

Procedure for conducting surveys of participants in the educational process, graduates, employers, and external stakeholders to ensure the quality of higher education at International European University

1. General provisions

1.1. The Procedure for conducting surveys of participants in the educational process, graduates, employers, and external stakeholders to ensure the quality of higher education at International European University (hereinafter referred to as the Procedure) is based on the requirements of the Laws of Ukraine On Education, On Higher Education, state standards of higher education, the Regulations on Accreditation of Educational Programs for Training Students approved by the Order of the Ministry of Education and Science of Ukraine dated July 11, 2019, No. 977, Recommendations for the Application of the Criteria for Assessing the Quality of an Educational Program dated November 17, 2020, with the Annex, Standards and Recommendations for Quality Assurance in the European Higher Education Area, internal regulations governing the educational process.

1.2. The Procedure defines the procedure, types, forms of assessment through a voluntary survey of students, academic staff, graduates, and external stakeholders on the quality of educational services and educational activities at International European University.

1.3. The information obtained in the course of monitoring should meet the following requirements:

- objectivity (reflection of the real state of the situation)
- accuracy (minimum measurement errors);
- completeness (optimality of information sources);
- sufficiency (making reasonable decisions);
- promptness (timeliness of information);
- availability (reality of problems to be solved).

1.4. The survey is aimed at:

studying the opinion of internal and external stakeholders on the quality of educational services at the University, optimal provision and efficiency of the organization of the educational process and educational activities;

using the obtained information for continuous improvement of educational programs and educational activities as a whole, stimulating professional development and advanced training of the academic staff;

harmonizing the results of University's activities with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

2. Participants and subject of the survey

2.1. The survey of *students* provides information on:

- satisfaction with the educational process, learning conditions, and support provided by the University;
- adaptation to the educational environment, level of engagement in University life, and first-year experience;
- psychological well-being, stress levels, influencing factors, and availability of support from the academic staff, University administration, and psychological services;
- quality of educational programs, performance of the academic staff, organization of practical training, and access to learning resources;
- adherence to academic integrity and participation in research activities, international programs, and student self-government;
- assessment of conditions for independent work, the use of learning resources, and access to the library;
- assessment of workload levels and support in adapting to the educational environment;
- needs for additional support measures during studies;
- interest in international exchange programs and research activities;
- suggestions on improving the educational process and University services.

2.2. The survey of *academic and administrative staff* is aimed at obtaining information on:

- satisfaction with working conditions, including workspace, access to necessary equipment, and support from University services;

- level of communication with the administration and colleagues, opportunities for professional development, career advancement, and participation in international projects;
 - satisfaction with internal mechanisms for encouraging research, access to electronic resources, and organization of the educational process;
 - psychological well-being, stress levels, and opportunities for receiving support;
 - adherence to principles of academic integrity in teaching and research activities;
 - measures to ensure ethical standards in research.
- 2.3. The survey of *graduates* provides information on:
- employment during studies, job search after graduation, and current employment status;
 - connection between University education and professional activities, assessment of the usefulness of theoretical and practical aspects of studies for a career;
 - need for further education or re-training, including studies at the third (educational and scientific) level;
 - satisfaction with the chosen specialty and the quality of the education received;
 - feedback on the educational program and suggestions on program improvement.
- 2.4. The survey of *external stakeholders* provides information on:
- quality of student (graduate) training and their alignment with labor market requirements;
 - satisfaction with the level of interaction with the University and the organization of practical training for students;
 - suggestions on improving educational programs to meet labor market demands;
 - interest in joint scientific and educational projects.

3. Survey procedure

3.1. The survey is carried out in the form of a questionnaire using Google forms and is provided by sending a hyperlink to messengers and corporate e-mail addresses of monitoring participants.

3.2. Questionnaires for the survey are developed by the Department of Knowledge Monitoring and Compliance with the Principles of Academic Integrity of the Department of Education Quality Assurance and discussed with student self-government bodies; submitted for approval to the Vice-Rector for Scientific, Educational and Methodical Work and approved by the Rector's Order.

3.3. Surveys by questioning participants in the educational process are conducted according to the monitoring research schedule.

3.4. Surveys are conducted on a voluntary basis, participation is anonymous.

3.5. The language of the questionnaires is Ukrainian and English.

3.6. Survey questionnaires should include:

definition of the purpose of the survey;

instructional information;

questionnaires.

3.7. Questionnaires, which are the main tool for diagnosing a particular educational phenomenon, are subject to revision and can be changed.

3.8. Changes/additions to the approved questionnaires are submitted by their developer to the Director of the Department of Education Quality Assurance for approval and approved by the President of the University.

3.9. The processed results of the surveys are drawn up in reports and submitted to the University administration for consideration with further publication on the University website.

3.10. The analysis of the generalized results is the basis for making changes to the statutory documents of the University, the formation of recommendations; the basis for conducting popularization, consulting, methodical and other types of work, other measures to improve the organization of the educational process, improve the educational environment.

4. Final provisions

4.1. Suggestions of initiators of the monitoring to improve the survey system, expand the range of its forms, methods of collecting and processing information, types and content of questionnaires, etc. are approved.

4.2. Initiatives and suggestions on conducting a new survey are considered by the Department of Knowledge Monitoring and Compliance with the Principles of Academic Integrity, agreed upon by the Director of the Department, and approved by the Rector.

4.3. New types of approved questionnaires are published as Annexes to this Procedure.

Annexes to the Procedure:

Annex 1. Questionnaire for students: Expectations of first-year students from studying at International European University

Annex 2. Questionnaire for students: Assessment of the moral and psychological state of students

Annex 3. Questionnaire for students: Ensuring academic integrity at International European University

Annex 4. Questionnaire for students: Quality of services at International European University

Annex 5. Questionnaire for students: Assessment of teaching proficiency

Annex 6. Questionnaire for students: Assessment of practical training by 4-6-year students of the European Medical School

Annex 7. Questionnaire for the administrative and academic staff on the satisfaction with working conditions at International European University

Annex 8. Questionnaire for the University academic staff on the adherence to academic integrity

Annex 9. Questionnaire for Heads of Practical Bases of International European University

Annex 10. Questionnaire for graduates of International European University

Annex 11. Questionnaire for patients involved in practical training of students in the Medicine EP

Annex 12. Questionnaire for external stakeholders and employers

**Director of the
Department of Education
Quality Assurance**

Anzhelika DROZDOVA

QUESTIONNAIRE

for students:

Expectations of first-year students from studying at International European University

- 1. What Education and Research Institute do you study at?**
 - European Medical School
 - European Business School

- 2. What educational program do you study in?**
 - Germanic Languages and Literature (Translation Included), First – English
 - Psychology
 - Management
 - Digital Management
 - Travel and Hospitality Business
 - Software Engineering
 - Computer Science and Technology
 - Information Systems and Technologies
 - Medicine

- 3. Why did you choose International European University?**
 - High University ranking
 - Quality of the educational program
 - Advice of friends/relatives
 - Convenient location
 - Other (specify)

- 4. How do you assess your first weeks of studying at the University?**
 - Really enjoying it
 - I like it, but there are challenges
 - Finding it difficult to adapt
 - Feeling stressed and uncertain

- 5. Do you feel supported by lecturers during your first weeks of study?**
 - Yes, very supportive
 - Partially supportive
 - Support is insufficient or absent

- 6. How well have you adjusted to the class schedule?**
 - Fully adjusted
 - Mostly understood, but there are challenges
 - Haven't adjusted to the schedule at all

- 7. Do you feel involved in University life?**
 - Yes, I feel like part of the University
 - Partially, I need more time
 - No, I don't feel involved yet

- 8. Which subjects did you enjoy the most after the first week of studies?**
Please specify the subjects: _____
- 9. Did you receive sufficient information about the organization of the educational process?**
Yes, everything is clear
There is information, but not all of it
No, I don't understand how everything is organized
- 10. How do you assess the workload in the first weeks of studies?**
Meets expectations
A bit more than expected
Excessively high workload
- 11. Did you receive all the necessary information about access to the library, educational resources, and support system?**
Yes, received everything
Partially received
No, I don't have the necessary information
- 12. What support do you expect from the University during the adaptation period?**
Consultations
Mentorship support
Offline or online events to meet other students
Other (please specify): _____
- 13. Would you like to have access to mentorship from senior students or graduates?**
Yes, that would be very helpful
Maybe, if there are interesting meetings
No, I can manage on my own
- 14. How are you going to cope with stress or overload during your studies?**
Sports
Meditation or yoga
Communicating with friends and family
Psychological support
Other (please specify): _____
- 15. What is the most important aspect of studying at the University for you?**
Quality of teaching
Practical training
Access to cutting-edge technologies and resources
Opportunities for internships and practical training
Friendly atmosphere
Other (please specify): _____
- 16. What would you like to receive from the University to unlock your potential as full as possible?**
Lots of practical classes

Opportunities for internships abroad
Additional courses or training
Support in career development
Other (please specify): _____

17. What concerns or anxieties do you have about studying at the University?

Difficulty of the material
Insufficient support from lecturers
Adaptation challenges
Conflicts with the group
Other (please specify): _____

18. Are you going to take part in international student exchange programs?

Yes, definitely
Maybe, if there are programs available
No, I'm not interested in that

19. Would you like to participate in student self-government?

Yes, that sounds interesting
Maybe, but I haven't decided yet
No, it's not for me

20. Are you interested in participating in scientific activities?

Yes, I want to engage in research
Maybe, in the future
No, I'm not interested

21. Your suggestions and requests: _____

QUESTIONNAIRE

for students:

Assessment of the moral and psychological state of students

1. What Education and Research Institute do you study at?

European Medical School
European Business School

2. What educational program do you study in?

First (Bachelor) level of higher education:

Germanic Languages and Literature (Translation Included), First – English
Psychology
Management
Digital Management
Travel and Hospitality Business
Software Engineering
Computer Science and Technology
Information Systems and Technologies

Second (Master) level of higher education:

Management and Business Administration
Marketing and Advertising Business
Clinical Psychology
Medicine

3. What year are you in?

1st year
2nd year
3rd year
4th year
5th year
6th year

4. Your gender:

Male
Female

		Significantly worsened	Slightly worsened	No change	Slightly improved	Significantly improved
5.	Since your enrolled in the University, how has your overall psychological state changed?					
6.	How has your overall psychological state changed during your studies?					

		Very satisfied	Somewhat satisfied	Indifferent	Somewhat dissatisfied	Very dissatisfied
7.	How satisfied are you with your experience					

	studying at the University right now?					
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		Yes	No
8.	Have you experienced negative influence from others during your studies (e.g., emotional difficulties, destructive behavior, etc.)?		
9.	Have you expressed concerns about unacceptable behavior from other students during your studies?		
10.	Have you witnessed bullying or other unacceptable behavior towards other students?		
11.	Are you aware of the availability of free psychological support at the University?		
12.	Have you used University psychologist services?		
13.	Did the University psychologist help you resolve your issue?		

16.	Factors affecting the stress level the most:	Significantly	Moderately	Slightly	Not at all
	Health problems				
	Psychological/mental issues				
	Financial difficulties				
	Family demands				
	Relationship with the partner				
	Lack of balance between studies and personal life				
	Time spent commuting				
	Competition with classmates				
	Poor time management skills				
	Academic workload				
	War in the country, shelling, power outages, etc. (for students remaining in Ukraine)				

16. Please specify the level of stress you are currently experiencing:
Severe and exhausting

Significant but manageable
 Moderate
 Mild
 Absent

		Very happy	Moderately happy	Somewhat unhappy	Very unhappy
17.	What was your level of happiness when you enrolled in the University?				
18.	How would you rate your current level of happiness?				

19. Have you recently had doubts about whether you chose the right future profession?

Yes
 No

19.1. Why?

Health problems. Constant stress and lack of time for relaxation have led to the deterioration of my physical and mental health.

Personal life suffers due to studies. The balance between studying and personal life is almost non-existent, which negatively affects my relationship with loved ones.

Difficulties in studies. It's hard to grasp the material, and the feeling that I'm falling behind in the curriculum has made me consider changing my field of study.

Doubts about the right career choice. Uncertainty about whether the chosen specialty is my vocation and whether I can handle the responsibilities associated with this profession.

Feeling of burnout. Constant academic pressure and lack of time for rest have resulted in feelings of exhaustion and loss of motivation.

High levels of stress and constant pressure. Studying requires significant emotional and physical strain.

20. Your suggestions on improving the health and well-being of students:

Your answer: _____

QUESTIONNAIRE
for students:
Ensuring academic integrity at International European University

1 What Education and Research Institute do you study at?

.

- European Medical School
- European Business School.

2 What year are you in?

.

- first;
- second;
- third;
- fourth;
- fifth;
- sixth.

3 What educational and professional program do you study in?

.

First (Bachelor) level of higher education:

Germanic Languages and Literature (Translation Included), First – English
Psychology
Management
Digital Management
Travel and Hospitality Business
Software Engineering
Computer Science and Technology
Information Systems and Technologies

Second (Master) level of higher education:

Management and Business Administration
Marketing and Advertising Business
Clinical Psychology
Medicine

4 Are you aware of the regulatory documents defining the policy and governing the system of academic integrity at the University?

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- yes;
- no;
- partially.

5 Have you been provided with explanations regarding the necessity of adhering to academic integrity?

.

- yes;
- no.

6 Have you ever witnessed violations of academic integrity?

-
- yes;
- no;
- hard to answer.

7 Did you commit the following types of violations of academic integrity during your educational (scientific, creative) activities?

	Yes	Rather yes than no	Rather no than yes	No
Academic plagiarism (publishing (in part or in full) scientific (creative) results obtained by other persons as the results of their own research (creativity) and/or reproduction of published texts (published works of art) of other authors without indicating authorship)				
Self-plagiarism (publishing (in part or in full) one's own previously published scientific results as new scientific results without reference to the works containing the specified scientific result)				
Fraud (referring to sources not used in the work, using prohibited means and technologies)				
Fabrication (inventing data or facts used in the educational process or research)				
Falsification (deliberate change or modification of existing data related to the educational process or research)				
Cheating (performing written work involving external sources of information other than those authorized for use, in particular in the assessment of learning outcomes)				
Bribery (provision (receipt) by a participant in the educational process or an offer to provide (receive) funds, property, services, benefits or any other benefits of a material or non-material nature in order to obtain an undue advantage in the educational environment)				

8 Please describe your experience in writing and formatting academic texts (articles, term papers, qualifying papers, etc.):

- sometimes I use texts from the Internet and do not indicate the source;
- I use texts with references that are already indicated in the source;
- I use different sources, but I present them in my own words without providing references in my work;
- I always try to provide citations and appropriate references to the sources I study/use in my work;
-
- other _____

QUESTIONNAIRE
for students:
Quality of services at International European University

1. What Education and Research Institute do you study at?

European Medical School
European Business School

2. What educational and professional program do you study in?

First (Bachelor) level of higher education

Germanic Languages and Literature (Translation Included), First – English
Psychology
Management
Digital Management
Travel and Hospitality Business
Software Engineering
Computer Science and Technology
Information Systems and Technologies

Second (Master) level of higher education

Management and Business Administration
Marketing and Advertising Business
Clinical Psychology
Medicine

3. What year are you in?

1st year
2nd year
3rd year
4th year
5th year
6th year
1st year (Masters)
2nd year (Masters)

6. Satisfaction with University services:

	1	2	3	4	5
Are you satisfied with the healthcare system?					
Are you satisfied with the organization of psychological assistance?					
Are the conditions for creative, professional, and other development diverse and conducive to your fulfillment and physical development?					
Are you satisfied with the quality of food in the canteen?					
Do you take part in submitting suggestions on improving the educational process and achieving positive qualitative changes at the University?					

7. Please assess the work of the administration of the Education and Research Institute according to the following indicators where 1 is very bad, 5 is satisfactory:

	1	2	3	4	5
Availability of the administrative staff for students					
Respect and tactfulness in attitude					
Promptness and objectivity in dealing with requests and inquiries					
Informativeness, availability of current educational information					
Are you satisfied with the working hours of the administration?					

Is it convenient to use online services of the Dean's Office (registration, obtaining certificates, etc.)?					
Do you receive sufficient information about changes in the schedule, exams, registrations, etc.?					
Quality of service when processing documents at the Dean's Office (academic transcripts, leaves, etc.)					
Quality of consultations provided by the administrative staff					
Comprehensive assistance in the educational process					
Comprehensive assistance in educational activities					
Interaction with supervisors / tutors of academic groups					

8. Please assess the work of the University Library according to the following indicators where 1 is very bad, 5 is satisfactory:

	1	2	3	4	5
Attentive attitude to students					
Convenience of using library resources					
The process of searching for and borrowing books in the library					
Promptness and professional excellence of the staff in fulfilling orders					
Assistance from librarians in finding materials and using services					
Free access to all library resources					
Compliance of the library collection with your educational needs					
Systematic quality filling with new professional sources					
Conditions for independent study (reading spaces, access to computers)					

9. Please assess the official website of the University:

	1	2	3	4	5
Do you actively use information from the University website?					
Is the necessary information related to the educational process readily available?					
Is it easy to find the necessary information on the website (class schedule, contacts, news)?					
Are you satisfied with the availability of class and exam schedules on the website (E-schedule)?					
Are you satisfied with the speed of updating information on the official website of the University?					
Is the website navigation user-friendly?					
Functionality of the mobile version of the website					
Quality of the Trust Box electronic service					
Quality of the electronic document submission service to the University (*for 2024 applicants)					
Should the official website of IEU be improved?					

11. Your suggestions on improving University's activities: _____

QUESTIONNAIRE
for students:
Assessment of teaching proficiency

No.	Questions/ statements, answer options	Points
1.	<p>What educational and professional program do you study in? First (Bachelor) level of higher education: Germanic Languages and Literature (Translation Included), First – English Psychology Management Digital Management Travel and Hospitality Business Software Engineering Computer Science and Technology Information Systems and Technologies</p> <p>Second (Master) level of higher education: Management and Business Administration Marketing and Advertising Business Clinical Psychology Medicine</p>	
2.	<p>At the beginning of the discipline, the lecturer (you can select several options): explained the goal of the course and outcomes to be achieved after its learning revealed the structure of the educational course provided recommendations on the preparation for seminars (practical, laboratory classes) introduced the list of recommended reading</p>	 5 5 5 5
3.	<p>The lecturer offers and consistently relies on the system of his/her requirements and criteria to assess students' learning outcomes Always Often Approximately in 50% of cases Partially No</p>	 5 4 3 2 1
4.	<p>The lecturer is organized, rationally uses the time during the class Always In most cases About 50% of cases Rarely</p>	 5 4 3 2
5.	<p>The lecturer uses visualization tools while teaching the academic discipline (demonstration materials, presentations, videos, etc.) Always Often Approximately in 50% of cases Rarely No</p>	 5 4 3 2 1

6. Content relevance and availability of the presented material (the lecturer clearly and logically explains the material, comments on difficult aspects, highlights the main points of the topic, gives examples)	
Always	5
Often	4
Approximately in 50% of cases	3
Rarely	2
No	1
7. The lecturer uses modern (relevant) materials	
Always	5
Often	4
Approximately in 50% of cases	3
Rarely	2
No	1
8. Does the lecturer use active teaching methods (educational discussions, role-playing games, small group work, individual and/or group projects, brainstorming, solving situational (clinical) problems, etc.)?	
Yes	5
Yes rather than no	4
No rather than yes	3
No	1
9. The lecturer guides to use the studied material in future profession and social activities	
Always	5
Often	4
Approximately in 50% of cases	3
Rarely	2
No	1
10. The lecturer is open to questions and discussions, stays in touch with the audience	
stays in touch, open communication	5
stays in touch, only during classes	4
doesn't stay in touch with the audience, just gives the lecture	3
closed in communication and no contact	2
11. The lecturer encourages students' creativity in independent learning and research activities	
Always	5
Often	4
Approximately in 50% of cases	3
Rarely	2
No	1
12. Was the lecturer available on schedule, open to communication, and available for contact?	
yes	5
no	1
did not address	0

- 13. Was the knowledge provided by the lecturer focused on the development of your professional knowledge and skills?**
- yes 5
no 1
- 14. Methods, techniques, and forms of work applied in teaching are appropriate and efficient.**
- yes 5
mostly yes 4
probably not 3
no 2
- 15. Level of lecturer's proficiency in the educational material. Assess on a scale from 1 to 5 where 1 is the lowest level and 5 is the highest.** 1-5
- 16. The teaching style was clear to me, interesting approaches were used. Assess on a scale from 1 to 5 where 1 is the lowest level and 5 is the highest.** 1-5
- 17. The lecturer objectively, fairly, and transparently assesses students' knowledge. Assess on a scale from 1 to 5 where 1 is the lowest level and 5 is the highest.** 1-5
- 18. I would like to keep meeting with this lecturer (during other disciplines, execution of a term paper or thesis).**
- yes 5
no 1
- 19. The lecturer is tactful and respectful of students.**
- yes 5
no 1
- 20. The lecturer takes an individual approach to students during the educational process.**
- yes 5
no 1

QUESTIONNAIRE

for students:

Assessment of practical training by 4-6-year students of the European Medical School

1. Please specify the place of practical training (hospital, city, country): _____

2. Please specify the year of your study:

- 4th year
- 5th year
- 6th year

	<i>Please assess from 1 to 10</i>	1	2	3	4	5	6	7	8	9	10
3.	How satisfied are you with practical training at the clinical base?										
4.	How satisfied are you with your involvement in clinical activities?										
5.	How satisfied are you with the clarity of your responsibilities during practical training?										
6.	How satisfied are you with the use of educational innovations in the clinical training of students?										
7.	How satisfied are you with the regular implementation of such learning formats as conferences, joint rounds, etc.?										

8.	Please assess practical skills you acquired during practical training:	1	2	3	4	5	6	7	8	9	10
	Training in urinary bladder catheterization										
	Training in arterial blood sampling (ABG)										
	Training in resuscitation procedures and tracheal intubation										
	Training in conducting childbirth										
	Training and performing various injections (intramuscular, intradermal, subcutaneous)										
	Insertion of a nasogastric tube (NG tube)										
	Training and interpretation of ECG										

9. Your suggestions and requests: _____

QUESTIONNAIRE
for the administrative and academic staff on the satisfaction with working conditions at
International European University

		<i>You can rate the following items from 1 (strongly disagree) to 5 (strongly agree). If you have difficulty answering any question, you can select 'No answer'.</i>					
		1	2	3	4	5	No answer
1. Communication and management							
1.	I can easily contact the Head of my Department.						
2.	I can easily share work-related issues with my supervisor.						
3.	I can express my ideas without pressure. My suggestions are taken into account.						
4.	Departments and structural units communicate freely and appropriately with each other.						
5.	Internal communication is adequate.						
6.	The University provides career advancement opportunities for lecturers.						
7.	The number of staff at my Department is sufficient.						
8.	My duties, powers, and responsibilities are clearly defined.						
9.	Duties, powers, and responsibilities are balanced and well-distributed.						
2. Working conditions and services provided by the University							
1.	The workspace where I work is comfortable and suitable for fulfilling my duties.						
2.	I am provided with the necessary equipment to perform my duties comfortably.						
3.	I am satisfied with the dining services at the University.						
4.	I am satisfied with the technical support services at our University.						
5.	I am satisfied with services provided by the Information Technology Department at our University.						
6.	I am satisfied with the Internet access at our University.						
7.	I am satisfied with security measures and systems.						
3. Professional development (for the academic staff)							
1.	The time allocated for research and publications at our University is adequate.						
2.	The mechanisms for incentivizing research and publications at our University are adequate.						
3.	Electronic databases provided for conducting research at our University are sufficient.						
4.	The University provides sufficient opportunities for participation in international projects, exchange programs, and obtaining grants.						
5.	How satisfied are you with opportunities provided by the University for advanced training and professional growth.						
6.	How do you assess the level of innovation and relevance of University's educational programs?						
4. Moral and psychological state during work							
1.	I can be myself at the University.						

2.	Other employees know that I do my job well.						
3.	I am not worried about losing my job.						
4.	Conflicts at the University are resolved through discussion.						
5.	I do not feel stress while performing my duties.						
6.	I do not feel negative pressure from other employees.						
7.	I know that if I face difficulties, I can seek support from the University's relevant services.						
5. Overall impression							
1.	What is your overall level of satisfaction with the University?						
2.	I am satisfied with social activities conducted by the University for its employees.						
3.	How well does the University meet your expectations?						
4.	Do you see yourself as a part of the University?						

QUESTIONNAIRE
for the University academic staff on the adherence to academic integrity

I. Adherence to academic integrity during educational activities

1. How would you assess International European University on the following factors? (Please rate from 1 to 5 where 1 is the lowest level and 5 is the highest)

	1	2	3	4	5
Severity of penalties for violations					
Understanding of the University's Policy on Academic Integrity by students					
Efficiency of the Policy on Academic Integrity					

2. When, if at all, do you discuss the academic integrity policy with students in the context of the factors listed below?

	Not discussed	Throughout the year	At the beginning of the semester	Other
Plagiarism				
Group work/cooperation				
Citation				
Research data falsification				

		Never	Once	Several times	Many times
3.	How often in the past year, or ever, have you suspected a student of cheating during a Pass/Fail test/exam or written assignment?				
4.	How often in the past year, or ever, have you been sure that a student cheated during a Pass/Fail test/exam or written assignment?				

5.1. How often have you observed any of the following behaviors among students in the past three years?

	Never	Once	More than once	Often
Submitting work done by someone else				
Receiving help while completing an assignment				
Writing work for another student				
Providing already graded assignments to another student				

Receiving questions/answers from those who took the Pass/Fail test/exam or another form of control				
Fabricating/falsifying data in the work				
Copying sentences from a written source without citation				
Purchasing ready-made papers				
Using cheat sheets during a Pass/Fail test/exam or another form of control				
Verbatim copying of material from a written source				
Submitting work copied from another student				

5.2. How serious do you consider this form of dishonest behavior?

	Not dishonest	Trivial	Moderate	Serious
Submitting work done by someone else				
Receiving help while completing an assignment				
Writing work for another student				
Providing already graded assignments to another student				
Receiving questions/answers from those who took the Pass/Fail test/exam or another form of control				
Fabricating/falsifying data in the work				
Copying sentences from a written source without citation				
Purchasing ready-made papers				
Using cheat sheets during a Pass/Fail test/exam or another form of control				
Verbatim copying of material from a written source				
Submitting work copied from another student				

6. How do you think which of the measures in column 1 or a combination of measures is most likely to be taken at the University if a student exhibits dishonest behavior? In column 2, please specify what you think the punishment should be. (Please mark all that apply)

	Likely action	Desired action
The student will receive a warning		
The student will receive a lower grade		
The student will have to re-take the exam or another form of control		
The student will receive a failing grade for the exam or another form of control		

The student will receive a failing grade for the academic discipline		
The student will be suspended from classes		
The student will be expelled		
Other		

7. What measures do you use to reduce cheating during the teaching of your disciplines? (Please mark all that apply)

- You do not use any special measures
- You use the Internet to check for plagiarism
- You provide information about dishonest behavior
- You regularly change assignments
- You give students different options of assignments
- You discuss your views on the importance of academic integrity with students
- You remind students of their responsibilities according to the academic integrity policy
- You explain to students the methods you use to detect and prevent cheating
- You closely monitor how students complete control assignments
- Other:

II. Adherence to academic integrity during scientific activities

		Strongly disagree	Partially disagree	Partially agree	Fully agree
1.	The University has clear requirements for maintaining academic integrity during scientific activities.				
2.	I always adhere to ethical norms and standards of academic integrity during research.				

3. What measures do you use to ensure academic integrity in your scientific work? (Select all that apply)

- Using programs to check for text plagiarism
- Adhering to proper citation rules
- Transparent documentation of research methodology
- Publishing original research findings
- Other (please specify)

4. Have you faced cases of academic dishonesty among colleagues during scientific activities?

- Yes, many times
- Yes, several times
- Once
- Never

5. How do you typically respond to cases of suspected academic dishonesty during scientific activities?

- Discuss the situation with colleagues
- Report the case to the administration
- Consult with the structural unit responsible for ensuring compliance with academic integrity requirements

- Take no action
- Other (please specify)

6. How often, in your observations, do colleagues' scientific works include falsification or fabrication of data?

- Never
- Very rarely
- Sometimes
- Often
- Always

7. Are issues of academic integrity discussed at your structural unit during research planning?

- Always
- Often
- Sometimes
- Rarely
- Never

8. Do you believe that the University provides adequate support to prevent academic dishonesty in scientific activities?

- Yes, completely
- Yes, partially
- No, insufficiently
- Hard to answer

9. What measures do you think should be taken to enhance the level of academic integrity in scientific activities?

- Stricter control over adherence to ethical standards and academic integrity
- Regular checks of research papers for text plagiarism
- Implementation of harsher penalties for violations of academic integrity
- Conducting regular seminars and training for the academic staff
- Involving independent experts to review research papers
- Raising standards for the documentation and presentation of information sources
- Providing support in writing scientific articles and preparing for publication
- Regular monitoring of publications by the academic staff for adherence to ethical standards and academic integrity
- Other (please specify): _____

QUESTIONNAIRE
for Heads of Practical Bases of International European University

1. Please specify the organization you work for:

Your answer: _

<i>Please assess from 1 to 10:</i>		0	1	2	3	4	5	6	7	8	9	10
2	Are you satisfied with the quality of communication with representatives of the Department of Practical Training in case of problems?											
3	How do you assess the level of support from the Department of Practical Training during students' practical training?											
4	Do you receive timely information from the Department of Practical Training about students who will undergo practical training?											
5	How do you assess communication with the University's Department of Practical Training?											

6. Is a representative of the Department of Practical Training present during the initial briefing of students?

- Always
- Sometimes
- Never

7. Does the University provide supervisors to control students during their practical training (internship)?

- Always
- Sometimes
- Never

8. Is the time allocated for instructing students before the start of their practical training sufficient for you?

- Yes
- Partially
- No

9. Does the University provide the necessary documentation (plans, schedules, guidelines) for organizing practical training (internship)?

- Yes
- Partially
- No

10. Is the Department of Practical Training ready to address issues arising during practical training (internship)?

- Yes, always
- Partially
- No

11. Do you feel supported by the University in ensuring an adequate level of practical training (internship)?

- Yes, always
- Partially
- No

12. Are you satisfied with your cooperation with the University regarding the organization of practical training (internship)?

- Very satisfied
- Satisfied
- Partially satisfied
- Not satisfied

13. Does the University adequately prepare students for their practical training (internship)?

- Yes
- Partially
- No

14. How often do University representatives visit the practical base to monitor practical training (internship)?

- Often
- Sometimes
- Never

15. Suggestions and recommendations:

Your answer: _

QUESTIONNAIRE
for graduates of International European University

1. Your Institute:

- European Medical School
- European Business School

2. Educational program: _____

3. Obtained degree:

- Bachelor
- Master

4. Year of graduation from the University: _____

Employment situation before graduation

5. Did you work while studying?

- No, I was a full-time student, and all my jobs were only part-time
- Yes, I worked while studying

Current employment situation

6. Are you currently employed?

- Yes
- No

7. How long did it take you to find your first job after graduation?

- I was employed before graduating
- Less than a month
- From one to three months
- From three to six months
- From six to twelve months
- Other

8. What is your current job/what was your last job? _____

9. Was your job related to your degree?

- Yes
- No

10. Do you believe that your Bachelor's/Master's degree was necessary for your current or last job?

- Yes
- No

11. Are you working full-time?

- Yes
- No (part-time/project work)

Skills and competencies acquired during studies

12. Rate (on a scale of 1 to 5 where 1 is very little and 5 is very much) what you gained during your studies:

- Theoretical aspects of learning
- Practical aspects of learning
- Development of oral and written communication skills for scientific and professional meetings
- Interdisciplinary teamwork with initiative and leadership qualities
- Problem-solving and decision-making in new and unfamiliar situations
- Development of critical thinking
- Development of creativity and innovation
- Development of skills in documentation, identification of sources, and resources
- Foreign language
- Professional self-assessment and continuous learning
- Ethical and social responsibility in professional behavior

13. Rate (on a scale of 1 to 5 where 1 is very little and 5 is very much) how useful your Bachelor's/Master's degree has been for your job:

- Theoretical aspects of learning
- Practical aspects of learning
- Development of oral and written communication skills for scientific and professional meetings
- Interdisciplinary teamwork with initiative and leadership qualities
- Problem-solving and decision-making in new and unfamiliar situations
- Development of critical thinking
- Development of creativity and innovation
- Development of skills in documentation, identification of sources, and resources
- Foreign language
- Professional self-assessment and continuous learning
- Ethical and social responsibility in professional behavior

14. If you were to start your studies over, would you choose the same specialty?

- Yes
- No

15. If not, why? (Answer only if you responded 'No' to the previous question)

- I am not satisfied with the employment opportunities or the profession I obtained.
- I did not adapt to the group or the requirements of the educational program.
- I have mixed feelings about the design or quality of the educational program.
- I have always had other interests.
- Other reasons. Please specify: _____

16. If you were to start your studies over, would you choose International European University?

- Yes
- No

17. If not, why? (Answer only if you responded 'No' to the previous question)

- Due to location and accessibility
- I prefer other models of education
- Other institutions offer better services
- Other institutions are more recognized on the job market
- Other reasons. Please specify: Your answer _

Further education

18. Have you continued your education after completing your program?

- No
- Yes, a Master's program
- Yes, another Master's program or postgraduate studies
- Yes, a Doctoral program
- Yes, other training courses

19. Have you studied in a further education program at International European University?

- Yes
- No

20. Is your Master's/Doctoral program related to your previous one?

- Yes
- No

Your suggestions and recommendations: _____

QUESTIONNAIRE
for patients involved in practical training of students in the Medicine EP

1. Please specify the hospital:

Your answer : _____

Motivation to participate						
<i>Please assess according to the following criteria:</i>		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
2.	I felt comfortable when asked to participate in the physical examination/medical record taking training of medical students.					
3.	I felt that I could decline if I didn't want to participate in the training of medical students.					
4.	I understood what the experience would be like before saying 'yes'.					
5.	Participation in this training did not affect the care I received during my hospital stay.					
6.	It was clearly stated that medical students are not a part of my care team.					
7.	I understand well why I am in the hospital and what my diagnosis is.					
8.	If patients do not teach medical students, they won't be able to acquire the necessary knowledge.					
9.	Patients have a duty to teach when they are in the hospital.					
10.	Patients should expect to participate in training when admitted to the hospital.					
Experience quality						
<i>Please assess according to the following criteria:</i>		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
11.	Medical students treated me with respect.					
12.	I value the time spent with medical students.					
13.	I learned something new about my health/illness by participating in the training of students.					

14.	Participation in this training made me happier.					
15.	Participation in this training improved my attitude towards being in the hospital.					
16.	How much discomfort did you feel when medical students were with you?					
17.	Did your discomfort increase due to participating in the training?					
18.	I would participate in this training again.					

Motivation to participate

<i>Please assess according to the following criteria:</i>		Not at all	Slightly	Moderately	A lot	Very much
19.	How much do you believe that patients have a duty to participate in the training of students?					
20.	How bored were you when the doctor asked you to participate in the training of medical students?					

QUESTIONNAIRE
for external stakeholders and employers

1. **Your enterprise/institution/organization:** _____
2. **Specialty/educational program:** _____
3. **Are there any differences in the expectations and perceptions of the needs of external stakeholders in the context of cooperation with the University?**
 - Yes
 - No
 - Partially
4. **Are there any differences in the expectations and perceptions of the needs of the University staff in cooperation with employers?**
 - Yes
 - No
 - Partially
5. **Factors concerning the University's cooperation with external stakeholders and employers:**

<i>Please rate the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree)</i>	1	2	3	4	5
The University/Institute takes into account opinions of external stakeholders in its activities, and these opinions are significant in the educational process.					
The University/Institute is genuinely open (not just in words) to cooperation with external stakeholders.					
The needs of employers are very important for creating new educational programs and modernizing existing ones, etc.					
There is a clear and transparent mechanism for involving employers in the educational process.					
There is an efficient, well-organized system for organizing practical training for students involving stakeholders.					
Employers know communication channels with the academic staff and administration of educational programs.					
There is an official form of participation for external stakeholders in the University's management structure, as well as their influence and significance on University's activities.					
The attitude and willingness of the University administration to cooperate with employers are adequate.					

The attitude and willingness of employers to cooperate with the University are adequate.					
The direct involvement of employer representatives in education (lectures, workshops, joint supervision of qualifying papers, defining topics for qualifying papers, etc.) is adequate.					
Employers see long-term benefits from cooperating with the University and its impact on the quality of graduates.					
The academic staff recognizes the necessity of cooperation and demonstrates this with a positive attitude towards cooperation with employers.					
Employers understand the mutual need for cooperation with universities.					

6. Best areas of cooperation with universities (*select all applicable options*):

- Development and modification of educational programs
- Assessment of the quality of curricula
- Assessment of working programs/syllabi
- Lectures, workshops
- Practical training and internship programs
- Participation of employer representatives in advisory bodies of the University
- Supervision of qualifying papers
- Joint research initiatives and programs
- Joint applications for external funding (government grants, EU grants, etc.)
- Joint postgraduate educational initiatives
- Involvement of employer representatives in organizing extracurricular activities for students (student scientific societies, competitions, cultural events)
- Other areas (please specify): _____

7. Your suggestions and requests on improving cooperation between the University and employers:

Your answer: _____