



## **Accreditation Report**

### **Programmes**

#### **Psychology, Bachelor**

**at**

- Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology
- Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences
- Khmelnytskyi Institute of IAPM, Department of Psychology
- Odesa Institute of IAPM, Department of General Scientific, Social, and Behavioral Disciplines
- Kharkiv Institute of IAPM, Department of Psychology

#### **Psychology, Master**

**at**

- Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology
- Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences
- Khmelnytskyi Institute of IAPM, Department of Psychology

**offered by**

**Interregional Academy of Personnel Management (IAPM),  
Ukraine**

(Internal Reference Number IP-1246-1)

<b>Study Programmes</b>								
Name of the Programme	Degree Awarded	ECTS Credits	Duration of the Program	Type of Program				
				Distance Learning	Full-Time	Part-Time	Teacher Training	Joint Program
<b>Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology</b>								
Psychology	Bachelor	240	3 years and 10 months		X	X		
Psychology	Master	90	1 year and 6 months		X	X		
<b>Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences</b>								
Psychology	Bachelor	240	3 years and 10 months		X	X		
Psychology	Master	90	1 year and 6 months		X	X		
<b>Khmelnytskyi Institute of IAPM, Department of Psychology</b>								
Psychology	Bachelor	240	3 years and 10 months		X	X		
Psychology	Master	90	1 year and 6 months		X	X		
<b>Odesa Institute of IAPM, Department of General Scientific, Social, and Behavioral Disciplines</b>								
Psychology	Bachelor	240	3 years and 10 months		X	X		
<b>Kharkiv Institute of IAPM, Department of Psychology</b>								
Psychology	Bachelor	240	3 years and 10 months		X	X		

**Accreditation contract signed on:** 25 March 2025

**Date of Accreditation Talks:** 14 January 2026

**Contact at higher education institution:** Mykhailo Goncharenko, IAPM

**ZEVA project manager:** Dr. Alrik Thiem

### **Expert Panel**

#### **Representation of Higher Education Institutions**

- Prof. Dr. Olena Savchenko, Professor of the Department of General Psychology, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine
- Prof. Dr. Thomas von Lengerke, Professor of Medical Psychology and Public Health, Director of the Department of Medical Psychology at the Center for Public Health, Hannover Medical School (MHH), Germany

#### **Representation of Professions**

- Ms. Erika Schneider-Kertz, Practicing Psychologist, Cologne, Germany

#### **Representation of Students**

- Ms. Anna Cassandra Zschoppe, Student of Clinical Psychology and Psychotherapy, Technical University Chemnitz, Germany

**Hanover, 8 May 2026**

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## I. Final Vote of the Expert Panel and Decision of the ZEvA Commission

### 1. Decision of the ZEvA Commission

The ZEvA Commission follows the experts’ report and recommendations and acknowledges the university’s response to the accreditation report.

The ZEvA Commission decides to accredit the following eight study programmes offered by the Interregional Academy of Personnel Management (IAPM) without conditions for a period of six years:

1. Psychology, Bachelor, Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology
2. Psychology, Bachelor, Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences
3. Psychology, Bachelor, Khmelnytskyi Institute of IAPM, Department of Psychology
4. Psychology, Bachelor, Odesa Institute of IAPM, Department of General Scientific, Social, and Behavioral Disciplines
5. Psychology, Bachelor, Kharkiv Institute of IAPM, Department of Psychology
6. Psychology, Master, Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology
7. Psychology, Master, Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences
8. Psychology, Master, Khmelnytskyi Institute of IAPM, Department of Psychology

This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area and the recommendations of the ECTS Users’ Guide as referred to in the ZEvA Manual for the External Assessment of Study Programmes.

## **2. Central Findings and Final Vote of the Expert Panel**

### **2.1 Central Findings of the Experts: Executive Summary**

The experts panel commends the IAPM and its programme coordinators on the design of the Bachelor and the Master programmes in psychology. The programmes fit well into the strategic profile of the academy. The programmes’ objectives are well-aligned with societal needs and national requirements. The experts are confident that there is a significant demand in Ukraine for graduates of these programmes.

The expert panel also underlines the aspect that the network of institutes and centres at the IAPM, with their large and well-developed building infrastructure, is highly conducive to scientific community building and professional development. Through strong ties to regional and local stakeholders due to the organisation of the IAPM with several branches, the academy is well-integrated into local and regional community structures and can quickly react to corresponding demands and changes. In spite of the difficult conditions Ukraine is currently facing at several of the five locations of the programmes, the institutes make highly efficient use of the technical possibilities available to them create a positive student experience and ensure the uninterrupted continuation of the study process.

Furthermore, with a view to the curriculum, the experts emphasize the extensive opportunities for students to gain practical experience. The integration of three internships in the Bachelor’s programmes and two internships in the Master’s programmes ensures that already during their studies students can employ their acquired competencies and build new ones in their target job market.

Last, but not least, a well-established and well-functioning cycle of quality assurance ensures various and fast avenues of feedback. In this way, the academy can introduce improvements and adjustments to the programmes in Psychology very efficiently.

Although the expert panel has decided to issue no further conditions following the fulfilment of an originally formulated condition regarding the availability of certain important study programme documents, it offers some recommendations in order to provide some impetus for the further improvement of the programmes.

First, the programmes may want to make it more explicit how and which level of statistics are taught in the programmes as statistics are an important part of psychological training. This could be achieved, for instance, through appropriate module titles. Second, although opportunities for gaining practical experience are already very good, the IAPM may consider offering additional opportunities such as real-world simulations and oral exams, which would meaningfully support the acquisition of key competencies. Third, the IAPM should create more specialized forms of assessment and criteria that correspond to the content of the discipline and the form of work that the lecturer assesses, such that there exists an even clearer link between the form of assessment and the intended learning outcomes. Fourth, the IAPM should ensure that the learning outcomes of the programmes are closely aligned with the national professional standards and with the latest EuroPsy (European Certificate in Psychology) standards. And fifth, the IAPM should continue its efforts to provide international educational and scientific resources to their students and improve the integration of their students into international educational and scientific communities.

## **2.2 General Aspects**

### **2.2.1 Recommendations**

The expert panel has issued five recommendations:

1. Statistics are an important part of any psychological training. The IAPM may want to make it more explicit how and which level of statistics are taught in the programmes.
2. Although many opportunities for gaining practical experiences already exist, the IAPM may consider offering additional opportunities such as real-world simulations and oral exams, which would meaningfully support the acquisition of key competencies.
3. The IAPM should create more specialized forms of assessment and criteria that correspond to the content of the discipline and the form of work that the lecturer assesses, such that there exists an even clearer link between the form of assessment and the intended learning outcomes.
4. The IAPM should ensure that the learning outcomes of the programmes are closely aligned with the national professional standards and with the latest EuroPsy (European Certificate in Psychology) standards.
5. The IAPM should continue their efforts to provide international educational and scientific resources to their students and improve the integration of their students into international educational and scientific communities.

### **2.2.2 Conditions**

No conditions have been issued.

### **2.2.3 Recommendation to the ZEvA Commission:**

The expert group recommends the accreditation of the programme “Psychology, Bachelor, Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Bachelor, Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Bachelor, Khmelnytskyi Institute of IAPM, Department of Psychology” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Bachelor, Odesa Institute of IAPM, Department of General Scientific, Social, and Behavioral Disciplines” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Bachelor, Kharkiv Institute of IAPM, Department of Psychology” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Master, Educational and Research Institute of Psychology and Social Sciences of IAPM, Kyiv, Department of Psychology” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Master, Lviv Institute of IAPM, Department of Psychology and Socio-Humanitarian Sciences” for the duration of six years without conditions.

The expert group recommends the accreditation of the programme “Psychology, Master, Khmelnytskyi Institute of IAPM, Department of Psychology” for the duration of six years without conditions.

## II. Evaluation Report of the Expert Panel

### 1. Purpose, Design and Context of the Accreditation Procedure

In March 2025, the Interregional Academy of Personnel Management (IAPM) commissioned the Central Evaluation and Accreditation Agency Hanover (ZEvA) with the external quality assessment and international accreditation of the study programme cluster in “Psychology”. For this purpose, the agency assembled a panel of four experts from inside and outside academia, including two experts from institutions of higher education, a professional expert and a student expert.

The assessment was conducted according to the criteria laid out in the “ZEvA Manual for the External Assessment of Study Programmes”. This assessment framework is fundamentally based on the “European Standards and Guidelines for Quality Assurance in Higher Education (ESG)” (ENQA 2015), the “Framework for Qualifications for the European Higher Education Area” (2005) and the “ECTS Users’ Guide” (European Communities, 2015).

This report is based on the experts’ desktop validation of the university’s self-assessment report and on the outcomes of the online talks with faculty, staff and students on 14 January 2026.

The accreditation report serves as a basis for the ZEvA Commission to decide on the accreditation of the study programmes, and as a source of information for the general public as regards the quality and the accreditation status of the programmes.

## **2. Profile and Mission of the Higher Education Institution**

The Interregional Academy of Personnel Management (IAPM) was established on April 3, 1989. The primary academic focus of the IAPM lies on Management and Administration, Law, Social and Behavioural Sciences, Information Technology, Humanities, and Services. As of 2025, the academy has a student body of 13,753 students on three levels of higher education. IAPM offers 133 study programs at the Bachelor’s level, 99 study programmes at the Master’s level, and 11 educational-scientific (PhD) programs at the doctoral (educational-scientific) level of higher education. In addition to formal degree programs, it offers a variety of professional development programs tailored to specialists in management, law, education, and psychology.

Initially, the IAPM was based only in Kyiv, where its central unit with six educational and research institutes is still located. Over time, the institution began expanding its network of regional branches. The first branches appeared in the mid-1990s. Throughout the late 1990s and the 2000s, the academy established new regional centres. The regional presence of the IAPM is implemented through the structure of the All-Ukrainian University – a network of regional units that constitutes a large decentralized system of higher education institutions in the country. This network includes 15 institutes located in major Ukrainian cities and 11 colleges. Further components include two lyceums and three youth sports schools. In addition to its core structure, the IAPM includes the Institute of Adult Education. The Institute of International Education is responsible for preparing international students for admission to higher education institutions in Ukraine.

The research activities of the IAPM are oriented towards both applied and fundamental studies that align with the institution’s academic profile. Key research areas include personnel and organizational management, but also contemporary issues in law and public administration. Currently, educational and research activities are implemented across 80 academic departments with about 1,600 academic and teaching staff members.

The mission of the IAPM is to provide high-quality, accessible, and competitive education aimed at preparing professionals capable of effectively applying their knowledge in the context of modern society, a market economy, and the European Higher Education Area. To this end, the academy focuses on the following strategic goals:

- Formation of a sociocultural and motivational environment that promotes the professional growth of academic staff and employees, ensures high-quality education, acquisition of new competences, and their transfer to students; dynamic development of research and innovation.
- Development of the regulatory and legal framework for the implementation of the Law of Ukraine “On Higher Education”, achievement of academic, organizational, and financial autonomy, democratization of the governance system, and improvement of social protection for students, academic staff, and employees.
- Formation of an institutional model based on the integration of education, research, and innovation, ensuring the integration into the international scientific and educational space.
- Development of the material, technical, financial, and resource support for the educational and research process.

### **3. Assessment of the Study Programmes**

#### **3.1 Intended Learning Outcomes**

Programme competencies and intended learning outcomes (ILOs) have been developed by the IAPM for the Bachelor’s and the Master’s programmes in Psychology. Programme competencies are categorized into three groups: integral competence, general competencies, and specialized competencies. The integral competence is the key competence and represents a generalized result of mastering all other competencies embedded in the programmes. The general competencies are a set of knowledge, skills, abilities and value orientations that are necessary for a wide range of professions and life situations. These help graduates adapt to various professional environments, communicate with colleagues, solve problems, and continue learning throughout life. The specialized competencies consist of specific knowledge, skills, abilities, and professional qualities required to perform tasks in a particular field or profession.

Each study programme within the cluster includes two matrices that illustrate the alignment of competencies and ILOs with the educational components (courses) of the programme. Competencies, ILOs as well as the specific alignment with the educational components are included in the respective study programme handbooks, which have been made available to the expert panel as part of the accreditation process.

The Bachelor’s programmes aim to develop 12 general competencies, 14 special competencies, and 21 ILOs for its graduates. The ILOs are also reflected in the syllabus for each course. Mandatory courses are designed to develop all the competencies and ILOs specified in the higher education standard. In addition to the mandatory ILOs defined by the national standard, the Bachelor’s and Master’s programmes include unique ILOs developed and integrated into the curriculum by the IAPM’s Departments of Psychology. The Bachelor’s programmes in Psychology include additional ILOs aimed at developing graduates’ ability to: analyse the socio-psychological characteristics of an individual (ILO 19); present and justify determinism and hypotheses regarding the emergence and development of socio-psychological phenomena (ILO 20); and implement programmes for interpersonal and intergroup interaction that promote a positive psychological climate within teams (ILO 21). The Master’s programmes include additional ILOs focused on graduates’ ability to: design coaching and socio-psychological rehabilitation programs for the population in general and specific social groups (ILO 12); organize and provide psychological support to individuals in crisis situations (ILO 13); ensure the functioning of psychological service systems (ILO 14); and Apply in-depth knowledge of the psychology of crisis situations to provide psychological support and effective work with stressful conditions of different segments of the population during the war and post-war periods (ILO 15). For elective courses, which, in accordance with the Law of Ukraine on Higher Education, must constitute at least 25% of the total credits of a study programme, the ILOs are determined autonomously by the university and are reflected in the syllabi of the elective courses.

In addition to the acquisition of discipline-specific knowledge and hard skills, the study programmes at the IAPM also place an emphasis on the development of soft skills such as effective communication, teamwork, critical thinking, and leadership. According to the academy’s self-assessment report, the ILOs of the psychology programmes additionally reflect a deliberate focus on preparing students to

become engaged and responsible citizens by fostering students’ personal development, ethical awareness, and capacity for social responsibility. The IAPM presents some examples of programme competences and ILOs that prepare students for active citizenship and support them in their personal development:

Bachelor’s programmes in Psychology	Master’s programmes in Psychology
<b>General competences</b>	
<p>Ability to exercise one’s rights and fulfil one’s obligations as a member of society, to recognize the values of a civil (free democratic) society and the necessity of its sustainable development, the rule of law, and the rights and freedoms of individuals and citizens in Ukraine.</p> <p>Ability to preserve and enhance the moral, cultural, and scientific values and achievements of society [...].</p> <p>Ability to make decisions and act in compliance with the principle of zero tolerance for corruption and any other forms of misconduct.</p>	<p>Appreciation and respect for diversity and multiculturalism.</p> <p>Ability to act based on ethical considerations (motives).</p> <p>Ability to act in a socially responsible and conscious manner.</p> <p>Ability to motivate people and work towards a common goal.</p>
<b>Special competences</b>	
<p>Ability for personal and professional self-improvement, learning, and self-development.</p>	<p>Ability to adhere to professional ethics in professional activities and be guided by universal human values.</p>
<b>Intended learning outcomes</b>	
<p>Interact and communicate effectively, [...].</p> <p>Take responsibility for professional self-improvement, continuous learning, and self-development.</p> <p>Demonstrate socially responsible and conscientious behaviour, adhering to humanistic and democratic values in professional and civic activities.</p>	<p>Resolve ethical dilemmas based on legal norms, ethical principles, and universal human values.</p>

### Experts’ Appraisal

The expert reviewer group confirms that the Intended Learning Outcomes (ILOs) of the study programmes in Psychology are fully aligned with the requirements of the first and second cycle of the Qualifications Framework of the European Higher Education Area. The formulation of the ILOs reflects comprehensive coverage of the Dublin Descriptors, ensuring academic alignment, interdisciplinarity, and labour market relevance.

The expert reviewer group also concludes that the general competencies that graduates of the programmes should have acquired are made explicit, reflect the overall programme objectives and cover the specified ILOs appropriately. The respective qualification resulting from the programmes is clearly specified and communicated in each programme’s handbook. The ILOs also include the future role of graduates in society and the personal development of students.

Regardless of the aforesaid, the expert group also sees some room for improvement. They recommend that the IAPM ensure that the learning outcomes of the programmes are closely aligned with the national professional standards and with the latest EuroPsy (European Certificate in Psychology) standards.

### **3.2 Structure and Content of the Study Programme**

#### ***Curriculum***

The self-assessment report of the IAPM states that the ECTS (European Credit Transfer and Accumulation System) key features, including the awarding of credits for achieved learning outcomes, are rigorously applied throughout the study programmes. ECTS credits are awarded based on the successful achievement of the ILOs for each course. Students earn ECTS credits only when they have demonstrated that they have met the specific learning objectives associated with that part of the curriculum. For Bachelor’s programmes, students earn 240 ECTS credits, for Master’s programmes 90 ECTS credits.

The allocation of ECTS credits within the study programmes complies with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the national higher education regulations. Each course or module is assigned a specific number of ECTS credits, reflecting the estimated workload required to achieve the ILOs. 1 ECTS credit is equivalent to 30 hours of total student workload, including contact hours, independent study, and assessment activities. In the Bachelor’s programme in Psychology, the number of contact hours per course is typically 14, whereas in the Master’s programme it is typically 10.

For courses of one semester to one academic year in duration, the credit allocation generally ranges from 3 to 5 ECTS. Extended courses spanning three to four semesters are typically assigned 8 to 12 ECTS. The Bachelor’s programme includes internships totalling 17 ECTS credits, while the Master’s programme allocates 15 ECTS credits to internships. In addition, credits are awarded for the successful completion and defence of the Bachelor’s and Master’s theses. According to the academy’s report, the credit allocation process is reviewed regularly to ensure that it remains aligned with learning outcomes, student workload, and stakeholder expectations (see also section 3.6).

The curriculum for each programme is given in Table 1 (Bachelor) and Table 2 (Master), respectively. The curriculum is structured such that core courses are placed at the beginning of the programmes, while more advanced and specialized courses are introduced in later semesters. Elective courses constitute at least 25% of the students’ workload. The total workload is distributed evenly across the semesters to avoid overloading students at any given point. The programmes are designed in accordance with standard ECTS guidelines, where one academic year corresponds to 60 ECTS credits,

reflecting a total student workload of 1,500 to 1,800 hours per year. Early warning systems and intervention strategies are in place to identify students who may be at risk of falling behind.

The Bachelor and the Master programmes consist of compulsory and elective components. According to the “Law of Ukraine on Higher Education”, the elective component of study programs must account for at least 25% for non-regulated specialties and at least 10% for regulated specialties. For the Bachelor’s programmes, elective courses account for 60 ECTS credits. For the Master's programmes, elective courses account for 24 ECTS credits (26,6% of the total credits). The procedure for students selecting elective courses is regulated by the IAPM’s “Regulation on the Right to Free Choice of Academic Disciplines by Higher Education Students”. The document has been made available to the experts for review purposes.

Students may choose elective courses from the General Academic Catalogue of Elective Courses and the Professional Catalogue of Elective Courses. A student has the right to choose academic disciplines from the lists included in these catalogues at different levels of higher education. If a student selects a course from another level of higher education, the selection must be approved by both the dean of the Institute where the student is enrolled and the dean of the Institute whose department delivers the selected course. As a rule, the catalogues are to be updated annually based on the results of monitoring and the periodic review of study programmes, including feedback and suggestions from students and other stakeholders, student surveys on the organization of course delivery, labour market analysis, and other relevant factors.

The curricula of the study programmes include practical internships. In the Bachelor’s programmes, students undertake on internship worth 4 ECTS credits, one professional internship worth 8 ECTS credits and a research internship worth 5 ECTS credits. The Master’s programmes include a research internship worth 6 ECTS credits and a professional internship worth 9 ECTS credits.

*Table 1. Structure of the Bachelor’s Programmes in Psychology*

Educational Units and Courses	Semester	Form of Examination / Assessment	Workload (hours)		ECTS-credits
			Contact Time	Self-Study Time	
<b>Compulsory Courses</b>					
Academic studies	1	pass/fail	34	56	3
History and culture of Ukraine	1	exam	52	68	4
Modern Ukrainian language	1	exam	52	68	4
Philosophy	1	exam	52	68	4
Jurisprudence	2	exam	52	68	4
Physical education	2	pass/fail	34	56	3
Information systems and technologies	3	pass/fail	52	68	4
Foreign language	1,2,3,4	pass/fail, exam	132	228	12
Introduction to the speciality "Psychology"	1	exam	52	68	4

Fundamentals of biology, human genetics and anthropology	1	exam	52	68	4
General psychology	1,2	pass/fail, exam	120	150	9
CNS anatomy and physiology of the ANS	2	exam	52	98	5
Psychophysiology of professional activity	3	exam	52	98	5
History of psychology	2,3	pass/fail, exam	104	106	7
Workshop on general psychology	2,3,4	pass/fail, exam	160	200	12
Age psychology and pedagogy	4	exam	52	68	4
Theory and practice of psycho-training	8	exam	40	80	4
Personality psychology	5	exam	52	68	4
Research project on personality psychology	5	research project	-	90	3
Social psychology and sociology	3,4	pass/fail, exam	104	106	7
Psychological counselling	5	exam	68	82	5
Psychodiagnostics	5,6	pass/fail, exam	108	132	8
Differential psychology	5,6	pass/fail, exam	104	106	7
Experimental psychology	5,6	pass/fail, exam	104	106	7
Clinical psychology	7	pass/fail	34	56	3
Pathological psychology	7	exam	52	68	4
Psychological special workshop on special courses	8	exam	40	80	4
Psychological correction	7	exam	34	56	3
Crisis intervention	7	exam	34	56	3
Basics of mediation	8	exam	40	80	4
<b>Elective Courses</b>					
Elective courses from the course catalogue for the appropriate number of credits	3-8	pass/fail	-	-	60
*Basic military training (theoretical part) / **Additional elective course from the course catalogue	3	pass/fail	60	30	3
<b>Internships</b>					
Internship	4	pass/fail	-	120	4
Professional internship	6	pass/fail	-	240	8
Research internship	7	pass/fail	-	150	5
<b>Thesis and Certification Exam</b>					
Thesis	8	defence	-	180	6
Certification exam	8	exam	-	-	0

Total			240
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\* mandatory for inclusion in the individual curricula of students for whom it is provided by law.

\*\* elective component for students who are not required to undergo basic military training.

Table 2. Structure of the Master's Programmes in Psychology

Educational Units and Courses	Semester	Form of Examination / Assessment	Workload (hours)		ECTS-credits
			Contact Time	Self-Study Time	
<b>Compulsory Courses</b>					
Research methodology and academic integrity	1	pass/fail	30	60	3
Foreign language in professional activities	1	exam	34	56	3
Theoretical and methodological problems of psychology	1	exam	52	68	4
Organization of the psychological service	1	exam	46	74	4
Practical and ethical aspects of psychological counselling	1	exam	46	74	4
Social and psychological rehabilitation	1	pass/fail	46	74	4
Supervision in practical psychology	1	exam	52	98	5
Theory and practice of coaching	2	exam / research project	52	98	5
Psychology of crisis states and traumatic events	2	pass/fail	46	74	4
<b>Elective Courses</b>					
Elective courses from the course catalogue for the appropriate number of credits	2	pass/fail	-	-	24
<b>Internships</b>					
Professional internship	3	pass/fail		270	9
Research internship	3	pass/fail		180	6
<b>Thesis and Certification Exam</b>					
Thesis	3	defence		450	15
Certification exam	3	exam		-	0
<b>Total</b>					<b>90</b>

### ***Mobility***

The IAPM’s Bachelor’s and Master’s programmes in psychology provide opportunities for student participation in academic mobility within the framework of Erasmus+, Mevlana, DAAD, etc.; participation in short-term internships, seminars, and summer schools at partner universities (in Poland, Lithuania, Turkey, Slovakia); and internships at international organizations and NGOs that have cooperation agreements with the IAPM. The procedure for the recognition of learning outcomes obtained during academic mobility is outlined in the IAPM “Regulation on Academic Mobility”, which has been made available to the expert panel in the supplementary material of the self-assessment report.

Upon returning from academic mobility, the student submits a transcript of records from the foreign higher education institution. A special recognition committee compares the completed courses and achieved learning outcomes with the curriculum and ILOs of the study programme. Credit recognition is based on the principle of equivalence or similarity of course content and learning outcomes, without requiring the student to retake the component. The recognized results are then transferred to the student’s individual study plan.

### ***Recognition of prior learning***

The policy for the transfer of learning outcomes obtained at other higher education institutions, outside the framework of academic mobility programmes, is outlined in the IAPM’s “Regulation on the Procedure for Expulsion, Reinstatement, Transfer of Students at IAPM”. The transfer of credits obtained during studies in other educational programmes is conducted based on a written request from the student and is approved by the head of the relevant structural unit of the University, typically the Dean of the Faculty or Director of the Institute. The basis for credit transfer includes documents related to previously obtained education (diploma supplement, academic transcript), or an extract from the academic record in cases of concurrent studies in multiple programmes.

The documentation of the previously obtained education is reviewed and the number of educational components and learning outcomes that can be recognized (transferred) determined. The volume of uncredited educational components at the time of admission must not exceed 20 ECTS credits. Any uncredited educational components and learning outcomes form the student’s “academic difference”. The student is required to make up this academic difference by completing the specified educational components within 6 months, according to the established schedule. The academy’s self-assessment report describes some recent cases of such recognition of prior learning at other higher education institutions.

The IAPM also has policies for the recognition of learning outcomes acquired through non-formal and informal education. The policy is outlined in the “Regulations on the recognition of learning outcomes acquired in non-formal/informal education”. The regulation has been appended by the academy to its self-assessment report. The recognition of such learning outcomes applies to both mandatory and elective educational components, except for diploma projects, internships, and final attestation. To initiate the procedure, a student applies to the Dean of the Faculty. Along with the application, the student must provide documents that confirm the acquisition of learning outcomes obtained through non-formal or informal education. The dean’s office analyses the adequacy of the submitted material

and verifies the information. The information contained in the submitted documents is then compared with the learning outcomes specified in the relevant study programme. Based on the results of the comparison, the dean decides on the correspondence or non-correspondence of the declared non-formal and/or informal learning outcomes to the specific learning outcomes defined in the compulsory component of the study programme and identifies which learning outcomes are subject to assessment. If only part of the learning outcomes covered by a particular educational component is recognized, the applicant is granted credit for specific types of learning activities within that component. The total volume of educational components of the study programme that may be credited to a student based on recognition of non-formal and/or informal learning outcomes may not exceed 25 percent of the respective study programme. The academy’s self-assessment report describes some recent cases of such recognition of learning outcomes acquired through non-formal and informal education.

### **Experts’ Appraisal**

The experts have no doubts that the programme coordinators at the IAPM have put together a set of promising study programmes that are well-conceived from a disciplinary perspective and also well-balanced in terms of the individual educational components. The content of the curriculum is appropriate for the respective level of education according to the Qualifications Framework for the European Higher Education Area. The curriculum for each programme is structured to progressively build the necessary knowledge, skills, and competencies required to achieve the intended learning outcomes. The experts see a high general demand for the type of qualification and expertise conferred by the programmes, not only under current political conditions but also in the future.

At the same time, the total workload for students is distributed evenly across the semesters to ensure smooth study progression within the programmes’ standard duration. Due to the large share of elective courses of the students’ workload, students also have various possibilities to shape their individual educational trajectory.

The experts also agree that transparent and adequate regulations and procedures for the recognition of prior learning acquired through formal and non-formal education are in place and that suitable structures and instruments for student mobility exist.

### **3.3 Teaching Faculty**

The selection of academic staff at the IAPM is carried out in accordance with the “Regulations on the Selection and Employment of Academic Staff at IAPM”, which comply with the Laws of Ukraine “On Higher Education”, “On Education”, the Labour Code of Ukraine, and the University Charter. The Regulations define the procedure for the competitive selection of candidates for heads of departments, professors, associate professors, senior lecturers, and lecturers. The details of the subsequent steps and criteria of the selection procedure have been fully laid out in the institutions self-assessment report.

The IAPM further states that teaching within the study programmes is provided by academic staff with more than three years of experience. The professional activities of the faculty meet the requirements of national legislation, specifically the “Licensing Requirements for Educational Activities”. All faculty

members, in accordance with their scheduled plans, undergo internships at other universities or participate in professional courses offered by online platforms.

Faculty members also participate in annual scientific and practical conferences and publish in professional and international journals indexed in databases such as Scopus and Web of Science. Over the past 5 years, the academic staff teaching in the Bachelor’s and Master’s study programmes in psychology have published 12 individual and collective monographs, 53 textbooks and teaching manuals, 235 scientific articles in professional journals (including 102 in journals indexed in international scientometric databases such as Scopus and WoS), and 89 conference abstracts, according to the academy.

Each year, based on information about the activities of the academic staff and educational units of the Academy for the reporting academic year, the results of the ranking evaluation of the IAPM’s teaching staff and units are summarized. The general principles and methodology for calculating the rankings of employees and units are set out in the “Regulations on the Ranking of Academic Staff, Departments, Institutes, Faculties, and Separate Structural Units”. These regulations have been made available as part of the supplementary material to the self-assessment report. The ranking of academic staff, departments, institutes, faculties, and separate structural units of the academy contributes to implementing the monitoring system as a component of the quality assurance and management process. It also forms part of the quality control system for the educational services. Information on the results of the ranking evaluation is made public at the beginning of the new academic year at an open meeting of the Academic Council of the Academy. Heads of departments, directors of institutes, deans of faculties, and directors of separate structural units receive information on the rankings of all full-time academic staff working in their units, as well as the minimum, average, and maximum ranking scores by position. Academic staff members receive information about their own ranking, along with the minimum, average, and maximum scores in the group for the position to which they belong. The ranking is compiled separately for the central unit in Kyiv and for the IAPM’s regional branches. The information obtained from the ranking is used to incentivize academic staff – for example, when awarding bonuses, setting allowances, or nominating them for honorary titles.

The IAPM also encourages the continuous professional development of its academic staff. Within the institutional structure, the Institute of Adult Education plays a central role in organizing and delivering a wide range of lifelong learning opportunities tailored to the needs of teaching staff and professionals from various fields. It offers certificate programs, including specialized courses such as clinical psychology. A complete list of available lifelong learning courses can be accessed via the Institute’s official webpage.<sup>1</sup>

In addition to general-purpose lifelong learning programs, the Institute also offers targeted professional development courses specifically designed for academic staff. These programmes cover various specializations, including psychology, and are structured to meet national regulatory standards. Each professional development course carries a workload of 7 ECTS credits. Upon successful completion, participants receive certificates that are officially recognized and fulfil the legal requirement for academic staff in Ukraine to undergo professional development or internships at least

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<sup>1</sup> See <https://maup.com.ua/eng/pro-akademiyu/institutions/adult-education.html> (last access 30 March 2026).

once every five years, in accordance with current legislation.

### **Experts' Appraisal**

In its self-assessment report, the IAPM has described their procedure for the selection of teaching faculty and staff in sufficient detail. The CVs of the members of staff involved in the delivery of the eight programmes across the five sites have been made available to the expert group. The composition, academic orientation, and qualifications (both academic and professional) of the programmes' teaching staff are fully sufficient for the successful implementation of the programmes. All structural units involved in the programmes' delivery are adequately staffed with academic personnel that comprehensively covers the subject area and the educational components defined by the curriculum. Faculty regularly publish in peer-reviewed journals and participate in national and international academic conferences. The research conducted by academic staff at the IAPM is of societal and economic relevance. Opportunities for the professional development of staff are offered. The IAPM supports the professional growth of their academic personnel.

### **3.4 Infrastructure, Resources and Student Support**

The IAPM provides detailed information on the infrastructure and resources available to students in its self-assessment report. Teaching and learning take place in classrooms equipped with multimedia technology, as well as in specialized facilities tailored to the needs of psychology students. These include dedicated psychology rooms, training halls, and laboratories. In addition, the institution offers designated workspaces that support students' independent learning activities outside scheduled class hours.

Computer laboratories are fitted with PCs that offer internet access and the necessary software for psychological diagnostics and data analysis, including Excel and SPSS. Wi-Fi is available throughout campus buildings. Digital learning tools and distance learning technologies are integrated into the delivery of the study programmes. The academy utilizes Moodle and Google Workspace to facilitate content delivery and communication. Each student has access to a personalized electronic cabinet where they can find learning materials, schedules, and other essential information. An archive of lectures and presentations is also available, supporting flexible learning and revision.

The library system provides both physical and electronic resources. The on-site collection includes over 160,000 volumes, complemented by reading rooms. The electronic library grants access to textbooks, methodological materials, test collections and other academic content. Students also benefit from access to open scientific databases such as Scopus, Web of Science and the Vernadsky National Library of Ukraine.

Student support is delivered both through designated structural units and on an individual basis in response to specific student needs. Academic advising is provided by group curators, teaching staff, and programme managers who assist students regarding course selection, the development of individual study plans and learning pathways. Organizational support for the educational process is provided by the Academic Office.

The Psychological Service provides psychological support to all participants in the educational process and implements developmental, preventive, educational, and corrective programmes. This includes one-on-one consultations, group sessions, and training activities aimed at promoting mental well-being, personal development, and successful adaptation to the academic environment. Consultations are held according to pre-established schedules or arranged by appointment. The consultation schedule is available on the IAPM website.<sup>2</sup>

Career development and employment support are facilitated by the Center for Organization of Internships, Student Employment, and Alumni Relations. These services include job search guidance, resume preparation assistance, organization of meetings with employers, and coordination of student participation in internships and job fairs. Students are encouraged to proactively engage with career services by contacting coordinators, attending events, and applying for relevant employment or internship opportunities. The Center regularly organizes a Job Fair, which plays an important role in the employment of students and graduates, as it provides them with the opportunity to get acquainted with the organizations participating in the fair, review available job postings, and select vacancies corresponding to their specialty. Students and graduates can also submit their resumes and complete application forms for further cooperation with organizations. The Center’s website features up-to-date information on job opportunities for students and graduates.

International support is coordinated by the Institute of International Education, which provides assistance to foreign students and participants in academic mobility programs.<sup>3</sup> The Institute offers guidance on issues such as diploma recognition, international internships, and study abroad opportunities. Support is accessible through online platforms, email communication, or in-person consultations, with assistance provided for the preparation of travel and accreditation documentation. Additionally, the International Academic Mobility Center coordinates participation in bilateral and multilateral exchange programs for both students and faculty.

The IAPM also has equal access policies and instruments for students with disabilities. This includes adapted assessment methods, flexible study schedules, and the possibility of distance participation. The physical campus is designed to be barrier-free, with ramps, adapted entrances, and staff support. Students requiring accommodation can apply to the administration or dean’s office along with appropriate medical documentation.

### **Experts’ Appraisal**

In line with national legislation, a local expert (Professor Savchenko) has visited all five study sites to also inspect the infrastructure and resources provided at the IAPM in the context of the programmes to be accredited. Following their evaluation, the expert group agrees that the physical and digital infrastructure available to students is modern and fully supports a high-quality learning experience, student learning success and study progress. Most resources are accessible beyond regular class hours,

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<sup>2</sup> See <https://maup.com.ua/ua/pro-akademiyu/kampus/psihologichna-sluzhba.html> (last access 30 March 2026).

<sup>3</sup> See <https://maup.com.ua/eng/pro-akademiyu/institutions/mizhnarodnij-pidgotovchij-institut.html> (last access 30 March 2026).

thereby ensuring that students can engage with learning materials at their convenience.

Students also showed a high level of satisfaction with support services of the academy during the accreditation talks and the experts reach the conclusion that the academy’s academic support services ensure that students of the programmes can concentrate on pursuing their studies successfully. The IAPM’s efforts to create equal opportunities and unrestricted access for all students are fully satisfactory. The institution offers adaptive measures and distance learning support to promote equal access to education.

Regardless of the aforesaid, the expert group also sees some room for improvement. They recommend that the IAPM continue its efforts to provide international educational and scientific resources to their students and improve the integration of their students into international educational and scientific communities.

### **3.5 Student Learning and Assessment**

#### ***Student Learning***

According to the IAPM, the focus in the Bachelor’s programmes in psychology is on building foundational knowledge, developing essential skills, and fostering independent learning. Teaching methods are designed to provide students with a broad understanding of the field and to equip them with the ability to apply their knowledge in practical situations. To this end, traditional lectures are used to deliver core content and introduce key concepts, theories, and principles in psychology. Lectures are often supplemented with multimedia presentations, demonstrations, and interactive questioning to engage students and clarify complex topics. Small group tutorials or seminars provide opportunities for students to discuss topics in more depth, ask questions, and engage in critical analysis. These sessions often involve problem-solving exercises, discussions, and student presentations. Practical sessions allow students to apply theoretical knowledge through hands-on activities.

For the Master’s programmes in psychology, teaching methods are more research-oriented and often involve collaborative and self-directed learning. Lectures are more specialized and may involve expert guest speakers. Seminars are meant to encourage critical discussion and analysis of current trends and advanced concepts. Students are expected to engage actively and contribute to discussions. Case studies and problem-based learning methods are used to teach students how to apply advanced knowledge to solve real-world problems. Students work in groups to analyse cases, propose solutions, and present their findings. In their self-assessment report, the IAPM provides examples of how the teaching methods used in the Bachelor’s and the Master’s programmes are linked to their intended learning outcomes.

The Bachelor’s and the Master’s programmes include research components. For Bachelor students, research is primarily introduced to help them develop foundational skills in inquiry, critical thinking, and problem-solving. The emphasis is on understanding research methodologies, engaging in small-scale research projects, and applying theoretical knowledge in practical contexts. The study of the fundamentals of scientific research is provided within the course “Experimental Psychology” (8 ECTS credits). The curriculum of the Bachelor’s programmes also includes a mandatory research project on

personality psychology (3 ECTS credits). And the Bachelor’s thesis (6 ECTS credits) involves applying theoretical knowledge to solve a specific problem or to explore a topic of interest under the guidance of a faculty member. At the Master’s level, students are expected to engage in independent research activities. The Master’s programmes include the course “Research Methodology and Academic Integrity” (3 ECTS credits) and the Master’s thesis (15 ECTS credits). The curriculum also contains a research internship (6 ECTS credits) designed to help students conduct their experiments for the Master’s thesis. Furthermore, Bachelor and Master students participate in the annual student scientific conference of the IAPM as well as in national and international forums such as “Psychology in the Context of Change” and “Current Issues of Modern Science.” Master’s students are also involved in inter-university research projects addressing psychological support for internally displaced persons, stress resilience, and rehabilitation. In addition, a student research group called “Psychological Laboratory” operates under the supervision of faculty members of the Department of Psychology to conduct small-scale research projects, acquire skills in using statistical software (SPSS), perform data analysis, and develop competencies in preparing theses and scholarly articles for publication.

### ***Student Assessment***

The system of student assessment at IAPM is regulated by the Regulation on the Procedure for Assessing the Knowledge of Students. This document has been appended to the supplementary material of the self-assessment report. It defines the types of assessment and evaluation criteria, the procedure for retaking courses, and the procedure for submitting an appeal in case a student disagrees with the assessment results. The assessment criteria are published on the IAPM’s website and are explained to students during the first class of each course. Detailed evaluation criteria are included in the course syllabi.

According to the IAPM, the assessment methods used in study programmes are directly aligned with the learning outcomes of each course. Assessment methods include entrance assessment (testing), intermediate/module assessment (oral questioning, written express assessment/computer testing, etc.), final semester assessment (pass/fail (credit), exams, oral and written (testing), combined forms, defence of course projects, defence of practice reports), and certification (thesis defence). For the Bachelor’s programmes, assessments are designed to evaluate students’ understanding of foundational knowledge, their ability to apply basic skills, and their progression towards more advanced topics. The assessments focus on both formative (ongoing) and summative (final) evaluation methods.

Exams are used to assess students’ grasp of the theoretical knowledge presented in lectures and tutorials and typically include a mix of multiple-choice questions and oral exam. Some exams may include problem-solving or case-based questions that require students to apply their knowledge to new situations. Exams are aligned with ILOs that emphasize understanding of key concepts, theories, and principles and assess a student’s ability to recall, explain, and apply this knowledge in various contexts. In contrast, quizzes and tests, which are often conducted during seminars, provide a quick check of students’ understanding of recently covered material. These are often low-stakes assessments designed to give students and instructors immediate feedback. Practical Assignments are designed to measure the application of theoretical knowledge in practical scenarios and align with ILOs focused on technical skills and hands-on competencies. Presentations and group work are aligned with

ILOs that focus on communication, collaboration, and the ability to articulate and defend ideas. Group work assesses a student’s ability to collaborate, share responsibilities, and contribute to collective outcomes, reflecting teamwork competencies. Writing assignments are often tied to lectures and reading materials. They require students to explore topics in greater depth and help them develop critical thinking and academic writing skills. For the Master’s programmes, the forms of assessments are essentially the same, but more specialized and research-oriented. Apart from the methods described above, assessments are often connected to problem-based learning methods. Students are required to apply theoretical knowledge to real-world scenarios, demonstrating their problem-solving skills and ability to work in teams. The self-assessment report of the IAPM provides various examples of how certain methods of assessment are linked to specific ILOs in the Bachelor’s and the Master’s programmes.

The IAPM applies the ECTS grading scale in accordance with the Regulation on the Procedure for Assessing the Knowledge of Students. The details of the grading system and how the scales translate into each other have been explained in the self-assessment report. Final assessment can take the form of a pass/fail (credit) evaluation or an exam. In cases of a pass/fail evaluation, the final grade is based on the total points earned for all types of in-class and out-of-class activities. The maximum grade for a pass/fail evaluation is 100 points. When an exam is scheduled for a course, the maximum points a student can earn for all in-class and out-of-class activities is 60 points. An additional 40 points can be earned during the exam. The final grade is calculated by summing the points from the ongoing assessment and the exam.

According to the IAPM, transparency and accessibility of the examination process is ensured by informing students about exam programmes in advance through officially established procedures. The lecturer introduces students to the exam programme during the final classes of the course or at the announcement of the final assessment. The exam programme and structure are published in the electronic course of the discipline on the IAPM’s distance learning platform, to which all students have access.

### ***Re-examination policy***

Students who receive a grade of “F” during semester assessments or who fail to pass the assessment within the set deadlines after receiving an “FX” grade may retake the examination. Retakes are allowed within 30 days after the end of the semester. The deadline may be extended under an individual study schedule (for example, due to illness, martial law, etc.). If a student receives an unsatisfactory final semester grade upon retaking the assessment, they have the right to request a re-examination before a commission. A third retake is permitted only by decision of the dean’s office/academic department in exceptional cases. The student must register for the retake with the lecturer or through the electronic system. The schedule of retakes is prepared by the dean’s office. If a student fails to clear academic debts within the specified period, they may either be expelled or required to repeat their studies. For students with an individual study plan, flexible rescheduling of retakes is allowed, but only with mandatory approval. Students with special needs or those enrolled in distance (alternative) learning have the right, upon submission of an application and supporting documents confirming their status, to complete individual or additional assignments, which are assessed in accordance with the Regulation on the Assessment of Student Learning Achievements.

### ***Appeals policy***

If a student does not agree with the grade received during the final semester assessment, they have the right, on the day the results are announced, to submit an appeal to the director/dean of the institute/faculty. The dean convenes an appeal commission. The appeal must be reviewed at a meeting of the commission no later than the following day after submission. At the decision of the commission, the examiner may be invited to the meeting. The members of the commission, guided by the assessment criteria for the given discipline, examine and analyse the materials of the final assessment. The student is given the opportunity to demonstrate their knowledge by answering the commission members' questions on the topics covered by the exam paper. After reviewing the appeal, the commission holds a closed session to discuss the results and make a decision. The outcome of the appeal may be one of two decisions: “The initial assessment of the student’s knowledge in the exam corresponds to the level and quality of knowledge in this discipline and remains unchanged”; or “The initial assessment of the student’s knowledge in the exam does not correspond to the level and quality of knowledge in this discipline and deserves a different grade (the new grade is indicated in accordance with the Academy’s grading scale for final assessments).” The results of the appeal are announced to the student immediately after the review of their work (discussion of answers). The student personally signs the appeal commission protocol to confirm acknowledgment of the decision. If the student is absent from the meeting, the secretary records this in the protocol and communicates the results of the appeal to the student.

### ***Certification***

All graduates receive a diploma that certifies the qualification obtained, including a diploma supplement. A sample of the diploma and the diploma supplement has been provided as part of the self-assessment report.

### **Experts’ Appraisal**

The expert reviewer group agrees that the main methods of assessment in the Bachelor and the Master programmes align with the specific teaching methods and the intended learning outcomes (ILOs) to ensure that the ILOs can be achieved. The different forms of assessments are suitably designed so as to permit an adequate evaluation of both the knowledge and competencies that students have been expected to acquire in their educational components. Various forms of online learning are also frequently used to support online lectures and interactive exercises.

Regardless of the aforesaid, the expert group also sees some room for improvement. Although opportunities for gaining practical experience are already very good, they recommend that the IAPM consider offering additional opportunities such as real-world simulations and oral exams, which would meaningfully support the acquisition of key competencies. In this connection, the experts also recommend that the IAPM create more specialized forms of assessment and criteria that correspond to the content of the discipline and the form of work that the lecturer assesses, such that there exists a clearer link between the form of assessment and the intended learning outcomes.

The reviewers also conclude from the self-assessment report and the accreditation talks that the didactic approach of the programmes, with sufficient opportunities for students to acquire practical

training in different internships as well as research experience and methodological knowledge through tailored core courses, provides a solid foundation for students’ academic progression and study success.

The transparency and accessibility of regulatory documentation, coupled with an effective system of academic communication, ensure that students are properly informed about examination regulations. The re-examination policy is fair and transparent. This also contributes to the maintenance of academic integrity and organisational consistency throughout the educational process. All necessary documentation of learning success, including an appropriate diploma and diploma supplement, is provided by the institution to the graduates of the programmes.

### **3.6 Quality Assurance**

The submitted self-assessment report contains detailed information on the academy’s system of quality assurance. The general quality assurance policies are outlined in the “Regulations on Internal Higher Education Quality Assurance System at the IAPM” and the “Regulations on the Organization of the Educational Process”. Both documents have been made available as part of the review process.

According to the academy, their internal quality assurance system is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and national legislation in the field of higher education. It involves the following measures:

- development of study programs in accordance with national and international educational standards;
- continuous updating and improvement of quality assurance policies;
- systematic monitoring of the content of higher education;
- control over the implementation of the educational process and scientific activity
- monitoring of teaching technologies;
- ensuring the transparency of educational activities and the publication of information on their outcomes;
- development of recommendations for improving the quality of educational activities and higher education, their implementation, and strategic planning of operations;
- conducting internal audits of the quality of performance in structural units responsible for the educational process;
- monitoring and optimizing the state of the socio-psychological environment, establishing feedback mechanisms with participants in the educational process (surveys of students, academic staff, and employees);
- supporting a rating system for assessing the performance quality of academic staff and students;
- promoting and monitoring the professional development and internships of staff;
- enhancing the teaching proficiency of academic staff and employees by organizing methodological seminars, conferences, round tables, webinars, and similar events;
- and ensuring adherence to academic integrity by both staff and students.

The structure of the internal quality assurance system comprises a set of structural units responsible for ensuring the quality of educational activities and higher education through the implementation of their designated functions, procedures, and tasks. It operates on five levels:

1. students and their initiative groups;
2. departments, program managers, study program support groups, teaching staff (heads of departments, academic staff), initiative groups of students within the program, and employers;
3. faculty and institute administrations (deans/directors and their deputies), advisory councils (Academic Council, Scientific and Methodological Council), student self-government bodies, and sectoral employer councils;
4. vice-presidents and general academic structural units responsible for implementing quality assurance measures for educational activities, such as the Department of Educational and Methodological Support and Quality Assurance, the Center for Quality Control of Educational Services, Licensing and Accreditation, the Department for the Organization of the Educational Process and Methodological Support (for Academy's branches), the Center for Digital Transformation, the Center for Organizing Scientific Work and Innovation in the Educational Process, the Center for International Academic Mobility of IAPM, the Department of Human Resources and Labor Economics, the Department of Extracurricular Activities, and the Office for the Organization of the Educational Process. It also includes advisory and consultative bodies (the Rectorate, the Scientific and Methodological Council, the Admissions Committee, student self-government bodies) and joint (regional) employer councils;
5. Supervisory Board, the Academic Council, the President of the Academy, and the Rector.

The IAPM collects, analyses, and uses information for the management of its study programs. The main mechanisms include student surveys as well as annual surveys of graduates and employers. In addition, students' academic workload and academic performance is regularly monitored. Programme managers submit an annual report on the implementation of the study program and provides recommendations for its improvement. All surveys are anonymous, and their results are analysed by the Quality Assurance Center and the respective departments.

The IAPM regularly conducts several types of student surveys. At the end of the first semester, first-year students participate in a survey regarding their adaptation to the new educational environment. Also, each year, a student survey is conducted to assess the quality of the educational process and overall satisfaction with learning. This survey evaluates student satisfaction with individual course instruction, interaction with lecturers, and perceptions of assessment fairness. The survey is administered centrally. In addition, the IAPM conducts surveys on students' experiences in interacting with the academic office. These include evaluations of satisfaction with class and exam schedules and feedback on communication with academic support staff. Summaries of survey results have been provided in the supplementary material of the self-assessment report.

The IAPM has also provided a summary of the most recent employer survey as part of the self-assessment report. The analysis showed that overall satisfaction with graduate training is high. Most surveyed employers expressed interest in cooperating with the institution, particularly in terms of accepting students for internships (74%) and participating in the development of the study

programmes in psychology (68%). At the same time, the survey revealed that a significant proportion of employers emphasized the need to strengthen students’ practical training. To address this feedback, the IAPM has introduced some changes during the 2025 revision of the Bachelor’s and Master’s programmes: The number of ECTS credits allocated to internships in the Bachelor’s programmes was increased from 12 to 17, while in the Master’s programmes it was increased from 10 to 15. In addition, a new educational component, “Psychology of Crisis States and Traumatic Events” (3 ECTS), was added to the Master’s programmes, and the course “Ethics of Professional Activity” was updated and renamed “Practical and Ethical Aspects of Psychological Counseling” (4 ECTS).

### **Experts’ Appraisal**

The experts have reached the conclusion that a purposeful quality assurance system has been set up by the IAPM, which also involves external stakeholders. The cycle of quality assurance ensures various and efficient avenues of feedback, as indicated by the changes that have been introduced to the programmes with respect to the increased emphasis on practical training in response to a recent employer survey. Thus, the experts agree that adequate measures are taken to continuously monitor the quality of the programmes. Furthermore, the expert group has perceived a high level of satisfaction during the accreditation talks among the students with the way the programmes have been run so far, which confirms the reported survey figures by the academy in their self-assessment report.

### **3.7 Transparency and Public Information**

The IAPM publishes information about its educational programmes on its official website at <https://maup.com.ua/>. This website also contains information about academic, scientific, and extracurricular activities, faculties, and contact details. It is available in Ukrainian and in English.

### **Experts’ Appraisal**

During the accreditation, the experts remarked that not all relevant information about the study programmes (study documents, curriculum, handbook of modules, including compulsory and elective courses, fees, etc.) are available on the website of the IAPM. They required that this material be made available online in both Ukrainian and English (in English also because the IAPM seeks to attract international and foreign students). In response to this condition, the academy has revised its website and has provided full documentation and proof to the experts. The expert panel has concluded that the initial condition has been met and that the academy now complies with all requirements regarding transparency and public information about the study programmes.

0 Appendix

1 Statement of the University in Response to the Expert Report

**Appendix**

**1. Statement of the University in Response to the Expert Report**

