Malta
Further & Higher
Education Authority

EXTERNAL QUALITY ASSURANCE AUDIT REPORT

PROVIDER ACCREDITATION FOR HIGHER EDUCATION INSTITUTIONS

INTERNATIONAL EUROPEAN UNIVERSITY

Carried out between
23rd and 25th November 2024

Quality education for confident futures .

Contents

Abbreviations List 4
Executive Summary 5
Overview of the Audit Process 5
Summary of the Conclusions Reached by the Peer Review Panel 5
List of Recommendations 6
About the External Quality Audit 14
Standards for Accreditation 15
The Peer Review Panel 17
Specific Terms of Reference 18
Institutional Background and Context 19
Analysis and Findings of Panel 21
Standard 1: Mission and strategic management 21
Standard 2: Governance, organisational structure and administration 27
Standard 3: Quality management 31
Standard 4: Integrity, accountability, and information management 35
Standard 5: Teaching and administrative staff 38
Standard 6: Design, monitoring, and review of programmes 41
Standard 7: Student-centred learning, teaching, and assessment 44
Standard 8: Student administration and student support services 49
Standard 9: Learning resources and facilities 52
Standard 10: Research, development and/or other creative activity 54
Standard 11: Institutional cooperation, service to society, and internationalisation 58
Panel Member Signatures 63
Response by the Provider 64
Annexes 65
Annex 1: Review Panel Bio Notes 65
Annex 2: Agenda of the Onsite Visit 67

Abbreviations List

CPD	Continuing Professional Development
ECTS	European Credit Transfer System
EQA/QA audit	External Quality Assurance Audit
IQA	Internal Quality Assurance
KPIs	Key Performance Indicators
MFHEA/the Authority	Malta Further and Higher Education Authority
MQF	Malta Qualifications Framework
NCFHE	National Commission for Further and Higher Education
NQAF	National Quality Assurance Framework for Further and Higher Education
SAR	Self-Assessment Report

Executive Summary

Overview of the Audit Process

This report is a result of the External Quality Assurance (EQA) process undertaken by an independent peer review panel. The panel evaluated the documentation submitted by the educational institution and conducted an onsite audit visit. The panel is responsible for reaching conclusions on all Standards in line with the Minimal and Performance Indicators as outlined in the External Quality Assurance Provider Accreditation Manual For Higher Education Institutions. Through this report, the panel also highlighted areas of good practice which, in its view, make a positive contribution to academic standards and quality of education that are worthy of being emulated and disseminated more widely.

Timeline

EQA Audit Timeline - International European University (IEU)	
Induction meeting	*30th September 2024*
Pre-Accreditation Provider meeting	*30th October 2024*
Desk-based analysis	*18th November 2024*
Audit visit	*23rd – 25th November 2024*

Summary of the Conclusions Reached by the Peer Review Panel

The panel considered 11 Standards. Of these, Standards 1, 2, 3, 5, 6, 7, 8, 10 and 11 were considered non-compliant. Standard 4 was considered partially compliant and Standard 9 was considered substantially complaint.

The panel made 44 Mandatory Recommendations. Of these, one should be addressed immediately on publication of this report, six should be addressed within 1 month from the date of publication of this report, 15 within 3 months from the date of publication of this report, 11 within 6 months from the date of publication of this report, 10 within 9 months from the date of publication of this report, and 1 within 12 months from the date of publication of this report.

The panel made 25 Key Recommendations. Of these, 4 should be addressed within 3 months from the date of publication of this report, 8 within 6 months from the date of publication of this report, 10 within 9 months from the date of publication of this report, and 3 within 12 months from the date of publication of this report.

The panel also made 18 Recommendations.

List of Recommendations

Mandatory Recommendations

MR1: To strengthen the University mission and strategic management, the University shall conduct a structured consultation process involving internal and external stakeholders, such as industry partners, alumni and students, within 9 months from the date of publication of this report.

MR2: The University shall implement workshops and awareness campaigns to ensure the mission is understood and embraced across the institution, within 6 months from the date of publication of this report.

MR3: The University shall ensure all strategic goals are measurable, time-bound and achievable, with clear pathways for implementation, within 9 months from the date of publication of this report.

MR4: The University shall develop explicit benchmarks and performance indicators at team and individual levels, within 9 months from the date of publication of this report.

MR5: The University shall establish a robust plan that includes risk assessment, mitigation strategies, and contingency measures to ensure operational continuity, within 9 months from the date of publication of this report.

MR6: Within its mission and strategic plan, the University shall address challenges faced and purposes of both the Kyiv and Malta campuses, to ensure integration and resilience, within 6 months from the date of publication of this report.

MR7: The University shall implement a more structured framework for collecting and analysing data, within 9 months from the date of publication of this report.

MR8: The University shall actively engage external stakeholders, including employers and alumni, in the strategic planning process, within 6 months from the date of publication of this report.

MR9: The institution shall ensure that leadership roles and responsibilities are clearly defined and communicated across all campuses, within 9 months from the date of publication of this report.

MR10: The Malta campus shall have greater operational autonomy with defined decision-making authority to address its unique challenges while maintaining alignment with the Ukraine headquarters, within 9 months from the date of publication of this report.

MR11: The institution shall establish clear and transparent governance processes, including documented procedures for leadership appointments and replacements, within 6 months from the date of publication of this report.

MR12: All leadership personnel shall meet the qualifications outlined in institutional regulations, and evidence of these qualifications should be readily available for audit and review, within 12 months from the date of publication of this report.

MR13: The institution shall develop a coordinated recruitment strategy to ensure due diligence and consistency across all locations, within 9 months from the date of publication of this report.

MR14: All third-party recruitment agents shall be vetted and any external claims made about the institution, such as those on recruitment websites, must be regularly monitored and promptly corrected if inaccurate, within 3 months from the date of publication of this report.

MR15: The institution shall establish mechanisms to integrate quality assurance processes across campuses. This includes clear documentation of how governance reviews translate into actionable improvements, such as monitoring practical placements and resolving student complaints efficiently, within 3 months from the date of publication of this report.

MR16: The institution shall improve internal communication to ensure staff is aware of their responsibilities and how their roles align with institutional policies, within 6 months from the date of publication of this report.

MR17: The University shall invest more in dedicated QA personnel and training programmes to strengthen oversight, particularly for remote activities, within 9 months from the date of publication of this report.

MR18: The University shall implement formal agreements, mandatory site visits, and detailed reporting for all subcontracted operations, within 6 months from the date of publication of this report.

MR19: The University shall standardise feedback collection and integration into planning cycles across all departments, within 9 months from the date of publication of this report.

MR20: The institution shall, within 3 months from the date of publication of this report, update its cybersecurity measures. Additional layers of encryption and system monitoring should be considered to ensure that data protection standards remain uncompromised.

MR21: The institution shall, within 6 months from the date of publication of this report, enhance its training on academic integrity to all students, particularly international cohorts. This would strengthen understanding and compliance with ethical standards.

MR22: With immediate effect, the institution is to enforce its own recruitment process ensuring that selection criteria and procedures are followed at all times.

MR23: The institution shall, within 3 months from the date of publication of this report, introduce and enforce a performance evaluation process with all faculty members. This should be agreed upon and owned by all members of the faculty.

MR24: The institution shall, within 6 months from the date of publication of this report, formalise and increase the regularity of its programmes review as well as initiate a process to develop stronger ties with related industries.

MR25: The institution shall, within 1 month from the date of publication of this report, ensure modes of delivery and work-based learning opportunities are compliant with the conditions of the institution's temporary licence.

MR26: The institution shall, within 1 month from the date of publication of this report, establish effective quality management arrangements to ensure that assessment is fit for purpose and fair, and that students receive adequate feedback.

MR27: The institution shall, within 1 month from the date of publication of this report, ensure work-based learning opportunities are subject to robust due diligence that protects the student experience and enables students to achieve programme learning outcomes.

MR28: The institution shall, within 3 months from the date of publication of this report, review and revise the institution's website for its Malta campus to ensure information is accessible, accurate and comprehensive.

MR29: The institution shall, within 1 month from the date of publication of this report, ensure admission requirements, including academic pre-requisites and English language requirements, are clearly specified and accessible for each programme being delivered in Malta.

MR30: The institution shall, within 3 months from the date of publication of this report, revise the regulation addressing interruption of studies to ensure it includes clear reference to maximum limits of interruption under all circumstances.

MR31: The institution shall, within 1 month from the date of publication of this report, ensure all relevant policies and regulations for stakeholders are available in English.

MR32: The institution shall, within 3 months from the date of publication of this report, review and revise policies and regulations for academic ethics and misconduct to take account of artificial intelligence.

MR33: The institution shall, within 3 months from the date of publication of this report, increase the extent of psychological support available for staff and students.

MR34: The institution shall, within 1 month from the date of publication of this report, enhance the range and effectiveness of support services at the Maltese campus in order to improve student retention.

MR35: The institution shall, within 3 months from the date of publication of this report, support more academic staff publication efforts in high-impact journals.

MR36: The institution shall, within 3 months from the date of publication of this report, establish a dedicated office or team focused on identifying and applying for international grants, forming partnerships with prominent research institutions, and building industry collaborations that can offer both financial and technical support.

MR37: The institution shall, within 3 months from the date of publication of this report, revise the University website to provide clear, accurate and comprehensive information on degree accreditation, international recognition, and the pathways available to students after graduation. This should include jurisdiction-specific guidance for regulated professions, such as medicine.

MR38: The institution shall, within 3 months from the date of publication of this report, establish a regular review cycle for all approved placements to ensure ongoing compliance with quality and safety requirements.

MR39: The institution shall, within 6 months from the date of publication of this report, conduct regular training sessions for staff to ensure understanding and consistent application of institutional policies, especially those related to quality assurance, complaints and mitigating circumstances.

MR40: The institution shall, within 6 months from the date of publication of this report, design and implement initiatives that engage the Maltese community, such as collaborations with local organisations, volunteer programmes, and public lectures or workshops. These initiatives should reflect the University's broader mission to serve society.

MR41: The institution shall, within 6 months from the date of publication of this report, establish partnerships with employers and organisations to align academic offerings with labour market needs and enhance the employability of students studying in Malta.

MR42: The institution shall, within 3 months from the date of publication of this report, invest in expanding student support services, particularly in Malta, to include comprehensive academic, pastoral and career guidance. This could help improve retention rates and student satisfaction.

MR43: The institution shall, within 3 months from the date of publication of this report, proactively address discrepancies in public information, such as conflicting statements on programme accreditation or degree recognition, to minimise reputational risks.

MR44: The institution shall, within 3 months from the date of publication of this report, develop a communication plan to respond effectively to any issues raised by students, staff, or external stakeholders, ensuring prompt resolution and maintaining institutional credibility.

Key Recommendations

KR1: The University should align operational plans more closely with strategic goals, providing detailed resource allocations, within 12 months from the date of publication of this report.

KR2: The University should use findings from systematic SWOT analyses and quality assurance reviews to inform actionable strategies, within 9 months from the date of publication of this report.

KR3: The University should form effective advisory panels to provide ongoing input and alignment with market needs, within 12 months from the date of publication of this report.

KR4: The institution should strengthen communication channels between campuses, particularly through reliable and consistent video conferencing tools, within 6 months from the date of publication of this report.

KR5: The institution should expand external stakeholder representation in governance bodies, ensuring a balanced demographic composition that includes diverse perspectives, such as gender balance and individuals with expertise in disability and inclusivity, within 9 months from the date of publication of this report.

KR6: The institution should provide training to stakeholders to ensure they understand their roles and can effectively contribute to governance discussions, within 6 months from the date of publication of this report.

KR7: The institution should provide formal training for student representatives to prepare them for participation in governance. This training should focus on their roles, responsibilities and effective engagement in decision-making processes to ensure meaningful contributions, within 6 months from the date of publication of this report.

KR8: The institution should ensure that the organisational structure is fit for purpose by aligning it with strategic goals, within 9 months from the date of publication of this report.

KR9: Governance bodies should regularly review their effectiveness, with documented outcomes and follow-up plans for improvement, within 9 months from the date of publication of this report.

KR10: The institution should share results of staff satisfaction surveys and use the feedback to drive quality improvement activities within 9 months from the date of publication of this report.

KR11: The University should conduct workshops and provide clear documentation to improve stakeholder awareness of quality policies and responsibilities, within 9 months from the date of publication of this report.

KR12: The University should develop a centralised digital platform to synchronise action plans and data-sharing practices across campuses, within 9 months from the date of publication of this report.

KR13: The University should expand diversity training for leadership and create structured governance roles for stakeholders, within 9 months from the date of publication of this report.

KR14: The University should conduct regular sessions to enhance staff understanding of performance data and its applications, within 9 months from the date of publication of this report.

KR15: The University should establish a unified review calendar and implement robust management protocols to ensure timely updates of policies and procedures, within 9 months from the date of publication of this report.

KR16: The institution should, within 6 months from the date of publication of this report, work on improving staff understanding and engagement with employment policies, amongst others. Furthermore, it should simplify policy language and implement better communication strategies for policy updates. An updated HR policy is to be sent to the MFHEA for its approval.

KR17: The institution should, within 3 months from the date of publication of this report, revisit its current workload distribution plans, to ensure that they remain flexible in all situations not just crises ones. A contingency plan that reallocates staff workloads based on evolving circumstances would ensure that both teaching quality and staff well-being are maintained, even under challenging conditions.

KR18: The institution should, within 6 months from the date of publication of this report, expand the integration of interdisciplinary elements and foster greater innovation in curriculum design, particularly in emerging sectors like digital transformation, sustainability and data science.

KR19: The institution should, within 3 months from the date of publication of this report, diversify and deepen feedback sources, including but not limited to industry and labour market related, to provide a more comprehensive view of programme effectiveness. The institution could incorporate independent academic reviews, peer evaluations, and external benchmarking exercises as part of its monitoring processes.

KR20: The institution should, within 6 months from the date of publication of this report, strengthen the coherency of action planning based on stakeholder feedback and ensure the feedback loop is closed consistently.

KR21: The institution should, within 6 months from the date of publication of this report, introduce mentorship schemes where experienced faculty guide early-career researchers through their projects, and offer both technical expertise and career advice.

KR22: The institution should, within 6 months from the date of publication of this report, develop a centralised ethics body responsible for ensuring consistent implementation of ethical guidelines across all research activities, particularly international projects. This body could provide standardised training on ethical practices for all researchers, offer guidance on complex international ethical

dilemmas, and serve as a liaison with partner institutions to ensure mutual ethical standards are upheld.

KR23: The institution should, within 3 months from the date of publication of this report, establish formal governance mechanisms that promote coordination and shared decision-making between the Maltese and Ukrainian campuses. This could include joint strategic planning sessions, shared reporting systems, and cross-campus working groups to ensure alignment in operations and objectives.

KR24: The institution should, within 3 months from the date of publication of this report, develop a unified operational framework that integrates quality assurance, academic policies, and administrative procedures across all locations to create a consistent institutional identity.

KR25: The institution should, within 12 months from the date of publication of this report, simplify and translate all institutional policies into the primary languages used by students and staff, including English, Ukrainian, and any other relevant languages. These policies should be readily accessible online and in hard copy.

Recommendations

R1: The University could revise the mission to make it concise and specific, defining terms like *"contemporary knowledge"* and *"societal development."*

R2: The University could publish detailed financial reports showing resource allocation across activities and departments.

R3: The University could involve stakeholders, including faculty and administrative units, in the budgeting process.

R4: The institution could train staff in using communication tools effectively to mitigate disruptions caused by technical issues.

R5: The institution could provide targeted training on benchmarking practices, and equip staff with advanced analytics tools.

R6: The institution could strengthen the integration of the code of practice within the institution's operations, by incorporating a more structured approach to onboarding new students.

R7: The institution could increase the accessibility and breadth of publicly available information online.

R8: The institution could invest more in maintaining rigorous data protection standards.

R9: The institution could broadening the current programme validation process to include more frequent benchmarking against international best practices, which would further enhance programme competitiveness and relevance.

R10: The institution could expand the range of extra-curricular opportunities available for students.

R11: The institution could enhance the range and quality of learning resources and laboratory equipment in line with the IEU's Development Strategy objectives.

R12: The institution could consider expanding the range of learning resources available in Maltese.

R13: The institution could engage more external experts and peer reviewers from reputable international institutions to regularly evaluate its research activities.

R14: The institution could expand its creative initiatives to include a broader range of disciplines such as the arts, humanities and social sciences.

R15: The institution could incorporate mechanisms for monitoring and evaluating the impact of international activities, ensuring alignment with the University's strategic objectives.

R16: The institution could allocate dedicated resources to strengthen the University's quality assurance systems. These could include hiring additional staff for quality assurance roles, investing in training for existing staff, and implementing advanced tools for data collection and analysis.

R17: The institution could establish external advisory panels to provide independent evaluations of quality assurance processes and ensure alignment with European standards.

R18: The institution could provide targeted professional development opportunities for staff to enhance their capacity to deliver high-quality education and support services in a multicultural environment.

About the External Quality Audit

The scope of external quality assurance in Malta is firstly to evaluate the education providers against the indicators included in the External Quality Assurance Provider Accreditation Manual for Higher Education Institutions (https://mfhea.mt/wp-content/uploads/2023/10/EQA-Accreditation-Manual.pdf), through the analysis of the self-assessment documentation as well as through the information recorded by the peer review panels during the accreditation visits. Secondly, it is in the scope of external quality assurance to evaluate the progress the providers have made since the previous external quality assurance process, aimed at the continuous enhancement of quality and institutional capacity building of the higher education sector in Malta.

Based on this scope, the external quality assurance processes conducted based on the Manual aim to:

- certify the compliance of the providers with the indicators included in the Manual;
- consolidate the internal quality assurance systems at institutional level;
- support the providers in the quality enhancement and continuous development of their operations;
- increase the quality of learning outcomes across the Maltese higher education sector;
- enhance the student learning experience.

Standards for Accreditation

Standard 1: Mission and strategic management

Standard 2: Governance, organisational structure and administration

Standard 3: Quality management

Standard 4: Integrity, accountability and information management

Standard 5: Teaching and administrative staff

Standard 6: Design, monitoring and review of programmes

Standard 7: Student-centred learning, teaching and assessment

Standard 8: Student administration and student support services

Standard 9: Learning resources and facilities

Standard 10: Research, development and/or other creative activity

Standard 11: Institutional cooperation, service to society and internationalisation

The Standards and indicators as per the Manual have been drafted in alignment with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The MINIMAL INDICATORS included in the Manual reflect the mandatory level of achievement that providers have to demonstrate compliance with for accreditation purposes and therefore must be met both before the commencement of their operations (at licensing stage) as well as throughout their activities (during every audit process).

The PERFORMANCE INDICATORS included in the Manual reflect the mandatory level of achievement that providers have to demonstrate compliance with during the audit process in order to have their accreditation confirmed. Therefore, performance indicators must be met, starting with the first audit that a provider undergoes five years after the commencement of its operations as well as throughout their entire licensing period.

Where applicable, additional indicators have been developed in the context of online provision through the Guidance for Quality Assurance for Online Learning Providers in Malta.

The peer review panels are nominated by the MFHEA. Each panel shall have a minimum of three members: a Chair, between one and five experts, and at least one student. The panel has the duty to gather, verify and exchange information and supporting elements so as to be able to check the statements made in the self-assessment documentation, as well as during the accreditation visits, and to formulate their own assessments on the performance of the provider against the Standards included in the present Manual. The peer review panels shall discuss and exchange the collected evidence, verify the comprehensiveness and interpretation of the data, and analyse various sources in order to come to a consensual, coherent and consistent conclusion through triangulation and cross-referencing. All peer review panel members are required to sign a Declaration of Interest Form prior to starting work on the external quality assurance process.

The approach of the QA audit is not simply about checking whether providers adhere to the regulations; it examines how providers are developing their own systems in addressing the expectations of sound management of educational standards and the quality of their learning and teaching provision. It does not involve the routine identification and confirmation of criteria – a 'tick-box' approach – but rather a mature and reflective dialogue with providers about the ways in which they discharge their obligations for quality and the identification of existing good practices.

Peer review panels will consider the indicators included in the Manual when determining the judgement for each Standard. The judgement for each Standard will be expressed as follows:

- Fully compliant - The institution is entirely in alignment with the Standard, which is implemented in an effective manner.
- Substantially compliant - The institution is to a large extent in alignment with the Standard, the general principles of which are followed in practice.
- Partially compliant - Some parts of the Standard are met while others are not; the implementation of the Standard is not effective enough.
- Non-compliant - The institution fails to comply with the Standard.

As part of an enhancement-led approach, the review team will issue recommendations linked to all parts of the operations of the institution. The report therefore distinguishes between:

- Mandatory Recommendations (MR) which are crucial to meet a Standard and shall be implemented within the timeframes decided by the panel and indicated in this report.

- Key Recommendations (KR) which are important to improve a Standard and should be implemented expediently by the institution, within the indicated timeframes, to address weaknesses.

- Recommendations (R) for improvement which are merely suggestions based on the panel's analyses and observations; these could be implemented by the institution.

The Quality Assurance Committee (QAC) considered this report and forwarded it, along with the accreditation decision, to the MFHEA Board for endorsement.

The Peer Review Panel

The peer review panel was composed of:

Chair of Review Panel:	Mr Andy Gibbs
Peer Reviewer:	Dr Robert Cassar (PhD)
Student Peer Reviewer:	Mr Matthew Kitching
Accreditation Coordinators (MFHEA):	Ms Sibby Xuereb and Ms Bilyana Boshova

Specific Terms of Reference

As defined in the MFHEA Quality Audit Manual of Procedures, the panel was responsible for examining how the institution manages its responsibilities to ensure the provision of the quality and standards of the education they offer.

In particular, the following issues were addressed:

a) the fitness for purpose and effectiveness of the Internal Quality Assurance (IQA) processes, including an examination of the systems and procedures that have been implemented, together with the documentation that supports them;
b) the compliance of licensed providers with the established regulations and any conditions or restrictions issued by the MFHEA;
c) the governance and sustainability of providers, including assurance about the appropriateness of corporate structures and the competence of staff with senior management responsibilities.

These areas have, therefore, been identified as lines of inquiry.

Institutional Background and Context

The International European University (IEU) was established in April 2019 in Kyiv, Ukraine, as a private higher education institution. It operates as a non-profit organisation and aims to combine global and national educational practices to prepare specialists with diverse competencies. The University is owned by a private entity and promotes principles of academic integrity, student-centred learning, and professional development.

The IEU's mission is to contribute to societal development by fostering knowledge creation and dissemination, with a focus on internationalisation and the integration of education and practice. The mission emphasises academic integrity, creativity and freedom from discrimination. The SAR indicates that the mission is aligned with the institution's strategic goals to prepare students for participation in the global labour market through academic programmes and international collaborations.

The University offers programmes at Bachelor, Master and PhD levels, as well as postgraduate studies and continuing professional development. It has multiple education and research institutes, such as the European Medical School and the European IT School, and its academic departments are supported by collaborations with state, municipal and private hospitals. The IEU also provides short-term and lifelong learning opportunities in areas such as IT, business and foreign languages.

The IEU’s governance includes an Advisory Board comprised of representatives from education, science and healthcare.

Since February 2022, the IEU has adjusted its operations due to the conflict in Ukraine. Following Government recommendations, the University suspended face-to-face learning but resumed classes online within a week. It established a temporary campus in Malta in mid-2023, supported by the Maltese Government, to provide an alternative learning location for its students. This campus is part of the institution's approach to ensuring educational continuity during disruptions.

During the conflict, the University has been involved in societal support activities, including humanitarian aid for internally displaced persons, support for military hospitals, and volunteer work by its students and staff. Some medical students have been volunteering in hospitals, while some faculty members have joined the Ukrainian Armed Forces.

The IEU has students from 92 countries and maintains international offices in over 22 countries for student recruitment. The University's programmes, such as its medical degrees, have received international accreditation, including from the Independent Agency for Accreditation and Rating (IAAR) in Kazakhstan. This accreditation allows its graduates to pursue certification in countries such as the United States and Pakistan. According to recent data, the IEU ranks 23rd among Ukrainian universities in terms of internationalisation.

The University's development strategy for 2021–2031 outlines objectives such as incorporating digital and blended learning, increasing research capabilities, and strengthening partnerships with employers and international institutions. These objectives are designed to address internal capacities and external challenges.

The conflict in Ukraine has required the University to make adjustments to its operations and resources. The establishment of the Maltese campus has provided an additional base for operations. Societal support initiatives are primarily focused in Ukraine, and further activities in Malta could complement these efforts. The institution continues to adapt its international operations and quality assurance processes, including the management of international placements.

The SAR advises that the IEU's operational framework and strategic planning are intended to align with European standards for higher education. The institution's activities include collaboration with international partners, societal engagement, and the maintenance of educational services during external disruptions.

Analysis and Findings of Panel

Standard 1: Mission and strategic management

Main Findings

The institution's mission statement, "A significant contribution to the development of society by creating, preserving, and promoting contemporary knowledge based on internationalisation and integration of education and practice based on the principles of creativity, academic integrity, and freedom from discrimination," reflects its overarching aspirations and values. However, this mission is broad and abstract, which poses challenges in embedding it into tangible institutional priorities.

During the site visit, students, staff and other stakeholders expressed varying interpretations of the mission. Many could not identify their role in helping the University meet its mission and a number of staff struggled to answer questions about the mission. Some faculty highlighted its alignment with European standards without elaborating on how this is operationalised; others stated it was based on Ukrainian values. Many staff struggled to understand questions or answer them. The lack of a shared understanding of the mission across the academic community indicates insufficient communication and engagement efforts. The mission's visibility across platforms and the Malta campus does little to ensure its integration into strategic and operational planning. Key phrases such as "contemporary knowledge" and "development of society" remain undefined, limiting their utility as guiding principles.

The strategic development plan outlines a range of ambitious goals and initiatives intended to advance the organisation's objectives over the defined period, such as enhancing international collaboration and expanding digital infrastructure. While the document demonstrates clear vision, an evaluation against the criteria of measurability, time-boundedness and achievability reveals areas for improvement. For instance, the plan references objectives like "increasing student satisfaction" and "promoting international partnerships," but during the site visit, it became apparent that these goals lack measurable

Key Performance Indicators (KPIs) to track progress. Additionally, while timelines are implied for certain initiatives, such as the implementation of new digital tools by 2025, intermediate milestones are absent, making it difficult to assess ongoing progress or ensure timely completion. Evidence from staff interviews further highlighted challenges in translating broad strategic goals into departmental action plans, with some staff expressing uncertainty about their specific roles in achieving institutional objectives, some said they had only been employed for a couple of months, others could either not understand or respond to the questions. This indicates that, although the strategic plan provides a strong conceptual framework for action, it lacks the precision and structured monitoring mechanisms required for effective implementation.

Given the name of the University, an examination of its international focus was relevant. Staff associated with internationalisation, be they teachers or managers, could not explain the University's strategic approach to internationalisation. Some pointed to the numbers of students from many differing countries, others to the number of agreements with non-Ukrainian universities. Many staff concerned with internationalisation struggled to understand or speak English. Whilst not speaking English in itself is not a barrier to internationalisation, the fact that English is the language of tuition, and international students speak English, presents major challenges. Conversation with staff at the Kyiv campus about internationalisation proved fruitless and the panel was unable to engage in any meaningful discussion due to a lack of understanding of the questions asked or disrupted communications.

The International European University (IEU) has articulated a clear internationalisation strategy (2023-2028) aimed at strengthening its global engagement and aligning with European standards for higher education. The panel reviewed this strategy and noted that the IEU's internationalisation strategy, as described on their website, does not explicitly mention the war or the challenges posed by the ongoing conflict in Ukraine. This omission raises significant concerns about the strategy's realism and adaptability to the current context. Aside from this, the strategy demonstrates several commendable features, although there are areas where it could be further refined. For example, the University's engagement with various international associations, universities and organisations strengthens its position as a global academic player. By building partnerships and networks, the IEU demonstrates its commitment to fostering international collaboration and resource sharing, which are key components of European internationalisation efforts; however, it was not clear to the panel how these partnerships and networks contribute to a cohesive strategised international mission.

Another area for improvement is the integration of international, intercultural and global dimensions into the curriculum. Preparing students for a globalised world requires explicit incorporation of these perspectives across all academic disciplines. The strategy does not currently address how such competencies will be embedded into the curriculum, leaving room for further development. Support services for international students and staff are also underdeveloped in the current strategy. The lack of support would contribute to a more inclusive university environment. The panel could not see a commitment from staff to

support students in difficulty. Finally, the absence of systematic monitoring and evaluation of internationalisation activities represents another significant shortcoming. Regular assessments are essential to measure the effectiveness of such initiatives and to inform strategic adjustments. Implementing a clear process for monitoring and evaluation would ensure that the University's efforts remain aligned with its goals and provide a basis for continuous improvement.

Strategic management processes appear fragmented, with gaps in alignment and follow-through. Strategic development meetings are reportedly conducted in Ukrainian, Russian and English, indicating an inclusive approach, although nobody could describe how these were actually conducted and there were no minutes of such meetings. The site visit also revealed that these meetings often lack actionable outcomes or mechanisms for follow-up. For example, the ambition to enhance collaboration with European universities, a central element of the mission, is not supported by specific milestones or a systematic approach to creating partnership agreements. Additionally, while quality assurance and digitalisation were highlighted as strategic priorities, these initiatives are not consistently tied to measurable goals, reducing their impact.

Strategic planning efforts include notable initiatives such as the Sustainability Plan by 2031. This long-term vision demonstrates ambition but remains disconnected from current operational activities. During the site visit, it was observed that the plan lacks concrete benchmarks and timelines, making it difficult to assess progress or ensure alignment with broader institutional goals. Similarly, assurances by Senior Managers that KPIs align with the strategic plan were not substantiated by evidence during the site visit. Programme updates and quality assurance processes were frequently mentioned but appeared to function in isolation from a cohesive strategic framework. Staff acknowledged the need for programme and other reviews but cited limited involvement of students and external stakeholders in these processes, highlighting a lack of participatory planning.

Operational plans, such as the 2023/2024 University Work Plan, reflect alignment with the Development Strategy of the IEU. For instance, the plan includes the approval of departmental KPIs, which demonstrates an effort to establish measurable benchmarks. However, these KPIs are not sufficiently detailed, and there is no evidence of intermediate timelines or specific metrics for evaluation. During the site visit, staff expressed uncertainty about how these KPIs are linked to their departmental responsibilities. The 2024/2025 Departmental Work Plan attempts to address strategic goals by focusing on quality assurance and accreditation initiatives. Tasks such as "ensuring the functioning of the quality management system" are included but lack the specificity needed for effective implementation. Interviews revealed that staff often does not fully understand their roles in achieving these goals, pointing to gaps in communication and accountability. The panel were told by one group that the strategic plan was only shared with them three weeks before the site visit.

Financial planning is integrated into the strategic framework, as evidenced by the approval of a social and economic development plan in November 2023. However, stakeholders reported limited involvement in financial decision-making, which raises concerns about transparency and trust. For example, resource allocation for digitalisation projects was unclear, casting doubt on the feasibility of these initiatives. Engagement with external stakeholders, including industry partners and alumni, is minimal. While the institution participates in programmes such as Erasmus, the site visit highlighted a lack of structured collaboration with these stakeholders to inform strategic priorities. Students also noted few opportunities to contribute to institutional planning, despite their importance being acknowledged in the mission statement.

External challenges, particularly the ongoing war in Ukraine, exacerbate these issues. Communication with the Kyiv campus was severely disrupted by power outages and technical difficulties during the site visit, underscoring the need for a robust business continuity plan. Although the institution acknowledges the importance of risk management, there is no documented strategy for mitigating such disruptions or ensuring operational resilience. For example, the absence of contingency protocols for critical processes weakens the institution's ability to adapt to unforeseen challenges. One departmental head mentioned that strategic priorities can change in a matter of hours.

To address these gaps, the institution must revise its mission statement to provide clearer, actionable guidance. Simplifying its language and explicitly linking it to strategic objectives would improve its relevance and utility. Engaging stakeholders through workshops and forums during this revision process would foster a sense of ownership and shared purpose. Strategic management processes should prioritise actionable outcomes and structured follow-ups. Development meetings must conclude with specific timelines, targets and assigned responsibilities to ensure progress on priorities such as European integration and digitalisation. Formalising partnerships with European universities through agreements and shared milestones would provide tangible evidence of progress.

The strategic plan requires a comprehensive overhaul to include measurable KPIs for all goals. For example, increasing research outputs could be quantified by setting publication targets or identifying collaborative projects with international institutions. Regular reviews and updates to the strategic plan will ensure it remains relevant and responsive to institutional needs. Enhanced stakeholder engagement is critical. Students, staff, employers and alumni should have meaningful roles in shaping strategic priorities. Employers could offer insights into labour market trends, while alumni can contribute their experiences to programme reviews.

Risk management must become a core component of institutional planning. Developing a comprehensive business continuity strategy, including risk assessments and contingency protocols, would mitigate vulnerabilities exposed during the site visit. For example, alternative communication systems and backup campuses could ensure continuity of operations during crises.

In summary, although the mission of the institution has been defined, there is insufficient evidence of a consultation process involving external and internal stakeholders.

The mission is not recognised and shared by the members of the academic community of the institution and many members are unaware of how they contribute to achievement of the mission. The strategic plan has gaps in alignment between campuses and does not take full and realistic account of aspects of the internal and external environment affecting the development of the institution. Although it is claimed that strategic planning is a participatory process that actively involves staff, students, employers and other stakeholders of the institution, there was little evidence of this, both in documentation and during the site visit. Some documentation was provided which reflected that strategic and operational plans are cascading further at team and individual levels, however, this was for one functional unit only; many staff members were unaware of any strategic plans. The institution sets benchmarks for its staff and the work completed by them in order to effectively manage the institution's activities. The institution has produced an analysis of strengths, weaknesses, opportunities and threats; however, analysis is not systematic.

Good Practice Identified

Nil.

Recommendations for Improvement

MR1: To strengthen the University mission and strategic management, the University shall conduct a structured consultation process involving internal and external stakeholders, such as industry partners, alumni and students, within 9 months from the date of publication of this report.

MR2: The University shall implement workshops and awareness campaigns to ensure the mission is understood and embraced across the institution, within 6 months from the date of publication of this report.

MR3: The University shall ensure all strategic goals are measurable, time-bound and achievable with clear pathways for implementation, within 9 months from the date of publication of this report.

MR4: The University shall develop explicit benchmarks and performance indicators at team and individual levels, within 9 months from the date of publication of this report.

MR5: The University shall establish a robust plan that includes risk assessment, mitigation strategies, and contingency measures to ensure operational continuity, within 9 months from the date of publication of this report.

MR6: Within its mission and strategic plan, the University shall address challenges faced and purposes of both the Kyiv and Malta campuses, to ensure integration and resilience, within 6 months from the date of publication of this report.

MR7: The University shall implement a more structured framework for collecting and analysing data, within 9 months from the date of publication of this report.

MR8: The University shall actively engage external stakeholders, including employers and alumni, in the strategic planning process, within 6 months from the date of publication of this report.

KR1: The University should align operational plans more closely with strategic goals, providing detailed resource allocations, within 12 months from the date of publication of this report.

KR2: The University should use findings from systematic SWOT analyses and quality assurance reviews to inform actionable strategies, within 9 months from the date of publication of this report.

KR3: The University should form effective advisory panels to provide ongoing input and alignment with market needs, within 12 months from the date of publication of this report.

R1: The University could revise the mission to make it concise and specific, defining terms like *"contemporary knowledge"* and *"societal development."*

R2: The University could publish detailed financial reports showing resource allocation across activities and departments.

R3: The University could involve stakeholders, including faculty and administrative units, in the budgeting process.

Judgement: Non-Compliant

Standard 2: Governance, organisational structure and administration

Main Findings

The governance and leadership structures at the IEU, spanning its Malta and Ukraine campuses, reflect an institution working to align with legal standards while managing the challenges of operating across multiple locations. Leadership appointments and governance processes adhere to Ukrainian legal requirements and the University's statutes, but audit findings highlighted significant issues with transparency and operational preparedness. The University operates in Ukraine with a temporary campus in Malta, some activity in Poland, and placements worldwide. However, its recruitment strategy is uncoordinated, relying on numerous agents without sufficient oversight. This lack of coherence raised concerns about maintaining standards and due diligence across diverse locations. For instance, a recruitment website made numerous incorrect claims about the Malta campus, and University representatives were unaware of the site's existence or its impact on student recruitment. No effort had been made to address these inaccuracies, further indicating gaps in governance and communication.

The last-minute replacement of a facilitator during the audit, without clear evidence of qualifications, also raised concerns about adherence to governance standards. Leadership appeared overly reliant on decision-making from the Ukraine campus, creating a disconnect with Malta operations and undermining operational autonomy. This fragmentation was particularly evident in quality assurance and strategic planning discussions, where the lack of integration between campuses impeded consistency in decision-making. Greater operational autonomy for the Malta campus, with defined decision-making authority, would enhance adaptability and efficiency.

Despite substantial documentation provided in the SAR and during the site visit, the panel could not clearly understand how the University operated. Communication issues were widespread. Many staff and students demonstrated varying levels of English proficiency, and responses to questions were often incomplete or irrelevant. Technical issues with video links to Kyiv further hampered discussions. While the panel recognises the difficulties posed by the conflict in Ukraine, the institution failed to provide sufficient evidence to meet even minimal standards, underscoring the need for stronger communication infrastructure and training in effective engagement during audits.

The role of the Malta campus remains unclear, appearing to focus primarily on recruiting students globally and providing temporary respite for staff and students from Ukraine. This lack of definition in the campus's purpose further highlights the need for a cohesive governance framework that integrates Malta's operations with broader institutional goals. The University should be clear as to whether the temporary campus in Malta serves as a base to continue its operations due to the current conflict or as a foothold in Europe to expand its internationalisation agenda.

Senior leaders, including the Rector and Vice-Rectors, possess the qualifications required by Ukrainian law and participate in monitoring and feedback activities. However, during the audit, they provided limited evidence of concrete outcomes from their monitoring efforts, revealing gaps in aligning day-to-day operations with strategic objectives. This highlights the need to enhance governance processes with clear, actionable improvements tied to institutional goals. Transparent procedures for leadership appointments and replacements should also be established, with documented qualifications readily available for review.

Efforts to ensure stakeholder representation in governance are evident through bodies such as the Academic Council and Student Parliament. However, external stakeholder engagement was limited, with participants struggling to articulate their contributions. The Advisory Board's demographic imbalance, dominated by older male members and lacking diversity in gender and representation of individuals with insights into diverse needs, such as disability, further highlighted governance gaps. Greater stakeholder engagement, including external and underrepresented groups, is needed to bring a broader perspective to decision-making processes.

Student representation in governance, facilitated by structures such as the Student Parliament, is a positive feature. However, interviews revealed a lack of training and preparedness among student representatives, many of whom could not articulate their roles or provide examples of meaningful contributions. Training programmes for student representatives are essential to ensure their effective participation.

The IEU's hierarchical organisational structure adheres to legal standards but is fragmented across campuses. Communication between the Malta and Ukraine campuses is inconsistent, with Malta frequently deferring decisions to the Ukraine headquarters. This undermines the University's ability to function cohesively. Governance reviews, evidenced by meeting minutes, lack clear translation into actionable improvements. For example, vague responses were provided to questions about monitoring placements and resolving student complaints, indicating gaps in review effectiveness. Strengthening quality assurance mechanisms with clear documentation and actionable follow-ups is necessary.

The University has expressed a commitment to gender equality but has not demonstrated systematic efforts to achieve this in governance. The lack of female representation on the Advisory Board and the influence of societal expectations on gender roles within the institution reflect a need for proactive measures to promote gender balance. Specific recruitment and promotion policies could address this imbalance.

Efforts to monitor staff satisfaction through surveys and focus groups are positive, but the results and subsequent actions are not consistently shared. Many staff members remain unclear about their responsibilities or how their roles align with institutional policies, underscoring the need for stronger communication and more effective mechanisms to address staff feedback.

In summary, while the IEU's governance framework reflects compliance with legal standards, significant gaps remain in transparency, operational cohesion, stakeholder engagement, and communication. Addressing these issues through a coordinated recruitment strategy, enhanced governance processes, better communication between campuses, and stronger stakeholder involvement will improve the institution's ability to meet this Standard.

Good Practice Identified

Nil.

Recommendations for Improvement

MR9: The institution shall ensure that leadership roles and responsibilities are clearly defined and communicated across all campuses, within 9 months from the date of publication of this report.

MR10: The Malta campus shall have greater operational autonomy with defined decision-making authority to address its unique challenges while maintaining alignment with the Ukraine headquarters, within 9 months from the date of publication of this report.

MR11: The institution shall establish clear and transparent governance processes, including documented procedures for leadership appointments and replacements, within 6 months from the date of publication of this report.

MR12: All leadership personnel shall meet the qualifications outlined in institutional regulations, and evidence of these qualifications should be readily available for audit and review, within 12 months from the date of publication of this report.

MR13: The institution shall develop a coordinated recruitment strategy to ensure due diligence and consistency across all locations, within 9 months from the date of publication of this report.

MR14: All third-party recruitment agents shall be vetted and any external claims made about the institution, such as those on recruitment websites, must be regularly monitored and promptly corrected if inaccurate, within 3 months from the date of publication of this report.

MR15: The institution shall establish mechanisms to integrate quality assurance processes across campuses. This includes clear documentation of how governance reviews translate into actionable improvements, such as monitoring practical placements and resolving student complaints efficiently, within 3 months from the date of publication of this report.

MR16: The institution shall improve internal communication to ensure staff is aware of their responsibilities and how their roles align with institutional policies, within 6 months from the date of publication of this report.

KR4: The institution should strengthen communication channels between campuses, particularly through reliable and consistent video conferencing tools, within 6 months from the date of publication of this report.

KR5: The institution should expand external stakeholder representation in governance bodies, ensuring a balanced demographic composition that includes diverse perspectives, such as gender balance and individuals with expertise in disability and inclusivity, within 9 months from the date of publication of this report.

KR6: The institution should provide training to stakeholders to ensure they understand their roles and can effectively contribute to governance discussions, within 6 months from the date of publication of this report.

KR7: The institution should provide formal training for student representatives to prepare them for participation in governance. This training should focus on their roles, responsibilities and effective engagement in decision-making processes to ensure meaningful contributions, within 6 months from the date of publication of this report.

KR8: The institution should ensure that the organisational structure is fit for purpose by aligning it with strategic goals, within 9 months from the date of publication of this report.

KR9: Governance bodies should regularly review their effectiveness, with documented outcomes and follow-up plans for improvement, within 9 months from the date of publication of this report.

KR10: The institution should share results of staff satisfaction surveys and use the feedback to drive quality improvement activities, within 9 months from the date of publication of this report.

R4: The institution could train staff in using communication tools effectively to mitigate disruptions caused by technical issues.

Judgement: Non-Compliant

Standard 3: Quality management

Main Findings

The SAR claims that the institution's quality management system demonstrates commendable elements of transparency, strategic alignment, and stakeholder engagement; however, the recent audit findings reveal several areas where implementation falls short of expectations. It is noted that the SAR indicates how some gaps will be addressed.

The adoption of an Internal Quality Assurance Policy reflects the institution's commitment to transparency and alignment with national and European standards. This policy is publicly accessible, which is a critical step in fostering stakeholder trust. However, during the audit, several participants demonstrated a lack of awareness about how and where to access these documents. For instance, when queried, some staff members were unable to locate policy details on the institution's website, highlighting a disconnect in the dissemination and communication of this information. Ensuring broader awareness through workshops, newsletters and updated web portals could address these issues.

The institution has outlined responsibilities for quality management across leadership, faculties and students, as documented in the Internal Quality Assurance Policy. However, evidence from the audit indicates inconsistencies in understanding and executing these responsibilities. For example, senior management members, including those involved in strategic development, could not clearly articulate their roles during interviews. Similarly, the Advisory Board's composition—predominantly male—raised concerns about inclusivity, particularly in addressing the needs of underrepresented groups such as women and individuals with disabilities. Clearer role definitions and inclusivity training are needed to strengthen institutional accountability and representation.

The quality management system's alignment with the 2021-2031 Development Strategy underscores its strategic importance. Processes such as the PDCA (Plan-Do-Check-Act) cycle ensure systematic planning and improvement. However, operational fragmentation between campuses in Malta and Ukraine undermines this integration. For instance, the action plans and data-sharing practices differ significantly between locations, as noted during meetings with quality assurance personnel. This lack of cohesion poses challenges in maintaining consistent quality standards. Developing a unified digital platform for strategic coordination and action plan implementation could bridge this gap.

The Department of Education Quality Assurance oversees institutional quality mechanisms effectively. However, resource constraints—both in terms of personnel and infrastructure—hamper its full potential. For instance, QA personnel often shuttle between Malta and Ukraine, limiting their capacity to provide continuous oversight. Moreover, concerns were raised regarding the training and qualifications of individuals monitoring clinical placements

in remote locations. Addressing these challenges requires investment in dedicated staff and structured training programmes for all quality assurance roles.

The institution's regulation of subcontracted activities requires attention, as evidenced by the gaps in quality assurance for external placements. For example, the monitoring of clinical practices in locations other than Ukraine was questioned, with no documented evidence of formal agreements or onsite evaluations. Such deficiencies expose the institution to risks of non-compliance and reputational damage. Implementing standardised procedures for all subcontracted activities, including mandatory site visits and detailed reporting requirements, would enhance oversight.

Leadership demonstrates a commitment to fostering a quality culture through initiatives such as regular audits and focus groups. Nevertheless, gaps in inclusivity and stakeholder engagement were noted. For example, the Advisory Board's lack of diversity and limited involvement in addressing broader quality issues suggest a need for more proactive leadership. Similarly, the institution's engagement with external stakeholders, including employers and alumni, appears superficial in some cases, as highlighted during audit discussions. Expanding leadership training programmes to include diversity and stakeholder engagement strategies could strengthen this area.

The integration of the PDCA cycle into institutional planning ensures a focus on continuous improvement. However, the audit revealed that feedback mechanisms are inconsistently applied across departments. For instance, while some faculties actively collect and act on student feedback, others lack clear processes for doing so. Standardising feedback collection and ensuring its integration into planning cycles across all departments would enhance consistency and impact.

Student and external stakeholder engagement is evident in mechanisms such as focus groups and advisory boards. However, engagement levels vary. For example, students reported feeling underrepresented in decision-making processes, and external stakeholders—such as clinical placement providers—often lacked clarity on their roles. Enhancing representation through structured governance roles for stakeholders could address these gaps.

The institution's commitment to regular performance reporting is commendable, but accessibility and utilisation remain challenges. Audit findings indicate that some staff members are unaware of how performance data informs decision-making. For instance, while performance metrics are shared in reports, their implications are not always clearly communicated to relevant stakeholders. Conducting workshops on data interpretation and application could enhance the utility of these reports.

Data collection is in parts systematic, incorporating feedback from students, staff and external stakeholders. However, benchmarking practices are poorly understood by some staff, as evidenced during audit discussions where participants relied on online searches for definitions. Enhancing training on benchmarking methodologies and integrating advanced analytics tools could improve data-driven decision-making.

Quality policies and procedures undergo regular review, but delays in implementing updates are evident. For example, discrepancies in the review schedules between Maltese and Ukrainian campuses indicate a lack of synchronisation. Establishing a unified review calendar and robust change management processes could mitigate these delays and ensure timely updates.

There are areas where the internationalisation strategy could be significantly enhanced. One critical gap is the lack of detailed quality assurance mechanisms specific to international programmes. European standards advocate for robust quality assurance frameworks to ensure the integrity and excellence of internationalisation initiatives. Without comprehensive evaluation and monitoring systems, it is challenging to assess the impact and effectiveness of these activities.

To address these gaps, the IEU should prioritise the development of detailed quality assurance policies tailored to international programmes, ensuring transparency and accountability. Integrating international perspectives into the curriculum across all disciplines is another critical step to prepare students for global challenges. Establishing robust support services for international students and staff will foster a more welcoming and supportive environment. Lastly, implementing a systematic approach to monitoring and evaluation will allow the University to assess its progress and adapt its strategy as needed.

By addressing these areas, the IEU can ensure closer alignment with European standards and reinforce its commitment to academic excellence and global engagement.

Good Practice Identified

Nil.

Recommendations for Improvement

MR17: The University shall invest more in dedicated QA personnel and training programmes to strengthen oversight, particularly for remote activities, within 9 months from the date of publication of this report.

MR18: The University shall implement formal agreements, mandatory site visits, and detailed reporting for all subcontracted operations, within 6 months from the date of publication of this report.

MR19: The University shall standardise feedback collection and integration into planning cycles across all departments, within 9 months from the date of publication of this report.

KR11: The University should conduct workshops and provide clear documentation to improve stakeholder awareness of quality policies and responsibilities, within 9 months from the date of publication of this report.

KR12: The University should develop a centralised digital platform to synchronise action plans and data-sharing practices across campuses, within 9 months from the date of publication of this report.

KR13: The University should expand diversity training for leadership and create structured governance roles for stakeholders, within 9 months from the date of publication of this report.

KR14: The University should conduct regular sessions to enhance staff understanding of performance data and its applications, within 9 months from the date of publication of this report.

KR15: The University should establish a unified review calendar and implement robust management protocols to ensure timely updates of policies and procedures, within 9 months from the date of publication of this report.

R5: The institution could provide targeted training on benchmarking practices, and equip staff with advanced analytics tools.

Judgement: Non-Compliant

Standard 4: Integrity, accountability and information management

Main Findings

The IEU has implemented a Code of Ethics and Academic Integrity policy, which is publicly accessible through the University's website. This code clearly outlines the expectations for ethical behaviour, covering all stakeholders, including students, faculty and administrative staff. It emphasises core values such as academic honesty, transparency, non-discrimination and respect, with clear disciplinary measures for breaches like plagiarism or academic dishonesty.

By embedding academic integrity in its operations, the IEU aims that all members of its community are aware of their responsibilities and the consequences of violations. The IEU embeds academic integrity in its operations through a clear Code of Ethics, training for students and faculty, and the use of plagiarism detection software to ensure compliance. Disciplinary procedures for violations are well-defined and enforced, ensuring accountability. Academic integrity is, to an extent, integrated into the curriculum, with students being taught proper research and citation practices. Additionally, the University promotes transparency by making its integrity policies publicly accessible and reinforcing these standards throughout its community. During the orientation process, the University shares with first-year and international students academic writing principles and the ethical standards of the institution.

The IEU promotes transparency by publicly providing essential information, including details on educational programmes, admission criteria, learning outcomes, and internal quality assurance reports. This information is publicly accessible through its official website. The website also includes important institutional documents such as the Code of Ethics, mission statement, governance structure, and accreditation status. Additionally, the University provides updates on student support services, international partnerships, and research activities, ensuring transparency for both prospective and current students, as well as other stakeholders. The panel is informed that such information is regularly updated to maintain accuracy and relevance. This approach fosters public accountability by enabling current and prospective students, along with external stakeholders, to make well-informed decisions regarding their involvement with the University.

The panel noted that while the information provided on the website is generally comprehensive, there is room to enhance the visibility and usability of the data. Increasing the quantity and quality of information, especially in areas related to student success rates, graduate employment data, and feedback from stakeholders, could further improve the transparency and accessibility of information. This would also help prospective students make more informed choices about their education.

The IEU has established an information management system that complies with both Ukrainian national regulations and the European General Data Protection Regulation (GDPR).

These systems include secure databases for student records, admissions, assessments and personal information, which are regularly backed up to ensure data integrity. Additionally, the University uses encrypted communication channels and cybersecurity protocols to protect against data breaches. The panel is informed that the IT infrastructure is updated regularly to maintain compliance with both Ukrainian legal standards and GDPR requirements. The University ensures that personal data, including student records, admissions information, and academic progress, is securely managed and archived for up to 40 years. The data management infrastructure also includes regular updates and system backups to mitigate risks related to data loss or breaches.

As the IEU expands internationally and digitally, it will be essential to maintain standards by continually updating its cybersecurity measures. With the institution's exposure to conflict zones like Ukraine, additional layers of encryption and system monitoring and maintaining up-to-date cybersecurity measures are crucial to protect sensitive data, ensure compliance with global regulations, and build trust among its stakeholders.

The University enforces a strict non-discrimination policy, promoting an academic and professional environment based on mutual respect, tolerance and freedom from harassment. This is reflected in its zero-tolerance approach to unethical behaviour, including discrimination based on race, gender, religion or other personal characteristics. This policy not only covers students and staff but also extends to all external partners and stakeholders involved with the University. The University's commitment to non-discriminatory practices aligns well with international standards for integrity in education; however, the panel noted that this framework could be further strengthened by developing additional outreach programmes aimed at raising awareness among pre-university students and newly enrolled students about what is expected from them ethically.

The University takes a proactive stance in preventing ethical violations and fostering a culture of integrity. In addition to its broad ethical frameworks, the IEU conducts occasional educational activities, workshops and seminars to reinforce academic integrity among students and staff. These initiatives focus on raising awareness about the importance of academic honesty, avoiding plagiarism, proper citation techniques, and ethical research practices. Additionally, specific sessions are organised to ensure both students and faculty understand the University's policies regarding academic misconduct, including its consequences. These educational activities promote a culture of integrity within the institution, ensuring that all members of the University community are well-informed and committed to maintaining high ethical standards in their academic work.

The University has established protocols for addressing academic misconduct, ensuring that all violations are treated seriously and consistently. The IEU addresses academic misconduct through clear protocols that define behaviours like plagiarism and cheating. Suspected cases are reported and investigated by a disciplinary committee, ensuring a fair process. If misconduct is confirmed, penalties range from warnings to expulsion, depending on the severity. An appeal process is also in place to allow those found guilty to contest the decision.

The panel noted that the institution could benefit from targeting ethics and integrity centred activities more specifically towards international students and staff that may come from different educational backgrounds with varying expectations regarding academic integrity. Such students would benefit from more regular training on academic integrity which would help clarify the University's specific policies on plagiarism, collaboration and research ethics, ensuring consistency in academic conduct. It would also support smoother integration into the academic community by aligning home practices with local norms. Ultimately, this would ensure a shared understanding of ethical behaviour and a more inclusive understanding and adherence to the University's ethical principles.

Good Practice Identified

Nil.

Recommendations for Improvement

MR20: The institution shall, within 3 months from the date of publication of this report, update its cybersecurity measures. Additional layers of encryption and system monitoring should be considered to ensure that data protection standards remain uncompromised.

MR21: The institution shall, within 6 months from the date of publication of this report, enhance its training on academic integrity to all students, particularly international cohorts. This would strengthen understanding and compliance with ethical standards.

R6: The institution could strengthen the integration of the code of practice within the institution's operations, by incorporating a more structured approach to onboarding new students.

R7: The institution could increase the accessibility and breadth of publicly available information online.

R8: The institution could invest more in maintaining rigorous data protection standards.

Judgement: Partially Compliant

Standard 5: Teaching and administrative staff

Main Findings

The IEU ensures that all teaching and administrative staff has access to a comprehensive set of policies that cover key areas such as recruitment, rights, responsibilities, performance evaluation, promotion and professional development. These policies are available through various channels, including the University's official website, employee handbooks, and internal communication platforms. This ensures transparency in its recruitment, performance and professional development processes. However, the panel noted that not all members of staff are aware of the contents of these policies, nor the impact these have on their employment.

The panel noted that the language in which these policies are written is at times difficult to comprehend in all its nuances. Ensuring that all members of staff are aware of key policies benefits both the employer, in this case the IEU, and employees. Moreover, simplifying policy language and implementing better communication strategies for policy updates would ensure that all staff, particularly international members, can easily access and understand the institution's expectations.

The IEU has developed a structured approach to the recruitment of both teaching and administrative staff. The recruitment process is conducted through open competition, ensuring that positions are filled by individuals who meet the necessary qualifications and professional criteria. Once the need for a post has been identified, a request is made to Human Resources to endorse it. Following this, a post is made on the University website and job-search platforms. Prospective employees can access the University's Employee Handbook for details on the working conditions at the University. Nevertheless, the panel noted that a number of members of staff have been recruited through connections with the senior leadership team of the University or through word of mouth. Such an approach could compromise the transparency, fairness and objectivity of the hiring process, potentially leading to the selection of candidates based on familiarity rather than merit. This approach also risks excluding highly qualified individuals, undermining the University's commitment to academic excellence and diminishing its credibility as an institution that values equal opportunity and professionalism.

Specifically, the University adheres to national legal requirements for the recruitment of academic staff, including holding qualifications that exceed those required by the programmes they teach. Most teaching staff hold an EQF Level 8 qualification. This system is meant to provide the institution with highly qualified individuals capable of delivering quality education. The University provides members of staff with social guarantees, relocation opportunities, and remote working as well as other types of support. Nevertheless, it is important for the IEU to continually assess the evolving needs of its programmes and review staff qualifications to ensure they meet not only legal requirements

but also international standards of excellence. Due to the ongoing war in Ukraine, the vast majority of employees at the University are female, as males are being conscripted.

The panel is informed that, currently, the IEU maintains a positive student-staff ratio. Such a student-staff ratio allows the University to provide a good level of personalised student engagement as well as foster effective learning. It also allows for regular and healthy interaction between students and faculty, more opportunities for mentorship, and better individual support, and supports more effective learning outcomes. Lecturer workloads at the IEU are managed through a structured system that takes into account various academic responsibilities, such as teaching hours, preparation, student assessments, and research activities. The University monitors workload distribution to ensure that staff can balance these duties without compromising the quality of education. The IEU's current low student-staff ratio supports strong student engagement and quality teaching, however, as the institution grows, the IEU will need to establish long-term monitoring systems that account for future changes in student enrolment.

The IEU places a modicum of emphasis on continuing professional development (CPD) for its academic and administrative staff. The institution offers some CPD opportunities, including access to online learning platforms, EU programmes, some funding for research projects, leadership training, and mentoring programmes. The IEU encourages participation in national and international conferences and workshops, where staff can exchange ideas with peers and further their professional growth. Each staff member is required to have an individual professional development plan, and the University encourages lifelong learning by providing resources and reimbursements for participation in conferences and workshops. The panel observes that the University's approach to CPD is largely utilitarian in its nature and scope; however, it currently supports both the individual development of academic staff and the institution's strategic goals.

In its documentation, the IEU provided the panel with a structured and transparent approach to performance evaluation. The performance evaluation process at the IEU is clearly defined in the documentation provided and is meant to involve regular reviews that take into account teaching effectiveness, student feedback, research contributions, and administrative responsibilities. According to the documentation provided, the results of these evaluations should be made available internally, ensuring transparency.

Nevertheless, the panel was informed that the performance evaluation process at the institution is, at best, informal, with some lecturers interviewed reporting that they are not aware of its existence or how it is implemented. Having an agreed-upon performance evaluation system helps to foster a culture of continuous improvement and allows both faculty and administrative staff to understand how their performance is assessed, contributing to a more open and constructive evaluation process.

The IEU has established post-evaluation follow-up mechanisms to support faculty in their professional growth. According to the documentation provided, these mechanisms are meant

to support staff in improving their performance. The panel learnt that at times this does take place through feedback sessions between the head of department and the lecturer. These sessions also typically result in the development of semi-structured targeted action plans which focus on identifying areas for improvement and setting personalised goals for professional development.

The institution boasts a good staff retention rate. This is a positive indicator of a supportive and engaging work environment. This stability also helps to maintain continuity in teaching and administration, providing a consistent educational experience for students.

The IEU maintains a favourable work-life balance by managing teaching workloads effectively and ensuring that teaching responsibilities are reasonable. This contributes to staff well-being and reduces burnout, which is especially important in the context of the ongoing challenges in Ukraine. Furthermore, the University's inclusive approach, coupled with constructive feedback, create a culture of support and continuous improvement, which enhances job satisfaction and retention.

Good Practice Identified

The University maintains a positive student-staff ratio which allows it to offer a good level of personalised student engagement.

Recommendations for Improvement

MR22: With immediate effect, the institution is to enforce its own recruitment process ensuring that selection criteria and procedures are followed at all times.

MR23: The institution should, within 3 months from the date of publication of this report, introduce and enforce a performance evaluation process with all faculty members. This should be agreed upon and owned by all members of the faculty.

KR16: The institution should, within 6 months from the date of publication of this report, work on improving staff understanding and engagement with employment policies amongst others. Furthermore, it should simplify policy language and implement better communication strategies for policy updates. An updated HR policy is to be sent to the MFHEA for its approval.

KR17: The institution should, within 3 months from the publication of this report, revisit its current workload distribution plans, to ensure that they remain flexible in all situations not just crises ones. A contingency plan that reallocates staff workloads based on evolving circumstances would ensure that both teaching quality and staff well-being are maintained, even under challenging conditions.

Judgement: Non-Compliant

Standard 6: Design, monitoring, and review of programmes

Main Findings

The IEU has a structured approach to programme design, ensuring that all educational programmes are aligned with national and international standards as required by the MFHEA. At the IEU, the programme design process begins with consultation involving faculty, students, alumni and employers to ensure that new programmes are aligned with both academic standards and labour market needs. The panel noted that stakeholder engagement reflects a commitment on behalf of the institution to produce graduates who are equipped with both theoretical knowledge and practical skills.

The University's framework for programme design emphasises the development of clear learning outcomes, curriculum content, teaching methodologies, and assessment strategies. This approach ensures coherence and alignment with regulatory requirements. Following the initial design phase, new programmes undergo a comprehensive internal review by the Academic Council, which assesses their adherence to both national regulations and institutional goals.

In some cases, external experts or accreditation bodies are involved to validate the programme's quality and competitiveness. Once approved, the programme is implemented and monitored through ongoing feedback from students, faculty and external evaluations, ensuring continuous improvement and relevance to industry trends and academic advancements.

The IEU's approach to programme design is generally well-aligned with the MFHEA requirements, in its integration of diverse stakeholder perspectives and its adherence to quality assurance protocols. Nevertheless, the panel noted a need to strengthen the University's offerings by expanding the integration of interdisciplinary elements and fostering greater innovation in curriculum design, particularly in emerging sectors like digital transformation, sustainability and data science. This would ensure that programmes remain forward-looking and capable of preparing students for a rapidly changing world.

Furthermore, while the current validation process through external experts is a strength, broadening this process to include more frequent benchmarking against international best practices would further enhance programme competitiveness and relevance.

The institution monitors its programmes through established feedback mechanisms that involve a number of stakeholders. This evaluation helps the University ensure that its programmes are meeting both academic standards and the demands of the labour market.

The IEU utilises course evaluations and satisfaction surveys to gauge the effectiveness of teaching methods, course content, and overall student engagement. This allows for timely adjustments to be made, ensuring that courses remain aligned with student needs and expectations. In addition, the University's monitoring processes include tracking student academic performance, which allows it to assess whether its programmes are achieving their intended learning outcomes.

While the University's use of student feedback reflects a commitment to maintaining high-quality programmes, it may be limited in scope and may not fully capture the academic rigour or long-term applicability of programmes. The University would benefit from diversifying and deepening feedback sources to provide a more comprehensive view of programme effectiveness, such as by looking into employers and alumni feedback.

Also, a greater engagement with professional associations and industry bodies could offer additional insights into the evolving skills and knowledge requirements of the job market. This would ensure that programmes remain not only current but also forward-thinking in preparing students for future challenges.

According to the SAR, the programme review process at the IEU is aimed at maintaining the continuous relevance and quality of academic offerings. Reviews should be conducted at regular intervals—typically between three to five years. The panel learnt that, currently, programme reviews are taking place haphazardly with each school adopting its own systems and mechanisms. The lack of a standardised programme review processes across schools undermines consistency, accountability and alignment with institutional and regulatory quality standards, potentially compromising the overall effectiveness and relevance of academic offerings.

Formal programme reviews ensure that the former remain aligned with the University's strategic goals, as well as national and international academic standards. Effective programme reviews also help the institution to identify areas for improvement, updating course content, and incorporating new teaching methodologies.

It is not clear to the panel to what extent, if any, external examiners and expert panels are involved in programme reviews as stated in the SAR. The involvement of external examiners and expert panels adds further validation and helps ensure that programme content is both academically rigorous and market-relevant, also ensuring that the programmes remain aligned with international academic standards.

The panel learnt that in some cases programme reviews are followed by action plans that are developed to address identified gaps or challenges. While this practice is not widespread, this structured follow-up process ensures that feedback and recommendations are translated into tangible changes that improve the student learning experience and programme effectiveness, hence helping to maintain programme relevance and quality between these formal review cycles.

The panel also notes that more frequent reviews are required due to the rapidly evolving fields (medicine/healthcare and management) in which the University is operating. More regular review programmes would enhance the responsiveness of the institution to current trends.

The University could also benefit from stronger industry consultations during the review process to provide insights into future skills needs and market developments. This would make programme reviews even more effective by ensuring that content and learning outcomes align closely with the dynamic needs of employers and society. Furthermore, expanding the scope of programme reviews to include international benchmarking would help ensure that the IEU's offerings remain competitive on a global scale, attracting both local and international students.

Good Practice Identified

Nil.

Recommendations for Improvement

MR24: The institution shall, within 6 months from the date of publication of this report, formalise and increase the regularity of its programmes review as well as initiate a process to develop stronger ties with related industries.

KR18: The institution should, within 6 months from the date of publication of this report, expand the integration of interdisciplinary elements and foster greater innovation in curriculum design, particularly in emerging sectors like digital transformation, sustainability and data science.

KR19: The institution should, within 3 months from the date of publication of this report, diversify and deepen feedback sources, including but not limited to industry and labour market related, to provide a more comprehensive view of programme effectiveness. The institution could incorporate independent academic reviews, peer evaluations and external benchmarking exercises as part of its monitoring processes.

R9: The institution could broadening the current programme validation process to include more frequent benchmarking against international best practices, which would further enhance programme competitiveness and relevance.

Judgement: Non-Compliant

Standard 7: Student-centred learning, teaching, and assessment

Main Findings

The institution considers that it employs a strategic approach to student-centred teaching, learning and assessment that takes account of the diversity of learners and their needs, and which is governed by the Regulations on the Organization of the Educational Process at the IEU.

According to the SAR, the institution seeks to realise this strategy through an approach that includes:

a) Offering flexible learning paths to accommodate diverse student needs and learning styles.

b) Incorporating various modes of delivery, such as in-person, online and hybrid formats, to provide accessibility and convenience.

c) Utilising innovative pedagogical methods and digital technologies to enrich the learning experience and foster interactive learning.

d) Ensuring that students receive adequate support from teaching staff, including guidance, feedback and assistance tailored to individual needs.

The panel found that the IEU does operate a number of flexible learning paths that, with respect to modality, include in-person, online and hybrid delivery. The institution had sought its temporary licence in Malta and to establish its campus there in order to mitigate the risks from the war in Ukraine and provide a safe learning environment for its students. In practice, a large proportion of Ukrainian students continue to reside in Ukraine and study both in-person and online, partly in response to military action but also to take account of the current location of academic staff. The panel heard from some Ukrainian students that have been or intend to come to Malta to complete a small number of courses and undertake the majority of their programme in Ukraine. In practice the panel found that a significant number of those students studying in Malta are international. The panel also heard from staff and students that while the assigned mode of delivery in Malta is in-person, a number of students join classes online according to their personal circumstances. The panel found that while this may be considered appropriate from a pedagogical perspective, it could constitute a breach of the conditions of the IEU's temporary licence from the MFHEA, which requires students to study through an in-person modality.

The IEU has adopted a competency-based approach to curriculum design that incorporates a combination of theoretical, practice-based and professional training elements. Minimal indicators under Standard 7 include a requirement that, where applicable, work-based learning opportunities or internships are integrated with speciality studies and students are provided with adequate supervision. The indicators also require that there are detailed procedures defined to ensure the specific contribution of the work-based learning/internship to the programme's learning outcomes. While the institution has Regulations on Practical Training, the panel found significant issues in this respect. In relation to the medicine programme and work placements more generally, the panel found that there are issues with the quality assurance and due diligence of settings used for internships and practicum. For example, students informed the panel that they are studying their medical practice in Malaysia, while the institution informed the panel that there are no such arrangements in place. The panel was also told that a medical facility in Egypt had been approved as a suitable placement location; however, the panel found that only a recruitment agent had viewed the facilities. This calls into question the extent to which the IEU is adequately ensuring that placements are fit and proper and able to support students safely in meeting the learning outcomes of their programmes.

The conditions of the University's temporary licence in Malta also state that medical practice cannot be conducted in Malta itself. However, the panel heard examples from hospitals that have accepted students to undertake this activity and from new medical students who incorrectly believe that their practice is going to be permitted in Malta. This is an issue in terms of Maltese regulations, patient safety, public and student information, and the student experience.

The University has established arrangements to offer flexible learning paths to accommodate diverse student needs and learning styles. These include the 'Regulations on the Exercise of the Right of Students to Establish an Individual Educational Trajectory at International European University'. These regulations govern the institution's approach to the use of elective modules and the maximum amount of ECTS credit that can be assigned to electives according to the academic level of study. Flexible learning paths are also enabled through academic mobility governed by the 'Procedure for Exercising the Right to Academic Mobility by Participants in the Education Process'.

The IEU states that the assessment of students at the institution is designed to encourage them to take an active part in the educational process and aims to support students in ensuring the possibility of achieving programme learning outcomes through efficient feedback, quantitative assessment of the level of achievement of learning outcomes, and development of students' ability to self-assess to ensure their effective further education. Assessment is governed according to the 'Regulations on the Organization of the Educational Process at International European University'. Departments are responsible for determining assessment methods, which must be aligned with learning outcomes and include a range of written, oral and practical tasks.

The regulations state that students are not permitted more than two re-takes for a single piece of assessment and this was confirmed by students that the panel met. However, the panel identified issues within the sample of assessed student work that was considered as part of the accreditation process. Some marked scripts (for example, Finance, Money and Credit (practical task) and International Marketing) show that students have not completed the assessment satisfactorily and feedback indicates that the students are required to complete further work in order to pass the course. However, feedback suggests students can revise and re-submit the original submission, rather than complete a re-sit of the original tasks as stated in the regulations. The panel also found inconsistencies in feedback on assessed work. For example, feedback on the Finance, Money and Credit module congratulates students on successful completion of the practical assessment and the high level of achievement but then goes on to state that the student must revise their submission in order to meet the learning outcomes. Through site-visit interviews the panel was unable to verify that the institution has a robust and effective process in place to assure itself that marking is carried out fairly and consistently. While some staff referred to the use of grading rubrics, the IEU makes no use of second grading, post-assessment internal moderation or external examination.

The University has clearly defined the responsibilities for supervisors of theses at all levels, including PhD students. These responsibilities are outlined in the Regulation on the Preparation and Defense of Qualification Papers, which governs the preparation and defence process for Bachelor's, Master's and PhD theses. The panel found these were fit for purpose and well understood by staff. Students confirm that they receive appropriate supervision.

The SAR states that the University's quality management framework includes a robust feedback system where input from principal users, such as students and staff, is actively solicited regarding the adequacy and quality of facilities. This feedback is gathered through various channels, including surveys, focus groups and suggestion boxes. This feedback is reviewed by the relevant departments, including the Facility Management, and incorporated into planning. Students confirmed that their views are sought, and the panel found anecdotal evidence of action being taken in response, however, the panel considered that a more coherent approach could be established to action planning within the University.

Good Practice Identified

Nil.

Recommendations for Improvement

MR25: The institution shall, within 1 month from the date of publication of this report, ensure modes of delivery and work-based learning opportunities are compliant with the conditions of the institution's temporary licence.

MR26: The institution shall, within 1 month from the date of publication of this report, establish effective quality management arrangements to ensure that assessment is fit for purpose and fair, and that students receive adequate feedback.

MR27: The institution shall, within 1 month from the date of publication of this report, ensure work-based learning opportunities are subject to robust due diligence that protects the student experience and enables students to achieve programme learning outcomes.

KR20: The institution shall, within 6 months from the date of publication of this report, strengthen the coherency of action planning based on stakeholder feedback and ensure the feedback loop is closed consistently.

Judgement: Non-Compliant

Standard 8: Student administration and student support services

Main Findings

The institution has a main institutional website and a second site explicitly for its provision based in Malta. While the IEU publishes a range of relevant information, overall, the panel found that the website is difficult to navigate and lacks clarity and that information can be hard to find. For example, programme pages navigable via the homepage lack basic information, including details about courses within academic programmes. While the website contains detailed guidance about the application process and the required documentation, there is an absence of clear, accessible information about academic entry requirements and English language proficiency for each programme. More detailed information is available in the institution's Admission Rules; however, these detailed regulations do not constitute an accessible format for prospective students and interested stakeholders. The University also has a well-defined and effective Recognition of Prior Learning (RPL) Policy that supports admission for applicants with formal accredited and experiential learning. In addition to the issues with information detailed above, considering the website is for its English language provision some links also take users to policies and information in Ukrainian.

The panel found that interruption of studies is addressed in the Regulations on the Procedure for Expulsion, Interruption of Studies, Reinstatement and Transfer of Persons Studying at the International European University, and Granting them Academic Leave. The SAR makes reference to a maximum period of academic leave of up to one year. However, while the regulation makes reference to the maximum level of study due to family circumstances and discusses legal implications, including in relation to military conscription, the regulation lacks overall clarity about the maximum limit of interruption under all circumstances.

The IEU has appropriate agreements in place with students that outline their rights and lawful interests. The agreement specifies the obligations of the University and the student. There are separate agreements for international students. Students confirmed to the panel that they were clear about their responsibilities and rights.

The University has Regulations on the Prevention and Detection of Academic Plagiarism. These were approved in 2022 and contain the policy on preventing academic plagiarism, information about the system and procedure for checking academic work, and the procedure for appeal allegations of academic misconduct. While the provisions are generally fit for purpose, the IEU has not reviewed and revised the policy and regulations to take account of the growth in availability of artificial intelligence and the implications this poses for academic ethics and integrity.

The IEU offers a wide range of support services across its campuses, including counselling, careers and tutorial support. Academic group supervisor responsibilities are defined by The Regulations on the Educational and Organizational Work of Supervisors of Academic Groups and Specialties at International European University. The supervisor, who is also a lecturer, is the primary point of support for students. The University also offers support to students with disabilities that include translation services, provision of audio and video material and additional time for exams, among others. Overall, the panel found inconsistencies in the level and availability of support between the institution's campuses in Malta and Kyiv. In addition, the panel viewed data and heard from staff and students that indicate the institution has challenges relating to the retention of students. While the panel recognises that a range of support is available, it considers that IEU's arrangements, particularly the lack of comparability between campuses, do not constitute an effective, systematic tutorial and wider pastoral support system that contributes to keeping students on their courses and succeeding in the long run.

The institution also offers psychological support and employs a psychologist. However, the panel heard from staff and students that demand is high and waiting times for the service can be long. The panel recognises the particular psychological impact that the war in Ukraine will be having on many members of the IEU community and therefore considers there is a need to expand psychological support in line with this need.

The institution has a comprehensive orientation programme in place that enables new students to gain an understanding of the range of services and facilities available at the IEU. Students confirm that orientation is effective, and the institution has an online guide for new students that provides an overview of Maltese customs, transport, medical and other civic services. The University also has a suitable range of financial support initiatives in place, including discounts for students with disabilities, military personnel and high achieving academic and sporting applicants.

According to the SAR, the IEU actively supports and encourages student participation in a wide range of extracurricular activities. While the panel heard about several co-curricular activities, this was another area of the institution's provision that is not comparable to the range of opportunities that were previously available in Kyiv. Students, especially international students, reported that they would appreciate access to a wider range of cultural and sporting activities at the Maltese campus.

Good Practice Identified

Nil.

Recommendations for Improvement

MR28: The institution shall, within 3 months from the date of publication of this report, review and revise the institution's website for its Malta campus to ensure information is accessible, accurate and comprehensive.

MR29: The institution shall, within 1 month from the date of publication of this report, ensure admission requirements, including academic pre-requisites and English language requirements, are clearly specified and accessible for each programme being delivered in Malta.

MR30: The institution shall, within 3 months from the date of publication of this report, revise the regulation addressing interruption of studies to ensure it includes clear reference to maximum limits of interruption under all circumstances.

MR31: The institution shall, within 1 month from the date of publication of this report, ensure all relevant policies and regulations for stakeholders are available in English.

MR32: The institution shall, within 3 months from the date of publication of this report, review and revise policies and regulations for academic ethics and misconduct to take account of artificial intelligence.

MR33: The institution shall, within 3 months from the date of publication of this report, increase the extent of psychological support available for staff and students.

MR34: The institution shall, within 1 month from the date of publication of this report, enhance the range and effectiveness of support services at the Maltese campus in order to improve student retention.

R10: The institution could expand the range of extra-curricular opportunities available for students.

Judgement: Non-Compliant

Standard 9: Learning resources and facilities

Main Findings

The institution operates from two campuses in Kyiv, occupying a total area of 6,706 square metres. One campus is leased from the National Academy of Sciences of Ukraine until 31st January 2031 and the second is operated under a lease agreement until July 2041. These buildings are equipped with interactive technology, including smart boards, projectors, VR glasses and other simulation equipment to support innovative approaches to learning. In Ukraine, the IEU has an agreement in place with the Kyiv National University of Construction and Architecture, which allows students to use their sports facilities, including gyms, a stadium and a swimming pool, where students can choose the sport they prefer.

The campus in Malta also operates under a lease agreement. The panel undertook a tour of the premises and found that while the campus in Malta is of a reasonable standard, it would clearly benefit from further investment in learning resources and student support services. The building includes six medium-sized lecture halls, smaller discussion and tutorial rooms, a meeting room, laboratories, simulation centre, computer lab, library, the Public Relations and Youth Policy Department, Admission Department, the Dean's office, an International Department and recreation area for students. The campus is accessible for students with disabilities and has a ramp and password protected lift that the institution intends to make freely accessible to all members of the IEU community. The panel found the current mixture of small and medium sized classrooms, equipped with projection facilities, is appropriate considering the size of the student body. Administrative staff operates from reasonable and largely shared offices and students and staff has access to an independent cafeteria that operates from the ground floor of the premises. The institution's premises are subject to space utilisation planning and the Department of Educational Process Organization considers the available classroom inventory, the number of equipped seats in each room, and the number of students in each group studying a subject when organising timetables.

The IEU has a Simulation Training Center, which is aimed at recreating real clinical facilities where a wide range of medical therapeutic, surgical, paediatric, obstetric and hygienic procedures are practised, as well as providing first aid and qualified medical care in case of emergencies. The Center's equipment includes anatomical models, simulators for practicing clinical skills: catheterisation of peripheral and central vessels, blood pressure measurement, primary surgical treatment of wounds (bladder catheterisation, cardiopulmonary resuscitation, childbirth, etc.). The panel found that the learning resources available through the Center are of an acceptable standard to support the University's programmes, with some equipment available through open access use, but would benefit from further investment and consideration of comparability to the resources available in Kyiv. The University Development Strategy includes a focus on the proactive development of the Simulation Training Center and the IEU is currently working to develop the equipment available through the dermatology and dental clinics, and a paediatric consultation clinic is being organised at the

existing premises of the Department of Paediatrics', Immunology, Infectious and Rare Diseases.

The IEU has established Library Rules and students in Malta have access to a total repository that includes over 684 documents, and the online library contains more than 5,500 resources. Overall, the IEU's library collection includes 28,167 items including textbooks, guides, reference books and periodicals, including those in electronic format posted in the University's online library. The institution also operates an electronic catalogue of resources and there is a range of information available in English and Ukrainian. The panel determined the IEU may need to give greater consideration to the range of materials available in Maltese to assist cultural integration for international students living in Malta. Materials and resources necessary for learning are uploaded by teachers to courses on the Moodle or GoogleClass platforms, which are available 24/7. Students also have access to a range of international databases, such as Web of Science and Scopus, through their corporate email address. The panel found that the range of learning resources available through the library was acceptable.

Students have access to suitable IT hardware and software. The institution has a computer lab equipped with Lenovo and MacBook laptops, and staff and students are provided with access to licenses for Microsoft Office packages, including Outlook, Word, Excel, PowerPoint and OneNote. Members of the University community also have access to a small amount of cloud storage and the University makes use of various Google platforms, including Classroom, for academic delivery. Students reported that they were able to get effective IT support when required.

To maintain a continuity of remote and digital learning, the University utilises online and cloud services to deliver remote and blended learning. The institution is regularly affected by challenges to power, owing to the war in Ukraine. The IEU makes use of backup units to ensure continuity and the panel saw evidence of these working in practice, nevertheless, the disruption was evident.

Good Practice Identified

Nil.

Recommendations for Improvement

R11: The institution could enhance the range and quality of learning resources and laboratory equipment in line with the IEU's Development Strategy objectives.

R12: The institution could consider expanding the range of learning resources available in Maltese.

Judgement: Substantially Compliant

Standard 10: Research, development and/or other creative activity
(applicable only to universities and providers that deliver programmes at MQF level 8)

Main Findings

The panel observed a limited commitment from the IEU to actively promote and cultivate a culture of research, development and creative activity. The University is trying to position itself as a centre for scientific innovation and development, with a focus on addressing pressing societal challenges through interdisciplinary and applied research. The IEU's mission in this domain is driven by a strategy to create a research ecosystem that supports the generation, dissemination and practical application of scientific knowledge, as well as fostering innovative solutions. The panel notes that the IEU's approach is supported by policy frameworks that prioritise international collaboration, innovative research methodologies, and the integration of cutting-edge technologies. Nevertheless, the extent of the implementation of such policies remains unclear.

The panel notes that the IEU provides limited dedicated support for early-career researchers and students. Effective research institutions typically offer structured mentorship, targeted professional development programmes, and access to funding and networking opportunities specifically for early-stage academics. The lack of comprehensive mentorship programmes and limited access to research funds for early-career staff could, in the long run, stifle the development of a new generation of researchers and hinder long-term growth in research output.

The IEU demonstrates a certain level of commitment to maintaining ethical standards within its research activities. While the University's efforts to integrate ethical protocols and ensure compliance are evident, the variability of international ethical standards present in the countries in which the University operates can potentially lead to inconsistencies or challenges in global collaborations. Ensuring consistent implementation of ethical guidelines across all research activities, particularly international projects, is crucial for maintaining the integrity, credibility and compliance of research, fostering trust and collaboration within the global academic community.

The number of independent external evaluations conducted for the IEU's research activities is limited, which does not fully meet the expectations for objective, transparent and high-quality assessment. External evaluations provide critical feedback, validate research quality, and ensure alignment with global standards. While the IEU has made progress in internal assessments, increasing the frequency and depth of independent external reviews is necessary to meet this Standard. External evaluations provide critical feedback that helps validate the quality of research and ensure it meets global standards. This process enhances

credibility, allows for benchmarking against international best practices, and identifies areas for improvement, thereby strengthening the institution's reputation, and enabling it to maintain competitiveness and relevance within the global academic community.

The IEU has made some progress in establishing platforms that serve as hubs for research activities. These facilities are integrated into both national and international projects, offering opportunities for faculty and students to engage in collaborative research. Key research areas include medical sciences, socio-economic studies, and technological innovation. For example, the IEU has been actively involved in applied medical research projects that address critical issues such as depression and mental health challenges during wartime, as well as diabetes treatment and prevention strategies. These initiatives reflect the University's responsiveness to local and global health challenges, with a particular emphasis on societal impact.

In addition to medical research, the IEU is focusing on socio-economic and technological studies. The University has engaged in projects that explore sustainable development, economic resilience, and digital transformation. Its integration of advanced technologies, such as artificial intelligence and digital solutions, demonstrates the University's commitment to participating in Industry 4.0 and beyond. The panel notes that these projects not only contribute to academic knowledge but also offer practical, real-world applications that benefit society in general.

The University has also prioritised international collaboration, partnering with reputable institutions like the Karolinska Institute to enhance its capacity for impactful healthcare research. These collaborations extend beyond research partnerships and include joint publications, exchange programmes, and collaborative projects that influence healthcare policy and practices. The panel believes that such initiatives enhance the IEU's visibility and credibility in the international academic community.

The IEU's strategic focus on impactful research in areas such as health sciences, socio-economic development, and digital innovation positions it as an up-and-coming contributor to both academic progress and societal improvement. The University's commitment to addressing real-world challenges through collaborative and applied research is commendable; however, the panel notes that there is still room for improvement in terms of the global recognition and visibility of the IEU's international research output.

The panel observes that the institution has made some efforts toward achieving a meaningful impact and broad international recognition for research and creative activities. However, the IEU's influence remains largely regional at present. While the University engages in collaborative research and works to publish its findings, the impact and visibility of these publications on international platforms—such as high-impact journals and globally recognised databases like Scopus and Web of Science—remain limited. This restricts the University's ability to gain broader recognition, increase citations, and influence global academic discourse. Although local and regional engagement is commendable, to meet the Standard's

expectations for global relevance, the University shall adopt a strategic focus on supporting faculty in publishing in high-impact, internationally recognised journals, fostering partnerships with globally influential researchers, and providing institutional mechanisms to enhance research output and visibility in the global academic community.

Beyond traditional research, the IEU is attempting to develop a culture of creativity and innovation within its academic community. The University organises workshops, seminars and interactive sessions designed to promote innovative thinking and problem-solving skills. These activities are aimed at both faculty and students, encouraging them to apply theoretical knowledge to practical and entrepreneurial endeavours. While these activities are few and far between, they provide a platform for students and faculty to collaborate, experiment and innovate in a supportive environment. More frequent initiatives of this sort would ensure that the IEU's academic community is equipped with the skills needed to navigate complex challenges and contribute meaningful solutions to society.

The panel notes that the emphasis on practical and creative engagement is a positive indicator of the IEU's ability to translate academic theory into actionable solutions. However, expanding these creative initiatives to include a broader range of disciplines (such as the arts, humanities and social sciences) would further enhance their impact and foster a truly interdisciplinary culture of creativity and innovation. By doing so, the IEU would strengthen its position as a comprehensive institution that promotes creativity across diverse academic fields, enhancing both its academic reputation and societal contributions.

The IEU acknowledges that its research initiatives are primarily funded through internal University resources, supplemented by a modest level of international collaboration. Standard 10 stresses the importance of establishing sustainable, diverse and substantial external funding sources to ensure a broad scope of research activity. The current reliance on internal funding limits the University's capacity to undertake large-scale, interdisciplinary or long-term research projects. Enhancing its ability to attract external funding from international research grants, governmental bodies, and industry partnerships would allow the University to secure financial resources that would enable it to broaden the scope of research endeavours and allow for more innovative, cross-sectoral and impactful projects. Increasing external funding opportunities would elevate the institution's research profile and reduce its dependence on internal resources.

Good Practice Identified

The IEU's dedication to addressing pressing societal issues in Ukraine, such as mental health during wartime and diabetes treatment, through its research agenda showcases a commitment to impactful and transformative research.

Recommendations for Improvement

MR35: The institution shall, within 3 months from the date of publication of this report, support more academic staff publication efforts in high-impact journals.

MR36: The institution shall, within 3 months from the date of publication of this report, establish a dedicated office or team focused on identifying and applying for international grants, forming partnerships with prominent research institutions, and building industry collaborations that can offer both financial and technical support.

KR21: The institution should, within 6 months from the date of publication of this report, introduce mentorship schemes where experienced faculty guide early-career researchers through their projects, offer both technical expertise and career advice.

KR22: The institution should, within 6 months from the date of publication of this report, develop a centralised ethics body responsible for ensuring consistent implementation of ethical guidelines across all research activities, particularly international projects. This body could provide standardised training on ethical practices for all researchers, offer guidance on complex international ethical dilemmas, and serve as a liaison with partner institutions to ensure mutual ethical standards are upheld.

R13: The institution could engage more external experts and peer reviewers from reputable international institutions to regularly evaluate its research activities.

R14: The institution could expand its creative initiatives to include a broader range of disciplines such as the arts, humanities and social sciences.

Judgement: Non-Compliant

Standard 11: Institutional cooperation, service to society and internationalisation

Main Findings

The IEU's compliance with this Standard, which focuses on institutional cooperation, service to society and internationalisation, demonstrates a mixture of strengths and shortcomings. While the University shows dedication to global engagement and societal contributions, significant challenges in governance, transparency and strategic focus hinder full alignment with the Standard**.**

The IEU has taken steps to foster institutional cooperation, evidenced by partnerships with multiple international institutions and its participation in academic mobility programmes. These initiatives align with the University's stated mission to prepare graduates for the global labour market. For instance, the University has reported partnerships that enable students to undertake medical training in Poland and other countries, while students unable to leave Ukraine are accommodated with practical training in local settings. However, the audit revealed significant inconsistencies in the integration of operations between its campuses in Malta and Kyiv. For example, strategic planning and governance structures appear fragmented, with little evidence of shared decision-making or resource alignment. This lack of cohesion undermines the potential benefits of institutional cooperation and weakens the University's capacity to function as a truly integrated international institution. To address this, the University needs to establish stronger governance mechanisms that ensure coordinated operations across all campuses, supported by shared reporting frameworks and regular joint planning.

The IEU's service to society is another area where it has made commendable efforts, particularly in response to the war in Ukraine. The University has provided support to internally displaced persons, including humanitarian aid and educational opportunities for students from affected regions such as Mariupol and Kharkiv. Additionally, it has facilitated volunteer work and psychological support for students and staff during the ongoing conflict. These activities underscore the IEU's commitment to its social mission. However, these efforts are primarily concentrated in Ukraine, with limited evidence of societal engagement or impact in Malta, where the University operates a temporary campus. For example, while students in Malta are introduced to local culture and provided with limited mental health support, broader initiatives that benefit the Maltese community, such as partnerships with local organisations or contributions to public education, are lacking. A more balanced approach that extends societal contributions to all operational regions would enhance the IEU's compliance with this Standard.

Internationalisation is a key focus of the IEU's strategy, reflected in its diverse student body from over 90 countries and its efforts to expand academic mobility. The establishment of the Maltese campus itself demonstrates adaptability and a commitment to providing safe learning

environments amidst the war. However, significant gaps remain in the strategic execution of internationalisation initiatives. One critical issue is the lack of transparency in public information. The audit highlighted discrepancies in the way degree recognition and accreditation status are communicated. For example, prospective students in the Doctor of Medicine programme are often unclear about the international recognition of their degrees and the steps required to practise medicine in other jurisdictions. Staff responses during the audit were inconsistent, further complicating the situation. This lack of clarity undermines trust and may mislead students about the opportunities available to them and lead to complaints. To address this, the IEU must ensure that all public information, particularly on its website, is accurate, comprehensive and easily accessible, that staff is briefed on the possibilities for students, and that students understand the options prior to admission, rather than being merely informed.

Another challenge lies in the quality assurance of international placements. The audit revealed instances where medical training facilities in different countries had not undergone rigorous evaluation processes, raising questions about the safety and educational standards of these placements. Students themselves reported discrepancies, such as being told of opportunities that did not exist. These examples highlight a critical need for the University to implement a systematic due diligence process for approving international placements. This process should include site visits, stakeholder consultations, training of mentors and supervisors, and regular reviews to ensure the quality and safety of training environments (see MR27).

The audit also noted a lack of a cohesive, targeted strategy for internationalisation. While the IEU has numerous international agreements, these efforts appear scattered rather than focused on specific goals or measurable outcomes. For instance, while the University has sought international accreditation for its programmes, there was little evidence of how these accreditations align with broader institutional objectives or how they contribute to societal impact. To enhance its approach, the IEU should develop a comprehensive internationalisation strategy that prioritises specific outcomes, such as increasing participation in Erasmus+ programmes or fostering international research collaborations. This strategy should also include mechanisms for evaluating progress and measuring the impact of international initiatives.

Quality assurance processes remain inconsistent across campuses. The audit found that activities in Kyiv often do not account for the unique needs of the Maltese campus. For example, the feedback mechanisms for quality improvement appeared underdeveloped, with staff unable to articulate how student input informs programme enhancements. Additionally, the accessibility of institutional policies was a recurring issue. Many policies were only available in Ukrainian, limiting their utility for international staff and students in Malta. Simplifying and translating these policies, as well as implementing better communication strategies, would ensure broader understanding and compliance.

The absence of a systematic approach to engaging with external stakeholders, such as employers and local communities, further limits the University's societal impact and its ability to align academic offerings with labour market needs. While the University reported some employer consultations, these were ad hoc and lacked the consistency needed to inform programme development effectively. Greater involvement of industry representatives in curriculum design and programme reviews would enhance the relevance of the IEU's academic offerings and strengthen its ties to the broader community.

In summary, while the IEU has made notable progress in institutional cooperation, societal engagement and internationalisation, significant challenges remain. Fragmented governance, inconsistent quality assurance, unclear public information, and a lack of strategic focus undermine its compliance with Standard 11. To address these issues, the IEU must prioritise stronger integration across campuses, enhance transparency and public communication, implement rigorous due diligence processes for international placements, and develop a focused internationalisation strategy.

Good Practice Identified

Nil.

Recommendations for Improvement

MR37: The institution shall, within 3 months from the date of publication of this report, revise the University website to provide clear, accurate and comprehensive information on degree accreditation, international recognition, and the pathways available to students after graduation. This should include jurisdiction-specific guidance for regulated professions, such as medicine.

MR38: The institution shall, within 3 months from the date of publication of this report, establish a regular review cycle for all approved placements to ensure ongoing compliance with quality and safety requirements.

MR39: The institution shall, within 6 months from the date of publication of this report, conduct regular training sessions for staff to ensure understanding and consistent application of institutional policies, especially those related to quality assurance, complaints and mitigating circumstances.

MR40: The institution shall, within 6 months from the date of publication of this report, design and implement initiatives that engage the Maltese community, such as collaborations with local organisations, volunteer programmes, and public lectures or workshops. These initiatives should reflect the University's broader mission to serve society.

MR41: The institution shall, within 6 months from the date of publication of this report, establish partnerships with employers and organisations to align academic offerings

with labour market needs and enhance the employability of students studying in Malta.

MR42: The institution shall, within 3 months from the date of publication of this report, invest in expanding student support services, particularly in Malta, to include comprehensive academic, pastoral and career guidance. This could help improve retention rates and student satisfaction.

MR43: The institution shall, within 3 months from the date of publication of this report, proactively address discrepancies in public information, such as conflicting statements on programme accreditation or degree recognition, to minimise reputational risks.

MR44: The institution shall, within 3 months from the date of publication of this report, develop a communication plan to respond effectively to any issues raised by students, staff or external stakeholders, ensuring prompt resolution and maintaining institutional credibility.

KR23: The institution should, within 3 months from the date of publication of this report, establish formal governance mechanisms that promote coordination and shared decision-making between the Maltese and Ukrainian campuses. This could include joint strategic planning sessions, shared reporting systems, and cross-campus working groups to ensure alignment in operations and objectives.

KR24: The institution should, within 3 months from the date of publication of this report, develop a unified operational framework that integrates quality assurance, academic policies, and administrative procedures across all locations to create a consistent institutional identity.

KR25: The institution should, within 12 months from the date of publication of this report, simplify and translate all institutional policies into the primary languages used by students and staff, including English, Ukrainian, and any other relevant languages. These policies should be readily accessible online and in hard copy.

R15: The institution could incorporate mechanisms for monitoring and evaluating the impact of international activities, ensuring alignment with the University's strategic objectives.

R16: The institution could allocate dedicated resources to strengthen the University's quality assurance systems. These could include hiring additional staff for quality assurance roles, investing in training for existing staff, and implementing advanced tools for data collection and analysis.

R17: The institution could establish external advisory panels to provide independent evaluations of quality assurance processes and ensure alignment with European standards.

R18: The institution could provide targeted professional development opportunities for staff to enhance their capacity to deliver high-quality education and support services in a multicultural environment.

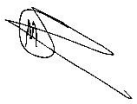
Judgement: Non-Compliant

Panel Member Signatures

The Audit Report is compiled by the Peer Review Panel:

Chair of Review Panel: Mr Andy Gibbs

Peer Reviewer: Dr Robert Cassar

Student Peer Reviewer: Mr Matthew Kitching 

Response by the Provider

Preamble

The action plan is not required as the MFHEA Board adopted the recommendation of the QAC that the temporary license is not renewed, following the external quality assurance audit.

Annexes

Annex 1: Review Panel Bio Notes

In the setting up of the review panel for the International European University, the MFHEA sought to maintain a high degree of diligence in the process of selection of the members of the peer review panel. The panel sought to be composed of specialists in quality assurance to act as external peers, professionals and practitioners of quality assurance frameworks, as well as students who, prior to the audits, attended professional training meetings organised by the MFHEA.

The following bio notes present the profiles of the members of the peer review panel. The bio notes are correct as at the time the QA audit was carried out, i.e., 23, 24 and 25 November 2024.

Chair of the Panel: Mr Andy Gibbs

Mr Gibbs is an experienced HE consultant and educator with a proven track record in curriculum development, quality assurance and internationalisation. As a former Bologna Expert and adviser to the European Commission, he has contributed to significant reforms in HE across Europe, Africa and Asia. His work spans leading international projects, developing qualifications frameworks, and advising on policy dialogue related to skills and capacity building.

Mr Gibbs' notable achievements include enhancing HE standards across 30 countries, and contributing to key EU and ASEAN policy dialogues. With a background in healthcare and education, he brings a unique perspective to combining academic rigour with practical experience.

Peer reviewer: Dr Robert Cassar (PhD)

Dr Cassar is a quality assurance expert in education, with many years of direct experience in the field. His current role is that of Deputy Director with the Directorate for Quality and Standards in Education, in the Ministry for Education, Sport, Youth, Research and Innovation (MEYR). Prior to his current position, Dr Cassar was an Education Officer, Regulatory for seven years. He was primarily involved in external reviews in compulsory education institutions as well as in childcare centres.

Before his involvement in quality assurance in education, Dr Cassar was an educator for over sixteen years working across a number of sectors. Between January 2009 and May 2013, Dr Cassar was also the liaison officer and course coordinator for a Chartered Institute of Marketing (UK) centre in Malta. The centre offered a variety of accredited CIM (UK) courses. Throughout the years Dr Cassar also worked with numerous organisations, in various capacities, but mainly as a marketing consultant, project manager and/or evaluator. Following his doctorate studies in 'Media and Cultural Studies' in 2004, Dr Cassar has published in various academic journals and continues to do so until today.

Since 2005, he has been appointed by the Malta Further and Higher Education Authority (MFHEA), to participate on its behalf, in various quality assurance panels. In August 2022, he was nominated and appointed to the European Schools Board of Inspectors in the capacity of Secondary Section inspector.

Student reviewer: Mr Matthew Kitching

Mr Kitching is currently a PhD student in Higher Education at Lancaster University, where his work focuses on international quality assurance and student leadership and development. In addition, he is Deputy Chief Executive Officer at Buckinghamshire New University. In this role he is responsible for wide ranging student support services including advice, representation, sport, volunteering and civic engagement. Mr Kitching also holds Board roles at several European quality assurance agencies, including the European Council for Business Education where he is responsible for accreditation standards, site visits and training peer reviewers and EQ-Arts, where he is serving as a researcher on a European funded project exploring urgent and emerging skills needs in the creative industries. Mr Kitching has extensive experience of conducting programme audits for a wide range of quality assurance agencies, across five continents, and of reviewing material related to inclusive education programmes. This includes as a panel secretary responsible for reports.

Annex 2: Agenda of the Onsite Visit

Onsite Audit Visit Agenda:
Malta Educational European University
Date: 23rd-25th November 2024

Day 1
Venue: 151 Edgar Bernard Street, Gzira

Time	***Meeting and participants***
08-30 – 09.00	Arrival and preparation
09.00 – 09.45	Meeting with Senior Management 1. *President* 2. *Vice President* 3. *Rector*
09.45 – 10.30	Meeting with Vice Rectors 1. *Vice Rector for Educational and Scientific Work and Postgraduate Education* 2. *Vice Rector for Medical Work* 3. *Vice Rector on Scientific-Pedagogical Work and International Relations* 4. *Vice Rector for Scientific, Educational and Methodical Work* 5. *Director of the Department of Strategic Development and International Programs, Assistant to the President* 6. *Academic Secretary of the Academic Council*
10.30 – 10.45	Panel discussion
10.45 – 11.00	Meeting with administration of the European Medical School 1. *Director of European Medical School* 2. *Dean Assistant (Legal Assistant)* 3. *Assistant to the Director of European Medical School* 4. *Dean's Office Assistant*
11.00 – 11.15	Panel discussion
11.15 – 11.45	Meeting with Directors (Finance, HR, Legal) 1. *Director of the Legal Department* 2. *Dean Assistant (Legal Assistant)* 3. *Director of HR Department* 4. *Chief Accountant* 5. *Head of the local accountant company who serves the IEU in Malta*

11.45 – 12.45	Meeting with Directors (Education Quality Assurance, Strategic Development and International Programs) 1. *Director of the Department of Education Quality Assurance* 2. *Director of the Department of Strategic Development and International Programs, Assistant to the President* 3. *Deputy Director of International Relations of the Department of Strategic Development and International Programs*
12.45 – 13.30	Working lunch
13.30 – 14.15	Meeting with Student Support Services 1. *Director of the Department of Public Relations and Youth Policy* 2. *Director of the Department of Education Quality Assurance* 3. *Administrative Assistant* 4. *Administrative Assistant (Legal Secretary)* 5. *Member of the Volunteer and Social Work Sector of Student Parliament* 6. *Member of the Leisure and Development Sector of Student Parliament*
14.15 – 14.30	Panel discussion
14.30 – 15.20	Meeting with students enrolled in the Doctor of Medicine (MD) programme 1. *1st year student* 2. *3rd year student* 3. *5th year student* 4. *2nd year student* 5. *6th year student* 6. *1st year student* 7. *1st year student* 8. *5th year student* 9. *2nd year student* 10. *5th year student*
15.20 – 15.30	Panel discussion

15.30 – 16.20	Meeting with lecturers lecturing in the Doctor of Medicine (MD) programme 1. *Lecturer* 2. *Lecturer* 3. *Lecturer* 4. *Lecturer of the Department of Fundamental and Medical Preventive Disciplines* 5. *Associate Professor of the Department of Obstetrics, Gynecology, and Reproductive Medicine* 6. *Professor of the Department of Fundamental Preventive Medicine* 7. *Associate Professor of the Department of Fundamental and Medical Preventive Disciplines* 8. *Associate Professor of the Department of Fundamental and Medical Preventive Disciplines* 9. *Lecturer of the Department of Surgical Diseases with a Course in Anesthesiology and Intensive Care* 10. *Associate Professor of the Department of Fundamental and Medical Preventive Disciplines* 11. *Professor of the Department of Human Morphology and Physiology* 12. *Associate Professor of the Department of Pediatrics, Immunology, Infectious and Rare Diseases* 13. *Head of the Department of Pediatrics, Immunology, Infectious and Rare Diseases, Professor* 14. *Lecturer of the Department of Fundamental and Medical Prevent Disciplines*
16.20 – 16.25	Panel discussion
16.25 – 16.55	Meeting with representatives of the Advisory Board 1. *Head of the Advisory Board* 2. *Member of the Advisory Board* 3. *Member of the Advisory Board*
16.00 – 17.10	Conclusions of Day 1

Day 2

08.30 – 09.00	Arrival and preparation
09.00 – 09.30	Meeting with administration of the European Business School 1. *Director of the Educational and Scientific Institute "European Business School"* 2. *Dean Assistant (Legal Assistant)* 3. *Assistant to the Director* 4. *Head of the Foreign Students Department* 5. *Dean Assistant*

09.30 – 09.45	Panel discussion
09.45 – 10.15	Meeting with departments that help in organisation of study process 1. *IT Lead Specialist of the Center for Digital Technologies* 2. *Deputy Director of International Programs* 3. *Head of Research Department* 4. *Head of PG Department* 5. *Head of Education Department* 6. *Head of Foreign Students Department* 7. *Dean's Office Assistant* 8. *Dean Assistant*
10-15 10.45	Student Admissions Department 1. *Head of the Admission Office* 2. *Head of the Foreign Students Department* 3. *Deputy Head of the Admission Committee*
10.45 – 11.00	Panel discussion
11.00 – 11.45	Meeting with students enrolled in the Master of Management and Business Administration (MBA) programme 1. *1st year student* 2. *1st year student* 3. *1st year student* 4. *2nd year student* 5. *1st year student* 6. *2nd year student* 7. *2nd year student* 8. *2nd year student* 9. *1st year student*
11.45 – 12.30	Meeting with representatives of the Academic Council 1. *Chairman of the Academic Council* 2. *Academic Secretary of the Academic Council* 3. *Members of the Academic Council*
12.30 – 13.00	Working lunch
13.00 – 13.45	Meeting with lecturers lecturing the Master of Management and Business Administration (MBA) programme 1. *Associate Professor of the Department of Information Technologies* 2. *Associate Professor of the Department of Information Technologies* 3. *Associate Professor of the Department of Management, Finance, and Business Administration* 4. *Professor of the Department of Management, Finance, and*

	Business Administration 5. *Associate Professor of the Department of Management, Finance, and Business Administration* 6. *Lecturer* 7. *Visiting Professor* 8. *Professor* 9. *Professor of the Department of Tourism and Social-Humanitarian Disciplines*
13.45 – 14.15	Meeting with representatives of the conference of the labour collective
14.15 – 14.30	Panel discussion
14.30 – 15.15	Meeting with external stakeholders 1. *Board Certified in Oncology, Thoracic Surgeon, Oncologist, Surgical Oncologist, Senologist at Clinic Denis LLC (Ukraine)* 2. *Director of the "TeleComSystems" LLC (Ukraine)* 3. *Director of the "Advertising Group REGION" LLC (Ukraine)* 4. *Director of the "Baumit" LLC (Ukraine-Germany)* 5. *Owner of NILE HOSPITAL (Egypt)* 6. *Founder, Medical Director of St Clare's Medical Services (Malta)* 7. *Medical Director of St Thomas Hospital (Malta)*
15.15 – 15.30	Panel discussion
15.30 – 16.15	Tour of premises and Library 1. *President*
16.15 – 17.00	Meeting with Alumni from all three programmes 1. *Graduate from Medicine Programme* 2. *Graduate from Medicine Programme* 3. *Graduate from BBA Programme* 4. *Graduate from BBA Programme* 5. *Graduate from BBA Programme* 6. *Graduate from MBA Programme* 7. *Graduate from MBA Programme* 8. *Graduate from Medicine Programme* 9. *Graduate from BBA Programme* 10. *Graduate from MBA Programme* 11. *Graduate from Medicine Programme* 12. *Graduate from Medicine Programme*
17.00 – 17.15	Conclusions of Day 2

Day 3

08.30 – 09.00	Arrival and preparation
09.00 – 09.45	Meeting with student representatives 1. *Vice President of Student Parliament* 2. *Member of the Volunteer and Social Work Sector of the Student Parliament* 3. *Member of the Leisure and Development Sector of the Student Parliament* 4. *Member of the Leisure and Development Sector of the Student Parliament* 5. *Head of the Scientific and Educational Sector of the Student Parliament* 6. *Member of the Scientific and Educational Sector of the Student Parliament* 7. *Member of the Public Relations Sector of the Student Parliament* 8. *Member of the Public Relations Sector of the Student Parliament* 9. *Member of the Volunteer and Social Work Sector* 10. *TikTok Creator*
09.45 – 10.00	Panel discussion
10.00 – 10.45	Meeting with students enrolled in the Bachelor of Management Programme 1. *1st year student* 2. *1st year student* 3. *1st year student* 4. *3rd year student* 5. *2nd year student* 6. *4th year student* 7. *4th year student* 8. *1st year student* 9. *1st year student*
10.45 – 11.00	Panel discussion
11.00 – 11.45	Meeting with lecturers lecturing the Bachelor of Management Programme 1. *Associate Professor of the Department of Information Technologies* 2. *Associate Professor of the Department of Management, Finance, and Business Administration* 3. *Lecturer* 4. *Visiting Professor* 5. *Professor* 6. *Associate Professor of the Department of Management, Finance, and Business Administration* 7. *Associate Professor of the Department of Information*

	Technologies
11.45 – 12.30	Meeting of staff of the Department of Education Quality Assurance 1. *Director of the Department of Education Quality Assurance* 2. *Deputy Director of the Department of Education Quality Assurance* 3. *Head of the Department of Licensing* 4. *Responsible person for the implementation and execution of the Internal Quality Insurance Policy in the Temporary Branch of the International European University in the Republic of Malta*
12.30 – 13.15	Additional meeting (if required)
13.15 – 15.30	Working lunch/panel discussion
15.30 – 15.45	Final meeting with administration – overview of audit 1. *President* 2. *Vice President* 3. *Rector* 4. *Vice Rector for Educational and Scientific Work and Postgraduate Education* 5. *Vice Rector for Medical Work* 6. *Vice Rector on Scientific-Pedagogical Work and International Relations* 7. *Vice Rector for Scientific, Educational and Methodical Work* 8. *Director of the Department of Strategic Development and International Programs, Assistant to the President* 9. *Academic Secretary of the Academic Council*

Malta Further and Higher Education Authority (MFHEA)
Quality Assurance Office
J Abela Scolaro Street, Hamrun. HMR 1304, Malta.
Email: qa@mfhea.mt
Tel: +356 2598 1489

www.mfhea.mt