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## Empowerment Through Research: Bridging Academia and Society

# Evidence Based Policy on Quality Assurance in Business and Management in Ukraine

The research is financially supported by the Policy Support Fund 2023/2024

**The aim of the project** is to support the development of the National Policy for Quality Assurance in Business Higher Education in Ukraine.

Evidence is collected by conducting a study in Ukraine that provides the National Agency for Higher Education Quality Assurance in Ukraine with data on academics' opinions and expectations regarding QA. Ukrainian National Quality Assurance Agency of High Education (UNQAA-HE) and the Ukrainian Institute for Education and Research (UIER) are the external collaborators.

### **What triggered the development of the Project?**

Policy makers have no reliable data to base their decisions on. This project is, on the one hand, providing data that reveals academics' opinions and expectations regarding a new, sustainable assessment QA framework for the Economics Study sector in Ukraine and, on the other hand, developing a framework for collecting data on a regular basis.

### **Methodology**

A three stage Delphi study involving experts from 16 Ukrainian universities is used to collect data and develop the QA assessment framework that is subsequently provided to the UNQAA agency.

### **Conclusions**

The Guiding Principles below are intended as a framework for Faculties to consider when establishing new or reviewing existing assessment.

The assessment process should be objective and repeatable over time. All assessment activities have clearly explained assessment criteria, weightings and level descriptors that are understood by students and lecturers.

Assessment should be approached holistically and designed 'top down' - beginning with the award, then going down into module level. Assessment design should consider multiple modes and try to include employers.

Assessment methods and criteria are aligned to teaching activities. Learning outcomes, assessment criteria and teaching activities are developed in accordance with the academic level of study, using clear descriptors.

Assessment should be inclusive and offer to every student an opportunity to demonstrate their achievement through the assessment, with no individual or group disadvantaged.

Assessment policies, regulations and processes are explicit and accessible to students and academics involved in the assessment process. Students are clearly informed of the purpose and requirements of each assessment task and the standards expected.

Assignments should be moderated or double-marked to ensure fairness and consistency.

Students should be provided with timely feedback to support the learning process.

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