



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert evaluation committee
on the assessment of compliance with the requirements of international
accreditation standards of the educational program (based on ESG)

0413.1 Business and Administration (Bachelor of Science)

International Institute of Management IMI-NOVA

February 15 – 17, 2021.
(online visit date)

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

***Addressed to the
IAAR Accreditation Council***



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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AC - Academic Calendar
BD - Basic Disciplines
EAEA - External Assessment of Educational Achievement
SAC - State Appraisal Commission
SCSE - State Compulsory Standard of Education
RET - Remote Educational Technologies
UNT - Unified National Testing
EHEA - European Higher Education Area
ECTS - European Credit Transfer System
ILC - Information Library Complex
ICT - Information and Communication Technologies
IC - Individual Curriculum
CC - Component of Choice
CT - Complex testing
CLT - Credit Learning Technology
CED - Catalogue of Elective Disciplines
MES RK - Ministry of Education and Science of the Republic of Kazakhstan
MEP - Modular Educational Program
RW - Research Work
SRW - Student Research Work
MC - Mandatory Component
GES - General Education Subjects
EP - Educational Programs
PD - Profiling Disciplines
F - Faculty (teaching staff)
RM - Republic of Moldova
OC - Operational Curriculum
NQMS - Quality Management System
SIW - Students' Independent Work
EMCD - Educational Methodological Complex of the Discipline
EMD - Educational Methodological Department
EMC - Educational Methodological Council
EEC - External Expert Commission
NAQAER - National Agency for Quality Assurance in Education and Research
GED - General Educational Discipline
ME - Ministry of Education
JSC - Joint Stock Company
USE - Unified State Exam

(II) INTRODUCTION

In accordance with the order No. 6-21-OD 18.01.2021, of the Independent Accreditation and Rating Agency (IAAR) from 15 to 17 February 2021, the external expert commission assessed the compliance of the educational program "0413.1 "Business and Administration" (Bachelor) of the International Institute of Management IMI-NOVA to the standards of international accreditation of IAAR (approved for No.68-18/1-OD from May 25, 2018).

The report of the External Expert Commission (EEC) contains an assessment of the submitted educational program between the people's standards of **IAAR**, recommendations of the EEC on further improvement of the educational program and parameters of the educational program profile.

The composition of the EEC:

1. **Chairman of the IAAR commission** - Skiba Marina, Chair of the Expert Council on Higher Education IAAR, Ph.D., Associate Professor, Financial Academy NurSultan, Kazakhstan;
2. **IAAR expert** - Moseikin Yuri Nikitovich, Ph.D., Professor, Institute of World Economics and Business RUDN (Moscow, Russia);
3. **IAAR Expert** - Lee Jong-ku, Ph.D., Professor, Hrodno State University named after Yanka Kupala (Minsk, Belarus);
4. **IAAR Employers' Representative** Cristina Cepaceanu, Ph.D., Head of Internal Audit Service at the Institute of Mother and Child, Head of the Association of Internal Auditors of Moldova, nominated by NAQAER (Kishinev, Republic of Moldova);
5. **IAAR Student Representative** Tatiana Penu, Graduate Student of EP Audit and Financial Examination of the State University of Moldova, nominated by NAQAER (Kishinev, Republic of Moldova);
6. **The Agency's Coordinator** Timur Yerbolatovich, Ph.D., Head of Public Relations at IAAR (NurSultan, Republic of Kazakhstan).

(III) REPRESENTATION OF THE EDUCATIONAL ORGANIZATION

Institutul Internațional de Management (in Romanian)

International Institute of Management (in English) was established in 1995 as a part of the project (No. MO B8 /0620, June 8, 1994), funded by the French Ministry of Foreign Affairs.

In 1995 the founders of the Institute were the following organizations: the State University of Moldova, the Academy of Economic Studies of Moldova, the Academy of Sciences of Moldova, the University of Pierre Mendes France (Grenoble, France), Victoriabank JSC., Bucuria JSC.

The International Institute of Management is the first university in the RM to be established with the participation of foreign universities and one of the first higher education institutions of the new formation, based on commercial beginnings. In accordance with the IMI-NOVA Charter, the Institute's governing bodies are the General Assembly of Founders and the Senate of the Institute, Ministry of Education (series 95 No. 0026 from 06. 09.1995).

In 2005 the International Institute of Management, in accordance with the legislation of the RM, was reorganized into the Educational Institution "International Institute of Management IMI-NOVA" with legal status - a private educational institution.

Nowadays, IMI-NOVA provides training, in accordance with the license issued by the Licensed Chamber of the RM (Series A MMII, No. 034966 of 01.07.2005), in 16 bachelor's specialties and 6 master's degrees.

IMI-NOVA covers two educational cycles: bachelor's and master's degrees. The organizational structure of IMI-NOVA is unconventional - there is no division into faculties, because on the one hand, the educational process is focused mainly only on one area of formation - "Economic Sciences", and on the other hand, the Institute is a small educational institution.

One of IMI-NOVA's priorities is the internationalization of the academic and research activities of the university through the development of international educational programs, strategic partnership and academic mobility.

IMI-NOVA has made great strides in internationalizing the highest-ranking imagery, among which 1. IMI-NOVA has so far signed about 30 cooperation agreements with foreign universities. 2. IMI-NOVA has prepared together with Université Pierre Mend's France (Grenoble, France) and University Nice-Sophia Antipolis (Nice, France) three Ph.D.s in economics in Moldova and France.

3. Since its establishment, IMI-NOVA has participated in about 20 international projects funded by the SOROS Moldova Foundation, TACIS, the Eurasian Foundation, REAP and the Know How Fund (KHF), the European Training Foundation (ETF), CEP (Civil Education Project), the Inter-University Agency of Francophonie (AIF), the USAID, and the Ministry of Foreign Affairs of France.

4. IMI-NOVA has organized more than 25 international conferences and seminars with foreign experts from more than 15 countries.

5. Since the 2000-2001 academic year, within the institute, the "Double Diploma" program has debuted in Moldova, organized on the basis of the Agreement on Cooperation with the University of Amsterdam (Hogeschool van Amsterdam) and with the participation of the Dutch government.

6. An important place in the international activities of IMI-NOVA was the organization of the Double Diploma program in 1999, in collaboration with the University of Keele (England) and the joint organization of the MBA program within the project funded by the British Council in Kiev.

7. In 2008, IMI-NOVA began training in the "Double Diploma" program, together with University Nice-Sophia Antipolis (Nice, France).

8. As part of the day-care education, IMI-NOVA organized groups with partial instruction in French and English.

9. IMI-NOVA is the only higher education institution in Moldova, being a member of the network of management institutions in The South-Eastern Europe (RESEGE) and the Mediterranean Forum.

The development and approval of the IMI-NOVA 0413.1 "Business and Administration" education program submitted for accreditation is carried out in accordance with the provisions of the regulations in the field of higher education in the RM and internal procedures of IMI-NOVA, developed and approved at the institutional level.

The total number of students in IMI-NOVA as of January 1, 2020 is 632 people, of which 554 are studying for bachelor's degree (76 - are trained at the day department, 478 - in absentia), and 78 for master's degree.

During the entire period of IMI-NOVA's activity (1995-2019), the total number of graduates was 6,200, including 2,667 full-time students, 3,002 in the correspondence department and 531 people in the master's program.

At present, the educational process in IMI-NOVA is provided by a faculty of 47 people, of which 32 (or 68,09%) are full-time teachers. The share of the academic degree staff is 57,45%.

The IMI-NOVA logistics base consists of one training building with a total area of 2,495.4 sq. m. (Hristo Botev Street 9/1). IMI-NOVA has another building for the dormitory, being in the stage of construction, with the total area of 1,600 m² (Arborilor str.3). Both buildings are privately owned by the institute. In general, IMI-NOVA covers an area of 1.1 hectares.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The "0413.1 Business and Administration" (Bachelor) educational program of the International Institute of Management IMI-NOVA is undergoing international accreditation in IAAR for the first time.

(V) DESCRIPTION OF THE VISIT OF THE EEC

The work of the EEC was carried out on the basis of the approved online program of the visit of the expert commission on international accreditation of the educational program in IMI-NOVA February 15-17, 2021.

In order to coordinate the work of EEC, in February, 15 2021 an online preliminary meeting was held, during which the responsibilities were distributed among the members of the commission, the schedule of the visit was clarified, an agreement on the selection of methods of examination was reached.

In order to obtain objective information about the quality of the educational program and the entire infrastructure of the university, to clarify the content of the report on self-assessment, meetings the rector, vice-chancellors of the university in the areas of activity, heads of structural departments, heads of departments, teachers, trainees, graduates, employers were held.

Table 2 - Details of target groups that participated in meetings with EEC IAAR:

Category of participants	quantity
Rector	1
Vice-Rectors	2
Structural unit managers	7
Heads of departments and heads of EP	3
Teachers	9
Representatives of student organizations	4
Students	10
Graduates	13
Employers	6
Altogether	55

During the visual inspection, through direct connection, the members of the EEC became acquainted with the state of the logistics base of the accredited EP.

At the meeting of EEC IAAR with the IMI-NOVA task forces, the mechanisms for implementing the university's policy were clarified and the individual data presented in the university's self-assessment report were specified.

In February, 15 at 11.30 a.m. members of the EEC attended the training sessions in the online format on the discipline "Money and Credit", the theme "Exchange rate: content, views," delivered by the Associate Professors Caraganciu G. / Tsepordei A., along with this they got acquainted with the records of classes on the discipline "Foundations of Accounting," the theme "Object and method of accounting " provided by Associate Professor Lushmansky G. (February ,16 at 11:50 a.m.).

In accordance with the accreditation procedure, 13 teachers, 10 students, including junior and senior students, were surveyed.

In order to confirm the information presented in the self assessment report, external experts requested and analyzed the institute's working documentation. Along with this, experts studied the internet positioning of the institute through the university's official website <https://imi-nova.md/>

As part of the planned program, recommendations to improve the accredited educational program of IMI-NOVA, developed by the EEC on the results of the examination were presented at a meeting with management department in February 17, 2021.

(VI) COMPLIANCE WITH INTERNATIONAL ACCREDITATION STANDARDS

6.1. Standard 1. A QUALITY POLICY

Standard:

The educational organization must have a published quality assurance policy, which is part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, with the involvement of external stakeholders.

Recommendations:

Policy and mechanisms of its implementation are the basis of a logically built and consistent system of quality assurance in educational organization. The system is a cycle of continuous improvement and contributes to the accountability of the educational organization. It supports the development of a culture of quality in which all stakeholders take responsibility for quality at all levels of the functioning of the educational organization. To strengthen it, policies and mechanisms for its implementation have an official status and are available to the general public.

A quality assurance policy is more effective if it reflects the link between research, teaching and learning and takes into account both national and institutional contexts. This policy supports

- *organization of a quality assurance system;*
- *departments, schools, faculties and other divisions, as well as the leadership of the educational organization, staff and students fulfilling their responsibilities for quality assurance;*
- *academic honesty and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty;*
- *processes to prevent intolerance of any kind or discrimination against students and teachers;*
- *participation of external stakeholders in quality assurance.*

The policy is embodied in activities that provide for a variety of processes and procedures for internal quality assurance, which involve the participation of all departments of the educational organization. The degree of policy implementation is regulated, monitored and reviewed at the level of the educational organization itself. The quality assurance policy also applies to any activity carried out by subcontractors or partners.

Evidence

The university has an approved strategy and a published quality assurance policy. In the process of auditing, the IMI-NOVA Development Strategy adopted in 2015 ended. The main provisions on the activities are defined in the university charter. A new version of the quality assurance policy in IMI-NOVA was adopted in 2017. It updated the mission of IMI-NOVA, as well as the main principles and objectives of the quality assurance policy.

The mission of IMI-NOVA is to "train the next generation of highly qualified personnel, future industry leaders through high-quality education and research." The implementation of the mission is facilitated by the basic principles of IMI-NOVA, as follows: responsibility to society; orientation of education towards the beneficiary; equality of chance and fairness; observance of the rights and freedoms of the beneficiaries of education and university teaching; freedom of national and international mobility of students and Fs (teaching staff); quality assurance; ensuring transparency; independence on ideology, religion and political doctrines; partnerships and consultation of social partners in making the decision.

The aim of the IMI-NOVA quality policy is to create a supportive educational environment that maximizes the potential of students and enables the effective training of highly qualified professionals in accordance with the requirements of the time.

The development strategy has three main areas:

1. Didactic development of IMI-NOVA, in which the central place is occupied by the provision of quality education in accordance with the objectives of the country's industrial and innovative development, the needs of the labor market and the individual.
2. The scientific development of IMI-NOVA.
3. The development of international relations of IMI-NOVA.

IMI-NOVA cooperates with alumni and employers, by organizing various events, meetings, feedback (interviews, conversations). At these meetings issues related to the learning problem and ways of solving them as well as innovations of the direction are discussed

The administration of the university and teachers are actively involved in ensuring the quality of education, according to the approved job descriptions, ensures the participation of students in the quality assurance processes through the action of student collegial bodies. The university has also established a structural unit - and curriculum development that coordinates quality assurance processes.

The study of local acts, collegial bodies meetings' materials confirmed the involvement of the administration, F in all areas of the development strategy and the policy and quality goals, including the preparation of annual work plans, on the basis of which the current work of the administration, leadership, staff and F is carried out.

Collegial bodies and departments ensure the functioning of the mechanisms for implementing the quality assurance policy and monitoring of its implementation, assessing the achievement of educational goals, compliance with the needs of students, employers and society, making decisions aimed at the continuous improvement of the accredited educational program.

The degree of satisfaction of students, Fs, graduates, as well as employers by the level of services provided by IMI-NOVA, as well as the conditions created for work and training, is

determined by conducting questionnaires, in-depth interviews during meetings with graduates and sociological survey.

Analytical part

Interviewing and analysing the submitted documents allowed the EEC to note that during the visit, from a variety of internal stakeholders, there have been received confirmations of the publication of the Quality assurance Policy, its delivery to interested parties, participation in the development of a new version of the Strategy and Quality Assurance Policy of key stockholders (students, graduates, teachers, labor market representatives, employers).

The EEC confirms the existence of documents regulating the strategic management of the university. It should be noted that there is a published quality assurance policy, which confirms the adequate management of educational software.

EEC IAAR after delivering conversations and interviews with the rector, vice-rectors, program managers, heads of departments, heads of the structural units, the chairmen, Fs, representatives of the organization of the employers and graduates, as well as the survey of Fs and students, the introduction of experts with logistical and informational methodological resources and the necessary documents indicates the understanding of the accreditation process by the participants, as well as their role in the development and implementation of the program. The size of the university allows it management to directly monitor the quality assurance processes.

The university has a published quality policy, in which the interaction between teaching, business research and training plays a key role, as well as between the business community and the university

The university demonstrates the development of a culture of quality, the relevant activities were reflected in the Development Strategy and included in the plans of the structural units.

Strengths/best practice

- Developing a culture of quality assurance in the management of the EP;
- Evidence of openness and transparency in the development strategy of IMI-NOVA and quality assurance policies for trainees, Fs and employers,
- The availability of feedback, which permits the implementation of proposals for further improvement;
- Clear definition of those responsible for business processes within the EP, delineation of collegial functions and the distribution of official duties of Fs and employees;
- Demonstrated openness and accessibility of university and EP management for students, Fs, workers and other stakeholders.

EEC recommendations

• To carry out systematic work until March 2021 on the development of new strategies for the development of the university cascading into the far reaches of its indicators within the framework of functional strategy and development plan of educational terms.

• To provide the creation of a set of formalized functional strategic documents and policies (quality assurance policy, marketing strategy, human resource development policy, academic policy, science development strategy, etc.) until August 2021.

- The policy of human resources development should involve active participation in the selection of personnel of the program's management, contain a system of material stimulation of Fs in the quality performance of job instructions, a professional growth system.
- To create an international academic council as an independent collegial body involved in determining the direction of EP development.

EEC 's **conclusions on the standard: satisfactory.**

6.2. Standard 2. DEVELOPMENT AND APPROVAL OF THE PROGRAM

Standard:

The educational organization must have mechanisms for the development and approval of its programs. Programs should be designed in accordance with stated objectives, including intended learning outcomes. The qualifications resulting from the acquisition of the program must be clearly defined as well as clarified and must correspond to a certain level of the national qualifications framework in higher education and therefore the qualifications framework in the European Higher Education Area.

Recommendations:

Educational programs are the basis for the formation of the educational mission of a higher educational institution. They provide students with both academic knowledge and the necessary competencies, including transferable ones, that can influence their personal development and can be applied in their future careers.

When developing their programs, educational organizations must ensure:

- *that the objectives of the programs are consistent with the institutional strategy and that there are clearly defined expected learning outcomes;*
- *participation of students and other stakeholders in the development of the program;*
- *carrying out external expertise and availability of reference and information resources;*
- *achieving the four goals of higher education defined by the Council of Europe (see Scope and concepts);*
- *unhindered progress of the student in the process of mastering the program;*
- *determination of the expected workload of students (for example, in ECTS).*
- *providing opportunities for internship (where necessary);*
- *process for formalizing the program at the institutional level.*

Evidence

IMI-NOVA organizes internal and external examination of the EP implemented. The internal expertise is carried out with the involvement of teachers and employees of the administration, according to its results, the EP is submitted for approval. External expertise is also organized with the involvement of employers' representatives. The needs of stakeholders and employers are studied through participation in state certification programs in the process of agreeing on the list of disciplines.

The content of the list of disciplines and their logical sequence are determined and discussed at the meetings of the department, monitored by the quality assurance and curriculum development department and discussed and approved by the Senate.

Business and Administration EP is offered to IMI-NOVA students from the 2005-2006 academic year for the First Cycle (Bachelor's Degree) in accordance with the provisions of the Bologna Process. Previous names were Business Administration (from 1995 to 2000) and 1802 Management (from 2000 to 2005).. That time there was a transition to European loans, updating the results of EP training, the list of educational disciplines, expansion of the list of electives, including following were introduced: Personal Development, International Financial Organizations, Sales Technology, Accounting Information Systems, The Art of Communication and Professional Ethics, World Economy and European Integration, etc.

In order to take into account the interests of employers in the development of educational programs, potential employers, entrepreneurs, successful graduates, leaders without practice take an active part in the formation of the list of disciplines (conducting round tables, inviting practical employees of the meeting of departments, where the content of the EP is discussed, conducting a questionnaire of managers of practice bases and practical workers for the formation of training results).

In particular, on the basis of the proposals of the Chairman of the GEC in 2018-2019, Ms. Bondareva V., who is the CEO of JSC. "Grupa Financiara", there have been made changes in the subject of diploma work for graduates of the specialty "Business and Administrative Management."

The student has an opportunity to form his educational trajectory, taking into account the needs of other participants of the educational process and objective characteristics of the program's profitability. When building an individual educational trajectory, students are guided by the requirements of the curriculum, content of the catalog of disciplines. The choice of disciplines by students is carried out using the program.

The development of the accredited EP took into account the laborious workload of students in all types of educational activities provided in the curriculum, it is clearly defined in credits and ECTS.

In order to improve the educational program, the university has agreements on mutual cooperation with national and foreign universities. Agreements on joint educational programs are concluded, which allows organizing the academic mobility of students.

Analytical part

Analysis of the self-assessment report submitted by the university of additional materials, as well as the results of meetings with students, teachers, employers and graduates confirmed that the priorities of the once-twisted EP are aimed at meeting national needs.

Employers during the interview confirmed the participation in the development of EP, changes and additions of those diploma works, participation in the discussion of the list and content of disciplines.

EEC notes that the IMI-NOVA traces transparent processes of development and evaluation of the quality of EP, established frequency, forms and methods of evaluation of the quality of EP. EEC experts note carrying out work to harmonize the content of educational programs with similar image-based programs of foreign universities.

The EP management presented evidence of the involvement of trainees, Fs and other stakeholders in the development of the EP.

The EEC notes that the structure and content of the list of disciplines available to students within the EP take into account the future professional interests of students, giving them the opportunity to draw up their own trajectory of education taking into account individual and professional needs.

The content of disciplines is disclosed in detail in the educational and methodological documentation, the work is underway at the departments to develop, updating and adjusting of the educational materials that form the content of the EP, which is reflected in the work plans of the departments and is under the control of the department for quality assurance and development of training programs.

During the interviews, the graduate students noted the satisfactory work of the EP leadership on the actual content of the program and the provision of practice bases.

During the visit, IAAR experts visited the practice bases online.

Based on the results of a survey of students about their awareness of the procedures for the development and approval of educational programs conducted during the visit of, EEC IAAR there were obtained the results that confirm the loyalty of both students and teachers. In particular, students are 100% satisfied with the quality of the EP as a whole and the quality of the programs of academic disciplines within the EP. Teachers also respond extremely positively to questions defining satisfaction with the content of the EP: 69.2% assessed the orientation of educational programs on the formation of the skills of students to analyze the situation and make predictions as very good and 30.8% as well. Accordingly, 76.98% and 23.1% assessed the compliance of the EP with the expectations of the labor market and employers, 61.5% and 38.5% assessed the correspondence of students' knowledge received at the university with the realities of the requirements of the modern labor market, 69.2% and 30.8% - support of the university and its leadership to develop new educational programs/training programs/ training methods.

Strengths/best practice

- the availability of developed models of the EP graduate,
- evidence of participation in the development of EP of interested persons (students, teachers, employers) has been provided.
- there is a process for formalizing the program at the institutional level
- defined the influence of disciplines and professional practices on the formation of learning outcomes.

EEC recommendations

- To consider the inclusion of disciplines such as Intercultural Communication and Cross-Cultural Management in the educational program before the start of the 2022-2023 academic year.
- To assess the prospects for the development of the educational program of the VVA with the aim of limiting its content until June 2021.
- To ensure students and employers to be involved in the development processes of the EP until June 2021, formalized in local acts and reflected in the records and protocols of collegial bodies.

EEC 's conclusions on the standard: satisfactory.

6.3. Standard 3. STUDENT-CENTERED LEARNING AND ASSESSMENT

Standard:

The organization of education should ensure that the program is implemented in such a way as to stimulate students to take an active role in the joint construction of the educational process, and so that student assessment reflects this approach.

Recommendations:

Student-centered learning plays an important role in enhancing motivation, self-reflection and student engagement in the learning process. For the organization of education, the introduction of student-centered learning requires a balanced approach to the development and implementation of an educational program and the assessment of learning outcomes.

Implementing the principle of student-centered learning, the educational organization must ensure:

Respect and attention to different groups of students and their needs, providing flexible learning trajectories;

The use of different teaching methods (where appropriate);

Flexible use of a variety of pedagogical methods;

regular communication about the techniques and methods used to evaluate and adjust teaching methods;

Support for the autonomy of the learner, with the appropriate guidance and assistance from the teacher;

Strengthening the mutual respect of the teacher and the student;

The existence of appropriate procedures for responding to student complaints.

Given the importance of assessing student performance for their future careers, quality assurance mechanisms for assessment should consider the following:

- *Evaluators should be proficient in the methods of testing and checking students' knowledge and improve their own competence in this area;*
- *Criteria and methods of assessment should be published in advance;*
- *Assessment should enable students to demonstrate the level of achievement of the planned learning outcome. The student should receive feedback, and, if necessary, advice on the learning process;*
- *The examination should be administered by more than one examiner, where possible;*
- *The assessment rules should include consideration of mitigating circumstances;*
- *Assessment must be consistent, objective in relation to all students and conducted in accordance with established rules;*
- *There must be a formal appeal procedure.*

Evidence

As part of the implementation of the accredited "Business Administration" at the International Institute of Management IMI-NOVA (Kishinev), a student-centered study is organized, which plays an important role in increasing motivation, self-reflection and student involvement in the learning process. Student-centered learning plays an important role in increasing student motivation and inclusion in the learning process. Student-centered learning plays an important role in increasing student motivation and engagement in the learning process. According to clause 3a of the Regulation on the organization of education in higher education based on the 2015 National System of Student Loans, the NQMS is a student-centered system, which is based on the workload requested by the student to achieve the objectives of the curriculum defined in terms of learning objectives and expected competencies.

Since 2017, IMI-NOVA's management and teachers have been using a brochure designed to help students and faculty, "Student and Student-Centered Learning," which was approved during the questionnaire and interviewing of students and faculty of the institute.

IMI-NOVA is constantly reforming and improving the academic environment of the university in the "Student-Teacher-Staff" relationship, i.e. unification of all employees and students, without exception, with a common idea of understanding the strategy for the further development of the university. The staff of the institute pays special attention to the development of the principle of academic honesty of students and teachers, teachers try to teach students to think independently.

As a result of the audit of the self-assessment report and applications to it, as well as the results of interviews with the target groups, it was found that in order to implement the academic integrity of teachers and students:

- a code of Ethics has been developed ;
- students have the opportunity to have a direct dialogue with the rector and vice-rectors of the institute, heads of departments not only during personal reception, but also at meetings; and self-governing.

- regular questionnaires are conducted to monitor the "learner-teacher" relationship and questionnaire "Teacher through the eyes of learners";
- the knowledge assessment system is transparent.
- students have the right to be elected to the Student Council for Self-Government and be elected to the Senate Institute (Senate Decision, Protocol No.1 from 30.08.2019);
- according to the students surveyed, students are taking full advantage of their right to self-government.

Over the past 5 years of IMI-NOVA's educational activity, the requirements for the examination to complete the study have been regulated by two normative acts: the Framework Regulation on the organization of the examination to complete the bachelor's degree, approved by the Order of the Ministry of Education and Youth Affairs of the Republic of Moldova No. 84 of 15.02.2008 and PP No. 1045 of 29.10.2015 on the approval of the Framework Plan of Higher Education(Cycle I - Baccalaureate, Cycle II - Master's Degree, Cycle III - Doctoral Examination); Regulations on the organization of the final exam in IMI-NOVA, approved by the Senate.

- Regulations on the organization of the final exam at IMI-NOVA - establishes the rules for the organization and conduct of the relevant exam.
- Guidance for the development and defense of diploma works - it outlines the way of development and criteria of the diploma work.

At the request of students, the institute's management provides individual trajectories of study, which was confirmed during interviews with students. The self-formation of learning trajectories means that each student has the right to choose the modules of the educational program. When forming an individual educational trajectory, the needs of students are identified. The implementation of educational programs is constantly linked to the needs of society and the labor market in order to provide graduates with the competencies they require.

The flexibility of the learning paths is provided by the presence of several trajectories of training or specializations, elective modules, entrepreneurial and language modules (English, French) certified courses: a course on accounting in 1C: Accounting - (for the specialty "Accounting" is mandatory); courses on "Fundamentals of Entrepreneurship" provided by the bases of practice.

The list of elective disciplines includes relevant, practice-oriented disciplines for each specialty, which are periodically reviewed depending on their demand and the situation on the labor market (e.g. in EP 0413.1 "Business and Administration" - Managerial Diagnosis of the Company, Management of the Career, Legal Protection of the Consumer, National and International Fiscality, Cybernet Marketing, Economic Projects and Business Games, Strategic Marketing) . Registration for modules (disciplines) takes place during the period indicated in the academic calendar. Students can make changes to the IEP within one week from the beginning of the semester.

Teachers in the EP use various teaching methods, taking into account distance learning in a pandemic, in the educational process they actively use new educational technologies, including electronic textbooks, an educational portal, while providing regular feedback on the techniques and methods used to assess and correct pedagogical methods. In the process of teaching and assessing knowledge, electronic platforms, e-mail, the website of the institution and departments, electronic resources and dialogue with students are used. In this context, it should be mentioned that more than 75% of teachers use IT resources in the learning process.

IMI-NOVA has created equal opportunities for inclusive education for everyone. The Institute fully implements access to education for persons with disabilities, in accordance with the Law of the Republic of Moldova on the social integration of persons with disabilities. The

adopted Regulation on the organization and conduct of admission to IMI-NOVA specifies the target groups: orphans and children left without parental care with the status of an orphan; disabled people who are disabled by disability to study and practice a profession in their chosen specialty; children with both parents with a degree of disability; children whose parents took part in military actions to protect the integrity and independence of the Republic of Moldova, participants in the war in Afghanistan or in the elimination of the consequences of the Chernobyl accident; military personnel involved in humanitarian military operations in Iraq; children from large families and from Roma families; young people who have completed compulsory military service who can take advantage of discounts on tuition fees by submitting an application

Academic mobility is organized at IMI-NOVA in accordance with PP 56 of 27.01.2014 on the approval of the Framework on Academic Mobility in Higher Education; The IMI-NOVA Institutional Internationalization Strategy for 2017-2022 and the IMI-NOVA Academic Mobility Regulation. IEP of students on academic mobility programs are approved by the partner university. To do this, the graduating department, on the basis of the syllabuses of the disciplines, determines the correspondence of the disciplines offered by the partner university to the EP of the IMI-NOVA Institute in the corresponding specialty.

Students and undergraduates of IMI-NOVA participating in mobility programs as part of the partnership agreement present evidence of the academic work done, exams and credits when they return. Students and undergraduates who have studied in foreign universities on the basis of international exchange educational programs ERASMUS are credited, with the credits they earned while studying abroad in disciplines corresponding to the institute's approved curriculum, which was confirmed during interviews with students. Transfer of ECTS credits, recognition, equivalence and documentation of the achieved results (goals) by the student during the period of mobility, is carried out by transcription of the grades from the ECTS record book, which reflects the quantity and quality of the work performed by the student.

Analytical part

At the present stage, in the context of increased competition in the educational services market, it is necessary to train specialists who are able to respond to changes in labor market conditions in a non-standard, flexible and timely manner. To prepare students for professional activity at the Institute IMI-NOVA, innovative teaching methods are used: the formation of skills for solving problematic problems that do not have an unambiguous answer, independent work on the material and the development of skills to apply the acquired knowledge in practice; active teaching methods, the essence of which is that students independently master professional skills and abilities, form a personal approach to an emerging problem; interactive forms of education are widely used, aimed at active and deep assimilation of the studied material, the development of the ability to solve complex problems (include imitation and role-playing games, discussions, modeling situations).

EEC confirms that teachers use different methods of teaching, in the context of a pandemic they actively use remote educational technologies, which causes the need to develop appropriate educational and methodical support with mandatory placement on the institute's educational platform.

EEC emphasizes the next competitive advantage of the accredited EP: the inclusion of the "Personal Development" (PD) discipline in the curriculum with appropriate educational and methodical support. So in 2017 and 2018, IMI-NOVA teachers published a series of 14 brochures to help students and undergraduates. The brochures have a wide variety of topics, such as How to Communicate with Anyone: 92 Rules of Conduct for Guaranteed Success,

Emotional Intelligence and Harnessing Your Potential, Your Career: First Steps, 17 Laws of Teamwork.

During the interview, graduates and students observed an atmosphere of cooperation between teachers and students of EP based on student-centered education, individualizing the learning process in the face of a reduced contingent.

Strengths/best practice

- Having thoughtful support for personal development of students.
- Appropriate use by teachers of various teaching technologies, teaching and evaluation.
- Respect and attention to different groups of students and their needs, providing flexible learning trajectories.
- Availability of feedback and communication on requests from students, and, if necessary, advice on the learning process.
- Availability of appropriate procedures for responding to student complaints.
- Availability of educational materials that regulate student-oriented learning

EEC's recommendations

- Taking into account the importance of student-centered learning, it is recommended that until September 2021, to develop the necessary methodical provision regulating the use of information and communication technologies in the conditions of online student learning.
- to ensure that teachers' level of proficiency is consistent with the teaching staff's assessment methods of learning's outcomes till October 2021 and ensure annual training in this area.

EEC's findings by standard: satisfactory

6.4. Standard 4. ADMISSION, RESULTS, RESULTS AND CERTIFICATION OF STUDENTS

Standard:

The educational organization must have predetermined, published and consistently applied rules governing all periods of the student's "life cycle", i.e. admission, academic performance, recognition and certification.

Recommendations:

Providing the conditions and support students need to develop academic careers for the benefit of individual students, programs, educational organizations and systems. Appropriate admission, recognition and graduation procedures play an important role in this process, especially when there is student mobility within higher education systems.

It is important that access policies, processes and student admission criteria are implemented consistently and transparently. Familiarity with the educational organization and program must be provided.

The educational organization should have mechanisms and tools in place to collect, monitor and follow up on information about students' academic achievements.

Objective recognition of higher education qualifications, periods of study and prior education, including recognition of non-formal education, is an integral component of student achievement in the learning process and promotes mobility. In order to guarantee proper recognition procedures, the educational organization must:

- *ensure the compliance of the activities of the educational organization with the Lisbon Recognition Convention;*
- *cooperate with other educational institutions and national ENIC / NARIC centers in order to ensure comparable recognition of qualifications in the country.*

The graduation represents the culmination of the student's learning period. Educational organizations must provide students with documents confirming the qualifications obtained, including the learning outcomes achieved, as well as the context, content and status of the education received, and evidence of its completion.

Evidence

The policy of attracting applicants is implemented in full compliance with national legislation, every year IMI-NOVA develops a draft admissions plan for the current year, which is sent to the IOCIRM for approval. The ministry often adjusts incoming proposals and issues admission quotas to each university. In accordance with the developed Model Regulations on the Organization of Admission for Cycle I - Bachelor's Degree Higher Education, approved by the Order of the MOKI RM, the institute annually adopts at a Senate meeting the Regulations on the organization and conduct of admission to integrated higher education (cycles I and II) at IMI-NOVA.

Annually at IMI-NOVA, by order of the rector, an Admissions Committee is formed. It consists of a chairman, an executive secretary and members of the committee. The selection committee organizes career guidance activities, including meetings with students in lyceums and at the institute during the Open Day; publishes information materials about IMI-NOVA; provides conditions for the work of the secretariat; notifies the admission plan for specialties, the amount of tuition fees; informs about the number of submitted applications for each specialty; analyzes the results of admission and submits a report on the admission and enrollment of candidates in the format established by the IOCI; presents suggestions for improving the admission process.

In the specialty "Business and Administration" the admission competition is held on the basis of the average competitive score of candidates, calculated according to the formula specified in the Regulations on the organization and conduct of admission. To calculate the average competitive score, in the case of holders of a bachelor's degree (lyceum), the average score is used being based on the results of bachelor's exams and assessments in core disciplines from the annex to the bachelor's diploma, with appropriate coefficients; for holders of a diploma of vocational education, the GPA on the results of the final exam and the GPA in the academic years are used with appropriate coefficients.

For graduates of educational institutions from the eastern part of Moldova (from Transnistria) and from the municipality of Bender, the right to participate in the competition is granted on the basis of a certificate of secondary education with the condition that they will study for a more compensatory year, during which they will pass the bachelor's exams.

Enrollment is carried out strictly in descending order of the average competitive score of candidates within the number of places established in the specialty. The results of the competition are approved by the Admissions Committee of IMI-NOVA and the lists of enrolled candidates are publicly announced (IMI-NOVA Order No. 01t of 03.09.2018). After enrollment, each student is issued an IMI-NOVA document confirming the student's status (student card).

It should be emphasized that in IMI-NOVA, in the Regulations on the organization and conduct of admission, special conditions are provided for admitting students with disabilities in accordance with the current regulatory documents of the Republic of Moldova. The student admission policy at IMI-NOVA is transparent and adheres to the principle of equality. Discrimination on the basis of religion, nationality, sex, age of community members is excluded.

The Institute uses traditional mechanisms and tools for monitoring information about the academic achievements of IMI-NOVA students. A policy and procedure for assessing learning outcomes within the EP has been developed, which is carried out in strict accordance with the provisions of the normative acts in this area approved by the Senate of the Institute: Regulations on the organization of training in higher education; Regulation on assessment and

performance at IMI-NOVA; Regulations on the organization of the final exam of integrated higher education at IMI-NOVA.

The Institute has developed the Regulations on the Recognition, Equivalence and Certification of Educational Documents and Qualifications (Order of the MOKI RM No. 310 dated to higher education in the European Region) are automatically recognized, provided that there are no significant differences in the duration and program of study, study objectives and competence in comparison with similar programs of study in the Republic of Moldova. Recognition of periods of study conducted in educational institutions abroad on the basis of inter-university cooperation programs or academic mobility programs (ERASMUS +) is carried out by educational institutions of the Republic of Moldova in accordance with the Framework Plan for the Organization of Academic Mobility, as well as the Regulation on the Organization of Academic Mobility at IMI-NOVA (approved by the Senate No. 6 dated June 26, 2015). On December 26, 2019, the Regulation on the recognition and equivalence of educational documents and qualifications obtained abroad was adopted (order of the MES RM No. 1702 of December 26, 2019), according to which, starting from 2020, diplomas or certificates of citizens of Moldova or foreigners will be recognized in Moldova who studied in the countries participating in the Lisbon Convention without the need to confirm these documents with the Ministry of Education.

Analytical part

The analysis of statistical data made it possible to identify a trend towards a decrease in the number of graduates at the institute from 397 people. in 2015 up to 176 people in 2019 (the number of graduates decreased 2.26 times). A similar trend is observed in the EP of the first cycle - bachelor's degree "Business and Administration" - with 117 people. in 2015 up to 117 people. in 2019, that is, a 1.72-fold reduction. The downward trend in the number of students, characteristic of all universities of the Republic of Moldova, is explained by the influence of a number of factors, such as:

- demographic drop in the birth rate in the early 2000s,
- continued growth in the level of population migration,
- the emergence of opportunities for admission to foreign universities,
- granting scholarships for Moldovan graduates in some countries, including Romania and Russia.

In these conditions, it is advisable to develop a new form and content in marketing policy of the institute, aimed at defining the target audience, determining the competitive advantages of the accredited EP, developing targeted advertising with placement on the Internet.

After the request of the EEC, information on the implementation of the Institute's gender policy was confirmed. The main internal documents of IMI-NOVA contain the concept of gender equality and the promotion of equal opportunities, so the share of female students is 58% of the total number of students, male students - 42% (including in the specialty Business and Administration: female students 45% , male students - 55%). The share of female teachers is 66.7% of the total number of teaching staff.

The implementation of the institute's gender policy in the transforming Moldovan society can be used to participate in the preparation of project applications, the formation of targeted educational programs with subsequent certification.

Foreign citizens are not trained in the accredited EP, which could be potential for the development of this program in the future. According to the website FreeApply.com, the strong competitive advantages of the IMI-NOVA Institute's bachelor programs are:

- Education in an international environment
- The best ratio of price and quality

- Convenient learning environment for international students

International recognition of the competitive advantages of the IMI-NOVA Institute's bachelor programs should form the basis of the new marketing policy of the Institute and the EP.

The Institute IMI-NOVA made an attempt to introduce subjects that help in obtaining professional qualifications. As evidence, we will give an example of organizing courses (extracurricular) in accounting, which are designed to help IMI-NOVA students in obtaining a certificate in accountancy and the 1C program. Those who wish from the external environment of the institute can participate in them on a paid basis. So in 2019, 130 people graduated from these courses and received the appropriate certificate (of which - 30 students from IMI-NOVA).

Obtaining international professional qualifications (CIMA, ACCA, CFA, CIA certificates) is becoming more and more popular and in demand in the labor market. This circumstance should be taken into account when organizing training for an accredited EP. A significant competitive advantage should be the possibility of obtaining additional certificates or studying those academic disciplines that will contribute to obtaining professional qualifications.

It should be recognized that at the institute, the organization of the process of forming a contingent of students is implemented in accordance with national regulatory documents.

Availability and transparency for all target groups regarding admission and training requirements is ensured.

A mechanism has been created to recognize prior learning outcomes and qualifications, including the results of academic mobility.

Strengths/best practice

- IMI-NOVA provides students with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received, and evidence of its completion.
- Procedures are in place for the objective recognition of higher education qualifications, periods of study and prior education, including the recognition of non-formal education and academic mobility.
- Providing students familiarity with the organization of education and the program.

ECC recommendations

- to demonstrate the implementation of a new marketing strategy during the 2021 admission campaign. As part of the development strategy created by the institute, it is necessary to provide the use of modern marketing methods (marketing strategy) for attracting applicants:

- determination of the target audience for the EP (that is, to answer WHO),
- application of social media marketing (i.e. to answer WHERE),
- development of targeted advertising of the competitive advantages of the institute and the accredited EP (that is, to answer HOW).

- In order to ensure the competitiveness of EP graduates in the international and national labor market and objective recognition of higher education qualifications, including the recognition of non-formal education, it is recommended to study the issue of the possibility of professional certification of students in the accredited EP, including courses organized by the Institute in accounting, foreign languages, software.

- The Institute needs to create and further support the work of the Alumni Association by 2022, inform the university alumni about the activities of the association.

- Create a real opportunity to choose elective disciplines until May 2021 and demonstrate its annual implementation, including through the use of proposals from other universities (virtual and real mobility), as well as recognition of the results of non-formal education, including certification programs and MEP.

ECC findings by standard: satisfactory

6.5. Standard 5. TEACHING STAFF

Standard:

The educational organization must have objective and transparent processes for the recruitment, professional growth and development of all personnel, which allow them to ensure the competence of their teachers.

Recommendations:

The role of the teacher is central to quality teaching and the acquisition of knowledge, competencies and skills. Diversification of the student body and a strong focus on learning outcomes require a student-centered approach and, therefore, a change in the role of the teacher (see Standard 1.3).

Educational organizations have primary responsibility for the quality of their employees and the provision of an enabling environment for their effective work. Therefore, educational organizations should:

- *Recognizing the importance of teaching, develop clear, transparent and objective criteria for hiring, appointing, promoting, firing and following them in your operations;*
- *Provide career opportunities and professional development for teachers;*
- *Encourage research activities to strengthen the link between education and research;*
- *Encourage innovative teaching methods and the use of advanced technology.*

Evidence

At present, the educational process at IMI-NOVA is provided by the teaching staff in the amount of 47 people, of which 31 (or 65.9%) are full-time teachers. The share of teachers with academic degrees and academic titles in the institute as a whole is 55.3%. 33 teachers take part in the implementation of the accredited educational program, of which 19 have a doctorate or a PhD degree, which is 57% of the degree. 5 teachers of the program are active practitioners - Bubliy I., Verbenyuk V., Herman A., Popushoy R., Roshka A. In 2019 Pantia L. and Remeshovski N. have successfully taken their doctorate and became doctors of science.

Among the teachers of the EP, 2 teachers are full members of two Academies of Sciences: V. Railean - International Academy of Sciences of Higher Education (Moscow) and M. Nedelkov - Academy of Sciences of the Republic of Moldova. Railean K. is a an Associate Professor (in RM - doctor) of economic sciences in Moldova and France (Université Pierre Mendès France, Grenoble). Railean V. is a Doctor Honoris Causa of the Universities of Sibiu and Petrosani (Petroşani, Romania). The planning, recruitment and management of the teaching staff of IMI-NOVA are recorded in the IMI-NOVA Staff Development Strategy, the IMI-NOVA Training Regulations and the awarding of academic titles within IMI-NOVA of August 30, 2019, as well as in the IMI-NOVA Teaching Assessment Regulations, which are based on the laws and regulations of the Republic of Moldova, which are confirmed by the annexes to the report and analysis of the documents.

The educational process involves actively invited scholar-professors from abroad: Professor I. Samson (France); Professor S. Radu, Professor N. Iliyash, Associate Professor G. Balan (Romania); Professor D. Spulber, Associate Professor P. Gazola (Italy), etc.

The planning, recruitment and management of the teaching staff of IMI-NOVA are fixed in the IMI-NOVA Personnel Development Strategy, in the Regulations on the procedure for

awarding academic degrees and conferring academic titles in IMI-NOVA dated August 30, 2019 according to the legislative and regulatory acts of the Republic of Moldova, which was confirmed in the attachments to the self-report and analyzed documents during the visit of the EEC.

Interviewing teachers and administrative staff confirmed the existence of competitive selection procedures for scientific and pedagogical positions. The competition is held on the basis of an analytical generalization of the results of the applicants' activities in the amount of the established requirements for each position in two successive stages: the department / competition committee and the Senate. Based on the results of the competition, an individual labor contract for a period of 5 years is concluded with the selected persons.

The positions of the teaching staff are divided into the following categories: scientific and pedagogical positions (teacher, associate professor, professor), pedagogical positions (assistant) and auxiliary pedagogical positions (methodologist, laboratory assistant) are enrolled by competition. To occupy scientific and pedagogical positions in higher education, it is necessary to have a qualification of the 8th level of ECTS (higher education in the form of doctoral studies), the minimum requirement for filling the position of an assistant is a qualification of at least 7th level of ECTS (higher integrated education or master's degree). Graduates of higher education programs, enrolled in the state for the implementation of pedagogical activities, who do not have scientific titles, must pass the Psychopedagogical module in the amount of 60 transfer credits (for example, teacher N. Morari passed the psychopedagogical module, as well as retraining in the specialty Psychopedagogy (60 credits) by the teacher A. Tsepordei).

The functional duties of teachers include various types of scientific and pedagogical activities, performed by adding classroom, extracurricular, research and methodological activities. Extracurricular educational activity consists of practice management, management of economic projects or diploma theses, master's theses, monitoring of individual student activities, and appraisal activities. The total working hours are 35 astronomical hours per week, which is 1,470 astronomical hours per year. All types of activities are recorded in the individual plans of the teaching staff. The EEC studied in detail the distribution of teaching load among the teachers of the curriculum, held meetings during which confirmation of the implementation of various types of work was adopted.

Analytical part

EEC notes a sufficient degree of compliance of personnel policy with the requirements of the standard. EEC notes the existence of an objective and transparent personnel policy. Experts note that the members of the teaching staff of the EP is recruited in accordance with the requirements of the legislation, local acts on the basis of competitive replacement of positions.

EEC especially notes the existence of requirements for the pedagogical competence of teachers. Young teachers without a degree are required to take certain courses as part of the training courses for teachers.

EEC notes the assistance of the EP management to improve the qualifications of the teaching staff.

EEC by analyzing job descriptions and other organizational documents and documents on structural divisions, confirms the existence of clearly expressed requirements for each level of positions in the institute.

The teaching load determined by the job descriptions as a whole looks quite reasonable and balanced.

The management of IMI-NOVA and the structural divisions demonstrated the compliance of the staff potential of the teaching personnel with the development strategy of the university and the specifics of the EP.

EEC notes that the management of the EP has demonstrated an awareness of responsibility for its employees and the provision of favorable working conditions for them, including the pandemic period.

Strengths/best practice

- the management of the university, structural divisions have demonstrated the desire to match the staff potential of the teaching staff with the development strategy of the university and the specifics of the EP;
- among the teachers there are both specialists who have awards and honorary titles for merits and achievements in teaching and educating students, and practice;
- conducting a competitive selection of teachers; • permanent teaching staff.

EEC recommendations

University leadership:

- by 2022, to reflect in the personnel policy the personal responsibility of the head of the educational program for the selection of personnel of the appropriate level of training and competence;
- by the 2022-2023 academic year, to develop transparent mechanisms of material incentives for teaching staff in the high-quality performance of job descriptions, professional and personal development;
- by the 2022-2023 academic year, to include in the personnel policy a system for ensuring professional growth, to defend a thesis by full-time employees, to actively participate in research projects.

EP guide:

- until the 2021-2022 academic year, to include indicative measures in the development plan of the educational program and in the work plans of the department; credits for student participation in research work, participation of researchers and students in competitions for financial grants, in social projects, in the implementation of orders of host entities of applied character, etc.;
- to demonstrate the diversification of forms of participation of practitioners in the educational process as a part of the design of EP, direct participation in teaching (master classes, webinars, etc.) and assessment of the development of learning outcomes by students;
- to continue to ensure teachers' curriculum objectives' conformity till September 2023, to increase the quality graduation provision of the full-time teachers and to conduct scientific research in the field of the subjects delivered, as well as to involve in teaching experienced practitioners management skills corresponding to levels 7-8 of the European framework of qualifications.

EEC 's findings by standard: satisfactory

6.6. Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

Standard:

The educational organization must ensure the availability of sufficient, accessible and appropriate educational resources and student support services.

Recommendations:

During training, students need educational resources, which can be both material (libraries or computers) and human (mentors, curators and other consultants). The role of support services is especially important to stimulate student mobility both within the educational system and between different higher education systems. When allocating, planning and providing educational resources, support services should take into account the needs of different groups of students (adults, working people, part-time students, international students, and students with disabilities) and take into account the trends of student-centered learning.

Support services and their activities should be organized taking into account the situation of a particular educational organization. However, an internal quality system ensures that all resources are available and consistent with learning objectives, and that students are informed about the services available.

In the provision of support services, the administration and specialized services play a key role, therefore the educational organization must ensure the professionalism of employees and opportunities for the development of their competencies.

Evidence

In the course of visual inspection, interviews and study of IMI-NOVA's documentation, it was revealed that the EP has the necessary material and technical base, which ensures the conduct of all types of practical training and scientific work of students, corresponding to the current sanitary-epidemiological and fire-prevention norms and rules. The educational building has a sufficient number of classrooms, educational and scientific laboratories, equipped with modern technical teaching aids. IMI-NOVA has an educational building with a total area of 2.495.4 sq.m., in which the educational process is carried out, of which 852.4 sq.m. directly related to the learning process. Another educational building and a dormitory, with a total area of about 1.600 sq.m., are nearing completion. The building has specialized classrooms, laboratories equipped with modern equipment corresponding to the disciplines of curricula, namely: laboratories for information technology, laboratories for studying modern languages and databases, video conference rooms, laboratories for studying accounting (including software "1C: Accounting (version 8.3) ", for 25 people) and communication facilities. IMI-NOVA has a modern printing house that publishes educational literature and teaching materials.

30 computers are designed directly for the educational process in the laboratory. The total number of computers in IMI-NOVA is 55 units, completed with software Windows 7/10 Professional, Windows Office 2010/2013 Professional.

The library of IMI-NOVA has 14.760 books and 7.112 book titles. The book fund includes publications received by IMI-NOVA within the framework of the Erasmus + program. In addition, students and teachers of the university have access to electronic libraries of partner universities. The university has documentation confirming information access to the e-Infrastructure NREN in Moldova (National Research and Education Network) and to the pan-European academic infrastructure GEANT), which includes services such as LIBRARY (online access to electronic publications and international scientific databases) , inclusion of IMI-NOVA in the national interuniversity scientific and academic network, as well as in the pan-European scientific and academic network GEANT (with the possibility of using such services as EURODAM, EDUGAIN, GCS etc.

Conference hall of IMI-NOVA, which hosts various meetings, negotiations, conferences, seminars, is designed for 70 seats. The hall is equipped with appropriate multimedia equipment.

During the visit, the EEC found confirmation of the support of the students. Almost all university employees are integrated into support processes. DOCRUP regularly holds a consultation and information hour with the leaders of the groups, which serve as a means of informing, establishing a dialogue, feedback and communication with students, as well as identifying the needs of students regarding the entire educational process. For the same purposes, as well as for the practical solution of urgent problems of students, the Vice-rector for educational activities takes part in the meetings of the Student self-government of IMINOVA. Heads of departments are responsible for informing and working with students in internships, writing theses. Information about the academic mobility of students, as well as all documentary assistance and support is carried out by the coordinator of the corresponding project.

Career growth is supported through the activities of the Career Development and Career Guidance Center, in addition to ensuring the career growth of students through regular organization of various trainings and meetings with professionals in various fields, it also helps in organizing the internship process, and also assists in the employment of graduates.

Analytical part

Summarizing the materials presented during the EEC visit, the results of the interviews and visual examination, it should be noted that IMI-NOVA has sufficient financial and material resources to carry out the activities of the institution in accordance with regulatory requirements and to ensure the completion of the training program. There are sufficient study areas equipped with computers.

The university administration pays great attention to providing conditions for students. This is evidenced by the availability of various services: a canteen, a medical center, a sports field, computer rooms, libraries and laboratories.

EEC notes the sufficiency of the processes of supporting students, the openness and readiness of structures and personalities to provide support processes for students.

The university administration takes measures to search for additional sources of funding through the development and implementation of innovative projects, commissioned research projects, and receiving grants, including some from the European Union and the Erasmus + program. Without compromising the quality of education, the university conducts an economical transparent spending of funds received from students in payment for tuition, the funds received by the University are invested in educational activities and the development of the educational program.

EEC notes the provision of sustainable wireless access to the Internet, as well as sustainable free access to electronic libraries and book storage.

During the work of the EEC, it was noted that the educational premises used in the training process comply with sanitary and fire safety standards: IMI-NOVA is regularly checked by fire safety authorities for compliance with the requirements of the Fire Safety Rules and the sanitary and epidemiological service, a corresponding license and conclusions of these services are available.

In general, it should be noted that the institute has sufficient resources to ensure the educational process at the proper level. The educational policy is aimed at creating favorable conditions for learning, staying, spending leisure time, leading a healthy lifestyle, social support for students throughout the entire period of study. One of the priority directions at the departments is the work on the formation and promotion of a healthy lifestyle and financial literacy among young people.

Strengths/best practices-

- sufficient material resources.
- stable wireless access to Internet resources.

EEC recommendations

- to demonstrate the reengineering of the mechanism for consulting and supporting students until March 2022, including using modern digital technologies, as well as attracting the resource potential of graduates of educational and mentoring programs.
- to ensure the gradual creation of an educational environment that accompanies all stages of training and the placement of information, training, methodological and analytical materials on the educational platform of the university until August 2022.
- Before the beginning of the 2021-2022 academic year, to modernize the website of the institute - for an international institute it should be in several languages and constantly updated.
- to expand the types of third-party educational platforms and electronic libraries used in the educational process.
- By the beginning of the 2021-2022 academic year, to integrate the anti-plagiarism system into all stages of the assessment of learning outcomes, where it is appropriate.
- to consider the possibility of a mentoring system from a number of renowned practitioners both in the country and abroad.

EEC's findings by standard: satisfactory

6.7 Standard 7. INFORMATION MANAGEMENT

Standard:

The educational organization must ensure that it collects, analyzes and uses the relevant information for the effective management of its activities and its educational programs.

Recommendations:

Providing accurate information is a prerequisite for making a decision. Educational organizations should use this information to know what is working effectively and what needs to be improved. It is necessary to be sure that the educational organization has mechanisms for collecting and analyzing information about its activities, its educational programs and uses the information obtained in the work of the internal quality assurance system.

What information is collected depends to some extent on the type and mission of the TOE. In gathering information, the TOE should consider the following:

- *key performance indicators;*
- *information about the contingent of students;*
- *academic performance, student achievement and dropout rates;*
- *student satisfaction with the implementation of programs;*
- *availability of educational resources and student support services;*
- *employment of graduates.*

Various methods of collecting information can be used. It is important that students and staff are involved in collecting and analyzing information and planning subsequent procedures.

Evidence

IMI-NOVA uses a traditional system for collecting, analyzing and disseminating information, which is necessary for managing the EP, in which all collegial bodies, divisions and structures are involved. Digitalization of information management processes is currently under development. The center for collecting and processing information is DOKRUP. The university monitors and collects information in the following categories: the implementation of strategic documents and plans, curricula of the specialty and educational and methodological documentation, personal (personal) data of students, academic performance, information about enrollment, transfer and expulsion of students. All student data (personal, educational and other information) are completed in the personal files of students. Information on the implementation of the accredited EP is presented in various forms (summary tables, analysis of dynamics in the context of years, etc.) is presented in the reports of departments.

Monitoring of the implementation of the development strategy, annual plans of structural divisions is carried out at meetings of the Senate and the Quality Council, as the members of the EEC were convinced during the conversation with the target groups.

IMI-NOVA uses regular feedback from teachers and students through meetings, conversations, questionnaires, surveys, curatorial hours. Students, with their suggestions, comments, help to assess the results of the university's activities, the degree of their satisfaction and identify their needs, make timely adjustments to plans to improve the performance of the university. In order to study the labor market, the monitoring of the employment of graduates is carried out.

Information on the revision and in the event of a change in the EP is carried out through organizational measures: through meetings with students, meetings of collegial media, Internet resources, an existing information stand, introductory conferences, presentations

of curricula and their content by teachers, as well as conducting various seminars and trainings for teachers and students

Informing employers and other interested parties about the upcoming discussion of the content of the educational program, learning outcomes of labor market requirements, employers and other interested parties is carried out through social networks, e-mail and delivery of official invitations, and in other ways.

For all interested students and teachers there is an opportunity to make an appointment with the rector and vice-rectors in order to effectively resolve problems.

During the visit, EEC was unable to receive confirmation of the use of corporate mail by all participants in the educational process.

Analytical part

During the visit of the EEC, the commission notes in general that the university fulfills the requirements of the "Information Management" standard. Implementation of information management processes by the university, including the collection and analysis of information: there is a special service that is responsible for information support of the activities of the University and its divisions, as well as a division (DOCRUP) that is responsible for analytics for decision-making.

EEC notes the traceability of planning and reporting - through the system of meetings of collegial bodies, the relevant information is reflected in the minutes of meetings of departments, the Senate, etc.

EEC notes that the information collected within the framework of the University's activities, including through statistical processing of information, reporting and the results of internal audits, allows you to form analytical reports and make decisions based on facts.

EEC proposes to carry out a number of systemic measures aimed at ensuring the active use of corporate mail, which is especially relevant in a pandemic.

A survey of students conducted during the visit of the IAAR EEC showed that overall satisfaction is quite high. In particular, the instructors did not indicate any issues related to information management. In addition, 84.6% are completely satisfied with the support of suggestions and comments.

Strengths/best practice

- Rapid response through direct communication during feedback and communication.
- Availability of a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the unit and departments' scientific research.
- The frequency, forms and methods of assessing the activities of collegial bodies and structural divisions, top management, implementation of scientific projects and consulting have been established.

EEC's recommendations

- By the beginning of the 2022-2023 academic year, to update the institutional policy for the use of corporate mail and corporate accounts, in order to identify students and teachers.
- to continue work on the creation of an internal information platform / system, ensuring its pilot launch before the beginning of the 2021/2022 academic year.

EEC's findings by standard: satisfactory

6.8. Standard 8. PUBLIC AWARENESS

Standard:

The educational organization must inform the public about its activities (including programs). The information must be clear, reliable, objective, relevant and accessible.

Recommendations:

Information about the activities of the educational organization is useful both for applicants and students, and for graduates, other stakeholders and the general public.

Therefore, the educational organization must provide information about its activities, including the programs being implemented, about the expected learning outcomes for these programs, the qualifications awarded, teaching, learning, assessment procedures, passing scores and educational opportunities provided to students, as well as information about the employment opportunities of graduates

Evidence

The accreditation process showed that IMI-NOVA adequately understands the main tasks of informing the public: establishing and maintaining relations between the university and organizations and enterprises of the region and the world, spreading the culture of quality, and implementing the third mission of the university.

The general informational part of the site contains information about IMI-NOVA, its divisions, events taking place within its walls.

Analytical part

The analysis of the accredited EP led to the following conclusions.

EEC notes that the purpose of informing the public is to form a positive image of the institute in the external environment, to establish and maintain cooperation with stakeholders by informing the general public about the activities of IMI-NOVA. Basically, a positive image is formed through a variety of offline events.

Information about the activities of IMI-NOVA, about the implemented educational programs, as well as about the admission of applicants is published annually in specialized national publications "Admiterea", as well as in the directory of organizations and enterprises, in the section "Universities of the Republic of Moldova", major events accompany publications in national print media and television and national newspapers (e.g. "Făclia").

When analyzing the official website of the university, it was revealed that information is posted mainly in the state language, which does not correspond to the declared status of an international institution, and prevents the attraction of foreign students.

The information published by the university in the framework of the EP is accurate, objective and up-to-date. The Commission notes the systematic work on placing information in booklets, publishing advertising materials, on the website, which allows ensuring the transparency of activities.

EP management uses a variety of ways to disseminate information to inform the general public and stakeholders, preferring traditional offline events. The Commission notes that the information is available on the official website, on information boards, in videos, on the Youtube channel, etc..

Strengths/best practice

Not identified

EEC's recommendations

- to ensure a radical modernization of the website of the institute by May 2021 - for an international institute, it should be in several languages and constantly updated.
- to modernize the procedure for using social networks in order to inform the public and create an appropriate local act before the beginning of the 2021/2022 academic year.

EEC's findings on the standard: implies improvement

6.9. Standard 9. PERMANENT MONITORING AND PERIODIC EVALUATION OF PROGRAMS

Standard:

The educational organization should monitor and periodically evaluate programs to ensure that they achieve their goal and meet the needs of students and society. The results of these processes should lead to continuous improvement of the programs. All stakeholders should be informed of any planned or taken actions in relation to these programs.

Recommendations:

Constant monitoring, periodic evaluation and revision of educational programs are aimed at ensuring their effective implementation and creating a favorable environment for student learning.

This includes assessing:

- *the content of the programs, taking into account the latest achievements of science in a particular discipline to ensure the relevance of the taught discipline;*
- *changing needs of society;*
- *workload, progress and graduation of students;*
- *the effectiveness of student assessment procedures;*
- *expectations, needs and satisfaction of students with the program;*
- *the educational environment and support services and their relevance to the objectives of the program.*

Programs are regularly assessed and revised with the involvement of students and other stakeholders. The collected information is analyzed and the program is brought in line with modern requirements. The changes made are published

Evidence

The requirements and level of satisfaction of stakeholders with the learning outcomes of the educational program are determined through various meetings with stakeholders and questionnaires. The results of the meetings are considered during the meetings of the department and collegial bodies of IMI-NOVA, inclusive at meetings of the Senate, the Quality Council.

The results of monitoring and periodic evaluation of the educational program are reflected in changes in the program itself, in plans for the activities of the university and the department, with the main goal of continuous improvement of the EP.

Feedback with consumers is maintained at the university level through the activities of DOCRUP, which professionally conducts various polls, questionnaires and sociological research. Also, thematic polls are regularly organized by the teachers of the departments of the faculty. The scanned versions of the minutes of the meetings of the departments, the Senate, the Council for Quality presented to the expert commission confirm the participation

of students, graduates and employers in the development and monitoring of the accredited EP.

The content of the EP is being revised, individual disciplines are being changed, the content of academic subjects is being revised, the themes of theses are being changed. In addition, changes can be made as necessary and there are significant proposals for changes. Representatives of employers, students, teachers and other interested parties are involved in making decisions on making changes through their discussion at extended meetings of departments and collegial bodies of the university.

The representativeness of their involvement is confirmed by the official invitation to the discussion of all interested parties and confirmed by the participation of students, employers and teachers.

Analytical part

The EEC having analyzed the local acts, the protocol of collegial bodies notes the presence of a monitoring process for the EP, the main place for making a decision is collegial bodies, the body for collecting and processing information is the Department for Quality Assurance (DOKRUP). It should also be noted the participation of students, teachers, graduates and employers in the processes of continuous monitoring and periodic evaluation of the EP.

The EEC members note that during the interviews with the target groups, the existence of a formal procedure for continuous monitoring of the EP was not confirmed, and diversified forms of participation of practitioners in the educational process were not demonstrated.

Strengths/best practice

The presence of a structural unit (DOKRUP) coordinating the processes of this standard.

EEC's recommendations

- to formalize the procedure for continuous monitoring of the EP, providing for the annual assessment of the EP until the beginning of the 2021/2022 academic year.
- to demonstrate the diversification of forms of participation of practitioners in the educational process from the design of the EP, direct participation in teaching (master classes, webinars, etc.) and the assessment of the development of learning outcomes by students, to the analysis of the EP based on the results of monitoring until October 2022.

EEC's ***conclusions on the standard: satisfactory.***

6.10 Standard 10. PERIODIC PROCEDURES FOR QUALITY ASSURANCE

Standard:

The educational organization must undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESR) on a regular basis..

Recommendations:

External quality assurance procedures in various forms make it possible to assess the effectiveness of quality assurance processes within an educational organization. They are catalysts for the development and realization of new opportunities. They also provide information on the quality of the educational organization to the public.

Evidence

This accreditation process in a foreign agency is carried out by the university for the first time. During the EEC visit, self-report assessments, interviews with stakeholders, the facts of self-assessment and involvement of various stakeholders in these processes were confirmed.

Analytical part

EEC notes the desire of the university to ensure the spread of the culture of quality, the use of the potential of a foreign accreditation body in the development of quality and continuous improvement.

EEC notes the openness and transparency of processes, readiness to provide a variety of information.

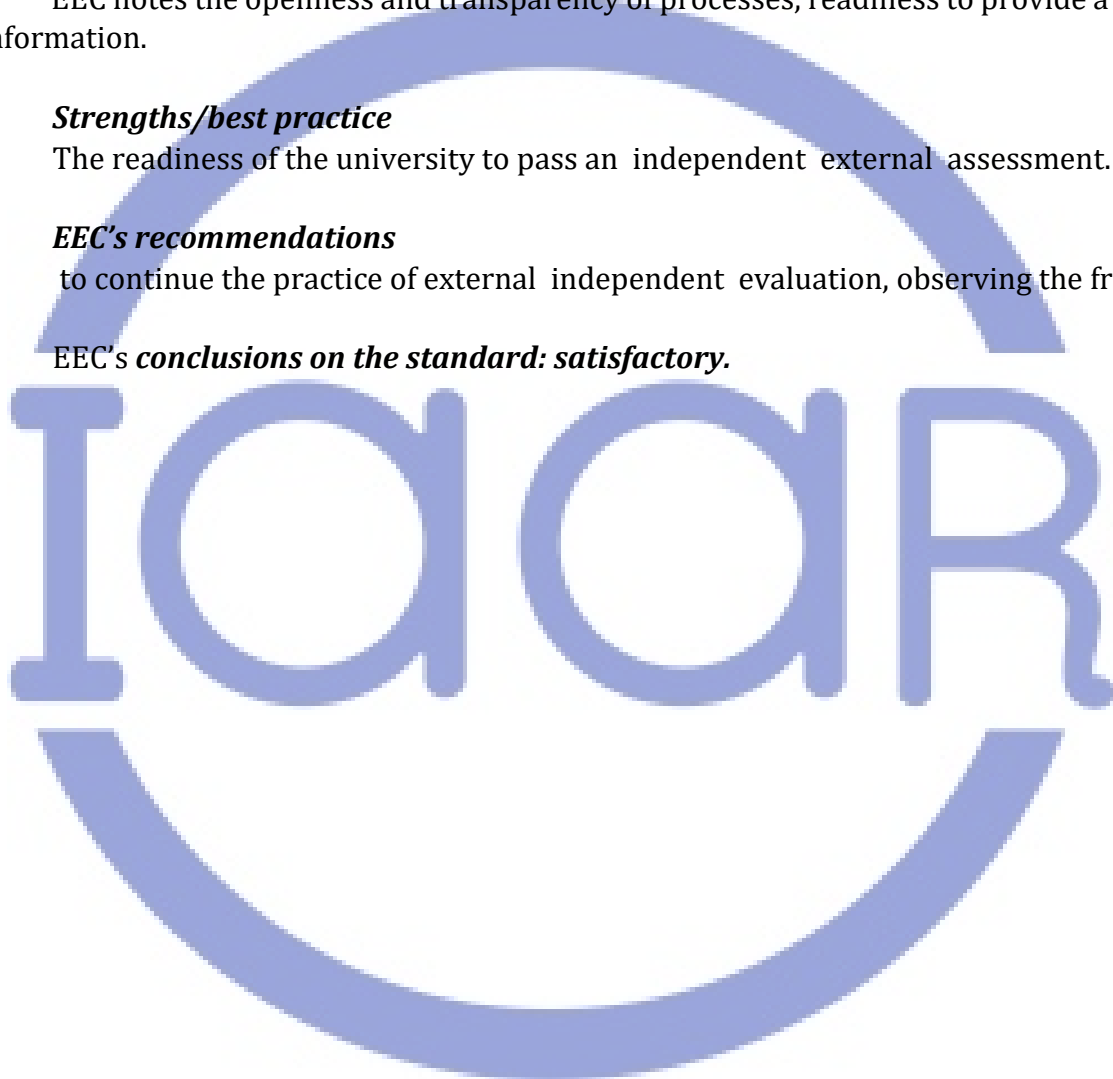
Strengths/best practice

The readiness of the university to pass an independent external assessment.

EEC's recommendations

to continue the practice of external independent evaluation, observing the frequency

EEC's conclusions on the standard: satisfactory.



(VII) A REVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD

For EP 0413.1 "Business and Administration" (Bachelor):

Standard 1. A QUALITY POLICY

- development of a culture of quality assurance in EP management;
- there is evidence of openness and transparency in the development of the IMI-NOVA development strategy and quality assurance policy for students, teaching staff and employers,
- availability of feedback, which allows to implement proposals for improvement;
- a clear definition of those responsible for business processes within the EP, delineation of the functions of collegial bodies and the distribution of official duties of the teaching staff and employees;
- the openness and accessibility of the management of the university and EP for students, teaching staff, employers and other interested parties has been demonstrated..

Standard 2. DEVELOP AND APPROVE THE PROGRAM

- availability of developed models of the EP graduate,
- proof of participation in the development of the EP of interested persons (students, teachers, employers) has been provided.
- there is a process for formalizing the program at the institutional level
- the influence of disciplines and professional practices on the formation of learning outcomes has been determined.

Standard 3. STUDENT-CENTERED LEARNING AND ASSESSMENT

- the presence of thoughtful support for the personal development of students.
- appropriate use by teachers of various teaching, learning and assessment technologies.
- respect and attention to different groups of students and their needs, providing flexible learning paths.
- availability of feedback and communication on requests from students, and, if necessary, advice on the learning process.
- there are appropriate procedures for responding to student complaints.
- availability of teaching materials regulating
- student-oriented learning

Standard 4. ADMISSION, ACHIEVEMENT, RECOGNITION AND CERTIFICATION OF STUDENTS

- IMI-NOVA provides students with documents confirming the qualifications received, including the learning outcomes achieved, as well as the context, content and status of the education received, and evidence of its completion.
- procedures are in place for the objective recognition of higher education qualifications, periods of study and prior education, including the recognition of non-formal education and academic mobility.
- providing students' familiarity with the organization of education and programs.

Standard 5. TEACHER

- the management of the university structural divisions has demonstrated the desire to match the staff potential of the teaching personnel with the development strategy of the university and the specifics of the EP;
- among the teachers there are both specialists who have awards and honorary titles for merits and achievements in teaching and educating students, and practice;
- conducting a competitive selection of teachers;
- permanent teaching staff..

Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM

- sufficient material resources.
- sustainable wireless access to Internet resources.

Standard 7. INFORMATION MANAGEMENT

- rapid response through direct communication during feedback and communication.
- availability of a system of regular reporting, reflecting all levels of the structure, including an assessment of the effectiveness and efficiency of the unit and departments' scientific research.
- the frequency, forms and methods of assessing the activities of collegial bodies and structural divisions, top management, implementation of scientific projects and consulting have been established.

Standard 8. PUBLIC AWARENESS

- not identified

Standard 9. CONSTANT MONITORING AND PERIODIC EVALUATION OF PROGRAMMES

- the presence of a structural unit (DOKRUP) coordinating the processes of this standard.

Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

- the readiness of the university to pass an independent external assessment.

(VIII) REVIEW OF THE QUALITY IMPROVEMENT RECOMMENDATION FOR EACH STANDARD

For EP 0413.1 "Business and Administration" (Bachelor):

Standard 1. QUALITY POLICY

- to carry out systematic work until March 2021 to develop a new strategy for the development of the university, cascading its indicators in the future within the framework of the functional strategy and development plan of the educational program.
- to provide the creation of a set of formalized functional strategic documents and policies (Quality Assurance Policy, Marketing Strategy, Human Resource Development Policy, Academic Policy, Science Development Strategy etc.) by August 2021.
- the human resources development policy should involve active participation in the selection of personnel for the program management, contain a system of material incentives

for teaching staff in a high-quality performance of job descriptions, a system for ensuring professional growth.

- to create an international academic council as an independent collegial body participating in defining the direction of the EP development..

Standard 2. DEVELOP AND APPROVE THE PROGRAM

- to consider the issue of including such disciplines as "Intercultural Communication" and "Cross-Cultural Management" in the educational program before the beginning of the 2022-2023 academic year.

- to conduct an assessment of the prospects for the development of the educational program of the BBA in order to determine its content until June 2021.

- to ensure the involvement of students and employers in the EP development processes until June 2021, formalized in local acts and reflected in the records and protocols of collegial bodies.

Standard 3. STUDENT-CENTERED LEARNING AND ASSESSMENT

- to take into account the importance of student-centered learning, it is recommended to develop the necessary methodological support by September 2021 to regulate the use of information and communication technologies in the conditions of online education of students.

- to ensure monitoring of the compliance of the level of proficiency of the teaching staff with the methods of assessing the development of the planned learning outcomes by the students until October 2021 and provide annual advanced training in this area.

Standard 4. ADMISSION, ACHIEVEMENT, RECOGNITION AND CERTIFICATEION OF STUDENTS

- to demonstrate the implementation of the new marketing strategy during the 2021 admission campaign. As part of the development strategy created by the institute, it is necessary to provide the use of modern marketing methods (marketing strategy) for attracting applicants:

- determination of the target audience for the EP (that is, to answer WHO),
- application of social media marketing (i.e. to answer WHERE),
- development of targeted advertising of the competitive advantages of the institute and the accredited OP (that is, to answer HOW).

- in order to ensure the competitiveness of EP graduates in the international and national labor market and objective recognition of higher education qualifications, including the recognition of non-formal education, it is recommended to study the issue of the possibility of professional certification of students in accredited EP, including courses organized by the Institute in accounting, foreign languages , software.

- the Institute until 2022 needs to create and support the work of the Alumni Association, inform the university alumni about the activities of the association.

- to create a real opportunity to choose elective disciplines until May 2021 and demonstrate its annual implementation, including through the use of proposals from other universities (virtual and real mobility), as well as recognition of the results of non-formal education, including certification programs and MEP.

Standard 5. UNIVERSITY guide:

- by 2022, to reflect in the personnel policy the personal responsibility of the head of the educational program for the selection of personnel of the appropriate level of training and competence;
- by the 2022-2023 academic year, to develop transparent mechanisms of material incentives for teaching staff in the high-quality performance of job descriptions, professional and personal development;
- until the 2022-2023 academic year, to include in the personnel policy a system for ensuring professional growth, defending a thesis by full-time employees, mandatory participation in research projects, EP management;
- until the 2021-2022 academic year, to include indicative measures in the development plan of the educational program and in the work plans of the department; credits of student participation in research work, participation of researchers and students in competitions for financial grants, in social projects, in the implementation of orders of host entities of applied character, etc.;
- to demonstrate the diversification of forms of participation of practitioners in the educational process from the design of EP, direct participation in teaching (master classes, webinars, etc.) and assessment of the development of learning outcomes by students;
- to continue to ensure the competence of teachers and the objectives of the curriculum until September 2023, providing for increasing the degree of graduation of the full-time teachers and conducting scientific research in the field of the subjects delivered, as well as involving in teaching experienced practitioners with management skills corresponding to levels 7-8 of the European framework of qualifications..

Standard 6. EDUCATIONAL RESOURCES AND SYSTEM OF STUDENT SUPPORT

- to demonstrate the reengineering of the mechanism for consulting and supporting students until March 2022, including the use of modern digital technologies, as well as attracting the resource potential of graduates of educational and mentoring programs.
- to ensure the gradual creation of an educational environment that accompanies all stages of training and the placement of information, training, methodological and analytical materials on the educational platform of the university until August 2022.
- before the beginning of the 2021-2022 academic year, to modernize the website of the institute – as for an international institute it should be in several languages and constantly updated.
- to expand the types of third-party educational platforms and electronic libraries used in the educational process.
- by the beginning of the 2021-2022 academic year, to integrate the anti-plagiarism system into all stages of the assessment of learning outcomes, where appropriate.
- to consider the possibility of a mentoring system from a number of renowned practitioners both in the country and abroad.

Standard 7. INFORMATION MANAGEMENT

- By the beginning of the 2022-2023 academic year, to update the institutional policy for the use of corporate mail and corporate accounts, in order to identify students and teachers.
- to continue work on the creation of an internal information platform / system, ensuring its pilot launch before the beginning of the 2021/2022 academic year.

Standard 8. PUBLIC AWARENESS

- to ensure a radical modernization of the website of the institute/university by May 2021 - for an international institute, it should be in several languages and constantly updated.
- to modernize the procedure for using social networks in order to inform the public and create an appropriate local act before the beginning of the 2021/2022 academic year.

Standard 9. CONSTANT MONITORING AND PERIODIC ASSESSMENT

Programs

- to formalize the procedure for continuous monitoring of the EP, providing for the annual assessment of the EP until the beginning of the 2021/2022 academic year.
- to demonstrate the diversification of forms of participation of practitioners in the educational process from the design of the EP, direct participation in teaching (master classes, webinars, etc.) and the assessment of the development of learning outcomes by students, to the analysis of the EP based on the results of monitoring until October 2022.

Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES

- to continue the practice of external independent evaluation, observing the periodicity

(IX) REVIEW OF THE EDUCATIONAL ORGANIZATION'S DEVELOPMENT RECOMMENDATION

List of EEC recommendations related to the development of ED. These recommendations do not apply to measures to improve quality and compliance with IAAR standards

Create an international academic council as an independent collegial body involved in determining the EPs of GP development.

Appendix 1. Evaluation table "Conclusion of the External Expert Commission" (0413.1 "Business and Administration" (Bachelor'))

№	IAAR International Standards ESG Part 1.	Position of education organization			
		Strong	Satisfactory	Assessment over time	Unsatisfactory
Standard 1. A QUALITY POLICY					
1	<p>The educational organization must have a published quality assurance policy, which is part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes with the involvement of external stakeholders.</p> <p>Recommendations: Policy and mechanisms of its implementation are the basis of a logically built and consistent system of quality assurance in educational organization. The system is a cycle of continuous improvement and contributes to the accountability of the educational organization. It supports the development of a culture of quality in which all stakeholders take responsibility for quality at all levels of the functioning of the educational organization. To strengthen it, the policies and mechanisms for its implementation have an official status and are available to the general public. A quality assurance policy is more effective if it reflects the link between research, teaching and learning and takes into account both national and institutional contexts.</p> <p>This policy supports</p> <ul style="list-style-type: none">• organization of a quality assurance system;• departments, schools, faculties and other divisions, as well as the leadership of the educational organization, staff and students fulfilling their responsibilities for quality assurance;• academic honesty and freedom, as well as intolerance to manifestations of various kinds of academic dishonesty;• processes to prevent intolerance of any kind or discrimination against students and teachers;		+		

	<ul style="list-style-type: none"> • participation of external stakeholders in quality assurance. The policy is embodied in activities that provide for a variety of processes and procedures for internal quality assurance, which involve the participation of all departments of the educational organization. The degree of policy implementation is regulated, monitored and revised at the level of the educational organization itself. • The quality assurance policy also applies to any activity carried out by subcontractors or partners. 				
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Standard 2. DEVELOP AND APPROVE THE PROGRAM					
	<p>The educational organization must have mechanisms for the development and approval of its programs. Programs should be designed in accordance with stated objectives, including intended learning outcomes. The qualifications resulting from the acquisition of the program must be clearly defined as well as clarified and must correspond to a certain level of the national qualifications framework in higher education and therefore the qualifications framework in the European Higher Education Area.</p> <p>Recommendations:</p> <p>Educational programs are the basis for the formation of the educational mission of a higher educational institution. They provide students with both academic knowledge and the necessary competencies, including transferable ones, that can influence their personal development and can be applied in their future careers. When developing their programs, educational organizations must ensure:</p> <ul style="list-style-type: none"> • that the objectives of the programs are consistent with the institutional strategy and that there are clearly defined expected learning outcomes; • participation of students and other stakeholders in the development of the program; • carrying out external expertise and availability of reference and information resources; • achievement of the four goals of higher education defined by the Council of Europe; • unhindered progress of the student in the process of mastering the program; • determination of the expected workload of students (for example, in ECTS). • providing opportunities for internship (where necessary); • Process for formalizing the program at the institutional level. 		+		
Standard 3. STUDENT-CENTERED LEARNING AND PERFORMANCE ASSESSMENT					
	<p>The educational organization should ensure that the program is implemented in such a way as to stimulate students to take an active role in the joint construction of the educational process, and so that student assessment reflects this approach.</p> <p>Recommendations:</p>		+		

	<p>Student-centered learning plays an important role in enhancing motivation, self-reflection and student engagement in the learning process. For the organization of education, the introduction of student-centered learning requires a balanced approach to the development and implementation of an educational program and the assessment of learning outcomes.</p> <p>Implementing the principle of student-centered learning, the educational organization must ensure:</p> <ul style="list-style-type: none"> • respect and attention to different groups of students and their needs, providing flexible learning paths; • using different teaching methods (where appropriate); • flexible use of a variety of pedagogical methods; • regular feedback on the techniques and methods used to assess and adjust pedagogical methods; • supporting the autonomy of the learner while providing adequate guidance and assistance from the instructor; • strengthening mutual respect between teacher and student; • the existence of appropriate procedures for responding to student complaints. <p>Given the importance of assessing student performance for their future careers, quality assurance mechanisms for assessment should consider the following:</p> <ul style="list-style-type: none"> • Evaluators should be proficient in the methods of testing and checking students' knowledge and improve their own competence in this area; • Criteria and methods of assessment should be published in advance; • Assessment should allow students to demonstrate the level of achievement of the planned learning outcome. The student should receive feedback and, if necessary, advice on the learning process; • The examination should be administered by more than one examiner, where possible; • The assessment rules should include consideration of mitigating circumstances; • Assessment must be consistent, objective in relation to all students and conducted in accordance with established rules; <p>There must be a formal appeal procedure.</p>				
	Standard 4. ADMISSION, ACHIEVEMENT, RECOGNITION AND CERTIFICATION OF STUDENTS				
	<p>The educational organization must have predetermined, published and consistently applied rules governing all periods of the student's "life cycle", i.e. admission, academic performance, recognition and certification.</p> <p>Recommendations:</p> <p>Providing the conditions and support students need to develop academic careers for the benefit of individual students, programs, educational organizations and systems. Appropriate admission, recognition and graduation procedures play an important role in this process, especially when there is student mobility within higher education systems.</p>		+		

	<p>It is important that access policies, processes and student admission criteria are implemented consistently and transparently. Familiarity with the educational organization and program must be provided. The educational organization should have mechanisms and tools in place to collect, monitor and follow up on information about students' academic achievements.</p> <p>Objective recognition of higher education qualifications, periods of study and prior education, including recognition of non-formal education, is an integral component of student achievement in the learning process and promotes mobility. In order to guarantee proper recognition procedures, the educational organization must:</p> <ul style="list-style-type: none"> • to ensure that the actions of the educational organization comply with the Lisbon Recognition Convention; • cooperate with other educational institutions and national ENIC / NARIC centers in order to ensure comparable recognition of qualifications in the country. <p>The graduation represents the culmination of the student's learning period.</p> <p>Educational organizations should provide students with documents confirming the qualifications obtained, including the learning outcomes achieved, as well as the context, content and status of the education received, and evidence of its completion.</p>				
Standard 5. TEACHING STAFF					
	<p>The educational organization should have objective and transparent processes for the recruitment and professional growth and development of all personnel, which enable them to ensure the competence of their teachers.</p> <p>Recommendations:</p> <p>The role of the teacher is central to quality teaching and the acquisition of knowledge, competencies and skills.</p> <p>Student diversification and a strong focus on learning outcomes require student-centered approach and, consequently, a change in the role of the teacher (see standard 1.3).</p> <p>Educational organizations have primary responsibility for the quality of their employees and the provision of an enabling environment for their effective work. Therefore, educational organizations should:</p> <ul style="list-style-type: none"> • Recognizing the importance of teaching, develop clear, transparent and objective criteria for hiring, appointing, promoting, firing and following them in your operations; • Provide career opportunities and professional development of teachers; • Encourage research activities to strengthen the link between education and research; • Encourage innovative teaching methods and the use of advanced technologies. 		+		
Standard 6. EDUCATIONAL RESOURCES AND STUDENT SUPPORT SYSTEM					

	<p>The educational organization must ensure the availability of sufficient, accessible and appropriate educational resources and student support services.</p> <p>Recommendations: During training, students need educational resources, which can be both material (libraries or computers) and human (mentors, curators and other consultants). The role of support services is especially important to stimulate student mobility both within the educational system and between different higher education systems. When allocating, planning and providing educational resources, support services should take into account the needs of different groups of students (adults, working people, part-time students, international students, and students with disabilities) and take into account the trends of student-centered learning. Support services and their activities should be organized taking into account the situation of a particular educational organization. However, an internal quality system ensures that all resources are available and consistent with learning objectives, and that students are informed about the services available. In the provision of support services, the administration and specialized services play a key role, therefore the educational organization must ensure the professionalism of employees and opportunities for the development of their competencies.</p>		+		
Standard 7. INFORMATION MANAGEMENT					
	<p>The educational organization must ensure that it collects, analyzes and uses the appropriate information for effective management of their activities and their educational programs.</p> <p>Recommendations: Presenting reliable information is a prerequisite for making a decision. Educational organizations should use this information to know what is working effectively and what needs to be improved. It is necessary to be sure that the educational organization has mechanisms for collecting and analyzing information about its activities, its educational programs and uses the information obtained in the work of the internal quality assurance system. What information is collected depends to some extent on the type and mission of the TOE. In gathering information, the TOE should consider the following:</p> <ul style="list-style-type: none"> • key performance indicators; • information about the contingent of students; • academic performance, student achievement and dropout rates; • satisfaction of students with the implementation of programs; • availability of educational resources and student support services; • employment of graduates. <p>Various methods of collecting information can be used. It is important that students and staff are involved in collecting and analyzing information and planning subsequent procedures.</p>		+		
Standard 8. PUBLIC AWARENESS					

	<p>The educational organization must inform the public about its activities (including programs). The information provided must be clear, reliable, objective, relevant and accessible.</p> <p>Recommendations: Information about the activities of the educational organization is useful both for applicants and students, and for graduates, other stakeholders and the general public. Therefore, the educational organization must provide information about its activities, including the programs being implemented, the expected learning outcomes for these programs, the qualifications awarded, teaching, learning, assessment procedures, passing scores and educational opportunities provided to students, as well as information about the employment opportunities of graduates.</p>			+	
Standard 9. CONSTANT MONITORING AND PERIODIC EVALUATION OF PROGRAMMES					
	<p>The educational organization should monitor and periodically evaluate programs to ensure that they achieve their goal and meet the needs of students and society. The results of these processes should lead to continuous improvement of the programs. All interested parties should be informed about any planned or taken action on the programs.</p> <p>Recommendations: Constant monitoring, periodic evaluation and revision of educational programs are aimed at ensuring their effective implementation and creating a favorable environment for student learning. This includes assessing:</p> <ul style="list-style-type: none"> • the content of the programs, taking into account the latest achievements of science in a particular discipline to ensure the relevance of the taught discipline; • changing needs of society; • workload, progress and graduation of students; • the effectiveness of student assessment procedures; • expectations, needs and satisfaction of students with the program; • the educational environment and support services and their relevance to the objectives of the program. <p>Programs are regularly assessed and revised with the involvement of students and other stakeholders. The collected information is analyzed and the program is brought in line with modern requirements. The changes made are published.</p>			+	
Standard 10. PERIODIC EXTERNAL QUALITY ASSURANCE PROCEDURES					
	<p>The educational organization must undergo external quality assurance procedures in accordance with European Standards and Recommendations (ESG) on a regular basis.</p> <p>Recommendations: External quality assurance procedures in various forms make it possible to assess the effectiveness of quality assurance processes within an educational organization. They are catalysts for the</p>			+	

	<p>development and realization of new opportunities. They also provide information on the quality of the educational organization to the public. The educational organization should regularly participate in external quality assurance procedures, which, where necessary, take into account the requirements of the legislation within the framework of which they operate. Therefore, depending on the context, external quality assurance can take different forms and be carried out at different levels (such as program, faculty or educational institution). Quality assurance is an ongoing process that does not end with external feedback, report writing, or follow-up processes in the educational organization. Therefore, GEDs should strive to ensure that progress made since the last procedure external quality assurance, taken into account when preparing for the next procedure</p>				
Altogether	-	9	1	-	

