



INTERNATIONAL ACADEMY OF ECOLOGY AND MEDICINE

INTERNAL QUALITY ASSURANCE POLICY

КИЇВ 2024

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Introduction

This Internal Quality Assurance Policy (hereinafter referred to as the Policy) outlines the procedures and principles for ensuring quality at the International Academy of Ecology and Medicine (hereinafter referred to as the Academy).

The purpose of this Policy is to ensure the delivery of educational programs of the highest quality, fostering continuous improvement to meet the criteria of the European Higher Education Area (ESH). This document defines the objectives, principles, and procedures that regulate the internal quality assurance processes at the International Academy of Ecology and Medicine.

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1. Internal quality assurance policy

1.1. Objectives and Principles

The International Academy of Ecology and Medicine recognizes the importance of having an Internal Quality Assurance Policy (hereinafter referred to as the Policy) to ensure the provision of high-quality educational programs and adherence to all recommendations of the European Higher Education Area.

The Policy establishes the fundamental principles of the International Academy of Ecology and Medicine's activities:

1. **Compliance** **with** **Standards:**
Adherence to national and European standards in the field of higher and postgraduate education.

2. **Monitoring** **and** **Improvement:**
Regular monitoring of internal processes involving all stakeholders, with a focus on the continuous enhancement of educational activities.

3. **Continuous** **Professional** **Development:**
Ongoing professional development of all staff members.

4. **Transparency:**
Transparency and accessibility of information at all stages of operation.

5. **Ethical** **Conduct:**
Ethical behavior, non-discrimination, academic integrity, and academic freedom.

6. **Research-Based** **Education:**
Scientific research as the foundation of teaching and learning.

1. **Compliance** **with** **Standards:**
The International Academy of Ecology and Medicine strives to meet not only national but also international quality standards in education, ensuring the satisfaction of all stakeholders. Excellence in the education system is a priority, achieved through diverse learning aspects, fostering close connections, and nurturing well-rounded individuals.

2. **Monitoring and Improvement with Stakeholder Engagement:**
All Academy staff, regardless of their roles, recognize that the involvement of stakeholders is crucial for continuous improvement and ensuring the quality of the Academy's operations. Identified stakeholders include higher education students, academic staff, alumni, employers, industry partners, government and accreditation bodies, as well as the broader public. These stakeholders play a vital role in maintaining and enhancing the quality of the Academy.

Specifically, we aim to achieve the following:

1. Higher Education Students:

Providing Feedback: Actively share their experiences regarding the learning process, including program content, teaching effectiveness, and conditions within the Academy's facilities.

Active Representatives of the Student Community: Participate in student councils, focus groups, and quality assurance committees to represent the interests of the student body.

2. Academic Staff:

Program Developers: Continuously update and improve educational programs based on the latest research and feedback from other stakeholders.

Mentors and Researchers: Support students in their academic and research endeavors, integrating research outcomes into their teaching.

3. Alumni:

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Career Analytics: Provide information on how their education has aligned with their professional careers, helping to ensure educational programs meet labor market demands.

Mentorship and Networking: Offer mentorship opportunities and build networks that benefit current students.

4. **Employers and Industry Partners:**

Advisory Role: Participate in advisory boards to ensure programs align with the skills and competencies required by the industry.

Collaborative Projects: Engage in joint scientific, research, and development projects.

5. **Government and Accreditation Bodies:**

Regulatory Oversight: Ensure compliance with educational standards and oversee accreditation processes that validate the quality of educational programs.

Funding and Support: Provide financial resources and support for program development and research initiatives.

6. **Community and Parents:**

Support and Advocacy: Promote the Academy and support its initiatives through public engagement and outreach programs.

Feedback and Expectations: Share their expectations and perceptions of the Academy and its students' success.

Strategy for Engaging Stakeholders in Quality Assurance Processes

The strategy for involving stakeholders in the quality assurance processes at the International Academy of Ecology and Medicine includes the following key aspects:

a) Inclusive Feedback Mechanisms:

• **Regular Surveys and Meetings:**

Conduct regular surveys and meetings with higher education students, academic staff, alumni, employers, and industry partners to gather feedback on the relevance of educational programs, teaching effectiveness, and overall learning experiences.

• **Feedback Platforms:**

Implement online platforms and suggestion boxes where stakeholders can continuously provide feedback and recommendations.

b) Stakeholder Advisory Councils:

• **Industry Expert Employer Councils:**

Establish industry-specific expert councils consisting of leading professionals from relevant fields. These councils provide insights into industry trends, skill requirements, and the relevance of educational programs and curricula.

• **Student Governance:**

Operate a student governance system that represents the interests of students and ensures direct feedback on their learning experiences.

c) Partnerships and Collaboration:

• **Industry Collaboration:**

Develop partnerships with leaders and organizations across various industries to ensure that educational programs meet current industry needs and align with future trends.

• **Academic Collaboration:**

Collaborate with other higher education institutions for comparative analysis and the exchange of best practices in teaching and research.

d) Transparent Communication Channels:

• **Regular Reports:**

Provide stakeholders with up-to-date information and reports on the Academy's performance, improvements, and strategic plans.

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- **Meetings:**

Organize meetings where stakeholders can discuss their concerns and present suggestions directly to the administration.

- **Feedback Forms and Public Discussions:**

Facilitate public discussions and make use of feedback forms to ensure that all voices are heard and considered in decision-making processes.

This strategy ensures a holistic and inclusive approach to stakeholder engagement, fostering a collaborative environment where all parties contribute to the continuous improvement and high standards of education at the Academy.

3. Continuous Professional Development (CPD) of All Staff

The International Academy of Ecology and Medicine (IAEM) is committed to fostering the **continuous professional development (CPD)** of its staff. Individual needs are assessed, access to relevant resources is provided, and mentorship and coaching opportunities are offered. Self-directed learning is encouraged, and incentives are provided to engage staff in CPD. The Academy monitors progress and keeps up-to-date with trends across various industries to ensure effective CPD programs.

Key Aspects of CPD Implementation:

a) Centralized Database:

- A centralized database has been created to store and manage information about CPD activities, feedback, and outcomes.
- Authorized personnel are granted access to the database for monitoring, reporting, and planning purposes.
- The database operates under the supervision of the Human Resources Department.

b) Monitoring and Feedback:

- Regular monitoring of CPD activities is conducted to evaluate the effectiveness of programs and ensure they meet the professional development needs of staff.
- Feedback mechanisms, such as surveys and/or evaluation forms, are implemented to collect information from participants after each CPD activity.
- Feedback is used to improve and enhance future CPD offerings.

c) Industry Partnerships:

- Partnerships with industry leaders and professional organizations are cultivated to stay updated on the latest trends, technologies, and competency requirements.
- Participation in industry forums, conferences, and seminars ensures that insights are incorporated into CPD programs.

d) Advisory Councils:

- Advisory councils, including industry experts, alumni, and scholars, provide regular input on emerging trends and required competencies.
- Meetings with advisory councils are held to review the content of CPD programs and ensure alignment with industry standards.

e) Research and Publications:

- IAEM encourages academic staff and employees to participate in research activities.
- The Academy prioritizes integration into the **European Research Area** by adopting the principles of open science, fostering an inclusive and innovative educational environment, and promoting creativity and analytical skills.
- Subscriptions and access to leading international databases, scientific publications, and journals are provided to keep staff informed about the latest developments.

Goals of the CPD Policy:

1. Encourage continuous learning.
2. Provide access to relevant resources.

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3. Facilitate diverse development opportunities.
4. Support career advancement.

Implementation Steps:

1. Develop individual professional development plans.
2. Provide access to online learning platforms.
3. Introduce mentorship and peer-support programs.
4. Review CPD programs and provide feedback.
5. Offer financial compensation for participation in CPD activities.

Monitoring and Evaluation:

- Monitoring is conducted by the Human Resources Department.
- Regular evaluations ensure the effectiveness of CPD programs and inform necessary adjustments.

This policy ensures that all staff members have the opportunity to develop their skills and careers, contributing to the Academy's mission of delivering high standards in education and research.

Transparency:

IAEM prioritizes **transparency** by fostering open communication, providing access to information, and issuing regular reports on various aspects of its operations. Transparent practices include:

- Feedback mechanisms and adherence to quality standards and recommendations.
- Financial transparency and accountability in accreditation and quality assurance processes.
- A conflict-of-interest resolution policy.

Through these measures, IAEM aims to build and sustain trust within the Academy and among its external stakeholders.

5. Ethical Conduct, Non-Discrimination, Academic Integrity, and Freedom

The International Academy of Ecology and Medicine strives to create an educational environment characterized by the following principles:

1. **Integrity** and **Honesty:**
Emphasis on rejecting unethical practices and fostering research and academic activities based on integrity and transparency.

2. **Rule** of **Law:**
Accountability for dishonest behavior is ensured through legal and reputational consequences.

3. **Responsibility** and **Copyright Compliance:**
Commitment to high-quality education and research while adhering to copyright laws and proper citation of sources.

4. **Mutual** **Respect:**
Upholding the dignity of all participants in the educational process and promoting impartial evaluation of academic results.

5. **Tolerance** and **Non-Discrimination:**
Encouraging tolerance, diversity, and the prevention of discrimination on any grounds.

6. **Transparency** and **Quality:**
Sharing academic and educational achievements, preserving academic uniqueness, and prioritizing quality over quantity.

7. **Partnership** and **Collaboration:**
Strengthening trust, encouraging the generation of ideas, and minimizing conflicts within the academic community.

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8. Imperative of Academic Integrity:
Ensuring strict adherence to principles of academic integrity, internal quality assurance policies, and legal requirements by all members of the academic community.

These principles underpin the Academy's commitment to fostering a supportive, inclusive, and academically rigorous environment, ensuring the highest standards of education and research.

1.2 Organizational Structure

The International Academy of Ecology and Medicine operates in accordance with the structure outlined in Section 1.3.

1.3 Participants and Their Responsibilities

Administration of the International Academy of Ecology and Medicine:

1. **Rector:**

The Rector is an executive officer responsible for managing the Academy's activities, including ensuring the quality of higher education. The Rector also oversees the effectiveness of Academy management, financial and economic activities, and contributes to the Academy's development.

Key responsibilities in quality assurance:

- Overseeing the implementation of the Academy's strategic goals related to improving education quality.
- Evaluating the effectiveness of management decisions and their impact on the quality of educational processes and activities.
- Approving the Academy's main areas of activity while ensuring compliance with quality policies and procedures.
- Monitoring the efficient use of resources to achieve goals in accordance with educational quality requirements.
- Coordinating the activities of all Academy departments to ensure the quality of the educational process.
- Approving the internal quality monitoring system and action plans, including regular reviews and audits.
- Initiating internal and external audits of the quality of educational programs and activities.
- Driving the implementation of educational innovations aimed at enhancing the quality of education and research activities.
- Facilitating effective interaction with supervisory and other bodies to uphold quality standards.

Collegial Governing Bodies of the International Academy of Ecology and Medicine:

1. **Supervisory**

Board:

The Supervisory Board is a collegial body that supports addressing strategic development tasks of the Academy.

Key responsibilities in quality assurance:

- Providing strategic recommendations to improve the quality of educational activities.
- Evaluating the effectiveness of management decisions and their impact on education quality.
- Ensuring compliance with international quality standards through strategic decisions.

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2. Academic

Council:

The Academic Council is a collegial body that defines the general directions of the Academy's activities in management, educational, scientific, financial, economic, and personnel matters.

Key responsibilities in quality assurance:

- Approving policies and procedures for internal quality assurance.
- Approving new and updated educational programs, curricula, courses, etc.
- Approving reports on the results of the work of individuals responsible for internal quality assurance.
- Approving the results of quality monitoring in education and educational activities.
- Developing recommendations for implementing changes based on internal and external audits, accreditations, and other assessments.

3. Scientific and Methodological Council:

The Scientific and Methodological Council is an advisory body responsible for monitoring, analyzing, coordinating, and planning educational and methodological activities at the Academy. It also develops recommendations for improvement to achieve high educational quality.

Key responsibilities in quality assurance:

- Coordinating educational and methodological work in accordance with national and international quality standards.
- Approving recommendations for improving teaching methods and student assessments.
- Monitoring the integration of modern educational technologies and teaching methods.
- Formulating recommendations for improving the Academy's quality assurance system.
- Supporting the enhancement of teaching skills among academic staff.

This organizational structure ensures a robust and collaborative approach to quality assurance, involving all levels of governance to achieve the highest standards in education and research.

Faculty Academic Council

The Faculty Academic Council is a collegial governing body whose main objective is to define current and strategic directions for activities aimed at training highly qualified professionals.

Key responsibilities in quality assurance:

- Defining the strategy and directions for educational, scientific, and innovative activities at the faculty.
- Monitoring student performance and developing proposals for its improvement.
- Promoting the implementation of innovative approaches in the educational process.
- Supporting the participation of academic staff in research activities and professional development programs to enhance the quality of education.

Student Parliament

The Student Parliament is a student self-governance body that serves as a mediator between students and the administration, facilitating solutions to issues related to the educational process and extracurricular activities.

Key responsibilities in quality assurance:

- Collecting student feedback regarding the quality of the educational process.
- Supporting student initiatives aimed at improving the quality of education at the Academy.

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- Representing student interests at the administrative level regarding quality assurance issues.
- Assisting in organizing and conducting surveys and events to assess student satisfaction with educational services.
- Collaborating with the administration to implement student proposals into the educational process.

Conference of the Workforce

The Conference of the Workforce is the highest collegial self-governance body representing the interests of employees and students, addressing key issues in the Academy's operations.

Key responsibilities in quality assurance:

- Approving necessary regulatory documents for the Academy's operations, including the Statute and Internal Regulations.
- Addressing the most pressing issues in the Academy's operations, including those related to the quality of educational activities.

Structural Units of the Academy

Department of Quality Assurance in Education

This department coordinates the development, implementation, and proper functioning of the Academy's quality management system.

Key responsibilities in quality assurance:

- Developing draft regulatory documents for quality assurance in education.
- Processing documents from state and independent bodies regarding external and internal quality assurance systems and devising implementation measures.
- Monitoring the organization and implementation of quality monitoring activities.
- Supporting accreditation, licensing, and audits.
- Ensuring compliance with licensing requirements for the qualifications of academic staff.

Educational and Methodological Department

This department is responsible for planning and organizing educational and methodological activities and processes.

Key responsibilities in quality assurance:

- Coordinating the activities of structural units to organize the educational process.
- Evaluating the effectiveness of the educational process and providing recommendations.
- Ensuring that educational programs meet national and specialty standards for professional pre-tertiary and higher education.
- Monitoring the implementation of curricula and educational schedules.
- Coordinating and supporting academic staff in their professional development.

Human Resources Department

This department focuses on recruiting highly qualified academic staff and promoting their continuous professional development.

Key responsibilities in quality assurance:

- Recruiting and selecting personnel based on the Academy's quality teaching requirements, organizing competitions, and interviews to attract top specialists.
- Monitoring the professional achievements of academic staff to ensure compliance with licensing requirements for educational activities.
- Assessing the need for additional training and professional development for academic staff, aligned with modern educational requirements and trends.

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- Supporting faculty in managing workloads and providing necessary resources and conditions for effective teaching.

These governing and structural units work collaboratively to ensure the effective implementation of the Academy’s internal quality assurance policy, fostering a culture of continuous improvement in education, research, and innovation.

Department of International Relations and Work with Foreign Students and Stateless Individuals

This department is responsible for organizing the adaptation process of international students into the educational process, promoting their integration into the academic environment, providing access to necessary resources and consultations, and ensuring compliance with academic standards to support successful and comfortable learning experiences.

Key responsibilities in quality assurance:

- Organizing orientation programs for new international students, including familiarization with academic requirements, cultural specifics, and Academy policies.
- Facilitating the adaptation of international students through participation in student organizations, clubs, and other forms of social engagement.
- Ensuring access to educational resources such as learning materials, libraries, laboratories, and other tools necessary for successful learning.
- Regularly monitoring the academic performance of international students, identifying problem areas, and providing support through additional classes or consultations.
- Supporting faculty and staff in cross-cultural communication to create a comfortable environment for international students.
- Developing long-term strategies for the Academy’s development, including quality enhancement, modernization of programs, and the introduction of innovative teaching methods.
- Promoting the integration of international quality standards into the Academy’s programs through collaboration with international agencies and organizations.
- Coordinating the Academy’s participation in international projects, grants, and exchange programs that enhance educational opportunities, research, and faculty professional development.
- Supporting students and faculty in participating in academic exchange programs, internships, and international conferences to adopt best practices and improve education quality.
- Conducting internal audits and providing recommendations for improving partnerships with international organizations.
- Collaborating with experts for external evaluations and recommendations to improve the educational process.

2. Scientific Department

This department coordinates and supports the Academy’s research activities, fostering the development of scientific infrastructure and encouraging academic staff and students to actively engage in research.

Key responsibilities in quality assurance:

- Providing consultation for preparing scientific work for publication, contributing to the Academy’s scientific reputation.
- Regularly monitoring and evaluating the results of research conducted at the Academy to refine methodologies and approaches.
- Integrating research findings into educational programs to provide students with up-to-date knowledge and skills.

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- Supporting student research groups and clubs to engage students in scientific activities during their studies.
- Promoting the implementation of innovative solutions in the educational process and supporting projects involving cutting-edge technologies.

3. Library

The library provides information support to students and faculty, assisting in resource searches and fostering the development of a scientific culture within the academic community.

Key responsibilities in quality assurance:

- Providing students and faculty with access to electronic databases, scientific journals, books, and other resources containing up-to-date and reliable information for learning and research.
- Monitoring and updating resources to meet educational needs and quality standards.
- Supporting multilingual resources and services for international students to aid their adaptation and academic success.

4. Center for Digital Technologies

This center implements innovative digital solutions to enhance the educational process and ensure the quality of education. Its focus areas include developing digital infrastructure, supporting educational platforms, and integrating modern technologies into the Academy's curricula and administrative processes.

Key responsibilities in quality assurance:

- Modernizing and maintaining advanced digital infrastructure, including computer labs, multimedia classrooms, servers, and network equipment to support effective learning and access to digital resources.
- Organizing training and workshops for faculty on using modern digital tools and technologies in teaching to improve instructional effectiveness.
- Supporting blended learning through the creation and optimization of online courses, webinars, and learning modules.
- Establishing partnerships with technology companies to implement cutting-edge solutions in the educational process and enhance quality.
- Providing access to e-books, journals, databases, and other digital educational materials to support learning and research.

These departments collectively contribute to the continuous improvement and maintenance of the highest standards in education and research, ensuring a comprehensive and globally competitive learning environment at the Academy.

Maintenance Department

The Maintenance Department is responsible for ensuring the quality of material and technical support and resource management to sustain the educational and scientific activities of the Academy.

Key responsibilities in quality assurance:

- Regular maintenance, repair, and updating of classrooms, laboratories, libraries, and other facilities to provide comfortable learning and teaching conditions.
- Procurement, installation, and maintenance of equipment, furniture, and other resources necessary for effective teaching and research.
- Ensuring compliance with fire safety, sanitary, and hygiene standards to create a safe and healthy learning environment.
- Supplying laboratories with the required materials, reagents, and equipment for experiments and practical training.

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- Supporting comfortable learning conditions by modernizing and maintaining appropriate infrastructure and equipment.
- Participating in the planning and implementation of projects for infrastructure reconstruction, modernization, and development.

2. Accounting Department

The Accounting Department ensures the quality of financial management and economic planning to support the Academy's educational activities effectively. It develops budgets, monitors financial performance, and ensures the rational use of resources to enhance the quality of educational services and the sustainable development of the Academy.

Key responsibilities in quality assurance:

- Creating detailed budgets to support educational programs, research, infrastructure modernization, and other projects that improve the quality of the educational process.
- Supporting projects for updating classrooms, laboratories, libraries, and other resources that directly impact education quality.
- Allocating funds for faculty development through training, courses, and participation in conferences to improve teaching quality.
- Collaborating with academic, scientific, and administrative units to prioritize funding areas that enhance education quality.
- Implementing financial tools and regulations to support the quality of the educational process and efficient management.

3. Faculties

Faculties are structural units of the Academy that conduct educational, scientific, and extracurricular activities for students at all levels of higher and postgraduate education.

Responsibilities of the Dean in quality assurance:

- Developing and implementing the faculty's development strategy.
- Monitoring the organization of a high-quality educational process.
- Proposing changes to staff composition to ensure compliance with legal norms and quality standards.
- Approving changes to educational programs.
- Engaging stakeholders in monitoring and ensuring the quality of educational programs and activities.
- Ensuring compliance with academic integrity.

4. Department Heads

Department heads oversee the organization and delivery of the educational process within their respective departments.

Key responsibilities in quality assurance:

- Organizing the educational process, including the execution of academic plans.
- Overseeing the development of teaching materials for disciplines.
- Monitoring the use of learner-centered teaching methodologies by academic staff.
- Updating necessary information related to the department's activities.
- Ensuring academic staff meet their individual plans.

5. Program Teams and Coordinators

Program teams and coordinators ensure the quality implementation of educational programs.

Key responsibilities in quality assurance:

- Ensuring the quality of educational program delivery.
- Monitoring the quality of the program and its activities.
- Overseeing the quality of theoretical and practical training for students.

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- Collecting feedback on program quality.
- Maintaining communication with program alumni.
- Organizing work related to the accreditation and auditing of educational programs.

6. Academic Staff

Academic staff are directly responsible for delivering high-quality education.

Key responsibilities in quality assurance:

- Delivering high-quality teaching in their disciplines.
- Updating the content of courses based on industry advancements, regulatory documents, and stakeholder feedback.
- Ensuring instruction is conducted at a high scientific and methodological level.
- Monitoring compliance with academic integrity principles by students within their areas of responsibility.

7. Postgraduate Sector

The Postgraduate Sector organizes and supports the process of training specialists at the highest qualification levels under educational-scientific and scientific programs.

Key responsibilities in quality assurance:

- Providing organizational and methodological support for the management of postgraduate training processes.
- Monitoring and evaluating the quality of postgraduate educational programs.
- Ensuring compliance with academic standards in postgraduate education and research.

Institutional Transparency

2.1 Financial Capacity

Financial transparency, characterized by the openness of all financial information, is essential for the Academy's leadership, external stakeholders, and participants in the educational process. The Academy avoids distorting facts when communicating with all interested parties, employees, and educational service consumers, and voluntarily shares information about its financial activities.

Internal forecasting and budgeting are conducted annually and reviewed at least every six months by the Academy's administration. The annual financial forecast is subject to approval by the Rector of the Academy.

To ensure financial stability, the Academy adopts a multifaceted approach that combines prudent budgeting, strict financial controls, sound forecasting, and revenue diversification.

1. Annual Budget Development

The development of an annual budget is one of the most critical steps in financial planning, serving as a roadmap for the Academy's financial activities throughout the year.

Process:

- The administration assesses expected revenues, including tuition fees (the largest source of income), government funding (e.g., grants), and additional revenue streams such as business partnerships, international grants, and income from supplemental educational services.
- The budget allocates funds for key expenses, such as employee salaries (the largest expense), facility maintenance, and resource procurement. A reserve fund is included to cover unforeseen expenses or revenue fluctuations.
- Regular reviews and updates every six months ensure the budget aligns with the Academy's financial realities, adjusting for any changes in income and expenditure structures.
- Annual budgets are approved by the Rector of the Academy.

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2. Feasibility Studies and Financial Forecasting

Feasibility studies and financial forecasts play a vital role in strategic planning. Before initiating new programs or projects, the Academy conducts feasibility studies to assess their viability.

Key elements:

- **Market Demand Analysis:** Evaluating the demand, competition, and the Academy's capacity to provide new services.
- **Financial Forecasts:** Using historical data, market trends, and research to estimate future income and expenses based on realistic assumptions regarding student enrollment, tuition fees, and operational costs.
 - Regular updates (every 6–12 months) ensure forecasts reflect changing conditions and new information.
 - Accurate forecasts allow the Academy to plan effectively and make informed decisions about resource allocation and strategic priorities.

3. Audited Financial Reports

Ensuring the reliability of financial information is critical, and the Academy achieves this through audited financial reports.

Process:

- Annual independent audits are conducted by a reputable auditing firm or licensed accountant.
- The audit thoroughly reviews financial statements, including the balance sheet, income statement, and cash flow statement.
- Audit reports provide transparency and build trust among stakeholders.
- These reports highlight trends, identify discrepancies, and provide insights into the Academy's financial position, serving as a tool for improving financial management.

4. Revenue Diversification

Diversification is a key strategy for reducing financial risks and ensuring stability.

Strategies:

- Expanding revenue sources through professional development programs and short-term courses targeting working professionals, which generate additional income.
- Seeking external funding, including government and private grants, to support research and special projects.
- Partnering with industry, other educational institutions, and community organizations to create joint programs that open new funding opportunities and shared resources.
- **Endowment Fund:** Developing an endowment fund, a pool of invested capital generating income over time, to provide a stable financial foundation and support institutional priorities. Managing the endowment requires careful planning and investment strategies to ensure long-term growth and sustainability.

5. Rigorous Screening for Key Appointments

Members of the Supervisory Board and the management team (including the Rector, First Vice-Rector, Vice-Rectors, and Heads of structural units) undergo enhanced screening during the selection and hiring process. Rigorous selection for key positions is crucial to ensuring financial stability and the overall success of the Academy.

The screening process for candidates for managerial positions includes the following steps:

a) Establishing Clear Criteria and Qualification Requirements

- **Defining Roles and Responsibilities:** Clearly outlined roles, responsibilities, and expectations for each key position ensure that candidates understand their duties and enable better evaluation of their suitability.

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- **Setting Experience and Qualification Requirements:**
Strict qualification criteria are established to align with the Academy’s goals and mission. Preference is given to candidates with proven experience in budget management, financial planning, strategic development, or roles in the education sector, as well as those possessing relevant industry expertise.

b) Comprehensive Verification of Professional Background

- **Professional Experience Verification:**
Each candidate undergoes a detailed background check, including validation of employment history, educational qualifications, and other relevant credentials.

- **Reputation and References:**
References are collected from previous employers and colleagues to assess the candidate’s professional reputation, adherence to corporate ethics, and reliability.

c) Assessment of Experience and Knowledge

- **Relevant Experience:**
Preference is given to candidates with experience in higher education, finance, or strategic planning.

- **Proven Leadership Track Record:**
Candidates with demonstrated success in managing projects, teams, or organizations, especially during periods of growth or financial recovery, bring critical insights and practical experience.

- **Industry Knowledge:**
Familiarity with the higher education sector and its specific challenges is essential. This knowledge supports decision-making that aligns with the Academy’s mission and objectives.

d) Integrity and Alignment with Institutional Values

- **Ethical Standards:**
The candidate’s commitment to high ethical standards is evaluated through discussions about their approach to ethical dilemmas and analysis of any past incidents indicating unethical behavior. Integrity is paramount for roles influencing financial and strategic decisions.

- **Cultural Fit:**
Candidates must align with the Academy’s values and culture. This alignment is critical to maintaining a cohesive leadership team and ensuring all members work toward shared goals. It is assessed through discussions and a careful review of how the candidate’s vision and philosophy align with the Academy’s.

- **Commitment to the Mission:**
The candidate’s dedication to the Academy’s mission and goals is determined through discussions about their motivation for the role and their plans to contribute to the Academy’s success. Strong commitment fosters purposeful and passionate leadership.

e) Structured Interview Process

- **Behavioral Interviews:**
The interview includes a structured behavioral component to understand how candidates handled various situations in the past, offering insights into their problem-solving skills, decision-making processes, and leadership style.

- **Situational Questions:**
Scenario-based questions are used to evaluate how candidates would approach specific challenges that the Academy might face, assessing their strategic thinking, financial acumen, and ability to perform under pressure.

- **Panel Interviews:**
Representatives from various stakeholder groups, including senior leadership, participate in the interview process, ensuring diverse perspectives in assessing the candidate’s suitability.

f) Ongoing Evaluation and Development

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• **Probation** **Period:**

A two-month probation period allows for close monitoring of the appointed candidate’s performance and alignment with expectations before making long-term commitments.

• **Continuous Learning and Development:**

Newly appointed individuals are offered opportunities for ongoing learning and professional development through CPD courses, participation in national and international conferences, and other growth programs.

2.2 Internal Regulations

All employees of the Academy are appointed based on the specific requirements for each position as outlined in their respective job descriptions. Recruitment is conducted in accordance with the **Personnel Recruitment Policy**, which establishes clear standards and processes for hiring qualified professionals at all levels. This ensures the Academy operates at a high level of quality and provides educational services that meet the needs of the industry and society.

Members of the management team are required to possess appropriate qualifications and managerial experience, preferably in the education sector.

For the recruitment of academic staff, the Academy adheres to both international and national professional standards for teaching positions in higher education institutions. Academic positions are open to individuals with academic degrees and/or titles, a master’s degree, or a specialist’s qualification in a field relevant to their teaching profile. In the absence of an academic degree or title, candidates may be required to demonstrate relevant professional experience in the field of teaching.

Position-specific requirements:

• A master’s degree (or equivalent) is required for positions such as assistant, lecturer, or senior lecturer.

• For positions such as associate professor or professor, an academic degree and/or title in the relevant field is required.

Appointments are made based on the results of a competitive selection process, the procedure for which is approved by the Academic Council of the Academy.

Academic staff report to department heads within their respective faculties, ensuring that academic content aligns with high-quality standards.

3. Development and Implementation of Educational Programs

3.1 Guiding Principles

The Academy conducts its educational activities based on licenses issued by the **Ministry of Education and Science of Ukraine**.

By the end of the first enrollment cycle of each educational program, the programs must be accredited by the **National Agency for Higher Education Quality Assurance** or by international accreditation agencies recognized in Ukraine.

Program development decisions are made collectively by the Academic Council, Rector, Quality Assurance Department, and relevant faculties, based on the following factors:

• **Expertise:** Ensuring the Academy has qualified staff and expertise in the relevant field.

• **Resources:** Assessing the sufficiency of resources, particularly financial and material-technical support.

The Academy designs programs that equip students with the knowledge, skills, and competencies necessary for successful careers. The development process focuses on learning outcomes, ensuring that educational programs effectively prepare students for professional activities.

Program development includes:

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- Comprehensive analysis of content, teaching methods, resources, evaluation strategies, and support opportunities.
- Use of diverse teaching methodologies, including active, problem-based learning methods such as case studies, simulations, group discussions, multimedia-enhanced lectures, and project-based learning.

The Academy provides a modern material-technical base, including specialized classrooms, innovative laboratories with cutting-edge technology, and support from specialized staff.

Practical

Programs include practical components such as internships, projects, and industry collaboration, ensuring students gain real-world experience in their respective fields.

Implementation Principles:

1. Align with the mission, vision, and strategy of the Academy.
2. Define clear learning outcomes that meet national and European higher education standards.
3. Set qualification levels per the National Qualifications Framework and the European Higher Education Area.
4. Foster diverse interactions between faculty and students to meet their individual needs.
5. Engage stakeholders (students, employers, researchers, industry representatives) in the development, review, and monitoring of programs.
6. Incorporate practical components where possible, such as:
 - **Internships and practical training:** Real-world experience in healthcare, business, or other fields.
 - **Collaborative projects:** Addressing real-life challenges with innovative solutions.
 - **Workshops and skill development sessions:** Enhancing core competencies like data analysis, clinical procedures, and communication.

Decision-Making Process for Educational Programs:

Decisions regarding program creation, content revisions, and quality assurance processes are made collectively during:

- Department meetings for program implementation.
- Faculty Academic Council meetings.
- Extended working group sessions involving academic staff and stakeholders.
- Methodological Council meetings.
- Academy Academic Council meetings.

Educational programs undergo regular reviews, feedback collection, and continuous improvement, ensuring alignment with quality standards and industry needs.

This comprehensive process guarantees that programs meet both Ukrainian and European higher education standards, preparing graduates for meaningful contributions to their fields.

3.2 Development and Approval of Educational Programs

The International Academy of Ecology and Medicine develops educational programs according to the following procedure:

Stage 1. Formation of a Working Group and Appointment of a Program Coordinator

The working group for developing the educational program is formed during a department meeting where the introduction of a new program is planned. This process involves all interested parties, including academic staff, employers, alumni, higher education students, and other stakeholders. Among the members of the working group, a coordinator is selected to lead the group's work.

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Stage 2. Identifying the Need and Potential of the Educational Program

This stage includes analyzing the need to update or create a new educational program according to the requirements of the modern labor market, personal and societal expectations. It involves systematic labor market monitoring and consultations with participants in the educational process, such as higher education students, potential employers, and other stakeholders.

Stage 3. Development of the Educational Program Draft

Educational program drafts are created in compliance with higher education standards, based on the analysis of their requirements. Each program must include general information (degree of higher education, title, credit volume in ECTS, teaching languages, etc.), objectives, characteristics, program competencies, learning outcomes, and a list of educational components.

a) Dynamics of Learning

The draft of the educational program at the Academy aims to create effective learning dynamics that encourage interaction between teachers and students and mutual learning among peers. This is achieved through the following strategies:

Programs in the Fields of Management, Information Technology, Social, and Humanities

- **Interactive Learning Materials:** The Academy provides diverse interactive materials that foster active learning, combining various teaching methods such as lectures, discussions, and group activities.
- **Diverse Assessment Methods:** Various methods, including tests, practical tasks, essays, presentations, and projects, are used to evaluate students' understanding of the material.
- **Innovative Teaching Methods:** Modern pedagogical approaches, such as case-based learning, business simulations, laboratory sessions, and role-playing, enhance the educational process.
- **Collaborative Learning Opportunities:** Small group discussions, collaborative projects, teamwork, and active student engagement are promoted.
 - **Research Collaboration:** Students participate in research projects with academic staff, fostering mutual learning and evidence-based practices.
 - **Workshops and Seminars:** Interactive seminars and training sessions on relevant topics are conducted by academic staff and practitioners, encouraging active participation and group discussions.
 - **Access to Online Resources:** Students utilize forums, databases of professional literature, and scientific publications.

Programs in the Field of Healthcare

- **Simulation-Based Learning:** High-fidelity simulators and standardized patients provide interactive, hands-on experience under instructor supervision with immediate feedback.
- **Mentorship:** Mentorship programs are implemented where experienced physicians guide students during clinical rotations, enhancing mentor-mentee interaction.
- **Interprofessional Education:** A shared educational environment is created for healthcare students and their peers from other medical professions to improve teamwork skills.
- **Problem-Based Learning:** Small groups discuss clinical cases under faculty supervision to solve clinical tasks collaboratively.
- **Research Collaboration:** Students engage in research projects with academic staff, promoting mutual learning and evidence-based practices.
- **Public Health Initiatives:** Participation in group projects addressing real public health issues fosters teamwork and collaboration.

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- **Workshops and Seminars:** Interactive seminars on current medical topics are led by academic staff, encouraging active student participation.
- **Access to Online Resources:** Forums, medical literature databases, and scientific publications are utilized.
- **Cultural Competence Workshops:** Group discussions and role-playing exercises enhance cultural awareness.

b) Resources

A thorough analysis of resources involved is a critical aspect of the program development process. The Academy ensures the availability of the following key resources:

- **Experienced Academic Staff and Personnel:** A team of qualified teachers and professionals with relevant expertise in all areas of the offered programs.
- **Adequate Material and Technical Base:** Well-equipped classrooms with modern tools such as interactive whiteboards, projectors, specialized classrooms, and laboratories for specific disciplines.
- **Student Support:** Various services focused on ensuring students' success and well-being.
- **Administrative Support:** Specialized administrative services facilitate effective program learning and meet student needs.
- **Compliance with Standards:** Adherence to the standards established in the European Higher Education Area.

The Academy also provides a robust set of resources to deliver high-quality academic content, including:

Educational Materials:

- **Faculty Presentations:** Interactive presentations that facilitate effective learning.
- **Core Materials:** Free access to core materials, including textbooks and lecture notes.
- **Supplementary Resources:** Access to additional textbooks, e-books, and academic journals, both Ukrainian and international.
- **Open Educational Resources:** Use of open educational materials.

Research Resources:

- **Library Access:** A fully equipped library with access to digital databases.
- **Research Tools:** Tools for plagiarism detection, proper citation, and access to academic databases.

Practical Learning Opportunities:

- **Internships and Placements:** Partnerships with industry organizations to gain hands-on experience in real-world settings.
- **Project-Based Learning:** Inclusion of project execution in the curriculum for case-based learning.

Additional Educational Activities:

- **Workshops and Seminars:** Specialized training sessions and extracurricular masterclasses.
- **Peer Learning Groups:** Structured group and peer-led study sessions enhance collaboration among students.

c) Assessment

Another key element of any educational program is assessment methods. The assessment of programs offered by the Academy includes a combination of formative and summative (current and final) assessments specifically tailored to the Academy's programs. The Academy places significant emphasis on this component during program development, including the following elements:

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Formative

Formative assessment identifies specific achievements, highlights areas for growth and improvement, and provides students with recommendations on where to focus their efforts to achieve better learning outcomes. This is achieved by setting clear goals for a specific learning period, providing and receiving constructive feedback regarding students' achievements relative to those goals, adjusting the educational process based on individual results and learning needs, and fostering students' ability to analyze their learning activities (reflection). Self-assessment, peer assessment, discussions of learning material, review of completed assignments by faculty, individual consultations, practice exercises, and practice tests help students better understand their personal development progress and identify ways to achieve better learning outcomes.

Assessment:

Summative

Summative assessment gathers data on the key competencies formed and learning outcomes achieved.

Assessment:

Programs in the Fields of Management, Information Technology, Social, and Humanities Sciences

- **Current Summative Assessment:** Regular tests monitor students' understanding of key concepts. Case studies allow students to analyze real-world scenarios requiring critical thinking and problem-solving skills. Students have opportunities to apply theoretical knowledge in practice. Collaborative group projects enable students to develop plans or strategies, fostering teamwork and improving communication skills.

- **Final Summative Assessment:** Final summative assessment for disciplines is conducted through exams and credit tests, incorporating the results of current summative assessments. A thesis is a key component of the final assessment, allowing students to demonstrate the integration of knowledge, skills, and competencies acquired during their studies. Students develop and present a comprehensive research project or solution addressing a current problem in their professional field. The thesis involves independent work on a topic, data collection and analysis, and the development of recommendations or solutions that reflect the ability to apply theoretical knowledge in practice. The thesis defense takes the form of an official presentation before a committee consisting of faculty members and industry experts.

Programs in the Field of Healthcare

- **Current Summative Assessment:** Current assessment evaluates both theoretical knowledge and practical skills of students. Regular tests, quizzes, and practical skills assessments aim to verify the depth of medical knowledge and the level of clinical competencies. Testing includes a variety of tasks, from basic theoretical questions to clinical scenario analysis, helping assess students' decision-making abilities under uncertainty. Practical skills assessments are conducted in simulation labs and during patient interactions, where students demonstrate knowledge of medical procedures, techniques, and protocols in both real and simulated clinical settings.

- **Final Summative Assessment:** Final assessment is conducted in the form of a Unified State Qualification Exam, consisting of tests to determine the level of theoretical knowledge and a practical component to evaluate clinical skills.

Cross-Program Assessment Strategies

- **Interprofessional Simulations:** Integrated simulations that include joint assessment of students from all educational programs encourage interdisciplinary collaboration and communication.

- **Industry Projects:** Involvement of students in solving real problems faced by industry organizations, providing practical experience and feedback from industry experts.

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- **Feedback Mechanisms:** Regular collection of feedback from students and faculty regarding the effectiveness of assessment methods ensures alignment with program objectives and student needs.

d) Requirements for Academic Staff

Academic staff must possess appropriate academic qualifications and practical experience in their field to ensure high-quality teaching. They are required to have higher education or an academic degree and/or title, experience in scientific or academic work, or practical experience relevant to the subject of their academic work and the educational program. Faculty members must be proficient in modern pedagogical methods and prepared to apply innovative teaching approaches, including interactive methods, problem-based learning, and simulations. Additionally, academic staff are required to continuously improve their qualifications by participating in professional training and advanced development courses that meet modern educational standards. High ethical standards, communication skills, and the ability to create a supportive learning environment are mandatory characteristics of instructors, ensuring effective teaching and student development.

e) Student Success

The development of individual disciplines within educational programs aligns with qualification frameworks and relevant standards to ensure consistent learning success. Program development considers the level of each program, admission requirements, expected theoretical and practical knowledge, specific skills and competencies to be developed, and a clear understanding of career opportunities.

By adhering to these principles, the Academy creates a clear and consistent learning path for students, starting from their current level of knowledge and gradually developing the necessary competencies and qualifications. This approach ensures the progressive acquisition of skills that meet professional requirements and prepares students for successful careers in their chosen field. The Academy supports students at every stage of their education, helping them achieve their educational and professional goals step by step.

Stage 4. Review and Refinement

After the development of the educational program draft, it is published for review by all stakeholders, including external stakeholders such as employers, alumni, and professional associations. During this stage, consultations are held with various stakeholder groups to evaluate the program's alignment with market demands, educational standards, and student expectations. External stakeholders provide valuable feedback that may address the program's content, the relevance of teaching methods, the applicability of skills to the labor market, and the overall program structure.

Based on this feedback, additional changes or adjustments may be made to ensure the program meets the needs of the industry and society. For example, if employers emphasize the importance of additional practical skills for graduates, the program may be adjusted to include more laboratory sessions or practical projects. This stage is critical to ensuring that the program is not only academically strong but also relevant to the labor market.

If significant deficiencies or necessary adjustments are identified during the consultations, the draft is returned to the working group with detailed recommendations for improvement. After all necessary changes are made, the revised program draft is resubmitted for review and re-evaluated by stakeholders. This process may be repeated several times to ensure the program's high quality and relevance before implementation.

Stage 5. Approval of the Educational Program

After all necessary steps have been completed, a package of documents is submitted to the Academic and Methodological Department. This package includes:

- The draft of the educational program and curriculum.
- The sequence of disciplines, forms of instruction, and their volume.

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- The academic process schedule.
- Forms of current and final assessment.
- Extract from the department meeting protocol regarding the introduction of the program.
- Results of discussions about the program draft.
- Justification for the program's relevance and the Academy's ability to implement it with high quality.
- Alignment with the Academy's mission, vision, and strategy.
- Feedback or recommendations from stakeholders.
- Approval by the Faculty Academic Council of the program draft.
- Information about staff qualifications.

The Academic and Methodological Department, together with the Quality Assurance Department, reviews the submitted information for compliance with licensing conditions for educational activities, accreditation regulations for educational programs, and other normative acts. They conduct a preliminary examination and form conclusions on the feasibility of implementing the educational program at the Academy.

These conclusions, along with a presentation of the educational program, are discussed at the meeting of the Academy's Academic and Methodological Council. If the Council issues a positive recommendation, the program is submitted for approval to the Academy's Academic Council.

Stage 6. Implementation of the Educational Program

After the program is officially approved by the Academy's Academic Council and the Rector's decree is issued to implement the program, the faculty administration and Admissions Committee begin the process of formal implementation.

This stage includes preparation for the program launch, student recruitment, faculty selection, and provision of the necessary material and technical resources.

The Admissions Committee coordinates the recruitment process, develops promotional materials, organizes informational events and consultations for prospective students, and provides information about the program's features, structure, requirements, and career opportunities. Meanwhile, the faculty administration arranges class schedules, prepares classrooms, laboratories, and other infrastructure needed for effective learning.

Faculty selection is carried out according to established qualification and experience requirements, including engaging experts in the relevant field to ensure high-quality instruction. Faculty members undergo training, familiarize themselves with the program content, and participate in planning the educational process and organizing initial classes.

This stage also involves interaction with other structural units of the Academy, such as the library, technical services, and student support services, to ensure the program functions effectively from the outset.

Stage 7. Program Review

The Academy adheres to the principle of continuous improvement, particularly concerning educational programs. Feedback is actively collected from all stakeholders through formalized and regular mechanisms, including students, faculty, administrative staff, and industry representatives. This feedback is carefully analyzed and translated into an action plan aimed at improving and developing the relevant educational program.

The detailed procedure for program review is described in Section 10.

4. Student-Centered Learning, Teaching, and Assessment

4.1 Guiding Principles

The Academy aims for the holistic development and cultivation of harmonious individuals, fostering ecological and mental harmony with the world, and promoting a culture of continuous self-improvement and learning.

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Student-centered learning and teaching play a vital role in fostering motivation, self-reflection, and student engagement in the educational process. This involves a careful approach to the design and implementation of educational programs and effective assessment of learning outcomes.

4.2 Diversity and Special Needs of Students

The Academy recognizes the value of a diverse student body and strives to create an inclusive and supportive environment for all. This encompasses students of different races, ethnicities, genders, sexual orientations, socio-economic statuses, religious beliefs, and individuals with disabilities or special needs.

The key components include:

1. **Inclusivity:** Creating a culture that respects and values diversity, fostering an inclusive environment within the Academy.
2. **Accessibility:** Ensuring that all programs, services, and facilities are accessible to individuals with special needs.
3. **Support Services:** Providing comprehensive support services to meet the academic, social, and personal needs of students from diverse backgrounds.
4. **Education and Awareness:** Conducting regular training and workshops for staff and students to raise awareness about diversity and cultural sensitivity.
5. **Feedback Mechanisms:** Establishing feedback channels that allow students to report issues related to diversity and inclusion.

To implement these initiatives, the Academy provides:

1. **Improved Accessibility for Diverse Students:** Establishing communication channels with students to identify their unique needs and provide individual support, which may include:
 - o A website adapted for special needs.
 - o Individualized learning materials such as large print, Braille, or audio versions, where possible.
 - o Flexible assessment formats, extended time, or separate testing environments to meet diverse needs.
 - o Accessible facilities through ramps, elevators, automatic doors, etc.
 - o Assistive technologies such as screen readers, speech-to-text software, and ergonomic equipment.
 - o Personalized support services like sign language interpreters and personal assistants, if needed.
2. **Support Specialists:** Faculty coordinators assist students with orientation throughout their educational journey. These specialists coordinate efforts to ensure accessibility and inclusion by collaborating with the Admissions Committee, deans, and the International Relations and Foreign Student Office to effectively address these tasks.
3. **Discounts on Educational and Other Services:** Discounts for individuals with special needs and other vulnerable student groups.
4. **Integration of Diversity Topics in Educational Programs:** Where appropriate, integrating diversity-related topics into the curriculum to enhance cultural competence and understanding among all students.
5. **Advisory Committees:** Forming advisory committees of students and staff to regularly review and provide recommendations for improving diversity and inclusion policies.
6. **Feedback Collection:** Regularly offering students the opportunity to provide feedback on their personal experiences regarding these aspects through surveys and meetings held throughout the academic year, as specified in Section 3.2 of this Policy.
7. **Professional Development Courses for Staff:** All staff members are required to participate in regular professional development courses, including training on diversity,

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inclusion, and support for students with special needs. These courses cover topics such as cultural competence, anti-discrimination practices, and effective strategies for interacting with students from diverse backgrounds.

8. **Adaptation Programs for Students:** During the beginning of their studies, all students attend events designed to inform them about the Academy's commitment to diversity and inclusion, the importance of respecting different perspectives, and fostering an inclusive environment. The adaptation period also introduces students to available support services, including those for individuals with special needs, and how to access these resources.

9. **Mentors/Tutors:** Each academic group is assigned a mentor who provides guidance and support to ease the transition and foster adaptation within the Academy. Mentors help students navigate the new environment, make informed decisions, and offer emotional support, promoting academic and personal growth. Mentors are selected from the faculty and work in collaboration with other departments to meet student needs as required.

10. **Training on Cultural Competence and Inclusivity:** Both academic and administrative staff undergo training on cultural competence and inclusivity during onboarding and professional development courses. These trainings aim to enhance staff abilities to support students effectively. By creating an inclusive educational environment, the Academy ensures that all students feel valued, respected, and represented. A commitment to cultural sensitivity is key to fostering a welcoming and supportive atmosphere within the Academy.

Responsibilities in These Processes:

- **Faculty and Academy Administration:** Ensuring compliance with this policy and allocating necessary resources to support diversity and inclusion initiatives.
- **Academic and Administrative Staff:** Participating in diversity training and implementing inclusive practices in teaching and interactions with students.
- **Students:** Contributing to the creation of an inclusive community by respecting and valuing diverse perspectives.

The effectiveness of this policy is monitored through regular assessments, including surveys and feedback from stakeholders.

4.3 Student-Centered Learning

The Academy implements student-centered learning and teaching. This strategy respects and accommodates the diversity of students and their needs, ensuring the creation of individualized educational trajectories.

The Academy fosters a reliable and inclusive educational environment by employing diverse approaches to learning and teaching methodologies adapted to available resources and the needs of both academic staff and students. This approach encompasses traditional lectures, presentations, problem-solving exercises, group discussions, problem-based learning, role-playing, simulations, guest speaker sessions, interactive workshops, laboratory classes, and group projects. To facilitate remote learning, academic staff utilizes technologically advanced platforms to deliver content in multimedia formats, such as video presentations and interactive 3D simulations, allowing students to access materials according to their individual needs.

To support these diverse pedagogical approaches, the following have been implemented:

1. **Professional Development:** Providing continuous training and workshops as part of professional development courses for academic staff to improve their skills in using various teaching methodologies and technologically enhanced learning tools. This equips staff with innovative strategies for effectively engaging students.

2. **Collaboration and Sharing Best Practices:** The Academy encourages a culture of collaboration among staff by promoting the sharing of successful teaching practices. This occurs through regular departmental meetings, peer observations, and a centralized repository of teaching materials.

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3. **Student-Centered Learning:** Academic staff actively incorporates student feedback into their teaching practices. By considering student preferences and experiences, staff adapts their pedagogical approaches to better meet their needs.

4. **Interdisciplinary Projects:** The Academy supports interdisciplinary projects that promote collaboration between different departments. Integrating knowledge from various fields enables students to benefit from diverse teaching styles and methodologies, enhancing their overall educational experience.

5. **Supportive Learning Environment:** The Academy fosters an environment that encourages innovation and experimentation in teaching. Academic staff can implement new approaches with the assurance of institutional support. The Academy's internal policies, including ethical standards, complaint and appeals handling, and transparency in all processes, contribute to creating a supportive educational environment.

6. **Evaluation and Adaptation:** The Academy regularly evaluates the effectiveness of various pedagogical approaches through student feedback, course assessments, and analysis of academic performance. This enables necessary adjustments and improvements in teaching and learning processes.

These teaching styles and methods are continuously evaluated and improved to ensure their effectiveness. The Academy conducts biannual assessments of pedagogical approaches based on student feedback and academic performance metrics.

This is achieved through the following measures:

1. **Collecting Feedback:** At the end of each semester, students complete anonymous surveys to evaluate their learning experience, teaching methods, and course materials (as outlined in Section 3). The Education Quality Assurance Department and the relevant faculty dean's office are responsible for this process.

2. **Review of Academic Performance:** Analyzing academic performance metrics at the end of each semester to identify trends and areas for improvement. The Education Quality Assurance Department and the relevant faculty dean's office oversee this process.

3. **Data Analysis:** Representatives from the Academic Council, faculty administration, the International Relations and Foreign Students Office, and the Education Quality Assurance Department review collected data at the end of each academic semester to identify patterns, strengths, and areas needing improvement.

4. **Action Plan Development:** Based on the analysis, an action plan is developed, specifying necessary adjustments and improvements.

5. **Implementation and Follow-Up:** Academic staff implements recommended changes to their teaching methods under the supervision of faculty administration, with subsequent reviews of adjustments during the next evaluation cycle.

The Academy promotes student autonomy by providing appropriate guidance and support from academic staff. This fosters mutual respect between students and instructors. Student support is primarily provided by advisors, representatives of the dean's offices, the International Relations and Foreign Students Office, and others. However, academic staff, often being the first point of contact for students, also play a significant role.

Student Support System

The student support system in the Academy operates as follows:

1. **Identifying Needs:** Students can identify their support needs through self-assessment, discussions with academic staff, advisors, or faculty staff, the Admissions Committee, or the International Relations and Foreign Students Office via phone calls, emails, feedback forms on the Academy's website, or scheduled meetings, depending on their needs.

2. **Official Consultation:** Students can approach faculty staff, the Admissions Committee, or the International Relations and Foreign Students Office to discuss their concerns or support requests. These units coordinate the necessary resources and services.

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3. **Referral to Resources:** If the required support exceeds the unit's capabilities, staff refers students to appropriate resources such as an in-house psychologist or other professionals as needed.

4. **Personalized Action Plans:** Individual plans outlining specific goals, resources, and timelines are developed for continuous academic support.

5. **Monitoring Progress:** The faculty dean's office monitors student progress and collaborates with relevant instructors and/or staff to adjust the support strategy if needed. This may include follow-up meetings or additional feedback on performance in academic and extracurricular activities.

6. **Feedback Cycle:** Students are encouraged to provide feedback on the support they receive, helping the Academy continuously improve its support services. Feedback mechanisms are also available for general input.

7. **Collaboration with Support Services:** Academic staff informally collaborates with all structural units, if necessary, to ensure a comprehensive approach to student support, contributing to a holistic educational experience.

The student support process described above serves as general guidance for providing assistance in the Academy. Recognizing that each student has unique needs and circumstances, the Academy ensures flexibility and adaptability in support services. This approach allows tailoring processes to individual requirements, guaranteeing that every student receives personalized help according to their academic and personal needs.

Grievance and Appeals Policy

In addition to these measures, the Academy has developed a Grievance and Appeals Policy. The policy governs the submission and consideration of complaints and appeals regarding academic and administrative decisions, ensuring a structured approach to resolving concerns. It guarantees that all grievances are addressed fairly, promptly, and transparently.

The process begins with informal resolution, encouraging affected parties to discuss their concerns directly with the involved party within five working days. If the issue remains unresolved, a formal complaint can be submitted to the relevant structural unit within ten working days, to be resolved within fifteen working days. Following the investigation, results will be communicated to the student, who may appeal the decision if grounds exist, such as procedural errors or new evidence. The Appeals Committee, appointed to review appeals, will provide its final decision within twenty working days. Confidentiality is paramount throughout the process, and all parties involved must sign a Non-Disclosure Agreement to protect privacy. This policy fosters an environment where concerns can be expressed and effectively resolved.

4.4 Assessment of Student Performance

Considering the importance of assessment for students' progress and their future careers, quality assurance processes for assessment are conducted as follows:

Ensuring Fairness and Transparency in Assessment

Examiners at the Academy ensure that students are informed about the existing assessment methods by providing detailed information about the criteria and methods, which must be communicated in advance. To ensure transparency, the Academy implements the following policies:

1. **Fairness and Transparency in Assessment:** All results and methods of assessment, including course content, must be clearly defined and accessible to students before the course begins. This information is published on the official Academy website, with original printed versions stored in the relevant departments.

2. **Program Development:** During the development of educational programs, assessment procedures must be reviewed and approved to ensure alignment with learning outcomes, as outlined in Section 3.2 of this policy.

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3. **Diverse Assessment Methods:**

To accommodate various teaching methods, course characteristics, and students' abilities, the Academy uses diverse assessment methods, including:

- Written and oral exams;
- Practical skill evaluations;
- Projects and presentations;
- Group work.

These methods are chosen during the development of the educational program and course syllabus. Where possible, students are given a choice of assessment methods for specific modules, allowing adaptation to course specifics and student needs.

4. **Assessment Criteria:**

Specific criteria are used for each assessment method, ensuring that all examiners evaluate students according to consistent standards, promoting fairness and uniformity in grading.

5. **Review and Moderation:**

All assessment elements are subject to review by the Faculty Academic Council or its appointed subject expert to ensure fairness, consistency, and objectivity. This process includes:

- Verification of final assessments before official publication to ensure they accurately evaluate specific learning outcomes.
- A review of a 10% sample (or at least three) of students' works to confirm the effective application of approved criteria.
- Resolving discrepancies in assessments and providing recommendations for improvement.
- Appointment of invigilators during exam sessions to ensure the absence of cheating and/or academic misconduct.
- Use of plagiarism detection software for assignments, projects, and other unsupervised tasks. Academic staff may also report suspected cases of plagiarism.

6. **Plagiarism:**

In cases of suspected plagiarism, the Policy on Ethical Conduct and Academic Integrity must be followed.

7. **Communication:**

Assessment results and methods are published on the official Academy website, in online learning platforms, and communicated during introductory sessions and planned meetings by designated staff members.

8. **Information Materials:**

All students have access to information describing academic policies (plagiarism, complaints, and appeals, etc.), including assessment procedures, criteria, and expectations.

9. **Feedback and Review:**

Students have the opportunity to provide feedback on the clarity and effectiveness of assessment criteria and methods through feedback mechanisms at the end of the semester, as outlined in Section 3.2 of this policy.

10. **Appeals:**

Students have the right to appeal assessment decisions if they believe the criteria were applied unfairly. The process for submitting appeals is clearly outlined in the Grievance and Appeals Policy, providing students with an official mechanism for addressing their concerns.

11. **Learning and Development Policy:**

Academic staff undergo training on assessment practices, including how to develop and communicate clear assessment criteria. This is included in regular professional development courses to ensure that instructors are skilled in designing assessment systems that are transparent and aligned with learning outcomes.

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By adhering to these policies, the Academy ensures a fair, consistent, and transparent assessment process, contributing to students' academic success and career readiness.

4.4 Effectiveness of Assessment and Feedback

Assessment allows students to demonstrate the extent to which they have achieved the intended learning outcomes. At the Academy, students receive comprehensive feedback on their assessment results to improve their learning process and academic performance. The feedback mechanism includes the following components:

1. **Timely** **Feedback:**

Students receive feedback on their results within a specified timeframe, typically within two weeks after completion. This feedback accompanies their official results for each relevant learning module, ensuring students have the information needed to improve their performance in subsequent assessments.

2. **Detailed** **Written** **Feedback:**

Assessments are accompanied by detailed written feedback outlining specific strengths and weaknesses. Academic staff comment on various aspects, including content accuracy, critical thinking, organization, and alignment with the predefined learning outcomes.

3. **General** **Group** **Feedback:**

Following assessments, academic staff provide general feedback to the entire group. This feedback highlights common strengths and areas for improvement observed across student submissions. Addressing the group as a whole allows students to learn from their peers' results and understand broader trends in their performance.

4. **Individual** **Feedback** **Sessions:**

In addition to written and group feedback, academic staff may offer individual feedback sessions, where students can discuss their results in detail. These sessions provide opportunities for students to ask questions and seek clarification on specific comments, fostering a deeper understanding of the material. These sessions are arranged individually.

5. **Feedback-Linked** **Educational** **Resources:**

Feedback includes recommendations for additional educational resources tailored to the student's needs, where necessary.

6. **Peer** **Review** **Integration:**

Certain types of assessments may involve peer review, allowing students to provide and receive feedback from their classmates. This process not only helps students learn from one another but also encourages critical thinking about their work.

7. **Use** **of** **Clear** **Criteria:**

Students are provided with clear assessment criteria and expectations before the assessment. This helps them understand how their work will be evaluated and enables them to identify where they meet or fall short of the criteria in the feedback provided. The assessment criteria are developed by academic staff and pre-approved by the Academic Council. Approved criteria are made available to students along with other assessment details.

8. **Continuous** **Improvement:**

Students are encouraged to provide feedback on the assessment methods and content as part of the Academy's feedback mechanisms. This ensures that the feedback process meets students' needs and positively impacts the learning process.

Mitigating Circumstances and Measures

The Academy applies mitigating measures for students who face exceptional circumstances, such as illness, family issues, or other life events. These measures may include deadline extensions, alternative assessment formats, and more. The procedure for requesting and implementing these measures is designed to be transparent and fair.

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Procedure for Requesting Mitigating Measures:

1. **Submitting** **Request:**
 Students must submit an official request for mitigating measures to the Faculty Dean’s Office as soon as possible before or immediately after the event causing the need for mitigation. The request should include a detailed explanation of the circumstances, relevant dates, and any supporting documentation, such as medical certificates or other official documents.

2. **Initial** **Review:**
 The Faculty Dean’s Office acknowledges receipt of the request within five working days and conducts an initial review to ensure all necessary information and documentation are provided.

3. **Consultation with Academic Staff:**
 The Faculty Dean’s Office consults with the relevant academic staff to assess the feasibility of the proposed measures and, if necessary, suggests potential alternatives.

4. **Decision-Making:**
 The Faculty Dean’s Office, in collaboration with the parties identified in step 3, makes a decision on implementing appropriate mitigating measures. This decision considers the student's circumstances, the nature of the assessment, and academic requirements.

5. **Notification of Decision:**
 The final decision, including details of the mitigating measures, is communicated to the student in writing via email within ten working days of the request submission. The notification includes any conditions or requirements the student must meet to avail of the measures.

6. **Implementation and Monitoring:**
 The Faculty Dean’s Office oversees the implementation of approved mitigating measures, ensuring all involved parties are informed and any necessary adjustments to schedules or assessment formats are made. Students are encouraged to provide feedback on the process and effectiveness of the measures through the feedback mechanisms outlined in Section 3.2 of this Policy, promoting continuous improvement.

7. **Effective Communication:**
 To ensure students are fully aware of the possibility of mitigating measures and the procedure for applying for them, the Academy disseminates this information through multiple channels:

- **Information Materials:** Detailed information about mitigating measures and the application process is included in the Policies and Regulations section on the official website and is accessible to all.
- **Orientation Meetings:** During orientation, students are informed about the availability of mitigating measures and how to access them.
- **Syllabi:** Course syllabi include a section on mitigating measures, informing students of their options and the procedure to follow.

The Academy creates an inclusive and supportive academic environment through a comprehensive approach to assessment and student-centered policies. The Academy’s priorities include fairness, transparency, and personalized support, ensuring every student can demonstrate their abilities and maximize their potential. The use of diverse assessment methods, timely and constructive feedback, and support in exceptional circumstances underscores the Academy’s commitment to student success. By continuously evaluating and adapting our policies, we strive to meet students' needs, uphold academic integrity, and maintain the highest standards of educational quality.

5. Admission, Academic Progress, Recognition, and Certification of Students

5.1 Guiding Principles

The Academy's Quality Assurance Policy ensures that admission requirements, academic progress, recognition of prior learning, and certification are implemented consistently and transparently, providing comprehensive familiarization with the Academy and its educational programs.

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Internal processes and tools are designed to collect and monitor information about students' academic progress and take appropriate actions based on this information. This is achieved through the following steps:

1. Data Collection

a) Tracking Academic Performance

- **Learning Management System (LMS):** Platforms such as Moodle and Google Classroom are used to collect assessment results, submitted assignments, and exam outcomes.
- **Automated Assessment:** Online tests, where applicable, provide immediate feedback and scoring.
- **Faculty Input:** Academic staff regularly update information and provide comments on students' performance and engagement.

b) Attendance and Participation Monitoring

- **Attendance in LMS:** Attendance tracking is integrated into the LMS.
- **Class Activity:** Academic staff are encouraged to record students' participation during classes in the electronic journal.

c) Feedback from Students and Faculty

- A specific section on student performance and progress is included in surveys conducted among students and staff, as described in Section 3.2 of this Policy.

2. Monitoring and Data Analysis

a) Performance Reports

- **Student Progress Reports:** Detailed reports on students' performance, highlighting trends and areas needing attention, are generated at least twice per semester.
- **Predictive Analytics:** Tools such as Microsoft Excel trend charts are used to analyze data, forecast potential performance issues, or identify at-risk students.

b) Regular Reviews

- **Weekly/Monthly Reports:** Automated or manually generated reports summarizing student performance are prepared by the Dean's Office and submitted for review to the Faculty Academic Council, the Quality Assurance Department, and the Academy Administration.
- **Meetings:** Performance review meetings are held at least twice per semester, involving the Dean's Office, department heads, academic staff, representatives of the International Relations Department, the Quality Assurance Department, and the Academy Administration.

3. Interventions and Support Measures

a) Personalized Feedback

- **Feedback Systems:** Moodle enables individual and personalized feedback on assignments and exams, including evaluation results and comments on student performance.
- **Achievement Review Meetings:** In addition to the feedback system, academic staff provide overall feedback to the academic group. Students can also request individual meetings with faculty or student support services to discuss performance-related issues.

b) Support Services

- **Additional Classes:** If students require further knowledge in a specific discipline (e.g., revisiting certain topics), the Dean's Office discusses options for additional academic support with the relevant academic staff.
- **Counseling:** Access to academic and personal counseling is provided to address broader issues affecting performance. Initial consultations are offered by the Admissions Office, the International Relations Department, or the Dean's Office. Depending on the nature of assistance required, students may be referred to other specialists, either internal or external to the Academy. Such services may be free of charge or involve a fee, depending on the specific case.

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4. Continuous Improvement

a) Feedback Cycles

- **Surveys and Feedback Forms:** In addition to regular data collection, analysis, and discussions, the Academy collects feedback from students, faculty, and staff to identify areas for improvement in student performance. Feedback will be collected annually.

b) Professional Development

- **Faculty Training:** Continuous training for academic staff on the latest educational tools and methods for monitoring and supporting student progress is conducted as part of professional development courses.

- **Sharing Best Practices:** Sharing best practices among staff during workshops and joint meetings. Such activities are integrated into professional development courses.

5.2 Admission Procedure

5.2.1 Admission Procedure for Ukrainian Citizens

Admission for Ukrainian citizens to the Academy follows this procedure:

Step 1: Entrance Exams

Register for entrance exams (National Multi-Subject Test [NMT], Unified Entrance Exam [UEE], Unified Professional Entrance Test [UPET]) according to the deadlines set by the Ministry of Education and Science of Ukraine. Complete the entrance exams.

Step 2: Registration of Electronic Account

Since admission to higher education institutions is conducted online, applicants register electronic accounts via the official website (<https://vstup.edbo.gov.ua/>). Educational documents, NMT, UEE, and UPET certificates are uploaded to the account.

Step 3: Application Submission via Electronic Account

Applicants submit applications to participate in the competitive selection process to higher education institutions, including motivational letters, within the deadlines specified in the Admission Rules.

Step 4: Submission of Documents to the Academy

Applicants provide the following documents:

- Educational documents,
- Certificates (NMT, UEE, UPET),
- Passport,
- Taxpayer Identification Number,
- Six 3x4 photos,
- Military registration document (if applicable).

Step 5: Publication of Ranking Lists

The Admissions Office publishes ranking lists of applicants by specialty.

Step 6: Fulfilling Enrollment Requirements

Applicants confirm their choice of study location in their electronic account using a qualified electronic signature or in person at the Academy. Sign enrollment agreements.

Step 7: Recommendation for Enrollment

The Admissions Office recommends for enrollment applicants who meet all the requirements.

Step 8: Enrollment Order

The Academy Administration signs the enrollment order and informs the enrolled applicants.

Step 9: Adaptation and Start of Studies

During the adaptation period, first-year students are introduced to the Academy Administration, academic staff, and the Student Parliament. Students are also assisted in organizing the start of their studies (creating a corporate email account, accessing educational

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materials, and the library) and settling into dormitories. Students are familiarized with the Academy's values and policies. Classes commence.

5.2.3 Admission Procedure for International Students and Stateless Persons

International students and stateless persons may be admitted to the Academy according to the following procedure:

Step 1: Information Request

Applicants can submit an online inquiry. After reviewing the information on the Academy's website regarding programs and tuition fees, they must choose an educational program. Following this, they should send the following documents via email:

- A copy of the international passport or ID card (valid for at least one year);
- A copy of the high school diploma (with details of subjects studied);
- A copy of the academic transcript (in case of transfer from another institution).

After reviewing the documents, the applicant will receive a notification of approval or rejection within one business day.

Step 2: Admission Interview/Examinations

After initial approval, the applicant will attend an interview or examinations to assess their proficiency in the language of instruction (Ukrainian or English) and knowledge of the subjects required for their chosen specialty. During the interview, applicants will also explain their motivation to study and plans after graduation from the Academy.

Step 3: Administrative Review

The Head of the Admissions Committee decides on admission based on the review of documents and the results of the interview/examinations. Accepted applicants will receive an admission letter and an invoice for tuition payment. After receiving the letter, the applicant must pay the tuition fee for the first year to receive an invitation to study and begin the visa application process.

Step 4: Invitation Letter

To obtain the invitation letter, applicants must provide the required documents, including:

- A copy of the international passport;
- A completed application form;
- Proof of payment for one academic year of tuition.

The invitation letter is issued within 3-5 business days after submitting the documents. After receiving the invitation, students obtain a student visa (for visa-required countries) and send their travel itinerary for coordination with the Academy representative for border crossing assistance.

Step 5: Registration and Enrollment

Upon arrival at the Academy, students must submit the following documents:

1. The original and a copy of their prior education document;
2. The original and a copy of the academic transcript (if applicable);
3. The original academic certificate from a previous institution (in case of transfer or reinstatement);
4. A copy of the international passport or ID card;
5. Medical insurance;
6. Twelve 30x40 mm photographs.

After completing the student's file, the administration issues an enrollment order.

Step 6: Adaptation

The student is provided with a corporate email address, which must be used for correspondence with faculty, the Dean's Office, etc. They also gain access to the electronic

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library, e-deanery, and other services. Each student meets with their assigned curator/tutor, who will guide them throughout their studies.

Step 7: Orientation Week and Commencement of Classes

During the orientation (adaptation) week, first-year students meet with the Academy administration, academic staff, and the Student Parliament. They are introduced to the Academy's values and policies. Students can begin classes immediately after completing all formal enrollment procedures and resolving migration issues.

5.3 Academic Progress of Students

Students achieve progress throughout their studies in the educational program they are enrolled in. All data collected by the Academy complies with the conditions outlined in Section 8 of this Policy, as well as ethical and legal requirements.

To ensure academic success, students must attend at least 80% of the classes in each discipline. Attendance for each session is recorded through the LMS system. Additionally, to qualify for final assessments, students must earn at least 36% of the points for a component. The overall score must be at least 60% for each component of the educational program.

Students who fail to score 60% are entitled to retake the examination. If the student fails to achieve 60% on the retake, they may retake the exam with a commission or will be required to repeat the course.

The collection, management, and use of data necessary for assessing students' academic performance are conducted as described in Section 5.1 of this Policy.

5.4 Certification of Students

Certification of higher education students is carried out to determine the extent to which their learning outcomes meet the requirements of the educational program and/or the unified state qualification exam program.

Certification is conducted in accordance with higher education standards and educational program requirements in the following formats:

- Unified State Qualification Exam;
- Qualification exam (certification examination);
- Public defense of a qualification project.

5.5 Education Documents

A document of higher education (Bachelor's degree, Master's degree, Doctor of Philosophy degree) is issued to students who have successfully completed the educational (educational-professional, educational-scientific) program and passed certification.

The education document must contain the following information:

- The name of the higher education institution;
- The name of the educational program;
- The qualification (information about the obtained degree, specialty, specialization, and professional qualification).

An integral part of the diploma is the European-style diploma supplement, which provides structured information about the completed studies. The diploma supplement includes information on the student's learning outcomes, educational components, grades, ECTS credits earned, and details about the national higher education system of Ukraine.

6. Teaching Staff

6.1 Guiding Principles

The Academy provides the necessary resources to support the educational activities of both students and academic staff, aiming to create a positive and healthy socio-psychological climate. The Academy places particular emphasis on:

- Ensuring material and technical resources in line with the institution's mission;
- Preventing conflicts;
- Promoting environmental responsibility;

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- Applying an individualized approach to the development of students' abilities;
- Encouraging participation in artistic, cultural, and sports associations and events, as well as membership in youth organizations;
- Instilling the value of self-improvement according to students' abilities and interests.

The Academy ensures the legal, organizational, financial, and material conditions necessary for the functioning of the library and other information resources. Internal quality assurance guarantees that all resources align with the stated goals, are universally accessible, and that students and academic staff are informed of their availability.

6.2 Recruitment of Staff

The Academy emphasizes the selection of academic staff, recognizing that quality teaching personnel are key to creating a highly professional and stimulating educational environment. Priority is given to candidates who demonstrate a high capacity for continuous professional development and self-improvement, as well as the unique ability to transfer knowledge to students.

In the recruitment process, the Academy considers not only academic achievements but also teaching skills, the ability to foster students' intellectual development, and the capacity to create an inclusive, barrier-free, and positive educational environment.

The hiring of academic staff, including deans, deputy deans, department heads, professors, associate professors, senior lecturers, lecturers, and assistants, is conducted through an open and transparent competitive selection process based on the principles of openness, publicity, legality, independence, and impartiality.

After employment, Key Performance Indicators (KPIs) are set for academic staff to motivate professional excellence. The Academy ensures that all academic staff possess the necessary qualifications, relevant professional experience, and appropriate pedagogical training.

6.3 Support and Development of Staff

The Academy has implemented a system to support the professional development of staff, enhancing research and academic activities. This system includes:

1. **Continuous Professional Development (CPD) Courses and Training**
 - The Academy offers ongoing professional development programs, workshops, and seminars to help staff stay up-to-date with the latest developments in medicine, business, education, and other related fields. CPD programs are coordinated by the Dean's Office and relevant structural units.
2. **Scholarships and Financial Assistance**
 - Financial support is available to facilitate continued education and further professional development.
3. **Leadership and Management Training**
 - The Academy provides specialized training in leadership, management, communication skills, and student support, equipping staff with the skills necessary for administrative roles and for supporting students, particularly those with special needs.
4. **Mentoring Programs**
 - The Academy organizes mentorship programs where experienced academic staff guide less experienced colleagues, fostering career growth and professional development.
5. **Access to Resources**
 - Staff are provided with access to cutting-edge educational tools, technologies, and databases to support continuous learning and effective teaching.

Basic resources available to staff include:

- Fully equipped classrooms with audiovisual technology for teaching and presentations.

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- High-speed Wi-Fi throughout the Academy.
- Computers and technology, including teaching and research software.
- Subscription access to Ukrainian and international professional services and databases.
- Office supplies such as paper, pens, markers, boards, and flip charts.
- Meeting rooms equipped for group work and discussions.
- Well-equipped laboratories for practical classes and research.
- Library access, including international databases.
- Printing, copying, and scanning services.
- Comfortable lounge areas for relaxation and informal meetings.
- Emergency and safety equipment, including first aid kits and fire extinguishers.
- Psychological support for both students and staff, provided by an in-house psychologist.

Additional resources include:

- **For business research:** Business simulation software, financial databases such as Bloomberg or Reuters, and case study repositories.
- **For medical research:** Access to medical journals, clinical research databases, advanced simulation laboratories, and patient care software.

Research and Scientific Activity Support

To foster a research culture and enhance academic activities among faculty, the Academy implements various initiatives to promote collaboration, resource provision, and professional development.

1. **Funding and Grants Assistance**

- The Academy assists in securing funding and grants for research projects, enabling staff to conduct innovative and impactful research.

2. **Opportunities for Collaborative Research**

- Encouraging interdisciplinary and collaborative research projects within the Academy and with external partners expands the scope and improves the quality of research outcomes.

3. **Access to Advanced Resources**

- Providing access to state-of-the-art laboratories, research facilities, and specialized databases supports high-quality research and academic activities.

4. **Publication and Conference Participation**

- The Academy supports academic staff in publishing research results in journals and presenting at national and international conferences, enhancing their academic profile and the Academy's reputation.

5. **Training in Research Methodologies**

- Training in research methodologies, ethics, and best practices helps staff conduct high-quality and ethical research, fostering their academic careers.

By offering these resources and opportunities, the Academy ensures a stimulating environment for professional and academic growth, supporting its mission to maintain excellence in education and research.

7. Learning Resources and Student Support

7.1 Guiding Principles

The Academy provides access to relevant educational materials, resources, and support services to promote effective learning and enhance the academic experience of its students. Comprehensive assistance is available to meet the academic, personal, and career needs of both students and faculty.

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7.2 Student Support

Student support is coordinated by the Faculty Administration, which collaborates with department heads to identify resource needs and ensure their availability to students and other staff members. Feedback from all stakeholders on the adequacy of resources is considered during discussions.

The Academy provides comprehensive support to students, including professional orientation, counseling, and resources to facilitate successful learning. If students face difficulties, the Academy offers several pathways for assistance:

- **Advisor/Tutor:** Each group of students is assigned an advisor or tutor who acts as the primary point of contact for any issues students may encounter. The advisor provides initial support and guidance, directing students to the appropriate specialists or services, both internal and external to the Academy, if further assistance is required.

- **Dean's Office (Administrative Representatives):** The Dean's Office serves as the primary unit for student communication, playing a key role in addressing educational and personal needs. The faculty administration accompanies students throughout their academic journey, from enrollment to graduation. Advisors and tutors act as mediators between students and faculty, fostering a friendly atmosphere and promoting successful learning.

- **International Relations and Foreign Student Affairs Office:** This department supports international students, facilitating their admission, enrollment, and adaptation to the academic and social environment of the Academy.

- **Departments:** Faculty members play a vital role in mentoring, providing academic support, and developing students' professional competencies. They adapt their approaches to meet students' needs, fostering success in both education and future careers.

- **Student Parliament:** The Student Parliament represents the interests of the student body, working to improve academic and social experiences. It mediates between students and the administration, organizing initiatives and events that enhance student life. Members provide support for academic and practical issues, fostering a welcoming and supportive environment for holistic development.

Support Services and Resources

To address student needs and eliminate potential barriers, the Academy provides the following resources and services, as detailed in **Section 6.3**:

1. **Comprehensive Orientation Programs:**
 - Conducting introductory sessions for new students to familiarize them with available resources, opportunities, and support services, ensuring they understand how to access them.
2. **Access to Digital Resources:**
 - All academic and extracurricular information is easily accessible via e-learning platforms and the Academy's official website. Resources include learning materials, library access, a repository, and contact information for support services.
3. **Equal Access to Technology:**
 - Providing multimedia equipment, high-speed internet across campus, and computer labs equipped with necessary software ensures all students have the tools required for learning.
4. **Diverse Educational Materials:**
 - Offering a range of resources, including textbooks, e-books, and multimedia materials, available in the library and online.
5. **Specialized Support Services:**
 - Through Dean's Offices, the International Relations Office, and designated advisors, students receive tailored assistance when needed.
6. **Financial Aid and Scholarships:**

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- Promoting awareness of available financial aid, scholarships, and grants to make education more accessible.

7. **Feedback Mechanisms:**

- Regular feedback on the availability and accessibility of resources, as outlined in **Section 3.2**, helps the Academy make necessary improvements.

8. **Inclusivity:**

- Ensuring equal access to resources for all students, including those with special educational needs. Personalized adaptation programs and barrier-free environments facilitate comfortable learning.

9. **Psychological Support:**

- The Academy fosters a positive psycho-emotional environment by providing everyday psychological assistance and emotional support. The on-staff psychologist:

- Promotes high psychological culture among students and staff;
- Facilitates personal development and helps resolve challenges during difficult life situations.

- Other staff trained in psychological first aid also offer support.

10. **Career Development Counseling:**

- Students are informed of available support services through:

- Orientation sessions at the start of their studies;
- Direct communication with support services;
- Informational materials accessible on the Academy’s website.

Resource Allocation and Needs Assessment

The Academy allocates support resources for students based on a systematic assessment of their needs and priorities, including:

1. **Needs Assessment Surveys:**

- Regular surveys and meetings gather feedback from students on their academic, informational, and social needs, as outlined in **Section 3.2**. This data identifies areas requiring additional resources.

2. **Feedback from Staff and Faculty:**

- Faculty advisors and representatives from the International Relations Office provide insights into issues faced by students, which inform the optimization of resource distribution, such as mental health services or academic counseling.

3. **Data-Driven Decision-Making:**

- The Academy analyzes academic performance, student engagement, and other indicators to determine the most critical support services.

4. **Flexible Resource Allocation:**

- A flexible approach to resource distribution allows for timely adaptation to changing student needs throughout the academic year. Requests for adjustments are submitted by department heads and approved by the administration.

These strategies ensure effective and equitable resource allocation, enabling students to receive the support they need to succeed academically and personally.

7.3 Human Resources

The Academy emphasizes its commitment to providing employees with the necessary tools and resources for effective work, creating a comfortable working environment, and offering opportunities for self-development and professional growth. This includes dedicated workspaces, access to equipment and technology, training and development opportunities, as well as measures to support the health and well-being of staff.

The Academy offers a wide range of resources aimed at professional development and advancing research. Continuous professional development (CPD) courses, master classes, and

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training sessions are held regularly, incorporating the latest advancements in the fields of medicine, business, and education.

Additionally, the Academy provides scholarships and financial assistance to facilitate further education. Specialized training in leadership and management helps staff develop administrative skills and student support capabilities, while mentoring programs foster career growth by pairing experienced faculty members with junior colleagues.

The Academy ensures access to essential resources, including:

- **Fully equipped classrooms** with audio-visual technology for teaching and presentations.

- **High-speed internet** across campus.
- **Computers and educational software.**
- **Meeting rooms and conference facilities.**
- **Laboratories** tailored to practical and research needs.
- **Library services** with access to international databases.
- **Printing and copying services** for academic and administrative purposes.

For specific disciplines, specialized resources are available, such as:

- **Business simulation software.**
- **Financial databases** (e.g., Bloomberg, Reuters).
- **Medical journals.**
- **Advanced simulation laboratories** for healthcare education.

The Academy actively supports scientific research by assisting staff in obtaining funding and grants, promoting collaborative research projects, and providing access to cutting-edge equipment and databases. Support for publishing activities, presenting research at conferences, and training in modern research methods fosters an active academic community among employees.

These initiatives are further elaborated in **Section 6.3** of this Policy.

The Academy ensures adherence to safety regulations, transparent resource allocation, and regular reviews to adapt to the changing needs of staff. By upholding these principles, the Academy fosters the professional development of its employees, enhances job satisfaction, and supports overall productivity while maintaining a safe and comfortable working environment.

8. Management of Information Resources

8.1 Guiding Principles

The Academy strives to establish reliable information management systems that ensure secure and accurate processing of data related to participants in the educational process, assessment records, and other important information. A project is currently underway to digitize all processes at the Academy, ensure data protection, and promote environmental sustainability through the use of paperless technologies. The Academy has implemented physical backup systems, including external hard drives, to further ensure data security.

Paper documentation is stored in accordance with legal regulations. The Academy is committed to maintaining confidentiality and complying with all relevant data protection regulations.

8.2 Data Collection

The Academy has developed and implemented a system of surveys aimed at gathering feedback from the academic community regarding the quality of the educational process and the provision of educational services. The information collected through this system serves as the basis for:

- Continuous improvement of educational programs;
- Promoting professional development and qualification enhancement for academic, pedagogical, and scientific staff;

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- Coordinating results of activities in compliance with higher education standards, both in Ukraine and internationally;
- Determining the satisfaction levels of students and other stakeholders with the academic, organizational, informational, advisory, and social support of the educational process at the Academy.

The information collected must adhere to the following principles:

- **Objectivity** (reflecting the real situation);
- **Accuracy** (minimizing errors in evaluating results);
- **Completeness** (optimizing information sources);
- **Sufficiency** (making informed decisions);
- **Timeliness** (providing information promptly);
- **Accessibility** (addressing real problems that need resolution).

The table below provides a summary of the various feedback mechanisms established by the Academy (more detailed information is available in **Section 3.2** of this Policy). All these feedback mechanisms contribute to ensuring the regular inflow of accurate information from a range of stakeholders, which will be used for continuous improvement.

Source	View	Term	Responsibility
Students	Survey	According to the annual survey plan	Faculty, Quality Assurance Department
Students	Official and informal meetings	Midterm and end of the semester	Faculty, Quality Assurance Department
Students	Online feedback form (anonymous) and physical feedback box	Constantly	Faculty, Quality Assurance Department
Students	Data on assessment results	End of each semester	Faculty, Quality Assurance Department
Academic Staff	Survey	According to the annual survey plan	Faculty, Quality Assurance Department
Academic Staff	Official and informal meetings	As needed	Academic Council, Quality Assurance Department
Academic Staff	Peer review (mutual class observations)	According to the approved schedule	Academic Council, Faculty
Administrative Staff	Survey	According to the annual survey plan	Faculty, Quality Assurance Department
Stakeholders	Survey	According to the	Faculty, Quality Assurance Department

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		annual survey plan	
Stakeholders	Official meetings through Employers' Expert Councils	Constantly	Rector, Faculty
Stakeholders	Informal meetings	Constantly	Rector, Faculty

More information about the types of data collection can be found in the following section 8.3.

8.3 Documentation and Record Keeping

The Academy maintains documentation and records related to its educational and other activities. These records include, but are not limited to: documents on staffing matters; documents related to the student body and their academic performance; information about graduates of educational programs; analysis of survey results from all stakeholders; and other documents related to quality assurance.

The Academy collects a wide range of data to support its students. This data includes personal information such as full name, date of birth, gender, contact details, citizenship, and photographs obtained through official identification documents (passport/ID card), which help establish the student's identity. Academic data includes student ID numbers, enrollment status, attendance records, and assessment results, enabling accurate tracking of students' academic progress. The Academy also maintains financial records, including tuition payment history, scholarship information, and bank details.

Data on marital status, health condition, and other details are collected through manual and automated processing. This data may include information regarding the use of Academy property (including dormitory residence), the psycho-emotional state of the student, health condition, and disability status. Personal data is collected only with the student's consent. This information is particularly important for identifying and supporting vulnerable students who may require additional assistance.

Additionally, the Academy automatically monitors the use of IT and networks, including system access logs, internet activity, and information related to student disciplinary violations. Participation in extracurricular activities is also documented to enhance the overall student experience at the Academy.

The Academy collects data on students' career paths and employment, including internships and work experience.

Consent for the collection and processing of personal data is obtained to ensure transparency, compliance with privacy regulations, and the protection of personal data. This underscores the Academy's commitment to safeguarding information about participants in the educational process, especially among vulnerable population groups.

8.4 Personal Data Protection (General Data Protection Regulation)

All data collection and processing activities at the Academy comply with the requirements of the Law of Ukraine "On Personal Data Protection" and the General Data Protection Regulation (GDPR), enabling the Academy to have a clear understanding of the student body, including vulnerable groups.

Regular analysis of collected data is conducted under the supervision of representatives from the administration, the Quality Assurance Department, and a designated Data Protection Officer to evaluate trends in enrollment, retention, and student performance, as well as to gather feedback on student satisfaction. This comprehensive evaluation incorporates internal discussions and external assessments, forming the basis for developing operational

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improvement plans. Stakeholders, including students and all staff, are involved in the planning and implementation of relevant measures.

Documentation and records are maintained and made available for internal and external audits, with archival data stored in accordance with regulatory documents.

To comply with the legislative acts of Ukraine and the General Data Protection Regulation (GDPR), the Academy has implemented the following measures:

1. **Consent:** Ensuring consent is obtained from individuals for the collection of personal data through opt-in or opt-out mechanisms integrated into relevant forms.
2. **Transparency:** Providing individuals with clear and concise information about the use and storage of their personal data, including notices detailing the purposes of data collection and individuals' rights regarding their personal information.
3. **Data Security:** Implementing strict security measures to protect personal data, including:
 - Regular maintenance of hardware and software systems to ensure optimal performance and security.
 - Frequent software updates to address vulnerabilities.
 - Evaluation of software systems to ensure their continued relevance to the Academy's operations.
 - Investment in backup systems, including cloud storage and local backups, to prevent data loss.
 - Implementation of robust cybersecurity measures such as firewalls and encryption to prevent unauthorized access.
4. **Physical Data Storage:** Paper documentation is stored in accordance with legal norms. Physical documents are kept in secure zones to protect them from environmental hazards and unauthorized access.
5. **Data Breach Notification:** In compliance with regulatory documents, the Academy promptly notifies relevant authorities and affected individuals in the event of a data breach.
6. **Individual Rights:** Allowing individuals to modify their personal data through both offline and online channels.

9. Public Information

9.1

Principles

The Academy ensures an open and accessible environment for students, staff, and all stakeholders. Information about the Academy and its activities is public and accessible. The Academy is guided by two key principles: transparency and informed decision-making.

- **Transparency** involves openly sharing information about programs, policies, and performance outcomes to build trust and accountability.
- **Informed decision-making** emphasizes providing accurate and accessible information to prospective students, enabling them to make well-informed choices about their education.

These principles enhance trust in the Academy, engage the public, and drive continuous improvement. Stakeholder feedback on the usefulness and accessibility of this information is collected through the feedback mechanisms detailed in Section 8.2 of this Policy.

9.2

Published

Information

The Academy provides the public with accurate, up-to-date, and accessible information about its activities, including available academic programs, admission requirements, learning outcomes, final qualifications, teaching, learning, and assessment procedures, as well as performance outcomes and career opportunities. Specifically, the Academy publishes the following information (not limited to):

- Founding documents;

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- Information on licenses for educational activities and accreditation certificates for educational programs;
- Documents regulating the educational process;
- Information about educational programs (including program learning outcomes, cycle/level NQF/EQF-EHEA/EQF-LLL, ECTS credits, forms of study, qualifications, assessment, and certification procedures, etc.);
- Admission rules for educational programs;
- Opportunities for further education;
- A list of additional educational and other services and their costs;
- Information on student opportunities (academic and extracurricular activities);
- Reports (financial, performance-related, etc.);
- Availability of vacant positions and terms of competition for filling them;
- Availability of dormitories and free spaces, as well as conditions for accommodation;
- Information on material and technical support for the educational process, including conditions for accessibility to the Academy for persons with special educational needs;
- Results of monitoring the quality of education and educational activities.

All information provided by the Academy aims to help prospective students make informed decisions about their studies. It also serves as key information for relevant stakeholders, including industry partners.

This information is available primarily on the Academy's official website and may also be included in supplementary documentation.

The Academy ensures its public information remains accurate and current through a systematic process of review and content updates. Responsibility for this task lies with the Digital Technology Center in collaboration with other relevant departments or staff.

Frequency of Review and Updates:

- **Quarterly Review:** A comprehensive review of all public information is conducted quarterly, including web content, brochures, and other informational materials.
- **Continuous Updates:** Updates are made as needed, particularly when significant changes occur, such as changes in policies, structure, etc.
- **Annual Audit:** An annual audit ensures that all information remains consistently maintained and updated throughout the year. This audit is conducted under the supervision of the Digital Technology Center and the First Vice-Rector.

Procedure:

1. **Content Collection:** Gathering all current public information from various sources, including departments, websites, printed materials, and digital platforms.
2. **Analysis and Verification:** Relevant departments, in collaboration with the Data Protection Specialist, review the content for accuracy and relevance, checking facts, dates, and other critical details.
3. **Approval and Update:** Updates are approved by the Rector before official publication on the website and in other documents.
4. **Monitoring and Feedback:** Regular monitoring (quarterly review, continuous updates, and annual audit) identifies outdated or inaccurate information, supplemented by feedback from surveys and meetings to determine areas for improvement.

To ensure prospective applicants have sufficient and appropriate information to make informed decisions about their education, the Academy solicits feedback from students about their experience and how they accessed necessary information. This feedback, collected through mechanisms described in Section 8.2, serves as a valuable resource for monitoring the effectiveness of information dissemination and implementing relevant improvements.

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10. Monitoring and Review of Educational Programs

10.1

Principles

The Academy adheres to the following key principles for internal monitoring and regular review of its educational programs: continuous quality assurance and adaptability to changing needs.

- **Continuous quality assurance** is achieved through regular monitoring and review of educational programs to ensure their ongoing evaluation. This principle emphasizes a commitment to continuously assessing programs, teaching methods, and learning outcomes to maintain and enhance educational excellence while adapting to the evolving needs of both students and society.

- **Adaptability to changing needs** is implemented through ongoing monitoring and review of educational programs, enabling responsiveness to societal changes, technological advancements, and labor market demands, ensuring that programs remain relevant and effective over time.

10.2

Program

Review

The Academy conducts an annual review of its educational programs. This process is implemented as follows:

Criteria

for

Program

Review:

The criteria determining the need for program review at the Academy include:

1. **Student performance and feedback:** Analysis of student performance indicators, feedback, and recommendations on program assessment, as well as graduate career paths.

2. **Industry trends and needs:** Evaluation of current industry trends and employer requirements to ensure programs align with labor market demands.

3. **Educational standards:** Ensuring programs comply with national and international standards and accreditation agency requirements.

4. **Resource adequacy:** Evaluation of available resources, such as teaching staff, material and technical facilities, and financial resources.

5. **Program content relevance:** Verification of program content for relevance and alignment with new scientific research in the field.

Annual

Review

Process:

The annual review includes several key stages:

1. **Student**

Feedback:

The Quality Assurance Department, in collaboration with the Directorate, organizes feedback collection through the following mechanisms:

- **Surveys:** Distributed electronically and in print to evaluate learning experiences, course content, teaching effectiveness, and overall satisfaction. Surveys combine quantitative and qualitative questions to gather comprehensive feedback.

- **Meetings:** Organized with representative student groups (8-10 students per program) mid-semester and at the end of the semester to discuss learning experiences and improvement suggestions.

- **Anonymous Feedback Forms:** Available online and as physical feedback boxes throughout the semester for students to provide input anonymously.

- **Timing:** Surveys are conducted throughout the year according to a set schedule, while meetings occur mid-semester and in the last month of classes. Feedback forms are continuously available.

2. **Faculty**

Feedback:

The Quality Assurance Department collaborates with department heads to collect faculty opinions through:

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- **Surveys:** Conducted according to a set schedule, including quantitative ratings and qualitative questions.
- **Regular Meetings:** Held at the end of each semester to discuss strengths, challenges, and improvement opportunities.
- **Peer Review:** Faculty observe each other’s classes and provide constructive feedback based on standardized criteria.
- **Timing:** Surveys and meetings follow the quality assurance schedule, with peer reviews occurring during the semester.

3. **Administrative Staff Feedback:**
Surveys are conducted online or in paper form, with responses remaining anonymous. Feedback is analyzed and included in overall evaluations once per semester.

4. **Assessment of Learning Outcomes:**
The Quality Assurance Department and the Dean's Office analyze students’ performance in tasks and exams at the end of each semester to evaluate learning outcomes.

5. **Industry Stakeholder Feedback:**
The Rector, Dean’s Office, and Quality Assurance Department engage with industry stakeholders through regular meetings to ensure programs meet industry standards and needs.

6. **Feedback Analysis:**
All feedback is analyzed within 1-2 months of collection. The analysis focuses on identifying trends, strengths, and areas needing improvement.

7. **Action Plan Development:**
Based on the analysis, the Academic Council, Rector, and Quality Assurance Department jointly develop an action plan within one month to address identified issues and outline program enhancements.

8. **Implementation of Changes:**
Changes are implemented in the following academic year or semester. The Quality Assurance Department oversees this process to maintain quality standards.

9. **Utilization of Feedback:**
Feedback systematically informs program improvements or changes to other aspects of the Academy’s operations. Results are shared with stakeholders, including faculty, students, and industry partners, to foster transparency and continuous improvement.

Responsibilities:

- **Academic Council:** Oversees the entire program review process, ensuring systematic and thorough implementation.
- **Quality Assurance Department:** Coordinates monitoring and review, ensuring consistency and adherence to standards.
- **Program Review Task Forces:** Comprising faculty, industry representatives, alumni, students, and external experts, these task forces conduct in-depth analyses.
- **Department Heads:** Ensure effective data collection and stakeholder engagement within their departments.

Communication of Actions Taken:
The Academy informs stakeholders about measures taken following program reviews through:

1. **Reports for Educational Process Participants:** Detailed reports are provided to faculty, administrative staff, and relevant departments.
2. **Meetings:** Regular meetings are held to discuss review outcomes and implementation plans.
3. **Student Notifications:** Updates are shared with students via corporate email, the Academy’s website, and student portals.
4. **Public Reports:** Summary results and implementation actions are included in annual reports and published on the Academy’s official website.

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By adhering to this program review procedure, the Academy ensures continuous improvement of its educational programs, aligning them with the needs of students, stakeholders, and industry requirements.

11. Cyclical External Quality Assurance

The Academy participates in all mandatory processes of cyclical external quality assurance as established by law. Internal quality assurance involves various procedures and measures aimed at creating systems for regular monitoring and analysis of all activities, leading to the development of specific action plans and mechanisms for their implementation. These processes and procedures are integrated through the involvement of external experts and/or stakeholders whose suggestions and/or recommendations play a crucial role in key strategic aspects.

Educational programs implemented at the Academy undergo accreditation at least once every five years by national and/or international quality assurance agencies, followed by post-accreditation monitoring. These procedures not only identify the strengths of the educational programs and the activities associated with them but also pinpoint areas for further improvement.

However, quality assurance does not end after receiving feedback from experts or agencies. The academic community responds to the recommendations and conclusions of external experts through a thorough analysis of the information and the development of specific improvement strategies. Importantly, this process is dynamic and aimed at achieving high-quality standards in all aspects of academic life.

In addition, the response to external recommendations is implemented within the framework of a continuous monitoring system, which includes regular reviews and updates of procedures, policies, and educational programs, as well as assessments of the effectiveness of measures taken to enhance the quality of education.