



REPORT
OF THE EXPERT PANEL
IN THE PROCEDURE OF PROGRAMME ACCREDITATION OF
THE BACHELOR STUDY PROGRAMME
OF COMPUTER SCIENCE

Date of report:

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INTRODUCTION

The Agency for Science and Higher Education (hereinafter: the Agency or ASHE) is a Croatian national body responsible for quality assurance and enhancement in higher education and science, and a full member of the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR).

The Agency carries out an external evaluation procedure (programme accreditation) outside the territory of the Republic of Croatia at the request of a foreign higher education institution, or on the basis of a public call pursuant to the Ordinance on Cross-Border Evaluation (CLASS: 003-05/20-02/0003; FILE NUMBER:_355-01-20-0001, dated 3 July 2020) and cooperation agreement signed between the Agency and the foreign higher education institution in each specific case, all in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Interregional Academy of Personnel Management (hereinafter: IAPM) is a private higher education institution with its seat in Kyiv, Ukraine that requested the Agency to organize and manage the external evaluation procedure (programme accreditation) of IAPM's selected study programmes and the Agency agreed to carry out such evaluation.

For the purposes of external evaluation (programme accreditation) of Bachelor study programme of Computer Science the Agency's Accreditation Council appointed the following Expert Panel members:

- Prof. Donald Sannella, PhD, School of Informatics, the University of Edinburgh, United Kingdom of Great Britain and Northern Ireland, chair,
- Assoc. prof. Vladimir Tomberg, PhD, School of Digital Technologies, Tallinn University, Republic of Estonia,
- Assoc. prof. Juraj Havelka, PhD, Faculty of Electrical Engineering and Computing, University of Zagreb, Republic of Croatia,
- Laura Palac, Faculty of Electrical Engineering and Computing, University of Zagreb, Republic of Croatia, student.

During the procedure of programme accreditation, the Expert Panel held meetings with the following stakeholders:

- Management of the Interregional Academy of Personal Management,
- Dean of the Faculty,
- Representative of the Educational and Methodological Institute of IAMP, Representatives of the Centre for the organization of scientific work and innovation, Representatives of the Department of licensing and accreditation, Representatives of the Department for the work of admission committee,

- Representatives of the Institute of International Education,
Representatives of the Centre for the organization student practice, employment and work with graduates,
Student Ombudsman,
- Students,
 - Full-time and part-time teaching staff,
 - Leaders of the student practice (stakeholders), public and private,
 - External stakeholders – representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers, potential employers.

The Expert Panel had a virtual tour of the work facilities, laboratories, library, IT classrooms, student administration office and classrooms.

The Expert Panel drafted this Report of programme accreditation of the BACHELOR STUDY PROGRAMME OF COMPUTER SCIENCE OF INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT (IAPM) on the basis of the self-evaluation report, other relevant documents and online meetings.

The Report contains the following elements:

- Basic information on the study programme,
- Detailed analysis of each standard, recommendations for improvement and quality grade for each standard,
- Final recommendation of the expert panel members,
- Appendices (quality assessment summary by each assessment area and standard, and protocol).

In the analysis of the documentation of the BACHELOR STUDY PROGRAMME OF COMPUTER SCIENCE OF THE INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT (IAPM), online meetings and writing of the Report, the Expert Panel was supported by:

- Iva Žabarović, coordinator, ASHE.

In case of a positive final report that includes a positive final recommendation of the expert panel, and a positive opinion of the Agency's Accreditation Council, the Agency shall award the client an Accreditation Certificate.

SHORT DESCRIPTION OF THE HEI:

The Academy was founded in 1989 as a non-governmental higher educational and scientific institution. The IAPM is the largest economic and humanitarian higher education institution in Ukraine, which enrolls students from 39 countries in 20 specialties and 109 specializations.

The Academy includes the Presidential University (Kyiv), All-Ukrainian University (over 40 institutes, branches, subsidiaries in all regions of Ukraine) and the International Open University (Institute of International Education in Kyiv, the IAPM network of open education centres abroad).

The educational process at the Academy is provided by more than 2,300 teachers, 70% of whom are doctors and candidates of science.

The mission of the Academy: "Together to the top of professional excellence and success of everyone for the prosperity of Ukraine" by training recognized in Ukraine and abroad new generation of professionals – leaders in economics, finance, management, law, international relations, public communications and regional studies, tourism, psychology, social work, foreign philology, medicine, information technology and advertising.

BASIC INFORMATION OF THE STUDY PROGRAMME

Study programme name: Computer Science

Type of study programme (professional or university study programme): Educational and professional

Study programme level according to the EQF (state the designation and full title): The NQF of Ukraine – 6th level, FQ -EHEA - first cycle, EQF - LLL – 6th level,

Duration of studies (in years): 4 years - full-time; 4.6 years – part-time

Number of ECTS credits: 240 ECTS

Place of delivery of the study programme (at the head office or outside the head office of the higher education institution): Kyiv

Academic year in which the study programme started to be delivered: 2017/2018

Professional or academic degree/qualification obtained upon the completion of the study programme (if the study programme has several specializations, the issued degree/qualification cannot be named according to the specialization, but at the level of the study programme): Bachelor of Computer Science

Scientific area and field of the proposed study programme: 12 Information technologies,
122 Computer Science

Method of delivery of the study programme:

full-time

part-time

double major

online - in full

online - partially

in English

in another foreign language (state which) _____

If the study programme leads to degrees in regulated professions, state the name of the profession:

QUALITY GRADE OF THE ASSESSMENT AREAS WITH SUMMARY AND DETAILED ANALYSIS OF EACH STANDARD, RECOMMENDATIONS FOR IMPROVEMENT AND QUALITY GRADE FOR EACH STANDARD

I Internal quality assurance system of the higher education institution delivering the study programme (ESG 1.1., ESG 1.7., ESG1.8.)

Quality grade of the assessment area:

Partly implemented

Summary:

Interregional Academy of Personnel Management (hereinafter: IAPM) quality assurance mechanisms and its procedures for dealing with breaches of academic integrity and unethical behaviour are properly defined and appear to be functional. Nevertheless, more could be done to make these more than formal mechanisms: the quality assurance mechanisms could be more integrated into a process of continuous active quality improvement, and awareness could be raised among students and teachers concerning issues like discrimination and actions that can be taken to confront them.

Similarly, the IAPM provides most of the required information to the public about the Bachelor study programme in Computer Science. But there is some information missing, accessibility of information in English is inadequate, and the information that is provided about the details of the study programme is in a form that is not easily understood by prospective students.

1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.

Analysis

The IAPM monitors the quality of delivery of its study programmes using mechanisms that conform with Ukrainian regulations. There is a mechanism for the revision of study programmes when a need for improvement is revealed, and students report that teaching staff take corrective action at the level of individual courses in response to their feedback.

Student surveys are organised at least once per semester and the Educational and Methodological Institute reports a good level of response by students. Input from external practitioners and employers is taken into account.

There are key indicators listed in the Self-Evaluation Report that are defined by national regulations. The Educational and Methodological Institute of IAPM measures

them using student surveys, analysis of the performance of teachers, etc. and feeds back recommendations for improvement.

There have been no earlier evaluation procedures. Minor adjustments to the study programme were made in 2019 to comply with the national standard for the Computer Science speciality. The IAPM's quality assurance procedures provide information on how well the study programme is running and could be used to analyse the effect of future changes.

The Educational and Methodological Institute provides centralised support for the quality assurance procedures, as documented in Section 1.1 of the Self-Evaluation Report.

Recommendations for improvement

The quality assurance mechanisms, including measurement of key indicators, could be integrated more consistently into a mechanism for active continuous improvement of the study programme.

There should be more proactive involvement of the teachers in the design, revision, and continuous development of the study programme.

Quality grade

Partly implemented

1.2 The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).

Analysis

Information in Ukrainian on the study programme is publicly available on the IAPM's website. The information is also available in English, but only via Ukrainian webpages, so it is not accessible to non-Ukrainian speakers.

The IAPM's website provides information to the public on the admission criteria for the study programme, the qualifications gained by its completion, and its learning outcomes. Information about the drop-out rate and the enrolment quota is not available. There is a list of professions that graduates of the study programme are qualified for, but statistics on employability are not available since there have been no graduates yet.

A "Path to the future" event for prospective students is described in the Self-Evaluation Report, and there is information about open doors days on the IAPM's website.

There appears to be no detailed information published about the provision of student support.

Recommendations for improvement

Information about the study programme should be published on the IAPM's website in a form that is more easily accessible to prospective students. It should be possible for non-Ukrainian speakers to access information in English.

Information on the provision of student support should be published on the IAPM's website. Look at the websites of some European universities to see what kind of information on student support is normally provided.

Quality grade

Partly implemented

1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.

Analysis

The IAPM educates students about the importance of academic integrity as a value of the institution. It has mechanisms for checking plagiarism, with thresholds for the amount of original text required. It has well-defined mechanisms for dealing with such cases and with other kinds of breaches of academic integrity. It was not clear to the Expert Panel how this operates in practice.

There was no case reported of conflicts and irregularities, but IAPM has formal mechanisms for dealing with them when they arise.

The Self-Evaluation Report explains the IAPM's system of "Trust boxes" for complaints and says that it has been effective for dealing with cases of sexual harassment, discrimination and corruption. The student ombudsman reports that no cases of student problems have reached her since she took on that role.

The Self-Evaluation Report describes formal procedures for the recruitment of teachers that are in accordance with Ukrainian regulations. It was not clear to the Expert Panel how these procedures operate in practice.

A check on teaching ability is part of the procedure for appointing teachers. There is evidence from discussions with students that teaching performance is used in decisions about the continuation of teachers' employment.

According to the Self-Evaluation Report, teachers who are highly rated are rewarded financially, and research and teaching staff who publish papers are rewarded.

Recommendations for improvement

All appropriate mechanisms for dealing with breaches of academic integrity and unethical behaviour are well-defined. Still, there is a need for raising of awareness of such issues (e.g. discrimination) and what to do when they arise.

Quality grade

Partly implemented

II Learning outcomes (ESG 1.2., ESG 1.9.)

Quality grade of the assessment area:

Partly implemented

Summary:

The description of the study programme and of the individual courses in the study programme provide information about the knowledge and skills that students will acquire through successfully completing the courses and the study programme. These are divided into three categories: general competences, special (professional) competences, and learning outcomes. The way that this information is presented and its content conforms with the Ukrainian standard for Computer Science, its level is in accordance with the EQF level descriptor, and there is documentation of the relationship between the knowledge and skills that are acquired at course level and the knowledge and skills that should be acquired by graduates of the study programme.

However, the division of knowledge and skills acquired does not adhere to the EU qualification standards guidelines for presenting learning outcomes, and this is confusing. The knowledge and skills that are listed as being provided through successful completion of courses are not learning outcomes in the usual sense.

2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.

Analysis

The learning outcomes of the study programme are clearly defined according to Ukrainian national standards. 17 learning outcomes are reused from the standard and 8 new learning outcomes are added.

The learning outcomes and competencies are not easy to identify because they are distributed and sometimes mixed among three groups: general competencies; professional competencies; and learning outcomes. While they seem to be individually clear, easily understandable and measurable, this presentation does not follow the EU qualification standards guidelines and is confusing. That may influence the incorrect use of the learning outcomes at the level of course descriptions (see Section 2.4).

There is no explicit explanation of how the learning outcomes are aligned with the strategic goals of the higher education institution.

The relationship of the learning outcomes with the general goals of the study programme is clear enough in the description of the Study Programme, although they are not defined explicitly.

The study programme is published on the IAPM's website (but accessible only via Ukrainian webpages, see Section 1.2) and learning outcomes are available there.

Recommendations for improvement

The Self-Evaluation Report should explain how the learning outcomes are aligned with institutional strategy.

Quality grade

Partly Implemented

2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed

Analysis

The learning outcomes that are listed in the study programme description aren't well aligned with the EQF level descriptors.

Recommendations for improvement

EU qualification standards guidelines should be followed in the definition of learning outcomes. Please refer to "USING LEARNING OUTCOMES" in Note 4 of the European Qualifications Framework Series.

The learning outcomes of programme should be aligned with descriptors of EQF.

Quality grade

Partly Implemented

2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme

Analysis

The learning outcomes of the study programme are aligned with professional requirements and internationally recognized professional standards and ensure that the programme is up to date.

The learning outcomes of the study programme clearly reflect competencies required for finding employment, continuing education or fulfilling other individual/society needs.

The learning outcomes of the study programme are comparable to learning outcomes of similar study programmes in Ukraine and abroad. According to the Self-Evaluation Report, three similar study programmes from the US and Ukraine were compared when creating the study programme.

While the learning outcomes of the study programme also include the development of generic and profession-specific competencies, there is still confusion about mixing among three groups of concepts (see Section 2.1).

Recommendations for improvement

We recommend using at least one EU comparator for a similar programme.

Quality grade

Partly implemented

2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.

Analysis

The learning outcomes of courses are not clearly defined or else are copied from the study programme. There is no explicit description of learning outcomes in the course description, rather a mix of learning outcomes and competencies.

While the IAPM has provided a matrix for alignment of learning outcomes between the study programme and course level, it is hard to apply that because of the weak definitions of the learning outcomes per se.

At the level of the course, a smaller number of learning outcomes would be expected, and they should be more specific to the content of the course.

Recommendations for improvement

EU standards for defining learning outcomes should be followed, especially on the course level, see the recommendation in Section 2.1.

Quality grade

Not implemented

III Study programme (ESG 1.2., ESG 1.7., ESG 1.9.)

Quality grade of the assessment area:

Partly implemented

Summary:

The design of the study programme is coherent and appropriate with respect to current trends and standards in the subject. It is clear that graduates will be well-equipped to find good jobs as IT professionals. ECTS allocation is appropriate and there is suitable provision of student practice. Some important details of the documentation under this assessment area are missing or require improvement.

3.1. The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.

Analysis

The study programme is fit for purpose in the sense that it produces graduates with the knowledge and skills that are required to find good jobs as IT professionals. Lack of overlap with similar study programmes delivered in the region was not demonstrated.

An analysis of the social and economic needs for the study programme is provided in the Self-Evaluation Report, which includes a list of positions for which there is greatest demand on the Ukrainian labour market. However, the fit between this analysis and the claimed objectives of the study programme is weak. There is no information provided on the resources required for delivering the study programme.

No information was provided concerning the relationship between the enrolment quota and either labour market needs or the resources required to deliver the study programme. It is nevertheless clear that the market requires IT professionals with the knowledge and skills that the study programme provides.

IAPM informs students about opportunities to find employment after graduation. There is no analysis of graduate employability or contact with alumni because there are no graduates yet.

Recommendations for improvement

No information was provided about resources required for delivering the study programme, neither as a whole nor concerning the marginal cost per student. An analysis of resource requirements, the break-even point, etc. is required in order to inform future decisions about sustainability and potential expansion.

A more detailed market analysis that relates to the objectives of the study programme (including artificial intelligence, data mining, etc.) is desirable to provide information for future adjustments in orientation.

Quality grade

Partly implemented

3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.

Analysis

Alignment of the content of each course with its expected learning outcomes has not been demonstrated because course-level learning outcomes are not clearly defined.

The Self-Evaluation Report shows the appropriate order of courses and enrolment requirements for each course.

After the syllabi of all courses were inspected, the Expert Panel's judgement was that the disciplines necessary for acquiring all professional competencies were well covered.

The curriculum for a particular speciality determines the list of required disciplines. The total amount of elective courses is at least 25% of the total amount of ECTS credits. Among the elective disciplines, the curriculum sets a list of professionally-oriented disciplines for a particular speciality. Besides that, the study programme also ensures the acquisition of generic competencies (Table 3: Matrix of correspondence of program learning outcomes, educational components, teaching methods and assessment).

Recommendations for improvement

See above concerning course-level learning outcomes.

Quality grade

Partly implemented

3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.

Analysis

The curriculum is developed in accordance with the "Guidelines for the development of curricula at the Interregional Academy of Personnel Management", approved by the Academic Council of the IAPM. After the analysis of the study programme syllabus and curriculum, it can be concluded that the curriculum is at the level of the latest scientific achievements and skills based on them and that it is aligned with professional standards and up-to-date achievements in the field.

Evidence has not been provided that the curriculum follows trends and uses best practice of similar international study programmes.

Evidence that IAPM encourages innovation and creativity in study programme design has not been provided either.

Recommendations for improvement

The Self-Evaluation Report provides no information regarding topics in this section.

The IAPM should encourage innovation and creativity in the study programme design and involve external stakeholders in the process.

Quality grade

Partly implemented

3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.

Not applicable

3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.

Analysis

The IAPM allocates ECTS credits for each study activity in accordance with student workload. However, the calculation seems to be based on the number of hours that are expected to be spent on the activities of a course rather than on the actual workload of the students.

Recommendations for improvement

A mechanism for the measurement of the actual workload of the students should be implemented, as a check on the planned workload.

Quality grade

Partly implemented

3.6. Student practice is an integral part of the study programme.

Analysis

The IAPM allows for learning and obtaining new skills through student practice in accordance with professional requirements and international practice. The student practice is presented and seems to correspond to the goals.

The study programme includes three types of student practices; two are inside the university and one (industry practice) is in companies. The companies that take students show a good level of involvement and understanding of the goals of the practice. Students gave positive feedback concerning the practices they had completed. The practice is organised outside of the higher education institution, in cooperation with the labour market, in a clear and transparent manner. The IAPM allocates an adequate

number of ECTS credits for student practice, and it ensures mechanisms for carrying out student practice in a systematic and responsible manner, which ensures the achievement of the expected learning outcomes connected to student practice.

Recommendations for improvement

A description of each type of student practice should be given, similar in style to a course description, and including explicit learning outcomes. The Expert Panel was given a copy of the description of the internship programme, which already includes information under “Program results of internship” that could be labelled as learning outcomes.

Quality grade

Fully implemented

IV Teaching process and student support (ESG 1.3. i ESG 1.4, ESG 1.6.)

Quality grade of the assessment area:

Partly implemented

Summary:

Several aspects of the teaching process and student support provision are completely satisfactory, including the admission process, assessment mechanisms, and student support provision. Teaching methods are traditional, based mostly on lectures and exercises, rather than modern and innovative, and there are many opportunities for improvement by adopting methods that involve group work and foster student self-directedness and creativity that would be beneficial. Another area that requires improvement is international student mobility, where there is no current involvement in mobility programmes and little awareness of opportunities that are available.

4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.

Analysis

The admission criteria are clearly defined according to the Self-Evaluation Report, and they are applied fairly to all students.

The admission quota for the study programme in Computer Science is 75 students per year (full-time + part-time students). The admission quota, as well as the admission criteria, are aligned with the requirements of this study programme.

According to the Self-Evaluation Report, students are enrolled on the basis of completed general secondary education that is based on the results of external independent evaluation. Student transfer is carried out in accordance with the “Regulations on the procedure for transfer, expulsion and renewal of students of higher education institutions”. Students renewed in the IAPM or transferred from another HEI are re-enrolled based on the results of previously passed exams and ECTS credits, under the condition of identical title, scope of academic discipline and form of final control.

Recommendations for improvement

No recommendations

Quality grade

Fully implemented

4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.

Analysis

Methods for assessing student knowledge and skills are clearly defined in the Self-Evaluation Report. The methods for monitoring students' academic achievements include different types of control: current, thematic, periodic, final and self-control. These controls are conducted in accordance with the "Regulations on the assessment of academic achievement of higher education students in the IAPM" and "Criteria for assessing the knowledge and skills of students in the IAPM". Through these controls the institution monitors the student's progress.

The IAPM did not provide any evidence of the existence of a mechanism for analysing student performance and pass rates, or that, in accordance with such mechanisms, it initiates actions to ensure the quality of study.

The Expert Panel found no evidence of mechanisms to identify students at risk of dropping out and take appropriate preventative action, neither in the Self-Evaluation Report nor during interviews with the IAPM's management.

Recommendations for improvement

Mechanisms for analysing student performance and progress should be transparent and clearly defined, and should catch problems in time to take corrective action.

Quality grade

Partly implemented

4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.

Analysis

Learning methods are traditional rather than innovative and thus are not genuinely student-centred. In most courses, lectures and laboratory exercises are used for programme delivery.

The IAPM uses traditional learning methods such as lectures and laboratory exercises. Innovative teaching methods such as teamwork, flipped classrooms, and project-based learning are not used. Project-based learning is mentioned in the Self-Evaluation Report but the Expert Panel found no evidence that it is actually used.

At the meeting with the students, it was confirmed that the teaching methods are adapted to a diverse student population (e.g. part-time students, senior students, etc.). Thus, for example, part-time students' schedules are organised so that they can work while studying.

The IAPM adjusts the teaching process to the individual needs of students from vulnerable and under-represented groups. For example, the teaching process is adapted to students with disabilities.

The IAPM has several well-equipped labs for delivering the study programme, including the Cisco lab and the physics lab. The teachers reported that preparations for creating a 3D-modelling multimedia lab are in progress. The IAPM has a partnership with Cisco Networking Academy and uses their lab, learning environment and learning materials in teaching.

The IAPM adapts the used modes of programme delivery and teaching methods to different circumstances. Thus, for instance, it successfully organised online teaching during the Covid-19 pandemic.

Recommendations for improvement

Every course should be supported uniformly using a learning management system.

More laboratories should be introduced in the taught courses. For example, for Computer Science a well-equipped software development lab would be useful.

More courses should be made project-oriented rather than lecture-oriented.

More modern teaching methods that foster self-directedness, ability to work in groups, and creativity are recommended. As an example, software development projects can be conducted using an Agile methodology, encouraging students to work independently in groups and plan their activities.

Quality grade

Partly implemented

4.4. The higher education institution ensures adequate student support.

Analysis

Students are informed about events, regulations and announcements through the IAPM's website which contains up-to-date information important for student development. Also, students are provided with online access to the teaching schedule with the ability to monitor important changes. Furthermore, a Student Guide is available on the website according to the Self-Evaluation Report; however, the content of this guide was not provided to the Expert Panel in English.

The IAPM has established a number of student support services such as the Centre for Psychodiagnostics and Counselling, the Psychological Laboratory, the Centre for the Organization of Students' Practice, a Law clinic, etc. Also, student support is provided by the Student Ombudsman.

The IAPM adjusts to a diverse student population. Thus, for example, students have the possibility of academic leave or breaks of studies for medical or other reasons with the preservation of certain rights, as well as the continuation of studies according to the IAPM's regulations.

The institution employs an adequate number of qualified staff who provide student support.

Recommendations for improvement

No recommendations

Quality grade

Fully implemented

4.5. The higher education institution ensures participation in international mobility programmes to students.

Analysis

During the meeting with the students, the Expert Panel noted that students are informed about the opportunities for completing part of their study abroad, but they are not informed about possibilities for funding of international mobility.

Credit transfer is carried out in accordance with the regulations on the procedure for transfer, expulsion and renewal of students of higher education institutions. The IAPM has established mechanisms that ensure the recognition of ECTS credits gained at other higher education institutions.

Since the institution has no incoming student mobility, it is not possible for the Expert Panel to say whether or not the IAPM provides support to students participating in the incoming mobility programmes in the process of applying and studying, or whether it gathers and analyses feedback on satisfaction from those students.

According to the IPAM's management, they are able to provide Ukrainian lessons for foreign students.

Since the IAPM has no incoming or outgoing student mobility, it is not possible for the Expert Panel to say whether or not the IAPM collects information on student satisfaction with the quality of its support regarding practical matters of student mobility.

Recommendations for improvement

A partnership with Erasmus+ should be started. Communication with students to increase their awareness of different exchange programmes should be established. Students should know that they can apply for an internship abroad, or a semester abroad, and about other forms of international mobility. The same is relevant for the teachers: they should be aware that they can go abroad for providing lectures,

conducting research and developing international networking by using existing mechanisms like COST actions.

Quality grade:

Not implemented

4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.

Analysis

According to the Self-Evaluation Report, criteria and methods for assessment and grading are clearly defined and published before the beginning of a course. Also, these methods and criteria are explained to students at the beginning of every course.

Since learning outcomes for courses are not clearly defined, the Expert Panel cannot confirm that the criteria and methods for assessment and grading are aligned with the learning outcomes.

The IAPM's criteria and methods for assessment and grading are described in the Self-Evaluation Report. They are appropriate and are aligned with the teaching methods used.

The IAPM has mechanisms in place that ensure objectivity and reliability of assessment and grading of student achievements, including an appeal process and provisions for dealing with illness, family circumstances, etc. that may have affected a student's performance.

Recommendations for improvement

See the recommendations in Sections 2.1 and 2.4 regarding learning outcomes.

Quality grade

Partly implemented

4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.

Analysis

The Expert Panel is unable to confirm that students are issued appropriate documents upon completion of their studies, including a Diploma Supplement in Ukrainian and English, because there are no graduates from the study programme yet, so no diplomas have been issued.

Recommendations for improvement

No recommendations

Quality grade

Not applicable

V Resources (ESG 1.5. and ESG 1.6.)

Quality grade of the assessment area:

Partly implemented

Summary:

The teachers and external associates involved with the study programme are well-qualified and the staff-student ratio is excellent with the current enrolment numbers. Some training of teachers is required to support an increase in the use of more modern teaching methods.

Information about the library and other facilities and about financial resources was provided at the level of the IAPM but not at the level of the study programme. While it is clear that the physical facilities are appropriate for the provision of the study programme, the lack of information about the cost of delivering the study programme and its relationship to income makes it impossible to confirm that the study programme is financially sustainable.

5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.

Analysis

Table 5.1 shows ten teachers with qualifications that are appropriate for the delivery of the bachelor study programme in computer science. From the research field section in Table 5.1 it seems they are well suited to perform the required scientific and professional activities.

The current staff-student ratio is appropriate, with ten teachers and 72 students.

Teacher workload is shown in table 5.1 under “Training load in their resident institution”, “Load in external institutions”, “Planned workload at their resident institution” and “Planned workload in external institutions”. It is in line with relevant legislation and bylaws in effect, acts adopted by competent bodies and collective agreements (600 hours is the maximum in Ukraine) and it does not exceed 600 hours for any teacher listed in Table 5.1. From the sections in Table 5.1 mentioned above, the workload for each teacher is distributed appropriately regarding teaching, professional and/or scientific activities, personal and professional development, and administrative duties.

The teachers and course leaders are qualified for the course they lead. This can be seen from Table 5.1 and from documents that describe the syllabus. Documents were translated into English and given to the Expert Panel.

Some opportunities for professional development are clearly defined. The IAPM organises master classes in training for internal professional development, work with young teachers who are accompanied during the first year of teaching, analysis of

lecture attendance by the administration of the institute and interested colleagues and various annual training opportunities.

Table 5.2 is not about mobility, which refers to periods spent abroad at other institutions. The whole concept of mobility appears to be wrongly understood in the Self-Evaluation Report, with no information supplied that is related to international mobility. There is some international mobility of teachers but it is not fully reflected in Table 5.2.

Recommendations for improvement

Training in modern teaching methods is needed.

International mobility should be addressed according to the usual meaning of the term.

Quality grade

Partly implemented

5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.

Analysis

The information provided in the Self-Evaluation Report was not relevant for questions in this section, so information was obtained from the Dean and teachers and from other stakeholders during live interviews.

The conclusion from the interviews is that external associates have the required work experience and that they include the latest research, trends and know-how from the labour market in the teaching process.

Some associates are co-mentors and some of them offer project topics for the students so it is concluded that the IAPM encourages the participation of external associates in the supervision of final and graduation theses. The Dean also confirmed that the IAPM encourages the organisation of student practice in institutions in which external associates work full time.

It was concluded from interviews with the Dean, teachers and stakeholders that the IAPM does not organise training on the method of preparation and delivery of teaching for external associates from the business sector and from abroad. The IAPM also does not introduce them to the regulations and practices of higher education.

Recommendations for improvement

The information in the Self-Evaluation Report was not relevant to topics covered by this section.

Quality grade

Partly implemented

5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.

Analysis

Table 5.3 shows that the University has 67 classrooms, 20 laboratories used for training, 20 buildings that are used in educational activities, 11 IT-classrooms, 9 buildings for various student activities such as various student associations, student unions, sports, etc. and 31 teachers' offices. This is data for the whole university but the Dean says that is more than enough for all study programs, including the bachelor study programme in computer science. The equipment and entire infrastructure (for example CISCO lab, etc.) are appropriate for the delivery of the study programme and ensure the achievement of expected learning outcomes (although learning outcomes are not defined properly, see Section 2).

The same can be said for the space, equipment and infrastructure regarding the appropriate implementation of professional and/or scientific activity.

Recommendations for improvement

No recommendations

Quality grade

Fully implemented

5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity.

Analysis

The library area is 2241 square meters. It has three reading rooms with 65, 50 and 15 seats each. The library contains 356930 volumes of educational and scientific literature. One of the main goals of a library is to ensure the availability of documents and information based on quality and efficient library and bibliographic services (as stated in the Self-Evaluation Report). The operation of the library is guided by the Constitution of Ukraine, the laws of Ukraine "On Libraries and Librarianship", "On Higher Education", the "Standard Rules for the Use of Libraries in Ukraine", the "Regulations on the ILIC named after Yaroslav the Wise IAPM" and "Rules for using the library fund and services ILIC IAPM".

The library is divided into three departments: the department of acquisition and scientific bibliography; the reader service department; and the computer room. Table 5.4 shows library equipment and the number of employees (7) in the library. From the Self-Evaluation Report, Table 5.4, and movies that show the library and reading rooms (*library.mp4* and *reading rooms.mp4*), and from interviews with teachers and students, it

can be concluded that the library and library equipment, as well as additional resources, meet the conditions for a high quality of study and ensure a high quality of professional and scientific activity.

Table 5.4 and an interview with the Dean confirm that sufficient copies of professional literature for each course, in accordance with the legislation in effect, is provided for students and teachers.

Recommendations for improvement

Improve access to scientific literature databases and/or improve staff and student awareness of what is available in the provided scientific literature databases.

Quality grade

Fully implemented

5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.

Analysis

The Expert Panel was unable to confirm that funds necessary for the study programme delivery and for achieving expected learning outcomes were sufficient because no information was provided at the level of the study programme. Table 5.5 was not sufficient.

The Expert Panel was also unable to confirm that the study programme is financially sustainable and effective because no relevant information was provided at the level of the study programme.

Recommendations for improvement

See the recommendation in Section 3.1 concerning resource analysis.

Quality grade

Not implemented

VI. FINAL RECOMMENDATION OF EXPERT PANEL MEMBERS

On the basis of the analysis of submitted self-evaluation report for Bachelor study programme of Computer Science, interviews conducted during the meetings with the IAPM's stakeholders and a virtual tour of the IAPM's facilities as well as the analysis of other relevant documentation obtained during the site visit IT IS THE OPINION OF THIS EXPERT PANEL THAT Bachelor study programme of Computer Science of Interregional Academy of Personnel Management (IAPM)

MEETS THE REQUIREMENTS FOR ISSUANCE OF ACCREDITATION CERTIFICATE

Clarification:

The basic requirements are in place. However, many areas require improvement and all should be addressed before the next re-accreditation.

APPENDICES

1. Quality assessment summary - tables

<i>Quality grade by assessment area</i>			
<i>Assessment area</i>	Not implemented	Partly implemented	Fully implemented
<i>I. Internal quality assurance system of the higher education institution delivering the study programme</i>		X	
<i>II. Learning outcomes</i>		X	
<i>III. Study programme</i>		X	
<i>IV. Teaching process and student support</i>		X	
<i>V. Resources</i>		X	

Quality grade by standard

<i>I. Internal quality assurance system of the higher education institution delivering the study programme</i>	Not implemented	Partly implemented	Fully implemented
1.1. Internal quality assurance system (IQAS) of the higher education institution ensures adequate implementation and monitoring of all activities related to the delivery of the study programme, revisions and improvements of the study programme.		X	
1.2. The higher education institution ensures availability of all information on the study programme and important aspects of its activities (teaching and/or scientific and social role).		X	
1.3. The higher education institution supports academic integrity and prevents all types of unethical behaviour.		X	

Quality grade by standard

<i>II. Learning outcomes</i>	Not implemented	Partly implemented	Fully implemented
2.1. Learning outcomes of the study programme are clear and transparent, and aligned with the mission and strategic goals of the higher education institution.		X	
2.2. Learning outcomes at the level of the study programme are aligned with the EQF level at which the programme is proposed.		X	
2.3. Learning outcomes at the level of the study programme are aligned with the competencies a student should gain by completing the study programme		X	
2.4. Learning outcomes of the course are aligned with the learning outcomes of the study programme.	X		

Quality grade by standard

<i>III. Study programme</i>	Not implemented	Partly implemented	Fully implemented
3.1 The study programme justification was provided with regard to social and economic needs, which is also reflected in the enrolment quota.		X	
3.2. The curriculum is coherent and enables the achievement of expected learning outcomes and an uninterrupted progress to students.		X	
3.3. The study programme curriculum is scientifically/professionally founded and comparable to similar study programmes abroad.		X	
3.4. If the study programme leads to degrees in regulated professions, it is aligned with the national and European regulations and recommendations issued by national and international professional associations.	not applicable		
3.5. The higher education institution allocates ECTS credits in accordance with actual student workload.		X	
3.6. Student practice is an integral part of the study programme.			X

Quality grade by standard

<i>IV. Teaching process and student support</i>	Not implemented	Partly implemented	Fully implemented
4.1. Admission criteria or criteria for the continuation of studies are clearly defined and transparent, and ensure the necessary prior knowledge of students.			X
4.2. The higher education institution gathers and analyses information on student progress and uses it to ensure the continuity and completion of study.		X	
4.3. Teaching methods ensure student-centred learning and achievement of all expected learning outcomes.		X	
4.4. The higher education institution ensures adequate student support.			X
4.5. The higher education institution ensures participation in international mobility programmes to students.	X		
4.6. The higher education institution ensures an objective and consistent assessment and grading of student achievements in order to ensure acquisition of all expected learning outcomes.		X	
4.7. The higher education institution issues diplomas and diploma supplements in accordance with the relevant regulations.	not applicable		

Quality grade by standard

<i>V. Resources</i>	Not implemented	Partly implemented	Fully implemented
5.1. The higher education institution ensures adequate teaching capacities for delivering the study programme and for acquiring expected competencies.		X	
5.2. Qualifications and work experience of external associates are appropriate for the programme delivery and acquisition of the expected learning outcomes.		X	
5.3. Space, equipment and entire infrastructure (classrooms, laboratories, library, etc.) are appropriate for the delivery of the study programme, ensuring the achievement of expected learning outcomes.			X
5.4. The library and library equipment, as well as the access to additional resources, ensure the availability of literature and library services necessary for a high quality of study, as well as professional and/or scientific activity			X
5.5. The higher education institution ensures the necessary funds for the organization of work and high-quality delivery of the study programme.	X		

2. Site - visit protocol in virtual form

First day of accreditation of the Bachelor study programme Computer Science in virtual form

	Tuesday, 20 April 2021
9:00 – 9:45 CET	Meeting of all Expert Panel members with the Management of the Interregional Academy of Personal Management (IAPM)
9:45 – 10:00 CET	<i>Break</i>
10:00 – 11:00 CET	Meeting of Expert panel members with the Dean of the Faculty of Computer Information Technologies/guarantor of educational programme
11:00 – 11:15 CET	<i>Break</i>
11:15 – 12:30 CET	Meeting with: <ul style="list-style-type: none">• Representative of the Educational and Methodological Institute of IAMP• Representatives of the Centre for the organization of scientific work and innovation• Representatives of the Department of licensing and accreditation• Representatives of the Department for the work of admission committee• Representatives of the Institute of International Education• Representatives of the Centre for the organization students practice, employment and work with graduates• Student Ombudsman
12:30 – 12:45 CET	<i>Break</i>
12:45 – 13:45 CET	Meeting of the Expert Panel members with students from the study program Computer Science, open meeting for all students
13:45 – 15:00 CET	<i>Lunch break</i>
15:00 – 15:30 CET	Organisation of additional meeting on open questions, if needed

Second day of accreditation of the Bachelor study programme Computer Science in virtual form

Wednesday 21 April 2021	
9:00 – 10:00 CET	Meeting of the Expert Panel members with full time and part time teachers who are participating in the delivery of the study programme Computer Science
10:00 – 10:15 CET	<i>Break</i>
10:15 – 11:15 CET	Meeting of the Expert Panel members with the leaders of the student practice (stakeholders), public and private
11:15 – 11:30 CET	<i>Break</i>
11:30 – 12:30 CET	Meeting with external stakeholders -representatives of professional organisations, business sector/industry sector, professional experts, non-governmental organisations, external lecturers, potential employers
12:30 – 13:45 CET	<i>Lunch break</i>
13:45 – 14:15 CET	Organisation of additional meeting on open questions, Meeting of Expert panel members with the Dean of the Faculty of Computer Information Technologies/guarantor of educational programme
14:15 – 15:30 CET	<i>Internal meeting of the panel members – preparation for the Exit meeting</i>
15:30 – 16:00 CET	Exit meeting of the Expert Panel members with the Dean of the Faculty of Computer Information Technologies/guarantor of educational programme