

APPROVED
Order No 01 - 33 of 30.03. 2023,
Rector of the European University of Humanities

APPROVED (with the changes and updates)
European University of Humanities
Senate Resolution from 27.04.2023
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Rector of the European University of Humanities

EUROPEAN UNIVERSITY OF HUMANITIES

QUALITY ASSURANCE POLICY

The European Humanities University (EHU) is an exclusive Belarusian university in exile, developing *Artes liberales* based, high-quality study, research and arts activities and operating according to Lithuanian legislation. The University is oriented at civically-minded students from Belarus and the region, distinguished by a commitment to European values and Liberal Arts as well as rich on-campus life and alumni network.

Since its founding in Minsk in 1992 and after the forced relocation to Lithuania in 2006 after the Belarusian regime closed the university the EHU has remained committed to producing and disseminating socially responsible and critical knowledge in the social sciences and the humanities, ensuring quality education through the integration of study programs with research, creative and applied projects.

In the light of internal developments and the need to strengthen the coherence of EHU's activities with the European Higher Education Area Quality Assurance Standards and Guidelines (ESG), a comprehensive review of the EHU Quality Assurance System took place between 2021 and 2023, which was necessary to update the quality management system developed at the University from 2013 onwards, ensuring the integrity and comprehensiveness of the system. Since 2013, the quality assurance system has been built on the basis of the following internal documents: "Development of the concept and implementation of the quality management system at EHU", "Quality Assurance Manual". The review and updating of the EHU Quality Assurance Framework were carried out in accordance with the following *main provisions*:

- The Quality Assurance System focuses on the priority principle of the unity of higher education studies and research (art) activities and the fulfilment of the expectations of the University's social partners (community members, graduates, employers, other stakeholders).
- Quality assurance system shall comply with the latest ESG requirements.
- The quality assurance system covers a set of processes and procedures that apply a four-stage cycle (planning, implementation, evaluation and improvement) and the subsidiarity principle in the attribution of responsibilities (decision-making and responsibility for them are divided into levels and implemented at the level where it can be implemented most effectively).

The concept of EHU quality assurance covers all quality assurance and improvement activities. It is *purposeful and targeted planning, implementation, regular evaluation and improvement of studies, science and art activities* in order to meet higher education priorities, legal requirements and social partners' and business expectations, i.e. an uninterrupted cycle of quality improvement (Figure 1):



Figure 1 The Quality Assurance and Improvement Cycle

EHU conducts a thorough review of its quality assurance system every three years. At the same time, the system is continuously improved based on the observed deviations of outcomes from the planned goals and feedback from university internal and external stakeholders.

The aim of the Quality Assurance Policy is a formation of a base for the quality culture at the University in a targeted, purposeful and directed manner by presenting the systemic concept of quality assurance, principles, responsibilities, processes and related regulatory documents. This document is intended for members of the EHU community and is publicly available on the University's website.

The main *principles of quality culture* at the University are *cooperation, participation and trust*.

General Principles for Quality Assurance in EHU Studies:

- *universality* — all participants are involved in quality assurance, with the aim of involving all stakeholders;
- *innovativeness* means promoting innovation and positive change through quality assurance techniques and measures;
- *internationalization* — the pursuit of international cooperation and the exchange of good practices;
- *consistency* is the coherence of quality assurance objectives, principles and tools.
- The *concept of quality* of studies at EHU is developed according to the following principles:
- *dialogue* — the right of all stakeholders to participate in the definition of the requirements for studies;
- *agreement* means the harmonizing of different viewpoints and achieving a vision of how studies should be conducted that is acceptable to all interested parties;
- *concreteness* — the realization of visions and aspirations through concrete and measurable goals. The EHU shall pay particular attention to the following stakeholder groups:
 - *for students* — EHU seeks to be the most professional and friendly higher education institution carrying out university studies;
 - *for employees* — EHU strives to make staff proud of being members of the EHU community, EHU aims to create the best possible opportunities for personal professional growing;
 - *for employers* — EHU aims to contribute to the creation of public welfare, to be open to the community and to be among the most socially responsible organizations.

Principles of EHU *Study Quality Assessment*:

- *transparency* means the definition and publicity of the objectives, criteria and procedures of the external evaluation, the availability of conclusions;
- *diversity* means combining different sources of information, evaluation methods and perspectives, such as external and internal, qualitative and quantitative evaluations, in order to achieve the accuracy of conclusions;
- *usefulness* means the relevance and use of evaluation findings for operational improvement, process management and development of change strategies;
- *moderateness* means the choice of the necessary and sufficient quality assessment tools, taking into the account their costs.

Principles for improving the quality of EHU studies:

- *reasonability* means managing processes and basing decisions on the evidence provided by monitoring, the findings of evaluations;
- *continuity* means maintaining the link between innovation and traditional successful practices and lessons learnt;
- *capacity building* — training and other support for staff to meet higher requirements and meet new challenges;
- *utility* — creating added value for stakeholders.

Quality assurance is guided by the University's, national and international research, scientific and artistic priorities, legal requirements, assessments and suggestions of social stakeholders, recommendations from external evaluators and internal/external examples of good practice. Quality assurance of the University focuses on the development of a quality culture, where compliance of activities with the highest quality requirements is a common interest and aspiration of the entire University's communities; regular monitoring of activities, analysis of received data, preparation of improvement plans on the basis of this analysis.

EHU Quality Assurance system is based on the European Higher Education Area Quality Assurance Provisions and Guidelines (ESGs).

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THE DESCRIPTION OF THE INTERNAL QUALITY ASSURANCE OF STUDIES AT EUROPEAN HUMANITIES UNIVERSITY

I. GENERAL PROVISIONS

1. The Description of the internal quality assurance of studies at European Humanities University (hereinafter - Description) determines the measures of internal study quality assurance, the scope of measures applications at European Humanities University (hereinafter - the University, EHU), the principles of involving the academic community into the quality assurance of studies, defines the processes of support, monitoring and evaluation of studies quality.

2. The Description is an integral part of the University's quality assurance system. It is prepared taking into account the University Statute, the Strategy and its Implementation Plans, the European Quality Assurance Standards and Guidelines for Higher Education (ESG), the documents regulating higher education in Lithuania and the internal legislation of the University.

3. The internal quality system of studies ensures the quality of studies by implementing the University's mission and achieving the goals set out in the Statute and the University's strategic documents.

4. The principles of the EHU quality assurance system are effectively communicated to all internal and external stakeholders through various communication mechanisms, as described in the EHU communication policy. These mechanisms include the preparation and annual review of the Employee Handbook, which provides a comprehensive overview of key quality assurance principles and processes.

II. BASIC PRINCIPLES OF QUALITY ASSURANCE AND MANAGEMENT OF STUDIES

5. Internal quality assurance of studies is an integral part of the University's quality management system, which covers all the processes of the university's activities. The quality management system of the University includes the following processes and procedures and is regulated by the following main internal legal acts:

- 5.1. Procedures and processes for the approval, monitoring and evaluation of study programs and qualifications awarded (*Regulation of Organization of the Study Process, Regulations for Student Registration, Procedures for Preparation and Improvement of Study Programs, Procedures for the Digitalization and Implementation of Studies at a distance (Mixed Way), Procedure for Study according to an Individual Study Plan, Regulations of Study Program's Committees*);
- 5.2. Preparation of methodological material (recommendations for the *preparation and improvement of study subjects programs, methodological recommendations for the preparation of written works, recommendations for the development of the course for distance learning*);
- 5.3. Evaluation of student's study results (procedure for the *evaluation of the results of student studies, procedure for recognition of the results of studies, procedure for issuing diplomas, procedure for the preparation, defense and storage of final thesis, the procedure for the digitization and implementation of studies in distance (blended)mode*);

- 5.4. The system for determining, improving and developing the competence of teachers (*Academic Staff Performance Assessment Regulations, Introductory Training of newly adopted academic staff, training of trainers' qualification improvement, methodological and technical support for the preparation of study subjects taught remotely*);
- 5.5. Ensuring study resources and academic, cultural, financial, social support for students, support for academic staff: (*Informational and methodological support provided by the Academic Support Centre and the Centre for Strategic Planning and Development for study programs providers, lecturers, students, University Library support for teachers and students, Student Service support for students (social, cultural, social scholarships, dormitories, etc.)*).
- 5.6. Organization of feedback from participants of the study process (students, doctoral students, teachers, employers, social partners) according to the *procedures of the organization of feedback* and dissemination of information about best practices for quality improvement;
- 5.7. Inclusion of students in the processes of quality assurance of studies (*rules on the independence of written and creative works, Code of Academic Ethics, preparation of student mentors, organization of the first-year students integration week; annual preparation of the Student's guide, etc.*).
6. The quality of university studies is ensured and improved:
 - 6.1. *Publicly announcing the results of the external study quality assessment by means of external study quality assessment tools* (assessments by the Study Quality Assessment Center or other international quality assurance agencies included in the register of European quality assurance agencies).
 - 6.2. *Using an internal study quality assessment tools:*
 - 6.2.1. Regular updating of study programs (taking into account the conclusions of self-evaluation and external evaluations of study programs, fields of study and institutional evaluation).
 - 6.2.2. Regular organizing the collection of feedback data (the received information is analyzed and, taking into account the received data, appropriate quality improvement decisions are made).
 - 6.2.3. Ensuring the material resources required for studies and their continuous renewal.
 - 6.2.4. Encouraging teachers to improve their qualifications and develop subject and educational competences.
 - 6.2.5. Monitoring and analyzing the process of studies.
 - 6.2.6. Promoting the use of innovative teaching and knowledge assessment methods.
7. Internal Principles of Quality Assurance of Study:
 - 7.1. *Autonomy and accountability* — the values of the University and the balance of autonomy and social responsibility are taken into account.
 - 7.2. *Contextualism* — the mission, strategy and international and national operating conditions of the University in Exile, as well as the special third mission of the University in Exile are taken into account.
 - 7.3. *Systematicity* — mutual interaction and harmony of the University's fields of activity are taken into account.
 - 7.4. *Partnership and cooperation* — aims for the participation of the University community and other social stakeholders in the formation and implementation of operational goals and objectives.

III. UNIVERSITY INTERNAL STUDIES QUALITY ASSURANCE LEVELS, PARTICIPANTS AND THEIR FUNCTIONS

8. The internal quality assurance of studies is carried out by implementing the provisions of ESG quality standards and guidelines. Participants in the University's internal study quality assurance system responsible for the implementation of these provisions and their functions are set out in Table 1.

Table 1

The links between ESG and EHU quality assurance

Areas of internal quality assurance of ESGs	Areas of internal regulation (orders, rules, processes and procedures to ensure study, scientific and artistic activities)s	Participants and levels of the quality assurance system
Quality Assurance Policy	<ul style="list-style-type: none"> • Description of studies quality management system. • Identification of the needs for study fields, study programs, lifelong learning courses. • Prioritisation of the University’s research and art directions, establishment and development of doctoral studies. 	<p><i>General University Level:</i> General Assembly of Part Owners, Governing Board, Strategic Committee, Senate, Rectorate</p> <p><i>Level of administrative units:</i> Academic Support Center</p> <p><i>Level of Academic Units:</i> Departments and branches</p>
Preparation and improvement of study programs	<ul style="list-style-type: none"> • Orders, rules, procedures and methodological recommendations for the preparation, evaluation and improvement of study programs and lifelong learning programs/courses. • Collection and analysis of data on feedback on program quality. • Collection and analysis of data on educational needs for lifelong learning. 	<p><i>General University Level:</i> General Assembly of Part Owners, Governing Board, Senate, Rectorate</p> <p><i>Level of administrative units:</i> Academic Support Centre, Centre for Strategic Planning and Development, Communication and Marketing Unit</p> <p><i>Level of Academic Units:</i> Departments and branches, lecturers, administrative staff of departments and branches, students, social partners and other interested parties.</p>
Student-centered teaching, learning and evaluation	<ul style="list-style-type: none"> • Regulations of study planning and execution. • Description and set up of basic and supportive processes of study execution. • Regulation and monitoring of the application of student-centered teaching/learning and assessment methods in the study process. 	<p><i>General University Level:</i> Senate, Rectorate</p> <p><i>Level of administrative units:</i> Academic Support Center.</p> <p><i>Level of Academic Units:</i> Departments and branches, study fields committees, lecturers, administrative staff of departments and branches, students.</p>
Student admission, progression, recognition and certification	<ul style="list-style-type: none"> • Organizing the recruitment of students and providing admission procedures. • Regulations of recognition the previous academic experience of applicants • Regulations of planning, conducting and evaluating the course of studies • Regulations of evaluation and recognition of study results • Regulations on diploma awards 	<p><i>General University Level:</i> General Assembly of Part Owners, Governing Board, Senate, Rectorate</p> <p><i>Level of administrative units:</i> Academic Support Centre, Centre for Strategic Planning and Development, Communication and Marketing Unit, Student Services</p> <p><i>Level of Academic Units:</i> Departments and branches, study fields committees, lecturers, departmental and branch administration staff, students, social partners and other stakeholders.</p>
Teaching staff	<ul style="list-style-type: none"> • Requirements for Teachers’ Competences and Regular Assessment of the Effectiveness of Teachers’ Activities • Regulation of the evaluation of the effectiveness of teachers' activities. • Regulation of the evaluation of research/Art activities of teachers • Evaluation of participation of lecturers in the “third mission” activities of the University 	<p><i>General University Level:</i> General Assembly of Part Owners, Governing Board, Senate, Rectorate</p> <p><i>Level of administrative units:</i> Academic Support Centre, Centre for Strategic Planning and Development, Communication and Marketing Unit,</p> <p><i>Level of Academic Units:</i> Departments and branches, study fields committees, lecturers, administrative staff of departments and branches and other interested parties.</p>
Learning resources and support for students	<ul style="list-style-type: none"> • Requirements for resources to ensure effective students learning • Requirements for physical resources (libraries, study facilities, IT infrastructure, human support in the form of tutors, 	<p><i>General University Level:</i> Governing Board, Rectorate, Strategic Committee,</p> <p><i>Level of administrative units:</i> Academic Support Center, Students Affairs Office</p>

	<p>counsellors and other advisers)</p> <ul style="list-style-type: none"> • Rules of organization of support services for students. • Procedure of digitalization of studies and provision studies in distance (blended) mode. 	<p><i>Level of Academic Units:</i> Departments and branches, study fields committees, lecturers, administrative staff of departments and branches</p>
Information management	<ul style="list-style-type: none"> • Collecting, analyzing and using relevant information for effective management on all levels. • Regulations of various information management and use aspects. 	<p><i>Level of administrative units:</i> Academic Support Center, Communication and Marketing Unit <i>Level of Academic Units:</i> Departments and branches, study fields committees, lecturers, administrative staff of departments and branches</p>
Public information	<ul style="list-style-type: none"> • Regulations on publications of information for internal and external use. • Regulation on procedures of publications levels and types for internal and external use. • Description of publicity limits and goals of information for external use. 	<p><i>Level of administrative units:</i> Academic Support Center, Communication and Marketing Unit <i>Level of Academic Units:</i> Departments and branches, study fields committees, lecturers, administrative staff of departments and branches.</p>
On-going monitoring and periodic review of study programs	<ul style="list-style-type: none"> • Regulations of the procedures of monitoring and periodical review of study programs. • Rules and procedures of study programs execution monitoring. • Rules and procedures of periodic study programs review and improvement. 	<p><i>Level of administrative units:</i> Academic Support Center, Communication and Marketing Unit <i>Level of Academic Units:</i> Departments and branches, study field committees, lecturers, administrative staff of departments and branches.</p>
Cyclical external quality assurance	<ul style="list-style-type: none"> • Verification of the effectiveness of institutions' internal quality assurance by the external quality evaluations 	<p><i>General University Level:</i> General Assembly of Part Owners, Governing Board, Senate, Rectorate <i>Level of administrative units:</i> Academic Support Centre, Centre for Strategic Planning and Development, Communication and Marketing Unit <i>Level of Academic Units:</i> Departments and branches, lecturers, administrative staff of departments and branches, students, social partners and other interested parties.</p>

9. Internal quality assurance of studies takes place *at the level of the general university (management bodies, administrative units), academic units (departments and branches), study programs committees, teachers, students and other interested social stakeholders*, in line with the principle of subsidiarity in the decision-making process on quality assurance, i.e. decisions are taken at the level where all the processes provided in the decision can be most effectively carried out.

General University Level

10. *The General Assembly of Part-Owners and Governing Board* approves the strategic documents of the University; decides on the development and improvement of studies, funding of studies, monitoring of quality.

11. *The Rectorate, the Strategic Committee and the Governing Board* analyze and approve the concepts and financial justifications of new study programs; adopt ordinances and documents regulating the processes of study implementation, administration, quality assurance; decide on issues of study financing and budgeting, administrative, material and technical provision and maintenance of the study process.

12 *The Senate* is preparing proposals for an internal system for ensuring the quality of education and its implementation. Analyzes the education quality assurance system and prepares proposals for improving the quality of education, submits these proposals to the rector for consideration and

approval, and, together with the *Academic Support Center*, monitors its functioning.

13. *The Academic Support Centre* forms the strategy and directions for improving the execution of the study process, ensures administrative support for the organization of studies, provides informational and methodological assistance to academic departments in preparing and improving study programs, preparing self-analysis materials for internal and external evaluation, provides suggestions for improving the study process; analyses new programs, analyses and submits comments on projects of internal legal acts related to the implementation of studies, provides academic support to study program committees regarding the formulation of study results, subject descriptions in the creation of new and accredited study programs, teachers in organizing and conducting student-oriented training process and evaluation; initiates didactic innovations and integrates them into study programs according to the needs of academic departments; ensures the admission of students to study programs; carries out the recognition of applicants' previous academic qualifications, administers the study information system and registers students' study records and transfers them to external registers; performs accounting of teachers' workload.

14. *The Communication and Marketing Division* coordinates, organizes, carries out publicity of study programs, develops marketing strategies and plans, conducts information and consultation of applicants.

15. *Strategic Planning and Development Centre* performs process and data analysis; plans, carries out and provides the results of quality audits, recommendations for the improvement of study-related processes; monitors the research/art activities of teachers and coordinates academic activities; prepares documents regulating these activities; monitors the careers of graduates; coordinates project activities, coordinates the academic mobility of teachers and students.

Academic department and branch level

16. *Academic departments and branches* initiate the preparation of new programs; make decisions on the improvement of existing programs; initiate decisions on the continuation or termination of the programs; analyses and approves modified or new study programs; analyses the quality of studies in the unit and makes proposals for its improvement; analyses the conclusions of the evaluation of study fields, annual indicators of monitoring of the study fields, student feedback data and prepares annual reports on the quality of the programs and proposals for the improvement of the programs; coordinates methodological, research/art and project activities in the academic departments; cooperates with business and social partners in the programs; initiates training for the improvement of pedagogical and subject qualification of teachers; analyses the results of a survey of students, teachers, social partners, data on the careers of graduates.

17. *The Study fields Committees* initiate the preparation of new programs and prepare their descriptions; make suggestions for the improvement of existing programs; prepare new study programs; analyses the quality monitoring data of the study programs and make proposals for its improvement; analyses the conclusions of the evaluation of study fields and programs, annual indicators of monitoring of study fields, student feedback data, and prepares self-analysis of study fields.

18. *Lecturers, students, other stakeholders participate in the* process of study quality management by initiating the development of new study programs; the lecturers are responsible for the quality of the study organization activities at the level of their study subjects, for the quality of their research/art and project activities and for their consistency with the strategic objectives and mission of the University; students are responsible for active and high-quality participation in the study process, providing feedback. Also, both lecturers, students and other social stakeholders, through their representatives, participate in the quality management of the university at various levels — the Senate and the Committees of study fields.

IV. QUALITY ASSURANCE POLICY

19. The ESG requires higher education institutions to have and make public their quality assurance policy as part of the institution's governance. The aim of this policy is the formation of a

base for the quality culture at the University in a targeted, purposeful and directed manner by presenting the systemic concept of quality assurance, principles, responsibilities, processes and related regulatory documents. The Quality Assurance Policy Document is publicly available on the University's website and is regularly reviewed to take into account the changing expectations of all members of the University, changes in legal regulation and other changes.

V. DEVELOPMENT AND APPROVAL OF STUDY PROGRAMMES

20. The ESG requires higher education institutions to have described and regulated processes for the design, improvement and approval of study programs. EHU study programs are prepared, approved and developed on the basis of the procedure approved by the EHU Senate and approved by the Rector's order, which is published internally to the academic community.

21. The ongoing study programs are linked to EHU's mission and strategy.

22. A methodology for the preparation of study programs has been prepared, which helps teachers to prepare high-quality subject descriptions adapted to the requirements of EHU studies. A support system for program developers is also provided (administrative units provide the necessary information, data, consultations for program developers, study fields committees, academic departments).

VI. STUDENT-CENTRED LEARNING, TEACHING AND EVALUATION

23. The ESG states that the study process must be carried out in order to encourage the student to be an active participant in the study process and that the assessment of study achievements must motivate to take on an active role as a participant in the learning process.

24. The aim of the university is to ensure that the studies carried out are oriented towards students: the study system and their culture must be based on innovative study methods, close communication between the teacher and the student, should promote the student's independence and involvement in the study process, therefore:

24.1. The diversity of students and their needs are taken into account, allowing flexible choice of forms and methods of study and individualization of their studies (to the extent permitted by external legislation).

24.2. Various teaching methods, study and assessment methods are implemented and applied, taking into account their suitability for the study program and/or subject; the suitability of teaching methods and methods is assessed by observing the lectures and analyzing the feedback data of the students.

24.3. In the study process, lecturers use clear and targeted assessment instruments that measure study results, which are presented to students at the very beginning of the subject studies and made public in the virtual learning environment in the "Moodle" study subject space.

24.4. A cumulative score system is applied to the assessment of the achievements of the study results in every study subject and students are regularly provided with feedback on their achieved study results of the subject, measured by intermediate assessments and the final assessment of the study subject.

24.5. Student independence is encouraged, but at the same time adequate counselling and teacher support is ensured (all teachers have set counselling hours).

24.6 Mutual respect and cooperation between student and teacher is encouraged.

24.7. Appropriate procedures for handling student complaints and appeals are established.

VII. ADMISSION OF STUDENTS, IMPLEMENTATION OF STUDY, RECOGNITION AND AWARD OF DIPLOMAS

25. The ESG states that higher education institutions should consistently apply pre-defined and publicly available rules covering the entire cycle of study, such as admission of students, organization of study, recognition of study results and previous academic qualifications, award of diplomas, etc.

26. EHU has and applies all of the above mentioned internal legal acts regulating admission, organization of studies, recognition and award of diplomas:

26.1. The rules and financial conditions for the admission of students to the University are

approved and publicly announced every year.

26.2. EHU has acquired the right to evaluate *qualifications acquired abroad for academic purposes, therefore the evaluation of qualifications acquired abroad* by persons intending to study at the University is carried out at the University before the admission process (99 percent of EHU students have received their education outside of Lithuania).

26.3. Entrants' competences acquired by independent and non-formal learning ways are also evaluated in accordance with *the procedure for evaluating and recognizing competences acquired by informal or self-learning methods as study results*.

26.4.A separate document regulates the mobility of students, teachers and administrative staff and the procedure for crediting the academic results of students' mobility.

26.5. Students who have successfully completed their studies at the University are issued educational documents confirming the completion of their studies, the form and content of which are determined by the Ministry of Education, Science and Sports of the Republic of Lithuania, and the issuing procedure is regulated by the university's internal legal act. The diploma supplement issued together with the diploma indicates the subjects studied, their scope and evaluation, describes the essence, level and content of the completed studies and the Lithuanian higher education system.

V. TEACHERS

27. The ESG Quality Assurance Standards and Guidelines state that higher education institutions should be confident about the competence of their teachers, apply professional and transparent processes for recruiting teachers, assessing performance and improving their qualifications.

28. The university applies a clearly regulated, transparent and publicly announced procedure for the selection of teachers and their qualification requirements, as well as a regular procedure for evaluating the effectiveness of teachers' activities. In the 2019-2020 academic year, the *Integrated Staff Management System* was implemented. After implementing the staff management system, the staff processes and procedures were integrated with other university processes, the selection of teachers and clear criteria for the evaluation of the teachers' performance were established. This allows transparent performance evaluation. The motivation of teachers in the financial and educational sense is linked to performance. This has a positive influence on the motivation of teachers involved in the study process and, accordingly, contributes to the quality of studies.

29. The minimum qualification requirements for teachers and researchers working at EHU are set in 2021. June 02 by order of the rector no. 01-45 approved in the *Procedure for determining the qualification and attestation requirements of the European Humanitarian University* for teachers and research workers, announcing, organizing and conducting tenders for the positions of teachers and research workers, and for the attestation of teachers and research workers" (prepared on the basis of national legal acts).

30. The professional (subject, research, educational) qualification of the academic staff is not only regulated by the internal documents of the University, but also supported by internal procedures: introductory training for newly hired academic staff, teacher training, methodological and technical support in the preparation of remotely taught study subjects, teachers annually presents the results of academic activities - during the annual attestation, their applied scientific, methodological, organizational activities, the teacher's contribution to the study process and its quality assurance are evaluated:

30.1. In 2019 was approved the *Procedure for determining qualification and attestation requirements for teachers and research workers of the European Humanitarian University, announcing, organizing and conducting tenders for the positions of teachers and research workers and certification of teachers and research workers*. The procedure meets the requirements of the Lithuanian Science council and is linked to the *EHU Effectiveness of the Teaching Staff evaluation procedure and criteria*.

30.2. In 2020 the procedure for promotion, motivation and salary of teaching staff is approved and implemented. This is a staff management document that determines the remuneration rates for all categories of employees, other financial promotion instruments. It is also linked to the results of the evaluation of the effectiveness of teachers' activities. Incentives are provided for achieved and exceeded results in pedagogical, research/art, didactic, project and organizational activities

30.3. The Senate in 2020 reviewed and established the *Procedure and criteria for evaluating the effectiveness of teaching staff*. It is a balanced document with clearly defined main and additional activities/functions of a teacher, which objectively reveals the activity/efficiency of teachers' activities.

31. The development of teaching staff competencies is one of the essential internal quality assurance activities of EHU, which consists of several components:

31.1. Transparently established the conditions for the recruitment of lecturers and the remuneration system, focusing on the quality of teaching and the achievement of study results in addition to the academic/scientific competences available to the lecturers.

31.2. Since 2016 a system for improving teachers' competencies has been implemented, focused on popularizing the application of innovative teaching methods, student-oriented teaching methods, and the evaluation of study results in this system is the main part of the evaluation of the quality of study programs and their implementation.

31.3. Every year, the EHU's internal resource plan is approved and implemented for the improvement of the qualifications of the teaching staff.

31.4. A teaching staff information system was created to ensure information about free professional development events outside the university.

31.5. The established and effectively maintained academic mobility system of teaching staff contributes to a wider choice of skills development opportunities.

32. Data on the qualification of lecturers is collected, analyzed and evaluated by the Finance and Human Resources Unit, Academic Support Centre, Strategic Planning and Development Centre, Academic Departments and Branches.

IX. STUDY RESOURCES AND SUPPORT FOR STUDENTS

33. The quality assurance provisions of the ESG stress the need for a higher education institution to have adequate funding for study activities and to ensure adequate and easily accessible use of study resources for students and support for students in the study process.

34. The University provides students with a wide range of support and aims to ensure quality study conditions. Support for the students consists of several directions: *academic and administrative support; financial support; socio-organizational support, psychological legal and other support types*:

34.1. *Academic and administrative support*. The University provides academic and administrative support to students within the remit of the Academic Support Centre, Student Affairs Service, Academic Departments and Branches and other administrative and academic staff. The support consists of both direct counselling and support, as well as information on the University's website and virtual learning environment *Moodle*, via email.

34.2. *Financial support*. The following types of financial support are allocated to students: grant to cover the tuition fee or part of it, departmental scholarships, incentive scholarships (nominal scholarships V. Furs, A. Lobko, Friends of EHU, alumni), social scholarship, targeted allowances for students with special needs, emergency support scholarship, support for scientific events, support for research projects, the award of all scholarships are regulated by the *General Financial Rules for students*, which are updated annually.

34.3 *Social-organizational support*. Students are supported by the Student Affairs Service and the Student Representation.

34.4. *Psychological, legal and other support types* are provided by the University psychologist, the Student Affairs Service and other units. EHU also *provides legal assistance*, as the Law Clinic and the Centre for Constitutionalism operate at the University thanks to the initiatives of researchers in the field of law, and in exceptional cases, the university helps to compensate lawyers' expenses. Another type of student support is *visa support*. It is also part of

the University's student support portfolio. EHU mediates students in obtaining study visas, in some cases humanitarian visas.

35. The combination of various types of student support, including social scholarships, incentive scholarships, departmental scholarships or nominal scholarships, as well as access to free psychological support, visa support, the possibility to choose an individual study plan and gradually integrate into students' life by participating in various non-academic adaptation measures, makes it possible to claim that the university provides comprehensive support to students in the fulfilment of its educational mission.

X. INFORMATION MANAGEMENT

36. The ESG Quality Assurance Provisions emphasize that relevant information must be collected, analyzed and used in the high school to help manage study programs and other activities effectively.

37. EHU systematically collects, systematizes and analyses the following information for the purposes of quality management of study processes and other activities:

37.1. Indicators of student achievement and progress;

37.2. Employment rates of graduates;

37.3. Students' views on the quality of teaching and study programs and data on study satisfaction;

37.4. Teacher qualification data;

37.5. Data on study resources and student support;

37.6. Survey data from various other interested groups;

37.7. The results of the University's performance.

38. Data related to study processes are collected in the study information system *IS Studijos*, virtual learning environment *Moodle*, staff management system subsystems, financial accounting management system, data are provided to external databases (Students' Register, Teachers' Register, eLaba, research and study monitoring systems).

39. The collection, use, storage period and destruction of personal data shall be governed by the rules governing the processing of personal data of the University.

XI. PUBLIC INFORMATION

40. The quality assurance provisions of the ESG stress the need for higher education institutions to publish clear, accurate, impartial, up-to-date and easily accessible information on their activities, including study programs.

41. The University's website <https://ru.ehu.lt/> (and other languages versions) publishes quantitative and qualitative information on study programs, degrees awarded, views of students, graduates and other interested parties on the quality of studies, results of higher education activities, external evaluation of study programs data, research activities, graduate career indicators and other data needed to inform the public about studies. For information dissemination purposes, the University has created and manages accounts on social networks (Facebook, Instagram, VKontakt, etc.)

42. Information publication is coordinated by the Communication and Marketing Unit, data is provided by Academic Departments, Branches and other administrative units.

XII. CONTINUOUS MONITORING AND PERIODIC EVALUATION OF STUDY PROGRAMS

43. The ESG Quality Assurance Standards oblige the higher education institution to monitor and regularly evaluate its study programs in order to ensure that the results and objectives of the studies are achieved and respond to the needs of students and societies.

44. In order to ensure the quality of study programs, the University implements the following processes and procedures:

44.1. Promotes active participation of students in study quality assurance activities (students are included in the University's governing bodies, Senate, study fields committees, self-evaluation groups).

44.2. Regularly collects the feedback and opinion surveys data (on the basis of internal EHU legislation on data collection, surveys of social stakeholders, student feedback questionnaires, annual student satisfaction surveys, work satisfaction surveys of academic and administrative staff). General feedback results are discussed in the Rectorate, Academic departments, Senate meetings, and presented to the Governing Board. The aggregated statistical results of feedback surveys are publicly available on the University's website.

44.3. The Academic Departments analyze and evaluate the specific results of quality surveys of subjects teaching, on their basis the Study fields committees analyze, prepare plans for the improvement of programs, make proposals for necessary changes in the process of study implementation.

XIII. PERIODIC EXTERNAL QUALITY ASSESSMENT

45. The ESG Quality Assurance Standards impose an obligation for higher education institutions to participate regularly in the external quality assessment process. This is regulated by national Lithuanian legislation.

46. Therefore, the University regularly participates in the institutional evaluation processes initiated by the Ministry of Education and Studies, the Centre for Quality Assessment of Studies, the planned study programs and study areas.

X. FINAL PROVISIONS

47. Quality assurance of all the processes related to the execution of studies at the University is regulated by separate internal legislation. General principles and provisions of internal quality assurance, levels of responsibility for the quality of processes are described in the Statute of the European Humanities University, the Strategy, Quality Assurance Policy, specific aspects of quality assurance are described in separate descriptions of procedures and methodologies. All documents are available to the university community in internal information environments (Moodle, IS Studies, etc.). Some of the main documents are published on the University's website.