved by the Vice-Rector for Education Quality Assurance.

During the internship at the University, *an internship supervisor* is appointed — an academic staff member working at the University as a primary employment, holding a scientific degree and/or academic title, and with no less than ten years of experience as an academic staff member.

The University staff members who will engage in professional development (internship) outside the University must submit their documents to the Human Resources Department and the Document Management Department, along with a draft request letter for professional development (internship) in the form provided in Appendix II.2 of this Regulation, and to the Centre for Education Quality Management and Monitoring:

- an application addressed to the Vice-Rector for Education Quality Assurance regarding their assignment for professional development (internship) in the form provided in Appendix II.1 of this Regulation, agreed upon with the Head of the department where the staff member works full-time;
- an extract from the department meeting minutes regarding their professional development (internship);
- an individual professional development (internship) programme developed and approved by the professional development entity (upon completion of the internship).

Internship for academic staff at other professional development entities is carried out under the supervision of a qualified supervisor with the necessary experience and qualifications, in accordance with the Cabinet of Ministers of Ukraine Resolution No. 800 from August 21, 2019, "Some Issues of Professional Development for Pedagogical and Academic Staff".

The academic staff's professional development through participation in *seminars, workshops, training sessions, webinars, masterclasses, conferences,*

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symposia, etc., involves a comprehensive study of modern and relevant scientific and practical issues in the field of education, science, pedagogy, related legal acts, domestic and foreign experience, as well as the enhancement of teaching and pedagogical skills, professional culture and the mastery of innovative teaching/learning methods.

Professional development through informal education (*self-education*) aims at improving professionalism and competencies, expanding and deepening knowledge, skills and abilities, developing professionally important and personal qualities, satisfying personal interests and the objective needs of the educational institution, and unlocking creative and scientific potential.

3.8.4. *Scope and frequency of employees' professional development*

The University staff members are required to continuously enhance their professional development.

Based on the results of self-assessment of competencies and professional needs, the content of their teaching activities and/or job responsibilities, the staff independently choose specific forms, types, directions and entities for their professional development.

The volume (duration) of professional development is measured in hours and/or European Credit Transfer and Accumulation System (ECTS) credits, based on an accumulative system. Over five years, the total volume of qualification enhancement cannot be less than six ECTS credits (one ECTS credit equals 30 hours).

The academic staff must enhance their professional development by completing professional development programmes or through internships within their subject area and/or profession and/or position at least once every five years.

The staff members who are appointed for the first time to leadership positions in academic fields (e.g., Head/Deputy Head of a higher or postgraduate education institution, Head/Deputy Head of a faculty, institute, or other structural subdivision, head of the department, Head of PhD and Doctoral Programmes Office) must enhance their professional development within the first two years of their employment. The volume of this their professional development is determined by the Academic Council and must be at least 30 academic hours (1 ECTS credit) per year.

The volume (duration) of the professional development programme is determined based on its actual duration in hours, excluding self-directed (out-of-class) work, or in ECTS credits, including self-directed work, but it must not be less than 90 academic hours (three ECTS credits).

The total volume (duration) of the internship is determined according to the individual internship programme and must be at least 30 academic hours or one ECTS credit. One day of internship is evaluated at 6 hours or 0.2 ECTS credits.

The volume (duration) of professional development through participation in seminars, workshops, training sessions, webinars, masterclasses, conferences, symposia, etc., is determined according to the actual duration in hours (excluding self-directed (out-of-class) work) or in ECTS credits (including self-directed (out-of-class) work). The University staff member who prepares and conducts one of these

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professional development activities (a two-academic-hour event) at the University is credited with six hours (0.2 ECTS credits).

The volume of professional development through participation in an academic mobility programme for academic staff is credited within the recognized learning outcomes, but no more than 30 hours or one ECTS credit per year.

One week of scientific internship for the University staff is credited as professional development with a volume of 30 hours or one ECTS credit.

The volume of professional development through obtaining a scientific degree or level of higher education is credited according to the established volume of the educational and professional (educational and scientific) programme in hours or ECTS credits, excluding recognized (credited) learning outcomes from previously obtained education levels.

The duration of the staff training outside Ukraine is determined according to the requirements of the legislation and based on agreements with foreign higher education institutions, research, educational and scientific and other organisations.

3.8.5. *Recognition of professional development results*

Professional development results from entities that have a license for professional development or conduct educational activities under an accredited study programme do not require separate recognition or confirmation.

Professional development results from other entities are recognized by the decision of the Academic Council of the respective educational institution.

Professional development results are considered during the next academic staff certification and when applying for positions through competition for vacant academic staff positions.

If professional development (participation in seminars, workshops, training sessions, webinars, masterclasses, conferences, symposia, etc.) was carried out outside the annual professional development plan, the University staff must submit a copy of the document confirming the completion of the professional development to the Centre for Education Quality Management and Monitoring within one month after its completion. The document must contain information in accordance with subclause 13 of the Cabinet of Ministers of Ukraine Resolution No. 800, dated August 21, 2019, "Some Issues of Professional Development for Pedagogical and Academic Staff".

Certain types of activities for the academic staff (participation in academic mobility programmes, scientific internships, self-education, obtaining academic degrees, higher education) may be recognized as professional development.

The University staff must submit to the Academic Council a report on the completion of their professional development (participation in academic mobility programmes, scientific internships, self-education, internships at other professional development entities, excluding those with a license for professional development or conducting educational activities under an accredited study programme) within one month after the completion. The report should follow the form provided in Appendix II.4 of this Regulation and include a request for recognition of the professional development results and the document confirming their completion of the professional

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development. The request will be considered by the Academic Council. To recognize the professional development results, the Academic Council considers the submitted documents regarding the quality of tasks performed during the professional development, the results of the professional development and adherence to the contract terms by the professional development entity. The Academic Council will then decide on:

- recognition of the professional development results;
- non-recognition of the professional development results.

In case of non-recognition, the Academic Council will provide recommendations for repeated professional development at other entities or make a decision on excluding the entity from the University's professional development plan until effective measures are taken to improve the quality of educational services.

Obtaining the first (Bachelor's), second (Master's), third (educational-scientific/educational-creative) level of higher education, or a scientific degree for the first time or in another subject area within professional activity or field of knowledge is recognized as professional development for the academic staff.

The volume of professional development through obtaining a scientific degree or level of higher education is credited according to the established volume of the educational-professional (educational-scientific, educational-creative) programme in hours or ECTS credits, excluding the recognized (credited) results from previously acquired education levels.

The document confirming the completion of the internship at the University is issued by the Centre for Education Quality Management and Monitoring.

The report on the planned professional development (internship) is presented at the department meeting, where a decision is made of its approval or rejection, conclusions are drawn, and recommendations are given (if necessary).

The relevant entry is made in the professional development (internship) report, which is signed by the staff member and the head of the department, and approved by the Vice-Rector for Education Quality Assurance. A copy of the professional development (internship) report is submitted to the Centre for Education Quality Management and Monitoring.

The Centre for Education Quality Management and Monitoring submits proposals to the Vice-Rector for Education Quality Assurance regarding the further use of the professional development results in the organisation of the educational process and research activities at the University.

Copies of documents related to the professional development results are stored at the departments and in the staff member's personal file and are used to prepare a report on the work performed at the end of the academic year.

The staff members who have completed their professional development at the University through participation in seminars, workshops, training sessions, webinars, masterclasses, etc., are issued with a corresponding certificate by the Centre for Education Quality Management and Monitoring.

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Based on the results of their professional development, a document confirming the completion of professional development (such as a certificate or diploma) is issued to the staff members. The technical description, design, production method, issuance and accounting procedure are determined by the professional development entity.

The professional development document must contain the following information:

- the full name of the professional development entity (for legal entities) or the last name, first name and patronymic (if applicable) of the natural person providing educational services for the academic staff's professional development (for individuals, including individual entrepreneurs);
- the topic (field, name), volume (duration) of the professional development in hours and/or ECTS credits;
- the last name, first name and patronymic (if applicable) of the person who completed the professional development;
- a description of the achieved learning outcomes;
- the date of issuance and accounting record of the document;
- the position (if applicable), the last name and initials (the first name initial) of the person who signed the document on behalf of the professional development entity, along with their signature.

Documents on professional development completed at entities outside Ukraine may contain information different from what is specified in this subclause and require recognition by the Academic Council.

The list of issued professional development documents is published on the University's website within 15 calendar days after their issuance. The list includes the following information:

- the last name and initials (the first name initial) of the teaching or academic staff member who completed the professional development;
- the form, type, topic (field, name) of the professional development and its volume (duration) in hours or ECTS credits;
- the date of issuance and accounting record of the professional development document.

3.8.6. Organisation of professional development for academic staff of other institutions at the University

Professional development (training under a professional development programme or internship) for academic staff from other institutions and establishments is carried out based on contracts signed between the institution or the client (natural person) and the University.

Training under professional development programmes is carried out through the University's Consulting Centre, which organises and supervises such training. Staff members who plan to engage in training under a professional development programme must submit to the Consulting Centre a referral for teaching (academic) staff's professional development in the established form, along with the requested set of documents (which includes: a referral application, a copy of the Ukrainian citizen's

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passport, a copy of the taxpayer identification number (TIN) and a copy of the higher education diploma). Upon completion of the professional development programme(s) the Consulting Centre issues the staff member who completed the training with the corresponding document in the established form, as outlined in Appendices II.5 and II.5.1 of this regulation.

Internships are carried out according to an individual programme (the form is provided in Appendix II.3.1), which is drafted by the department (structural subdivision) where the internship will take place and approved by the University's Vice-Rector for Education Quality Assurance.

The educational institution whose staff member(s) will undergo the internship and the University sign an agreement according to which one or several staff members may be trained. In this case, the individual programme is an integral part of the agreement. Upon the proposal of either party to the agreement, adjustments (clarifications) can be made by entering into an additional agreement (appendix to the agreement).

Based on the referral (in the form provided in Appendix II.2.1), the Centre for Education Quality Management and Monitoring prepares a draft order for the teaching (academic) staff member's internship enrolment.

The duration of the staff's professional development is determined by the programmes (training/internship), the volume of learning time (in academic hours and ECTS credits), and is established by the University in accordance with legal requirements and in agreement with the contracting institution, depending on the forms and types of training.

The Centre for Education Quality Management and Monitoring issues the staff who have completed the University's internships with a certificate in the form provided in Appendices II.6 and II.6.1 of this Regulation. The documents of the academic staff and lecturers who have completed the University's professional development are kept by the Centre for Education Quality Management and Monitoring.

3.8.7. Funding of professional development

The funding of professional development is carried out based on internal regulatory documents and relevant contracts. The University's full-time academic staff who engage in professional development through the Consulting Centre are granted the maximum discount.

SECTION IV. INTERNAL QUALITY ASSURANCE SYSTEM

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4.1. *Procedures and measures*

The University's internal quality assurance system is established in accordance with the requirements of the Law of Ukraine "On Higher Education" and consists of two elements: assuring the quality of educational activities and assuring the quality of higher education.

Effective functioning of the internal quality assurance system is achieved by involving all the University's structural subdivisions in the quality assurance process.

The effectiveness and efficiency of the processes and procedures for internal quality assurance of the University's educational activities and higher education, their compliance with regulatory requirements, as well as the mechanism for organising and conducting internal quality monitoring at the University, are critical factors.

The internal quality assurance system involves the following procedures and measures:

- 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.

4.2. *Determining the principles and procedures for quality assurance in 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.

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

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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 the provision of educational services. Quality management is carried out at all stages of the educational process.

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4.3. 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 procedure for developing study programmes is defined in Clause 2.1 of this Regulation.

Leaders of the study programmes and the heads of the departments 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

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outcomes (a description of what a student should know and be able to demonstrate after completing their 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.

To increase the objectivity of the students' competency level assessment, the number of courses planned for the study programme is minimised.

4.4. Annual assessment of students and academic staff and regular assessment results publication

The University-wide approaches to continuous and final assessments of students' knowledge are outlined in Clause 2.4 of this Regulation.

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 their 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. The goal of this system is to address a range of tasks aimed at effectively encouraging students in their educational, scientific and public activities

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

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The results of internal education quality assessment are used when summarising the University departments' activities annually.

4.5. Ensuring the professional development of academic staff

Every few years (typically once every five years), each academic staff member is required to engage in professional development in their area of expertise or hold relevant certificates. Priority should be given to internships or teaching at European partner institutions.

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

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 their 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.

4.6. Providing the resources required for organising the educational process, including for students' self-directed learning

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

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

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The heads of the 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 classes already familiar with the material).

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

4.7. Ensuring the availability of information systems for the effective management of the educational process

To automate the management of the educational process and improve the system of automatic collection and analysis of the institution's activity 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 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.

4.8. 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

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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.

4.9. 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 all participants in the educational process (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.

4.9.1. Requirements for participants in the educational process to maintain academic integrity

4.9.1.1. To ensure academic integrity, all participants in the educational process must adhere to the norms of legislation and internal regulatory documents of the University; principles of human rights and freedoms; social justice, tolerance and objectivity; equality; professionalism, collegiality and competence; respect and mutual trust; honesty and openness; self-improvement and personal development.

4.9.1.2. *The academic staff’s compliance with academic integrity includes:*

- respect for the rights and freedoms of the participants in the educational process in accordance with national and international legal norms, public morality and professional ethics;
- open and transparent activity in all areas of University life;
- respect for all participants in the educational process and the academic community, regardless of ethnic or social origin, age, gender, health status, citizenship, political, religious, or other beliefs, financial status, or other characteristics;
- proper citation of sources when using ideas, developments, statements, or information;
- adherence to copyright and related rights legislation;

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- providing accurate information about research methodologies and results, sources of used information and their own teaching (research and teaching, creative) activities;
- compliance with legal norms on preventing corruption and avoiding conflicts of interest;
- prohibition of bribery in exchange for any advantages in educational, scientific, or research activities;
- monitoring the students' adherence to academic integrity;
- preventing conditions that facilitate cheating, the use of false information, or data falsification during continuous and final assessments and certification;
- objective and impartial assessment of learning outcomes.

4.9.1.3. *The students' compliance with academic integrity includes:*

- adherence to the principles of academic freedom, intellectual independence and responsibility;
- independent completion of all types of learning tasks, as well as continuous and final assessments (for students with special educational needs, this requirement is applied with consideration of their individual needs and capabilities);
- prohibition of academic dishonesty, including: soliciting assistance, providing or receiving help from third parties during assessments, slandering participants in the educational process, using family or professional connections, or offering unlawful benefits to gain advantages, as well as cheating, etc.;
- proper citation of sources when using ideas, developments, statements, or information;
- compliance with copyright and related rights legislation;
- prohibition of unauthorized audio or video recording of lectures or classes;
- adherence to cultural norms of behaviour and communication, as well as moral and ethical principles and norms;
- providing accurate information about the results of the student's own academic (research, creative) activities, research methodologies used and sources of information.

4.9.2. Types of violations of academic integrity and measures for their prevention

4.9.2.1. *Violations of academic integrity includes:*

- academic plagiarism – the publication (in whole or in part) of scientific (creative) results obtained by others as one's own research (creative) findings and/or the reproduction of published texts (publicly available artistic works) by other authors without proper attribution, including: copying someone else's research work or multiple works and presenting the results as one's own; creating a mixture of original and borrowed text without proper citation; rewriting (rephrasing another author's work without mentioning the original author); paraphrasing (conveying someone else's thoughts, ideas, or text in one's own words);
- self-plagiarism – publishing (in whole or in part) one's own previously published research results as new research findings;

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- fabrication – the invention of data or facts used in the educational process or scientific research;
- falsification – the deliberate alteration or modification of existing data related to the educational process or scientific research;
- cheating – the completion of written assignments with the use of unauthorized external sources, especially during learning outcomes assessment;
- deception – knowingly providing false information regarding one’s academic (research, creative) activities or the organisation of the educational process; forms of deception include academic plagiarism, self-plagiarism, fabrication, falsification and cheating;
- bribery – giving (or receiving) of money, property, services, privileges, or any other material or non-material benefits by a participant in the educational process in exchange for an unfair advantage in the education process.
- biased grading – the deliberate inflation or deflation of students' learning outcomes.

4.9.2.2. *To prevent violations of academic integrity, Alfred Nobel University implements a set of preventive measures, including:*

- informing students about the academic integrity principles through signing a commitment, which is an integral part of the educational service contract;
- informing the academic staff about the academic integrity principles through relevant provisions included in their employment contracts with the University;
- familiarising all participants in the educational process with Section 4.9 of the Regulation on the Organisation of the Educational Process via the University’s website/chatbot;
- defining academic integrity requirements in the components of educational and methodological course packages (syllabi, methodological guidelines for term papers, assessment criteria, etc.), their placement in relevant Google Classroom environments and mandatory familiarisation of students with these requirements at the beginning of the course;
- providing explanations by the academic staff during the first and second years of study in bachelor's programmes regarding the requirements for writing academic papers, proper use of information from external sources and avoiding plagiarism;
- including courses that foster an understanding of academic principles and legal regulations governing the educational process (such as "Academic Writing" and "Conflict Studies") in the list of elective courses of general training cycle;
- studying the requirements for writing academic papers, proper use of information sources and avoiding plagiarism in the "Methodology and Organization of Scientific Research" course for first-year master’s students;
- assigning writing tasks (essays, research papers, term papers, etc.) that promote creativity and independent thinking.
- holding an annual seminar on scientific ethics and plagiarism prevention for first-year doctoral and postgraduate students;

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- conducting technical plagiarism checks using specialised services recommended by the Ministry of Education and Science of Ukraine for the following: dissertations and extended abstracts submitted by PhD and Doctor of Science candidates; scientific publications submitted to university journals or conference committees; scientific and methodological or educational and methodological works (textbooks, manuals, lecture courses), monographs, other academic materials, methodological guidelines; theses of master's and bachelor's students, as well as term papers.

4.9.3. Procedures for detecting violations of academic integrity and measures for academic integrity assurance

To control and promptly identify violations of academic integrity, the University has established the following procedures:

4.9.3.1. Assuring integrity in term papers, individual assignments, projects, etc.

Academic staff responsible for supervising students' papers ensure:

- checking students' papers (term papers, individual assignments and projects, etc.) for plagiarism using publicly available and recommended resources. The check is conducted during the review process, which takes place within five (5) calendar days from the date the paper is registered with the department. Papers are considered original if the percentage of borrowed content does not exceed 20%. Papers with originality below 80% or containing unreferenced borrowings are returned for revision. Papers containing more than 60% borrowed content will not be accepted for review. The results are documented in a plagiarism check report and stored in the department along with the submitted papers.

4.9.3.2. Assuring the integrity of theses for bachelor's and master's degrees

The heads of the departments ensure:

- checking the theses content and findings for instances where scientific results obtained by other authors and/or published texts, graphical information, or other intellectual property are reproduced without proper citation;

- verifying theses for textual borrowings using the "Anti-Plagiarism" system. Two weeks before the thesis defence, department representatives submit electronic versions of the theses to the University Library, where a designated specialist conducts the plagiarism check. Based on the results, an electronic report is generated and sent to the corresponding department, containing plagiarism data for each paper;

- the student is responsible for preparing the file for plagiarism checking (accepted formats are .doc, .docx, .pdf; files must not contain protection elements);

- it is strictly prohibited to use any methods to deceive the plagiarism detection system, including:

- replacing text characters with visually identical images;

- substituting letters from one alphabet with similar-looking letters from another (e.g., replacing Cyrillic letters 'AaBeeIiKMHOoPpCcTyXx' with their Latin counterparts and vice versa);

- inserting additional text characters that are visually invisible;

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- if an attempt to manipulate the plagiarism check is detected, the paper is rejected, a negative conclusion is issued, and a corresponding violation report is compiled. The paper will not be allowed for defence;

- the library specialist follows this plagiarism check procedure:

- logs into the "Anti-Plagiarism" system;

- uploads the submitted files into the system;

- conducts a plagiarism check;

- sends the electronic plagiarism reports to the graduate department and stores copies in the library;

- information confirming the absence of plagiarism is included in the supervisor's review of the thesis;

- the recommended originality thresholds for bachelor's and master's theses are as follows:

- the maximum match with a single source must not exceed 40%;

- the allowable error margin in theses must not exceed 20%;

- when using specific terminology, the acceptable error margin is 30%;

- if plagiarism is detected in a thesis before the defence, the thesis is sent back for revision. If plagiarism is identified during the defence (upon the Examination Board's consideration), the thesis is withdrawn from the defence, and the student is granted the right to retake the certification assessment within the timeframe established by current legislation.

(As amended by the decision of the Academic Council dated 22.02.2018, Minutes No. 1)

4.9.3.3. *Assuring the integrity of scientific publications in all university academic journals*

The plagiarism check process is organised by:

- editors-in-chief of academic journals when manuscripts are submitted for publication in university journals. Alfred Nobel University's periodicals follow a Procedure for reviewing manuscripts of articles submitted to the editorial board of the scientific journal. The editorial boards adhere to internationally recognized publication ethics principles as outlined by the Committee on Publication Ethics (COPE), comply with Ukrainian legislation and recommendations from the Ministry of Education and Science of Ukraine (MES), while also considering best practices from reputable international journals;

- editorial board members, authors, reviewers, publishers and institutions involved in the publication process must adhere to ethical standards and regulations to prevent violations, assuring the high quality of scientific publications and public recognition of research findings;

- heads of structural subdivisions responsible for organising scientific, technical and methodological conferences, as well as other academic events that involve publishing conference materials. Each conference paper must include a plagiarism check report confirming the presence or absence of textual borrowings.

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The editorial boards of academic journals conduct checks to assure that submitted works meet formal publication requirements and do not contain improper borrowings of external scientific materials. The plagiarism check is carried out using services recommended by the Ministry of Education and Science of Ukraine (MESU). The responsible secretary notifies authors via email about the receipt of the article, the results of the preliminary check and its submission for peer review. If the submitted materials fail to meet formal requirements, the editorial board rejects them “due to formal non-compliance”. All manuscripts that pass the preliminary check are sent to two reviewers for a mandatory independent scientific review. The expert review follows the double-blind peer review principle. Reviewers are leading specialists in the relevant academic field and may be qualified experts from national or international universities and research institutions.

The reviewer provides one of the following recommendations based on the results of the scientific review:

- the material is recommended for publication in the submitted version (without comments);
- the material is recommended for publication with possible (at the author's discretion) consideration of the reviewers' comments and suggestions;
- the material is recommended for publication only if the author necessarily takes the reviewers' comments into account;
- the material is not recommended for publication;

Based on the results of the scientific review, the author receives a review containing a list of the reviewers' comments and suggestions with a recommendation to consider them when revising the material and determining the conditions for its publication (if any). In case of a reasoned disagreement by the author with the reviewers' opinion, an additional review is appointed, taking into account the opinions of all editorial board members.

The following are not allowed for publication in a scientific journal:

- articles previously published in other editions.
- articles that do not comply with formatting rules.
- articles whose authors refuse technical revision.
- articles whose authors do not address the reviewers' comments or fail to provide a reasoned rebuttal.

The department's representative in the organising committee or the responsible secretary of the conference verifies the abstracts. The submitted materials are checked using freely accessible resources or services recommended by the Ministry of Education and Science of Ukraine.

The recommended originality indicators for abstracts of applicants (the percentage of original text relative to the total volume of material) are as follows: an originality index of 80%–100% qualifies the abstract as original and is accepted for publication; an index of 60%–79% means the abstract is sent back to the author for revision; if the index is below 60%, the abstract is not considered.

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The results of the originality check for students' abstracts regarding compliance with academic plagiarism requirements are compiled into a report, which is submitted to the conference organising committee for a collegial decision: to recommend publication, return the material for revision, or reject the work without the right to further consideration.

4.9.3.4. *Assuring the integrity of the university staff's dissertations and dissertations submitted for defence in specialised/one-time councils (in accordance with the requirements for dissertation preparation and defence).*

- academic secretaries of the university's specialised academic councils, after accepting dissertations and works submitted for defence in specialised councils for consideration, ensure their verification for textual borrowings through the verification system of the Ministry of Education and Science of Ukraine;

- expert committees of specialised academic councils, using the data provided by the academic secretary, examine the presence or absence of textual borrowings, the use of ideas, scientific results and materials of other authors without proper citation in the submitted works.

- specialised academic councils, upon detecting textual borrowings, decide either to withdraw the submitted works from consideration or to send them for revision with a subsequent repeated check for academic plagiarism.

- when submitting dissertations by the University staff and dissertations submitted for defence in one-time councils, the responsibility for verification lies with the leader of the corresponding study and research programme.

4.9.3.5. *Assuring integrity in other types of the University staff's research and educational and methodological works*

- manuscripts of research, educational and scientific and methodological works by the University's academic staff (monographs, textbooks, manuals, lecture notes — including electronic editions — methodological guidelines, etc.), recommended by the department for publication, are submitted by the author(s) to the scientific department;

- the head of the scientific department verifies the submitted manuscripts of research, educational and scientific and methodological works in order to identify scientific results obtained by other authors and/or the reproduction of published texts, graphic information, or other intellectual products of other authors without proper citations, using services recommended by the Ministry of Education and Science of Ukraine;

- recommended originality index for research, educational and scientific and methodological works (monographs, textbooks, manuals, lecture notes, methodological guidelines, etc.) is as follows: a text is considered original if the originality index is 80%–100%; if the index is between 60% and 79%, the material is sent back to the author for revision; if the index is below 60%, the material is not accepted for consideration.

- after the revision, the head of the scientific department repeats the verification procedure for manuscripts of research, educational and scientific and methodological

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works using services recommended by the Ministry of Education and Science of Ukraine.

- the verification results are taken into account when the department makes a decision on recommending research, educational and scientific and methodological works for publication.

4.9.4. System of measures in the event of detection of violations of academic integrity

An important element of the academic integrity assurance system is the set of measures taken in response to violations of academic integrity. To address the violations and resolve conflicts, the University has established the Commission on Academic Integrity and Ethics (hereinafter referred to as the Commission).

4.9.4.1. Composition of the Commission on Academic Integrity and Ethics principles of its operation

The personal composition of the Commission, its Chair and Secretary are appointed by order of the University's Rector for a term of one year. The Commission includes representatives of student self-government — members of the Student Parliament, the heads of the departments, the Head of PhD and Doctoral Programmes Office, representatives of structural subdivisions — the Students Office, the Centre for Education Quality Management and Monitoring (one from each subdivision), an authorised person for preventing and detecting corruption, the lawyer and vice-rectors. The total number of Commission members must be odd.

4.9.4.2. Functions of the Commission on Academic Integrity and Ethics

In its activities, the Commission follows the current legal and regulatory acts of Ukrainian legislation and the University's internal regulations. The functions of the Academic Integrity and Ethics Commission include:

- investigating cases of violations of academic integrity in accordance with the established procedure and making recommendations to the University administration on imposing appropriate sanctions if the violations are confirmed;
- investigating and resolving conflicts (including disputes over examination results and retaking procedures, conflicts of interest, sexual harassment, discrimination, and/or corruption);
- taking measures to prevent individuals who have committed violations of academic integrity from supervising postgraduate students by submitting a justified request to the University administration for refusal of their supervisory appointments or removal from supervision.

The determination of violations of academic integrity is based on the following principles:

- understanding the importance of upholding principles and norms of academic integrity by participants in the educational process and accountability for its violations;
- zero tolerance for violations of academic integrity;
- compliance with legal norms and internal University regulations.
- impartiality, objectivity and fairness.

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- legal certainty, openness and transparency of the rules and procedures for detecting violations of academic integrity and the corresponding accountability measures.

4.9.4.3. *Grounds for investigation of cases of academic integrity and/or ethics violations*

The Commission on Academic Integrity and Ethics may receive complaints from students (including postgraduate and doctoral students), academic staff, representatives of the scientific community, graduates, employers, or any individuals who become aware of academic integrity and/or ethics violations by members of the university community.

The basis for investigating cases of academic integrity and/or ethics violations is a report submitted by the complainant in free written form to the official address of Alfred Nobel University. A specialist from the Document Management Department registers the received report and forwards it to the Chair of the Commission. A report on academic integrity and/or ethics violations (hereinafter referred to as "the report") may also be submitted electronically in the form of a scanned copy of a paper document (in PDF format, protected from editing) to the corporate email of any member of the Commission. The Commission member who receives such a report must provide the relevant information to the Chair of the Commission within one working day.

According to the Law of Ukraine "On Citizens' Appeals," a report on an individual's academic integrity violation must include the following information:

- the last name, first name and patronymic of the individual against whom the violations of academic integrity is being investigated;
- description of the ethical misconduct;
- evidence confirming the violations of academic integrity, including the last name, first name and patronymic (if applicable) of the original author(s) and references to the source of publication of the deliverables, research (or research and technical) results belonging to others and used by the individual against whom the academic integrity violation is being investigated;
- the last name, first name and patronymic of the individual or official designation of the complainant, their postal or email address and phone number;
- other additional information is provided if available.

The Chair of the Commission must notify the individual accused of violating academic integrity and/or ethical norms.

4.9.4.4. *Procedure for the Commission's investigation of academic integrity and/or ethics violations*

- the Chair must convene a meeting of the Commission within three days of receiving the report. The Secretary of the Commission must register the report in the corresponding journal, recording the date of receipt, the last name, first name and patronymic of the complainant and a brief description of the report.

The Commission must review the case at its meeting:

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- for reports concerning violations of academic integrity in published works of university staff and students, as well as students' theses — within one month from the date of receipt.

- for reports concerning ethical misconduct of university staff or students — within 14 (fourteen) working days from the date of receipt.

- the evaluation of works for possible academic integrity violations is conducted by qualified specialists from among the University staff, appointed by the Rector upon the Commission's recommendation. The expert(s) must hold a scientific degree in the relevant subject area, have no conflict of interest and no co-authored publications with the individual under investigation. The evaluation period is 20 (twenty) working days. The Commission has the right to involve external experts with relevant expertise in the matter.

- the expert's conclusion, signed by the expert(s), is submitted to the Commission in written form. It must include information on whether academic integrity violations were found, a description and characterisation of such violations, and a list of materials used for the evaluation;

- if necessary, the Commission has the right to request additional materials from University subdivisions or officials to ensure an impartial and objective case review.

- the Commission also has the right to conduct interviews with individuals who can testify to the ethical violations.

- a Commission meeting is considered valid if more than 50% of its members are present.

- following the review and clarification of all significant circumstances, the Commission prepares a written report. This report must follow the classic structure of an official document: introduction, descriptive section, reasoning section, resolute section:

- the introduction includes the date of report preparation, the timeframe of the investigation, the composition of the Commission, participants in the investigation process and the content of the complaint;

- the descriptive section presents information on the essence of the matter reviewed by the Commission;

- the reasoning section outlines the circumstances and evidence considered by the Commission;

- the resolute section contains official conclusions, which are advisory in nature and submitted to the Academic Council for a decision on appropriate moral, disciplinary, or administrative actions. If any Commission member disagrees with the report, they have the right to present a dissenting opinion, which becomes an integral part of the report;

- all participants in the process must be informed of the investigation results and may submit written comments or objections regarding the report.

The Commission informs both the complainant and the individual against whom the violations of academic integrity has been investigated of the investigation results. The individual against whom the violations of academic integrity has been investigated

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may acknowledge their violation, which is taken into account when determining sanctions.

4.9.5. Sanctions for detected academic integrity and/or ethics violations

The Commission presents recommendations for sanctions to the Academic Council for consideration. Based on the Commission's expert conclusion, the Academic Council makes one of the following decisions, which is enacted by the Rector's order:

- the report is recognized as complete and sufficient for making a final decision;
- the case is sent for further investigation to the current Commission (or, in certain cases, a newly convened Commission);
- the Commission's decision is annulled.

If the Academic Council determines that the alleged misconduct is not supported by the investigation findings, an acquittal decision is issued. In this case, the defendant is immediately notified of the decision in writing. Upon the defendant's request, decisions must be made regarding specific actions to restore the reputation of the affected person.

The academic staff members found guilty of academic integrity violations may face the following academic sanctions:

- denial of a scientific degree or academic title.
- revocation of an awarded scientific (or educational-creative) degree or academic title.
- denial or revocation of a pedagogical title or qualification category.
- loss of the right to participate in legally defined bodies or hold legally designated positions.

Students found guilty of academic integrity violations may face the following academic sanctions:

- retaking an assessment (test, examination, credit, etc.).
- repeating the relevant educational component of the study programme.
- expulsion from the University.
- loss of University-granted tuition benefits.

The decision to award a higher education degree and confer the corresponding qualification is revoked by the University in cases where the student's thesis is found to contain academic plagiarism, fabrication, or falsification, in accordance with the procedure established by the Cabinet of Ministers of Ukraine.

Sanctions that do not contradict the current legislation of Ukraine may be applied for violations of academic integrity and ethical standards.

For lecturers and other University staff, depending on the severity of the violation, the following disciplinary actions may be imposed:

- warning
- admonition
- reprimand
- warning of incomplete professional compliance
- removal from supervising theses

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- early termination of employment

For students, the following measures may be applied:

- admonition
- warning
- reprimand
- temporary ban on participation in mass events
- expulsion from the University
- retaking assessments (e.g., test, examination, credit, etc.)
- repeating the corresponding educational component of the study programme
- revocation of benefits provided by the University regarding tuition fees
- warning to tuition payers about possible sanctions regarding the revision of tuition payment terms
- request to the Ministry of Education and Science to potentially revoke the educational document (bachelor's or master's diploma) in a specific subject area.

4.9.6. Rights of individuals who are subject to academic integrity and/or ethics violations

An individual who is subject to an investigation regarding violations of academic integrity and/or ethics has the right to:

- familiarise themselves with all the materials concerning the verification of the violation, submit comments, provide oral and written explanations, or refuse to provide any explanations.
- be informed of the outcome of the investigation and, if necessary, submit written objections or comments (in any format) to the Commission's report.
- appeal the decision.

The appeal must be submitted personally to the Rector of the University within ten days of the announcement of the Academic Council's decision. The Rector will form the Appeals Commission for a reconsideration of the case.

The Appeals Commission will reconsider the case within two weeks from the day following the issuance of the Rector's order regarding the appeal, unless another period is indicated in the order.

The conclusions of the Appeals Commission are formalized in a protocol and submitted to the Rector, who makes the final decision on whether to cancel the academic responsibility or proceed with appropriate moral, disciplinary, or administrative measures.

4.10. 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

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Quality of Education at the departments. The activities of these bodies are regulated by respective regulations.

4.10.1. *The 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.

4.10.2. *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;

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- 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;

4.10.3. *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.

4.10.4. *Groups on Content and Quality of Education within the Departments*

The Regulation on the Groups on Content and Quality of Education 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

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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.

Tasks of the Groups on Content and Quality of Education at the departments:

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;

- 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.

4.10.5. *Student Association for Higher Education Quality*

The Student Association for Higher Education Quality aims at improving the educational process at the University and enhancing its quality. The Association engages active, committed students eager to improve the learning process and motivate all members of the University community.

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

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- developing student initiatives aimed at improving the education quality at the University;
- involving students in addressing issues related to the organisation of the educational process, improving the facilities and developing socially significant student infrastructure;
- developing proposals aimed at improving the educational process quality, considering the students' academic, research and professional interests;
- formulating recommendations for amendments to existing local regulations governing students' rights, duties and interests;
- actively promoting among students the regulatory foundations of the educational process, including familiarisation with the education quality policy, the content of educational standards, syllabi, 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.

SECTION V. CLOSING AND TRANSITIONAL REGULATIONS

(Included in the Regulation according to the decision of the Academic Council dated 20.10.2016, Minutes No. 8)

(Removed from the Regulation according to the decision of the Academic Council dated 14.12.2017, Minutes No. 7)