



# **UNIVERSITY OF WORLD ECONOMY AND DIPLOMACY**

## **Data Collection and Student Progression Policy**

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## EXECUTIVE SUMMARY

The Data Collection and Student Progression Policy of the [University of World Economy and Diplomacy](#) establishes a binding institutional framework governing the collection, processing, integration, monitoring, analysis, protection, and use of student-related data throughout the entire academic lifecycle. The policy applies from admission and enrollment through participation in academic activities, assessment, progression, suspension, completion, or withdrawal.

### **Legal basis and scope of application**

This policy is implemented in accordance with the Law of the Republic of Uzbekistan “[On Personal Data](#),” the Law of the Republic of Uzbekistan “[On Education](#),” and normative legal acts regulating higher education administration and institutional information systems. It operates in conjunction with UWED’s [Admission Regulations](#), [Study and Examination Regulations](#), and other [internal regulatory documents](#).

The policy applies to all students and applicants of the university, as well as to academic, administrative, and technical staff and contracted service providers who, within the scope of their official duties, collect, access, process, analyze, or use student-related data through institutional information systems.

### **Institutional responsibilities and data governance**

Overall institutional responsibility for coordination and oversight of this Policy rests with the [Office of Academic Quality Assurance and Policy](#). Operational responsibilities are exercised in cooperation with the [Student Admissions and Registration Office](#) (official academic records and enrolment data), the [Academic and Faculty Affairs Office](#) (academic interpretation and application of progression data), and the [Digital Transformation Center](#) (technical administration and system integrity), each acting within its defined functional mandate.

[The Student Admissions and Registration Office](#) is responsible for the integrity and accuracy of official student records, including admission, enrollment, academic status, and progression data. [The Academic and Faculty Affairs Office](#) is responsible for the academic interpretation of progression data in relation to curriculum structure, assessment, and teaching organization. [The Digital Transformation Center](#) is responsible for the operation, security, access control, and technical integration of institutional digital systems. Together, these units ensure coherent data governance across academic, administrative, and digital domains.

### **Digital systems, access control, and integration**

The policy defines the hierarchy and integration of institutional systems used for academic

governance, including the national Higher Education Management Information System, learning management platforms, student-facing applications, academic monitoring systems, and administrative management systems. Each system has a defined purpose, access regime, and role within the overall data governance framework.

Access to student-related data is governed by role-based access control principles. Only authorized users may access data within the scope necessary for their official duties. Logging, audit trails, and defined data retention rules ensure traceability, accountability, and protection against unauthorized access or misuse.

### **Student progression monitoring and key indicators**

The policy establishes a lifecycle-based approach to monitoring student progression. Data are analyzed not as isolated records, but as evolving information reflecting different stages of a student's academic pathway. Core indicators monitored at group, program, and institutional levels include attendance patterns, assessment outcomes, grade point averages, credit accumulation, course completion rates, and instances of academic debt.

Attendance thresholds linked to course credit value serve as early-warning indicators and are supported by automated notifications to students. These thresholds do not constitute disciplinary measures but trigger academic review and support. Attendance monitoring includes safeguards for documented absences and provides formal appeal mechanisms reviewed by authorized institutional bodies.

### **Analysis, academic action, and accountability**

Progression data, assessment results, and structured student feedback are analyzed on a regular basis. Termly and semester-based analyses support timely academic intervention and teaching improvement, while annual analyses support curriculum review, program evaluation, and institutional planning. Analysis is conducted by designated institutional units and is subject to review and approval before being used in academic decision-making. Analytical results inform concrete academic actions, including curriculum adjustment, refinement of teaching methods, targeted academic support, and enhancement of student services. Responsibility for initiating academic interventions rests with faculty offices and course coordinators, under the oversight of the Academic and Faculty Affairs Office. Broader or structural academic measures are subject to collegial academic review.

### **Student rights, fairness, and appeals**

The policy explicitly safeguards student rights in accordance with national legislation. Students have the right to access their personal and academic data, request correction of inaccuracies, receive explanations of how data are used in academic processes, and submit appeals where data-based monitoring or interpretation affects their academic status. Appeals are reviewed through established institutional procedures to ensure fairness, due

process, and independence.

### **Compliance and enforcement**

The provisions of this policy are binding on all institutional units and individuals within its scope of application. Compliance is ensured through internal oversight, integration into quality assurance processes, and application of corrective or disciplinary measures in accordance with internal regulations where violations are identified.

Through this policy, UWED establishes a transparent, accountable, and student-centered framework in which data governance supports academic governance, enhances teaching and learning, protects student rights, and ensures that data-driven processes lead to meaningful academic action rather than formal compliance alone.

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# **PART I: GENERAL PROVISIONS, LEGAL FRAMEWORK, AND INSTITUTIONAL CONTEXT**

## **1. General Provisions**

### **1.1 Purpose and Rationale of the Policy**

The Data Collection and Student Progression Policy of the University of World Economy and Diplomacy establishes a unified and binding institutional framework governing how student-related data are collected, processed, integrated, monitored, analyzed, protected, and used throughout the entire academic lifecycle, from admission and enrollment to academic progression, completion, or withdrawal.

The purpose of this policy is not limited to the technical regulation of digital systems or data flows. Rather, it reflects the university's understanding that, in contemporary higher education, data governance is inseparable from academic governance. Decisions related to student progression, academic standing, quality of teaching, curriculum effectiveness, and institutional performance increasingly rely on reliable, transparent, and ethically managed information.

This policy is adopted to ensure that student progression is monitored in a systematic, consistent, and academically meaningful manner; that academic decisions are supported by verified and accurate data; and that potential risks to academic success are identified sufficiently early to allow a timely, proportionate, and supportive academic response. At the same time, the policy explicitly seeks to ensure that monitoring practices do not undermine fairness, academic autonomy, or the rights and legitimate interests of students.

The policy applies to all students and applicants of the university, as well as to academic, administrative, and technical staff and contracted service providers who, within the scope of their official duties, collect, access, process, analyze, or use student-related data through institutional information systems. It covers all categories of student-related data generated across admission, enrollment, teaching, attendance, assessment, progression, academic status management, and quality assurance processes.

Institutional coordination and oversight of the implementation of this policy are exercised by the [Office of Academic Quality Assurance and Policy](#), acting in cooperation with the [Student Admissions and Registration Office](#), the Academic and Faculty Affairs Office, and the Digital Transformation Center, each within its defined area of responsibility. These units collectively ensure that data governance practices are lawful, proportionate, transparent, and aligned with the academic mission of the university.

UWED recognizes that student-related data are generated continuously, often automatically, and across multiple institutional processes. Without a clear and shared policy framework,

such data may become fragmented, inconsistently interpreted, or used in ways that are not aligned with academic values. This policy therefore provides the foundational institutional framework that explains why data are collected, how they are used, who is responsible, and how accountability is ensured within the university's academic governance system.

## **1.2 Objectives of the Policy**

The objectives of this policy are multiple, interconnected, and aligned with the university's academic governance and quality assurance framework.

First, the policy aims to establish a shared institutional understanding of what constitutes student progression data and how such data are defined, classified, and treated within the university. This includes data related to admission and enrollment, attendance and participation in academic activities, assessment outcomes and grading, credit accumulation, academic status (including academic debt, suspension, or reinstatement), and program completion or withdrawal. These data collectively form the basis for monitoring individual student pathways and analyzing progression patterns at group, program, and institutional levels.

*Second*, the policy seeks to ensure that all student-related data are collected, processed, stored, and used lawfully, ethically, and transparently, in compliance with the Law of the Republic of Uzbekistan "[On Personal Data](#)," the Law of the Republic of Uzbekistan "[On Education](#)," and relevant internal regulatory documents of UWED. In this context, the policy aims to guarantee that students are informed about what data are collected about them, for what purposes such data are used, and how data-based monitoring or analysis may affect academic administration, support, or decision-making processes. Responsibility for ensuring lawful and transparent data handling is shared among designated institutional units in accordance with their functional roles.

*Third*, the policy defines how institutional digital systems are used to support academic governance and student progression monitoring. It clarifies that platforms such as national academic record systems, learning management systems, student-facing applications, and internal monitoring tools function as support instruments for data collection, analysis, and communication. These systems are managed and technically monitored by the [Digital Transformation Center](#), while academic interpretation and use of data remain the responsibility of academic and administrative units. Digital systems do not replace academic judgment, collegial decision-making, or formally approved academic procedures.

*Fourth*, the policy supports continuous improvement of teaching and learning by ensuring that aggregated and analyzed data are used systematically to identify structural and pedagogical challenges. Analysis of indicators such as attendance patterns, assessment outcomes, grade point averages, credit accumulation, and course completion rates informs

curriculum review, teaching improvement, and enhancement of student support mechanisms. Responsibility for analyzing and using such data for quality enhancement rests with the [Academic and Faculty Affairs Office](#) and the [Office of Academic Quality Assurance and Policy](#), in cooperation with academic units and course coordinators.

*Finally*, the policy aims to strengthen institutional accountability in the use of student-related data. By clearly defining roles, responsibilities, decision-making limits, and oversight mechanisms, the university ensures that data-driven processes are transparent, traceable, and subject to internal review. The policy establishes a framework through which analytical findings lead to documented academic actions, follow-up measures, and evaluation of effectiveness, rather than remaining purely descriptive or compliance-oriented.

### **1.3 Institutional Scope and Authority of the Policy**

This policy is adopted as an official internal regulatory document of the [University of World Economy and Diplomacy](#). Its provisions are **binding** on all academic, administrative, and technical units, as well as on staff members and contracted service providers who, within the scope of their official duties, are involved in the collection, processing, storage, monitoring, analysis, protection, or use of student-related data.

The policy applies across the entire institution and covers all levels of study and all forms of academic engagement. It is not limited to a single information system, department, or function but establishes a **university-wide framework** integrating academic, administrative, and digital practices related to student progression and data governance.

The authority of this policy derives from its approval by the university's governing bodies and its implementation in accordance with the **Law of the Republic of Uzbekistan “[On Personal Data](#),”** the **Law of the Republic of Uzbekistan “[On Education](#),”** and other normative legal acts regulating higher education and the use of institutional information systems. The policy operates in conjunction with [UWED’s Admission Regulations, Study and Examination Regulations](#), and other internal regulatory documents.

Institutional responsibility for coordination, enforcement, and oversight of compliance with this policy rests with the [Office of Academic Quality Assurance and Policy](#), acting in cooperation with the [Student Admissions and Registration Office](#), the [Academic and Faculty Affairs Office](#), and the [Digital Transformation Center](#) within their respective functional areas. Compliance with the policy is ensured through internal oversight mechanisms and integration into academic governance and quality assurance processes. Identified violations are addressed in accordance with UWED’s internal regulations and applicable legislation.

## 2. Relationship with Other Academic and Administrative Regulations

### 2.1 Complementarity with Admission Regulations

The UWED [Admission Regulations](#) define the procedures and criteria governing access to academic programs, including eligibility requirements, selection mechanisms, and enrollment processes. These regulations determine who may become a student of the university and under what conditions, in accordance with national higher education legislation and internal regulatory documents.

The present policy does not regulate admission decisions or selection outcomes. Instead, it governs how data generated during the admission and enrollment process are collected, stored, protected, and used as the baseline layer of the student data lifecycle. Admission-related data include information on applications, entry qualifications, selection results, enrollment status, program affiliation, and funding status.

Responsibility for the administration, accuracy, and maintenance of admission-related data rests with the [Student Admissions and Registration Office](#), which ensures that such data are recorded in official academic records systems in compliance with the Law of the Republic of Uzbekistan “[On Personal Data](#)” and internal institutional regulations. Once enrollment is completed, admission data are integrated into the university's academic information systems and used consistently as the reference point for subsequent monitoring of academic progression, retention, and completion.

By establishing clear institutional rules for the use of admission data, this policy ensures continuity and coherence between the admission stage and later phases of the student lifecycle. This continuity enables longitudinal analysis of student progression and completion outcomes in relation to entry conditions, while preserving the integrity of admission decisions and the rights of applicants and students.

### 2.2 Complementarity with Study and Examination Regulations

The [UWED Study and Examination Regulations](#) regulate the organization of the educational process, including attendance requirements, forms of assessment, grading scales, rules governing academic progression, academic debt, suspension, reinstatement, and graduation. These regulations define the substantive academic requirements and decision-making procedures applicable to all students of the university.

The present policy does not introduce new academic requirements, thresholds, or sanctions, and it does not modify existing rules governing assessment, progression, or certification. Instead, it establishes how data generated through teaching activities, attendance monitoring, assessment, and examination processes are collected, verified, integrated, and monitored in order to support the consistent, transparent, and fair application of the [Study](#)

## [and Examination Regulations.](#)

In this framework, academic regulations define what academic rules apply, while this policy defines how information related to those rules is managed and used within institutional systems. Data governance under this policy supports academic administration, early identification of potential risks, and quality assurance but does not replace academic judgment, collegial decision-making, or formally established procedures.

Responsibility for the academic interpretation and use of progression-related data in accordance with the [Study and Examination Regulations](#) rests with the [Academic and Faculty Affairs Office](#), acting in coordination with academic units and course coordinators. Oversight of consistency, proportionality, and compliance with institutional rules is exercised by the [Office of Academic Quality Assurance and Policy](#). This allocation of responsibility ensures that data monitoring supports the application of academic regulations while safeguarding fairness, due process, and student rights.

### **2.3 Separation Between Academic Rules and Data Governance**

A fundamental principle of this policy is the clear separation between academic regulation and data governance.

Academic decisions, such as decisions on progression, academic debt, suspension, or completion, are taken exclusively by authorized academic bodies in accordance with established regulations. Digital systems and data analytics support these decisions by providing accurate and timely information, but they do not replace academic judgment.

This separation ensures that data-driven governance strengthens, rather than undermines, academic autonomy and procedural fairness.

## **3. Legal Framework and Ethical Foundations**

### **3.1 Legal Basis for Data Processing**

All processing of student-related data at UWED is conducted in accordance with the legislation of the Republic of Uzbekistan. This includes, but is not limited to, the Law of the Republic of Uzbekistan "[On Personal Data](#)," the Law "[On Education](#)," and other normative legal acts regulating higher education administration, information systems, and data security.

Compliance with legal requirements is a fundamental obligation of the university. This policy provides an internal framework through which legal requirements are translated into institutional practices.

### **3.2 Ethical Foundations of Student Data Governance**

Beyond formal legal compliance, UWED recognizes that the collection and use of student-

related data raise important ethical considerations. Students entrust the university with personal and academic information over extended periods of study, often across multiple institutional systems and academic stages. This trust creates a clear ethical obligation to ensure that such data are used carefully, proportionately, and transparently, and solely for legitimate educational, academic, and quality assurance purposes.

Accordingly, the university is guided by ethical principles that include respect for individual dignity, protection of privacy, fairness and proportionality in academic processes, transparency of institutional procedures, and avoidance of unjustified surveillance, profiling, or automated decision-making. Student-related data are not treated as neutral technical inputs but as information that may affect academic opportunities, progression, and student well-being, and therefore require responsible governance.

Ethical data governance at UWED requires not only secure technical systems but also clear institutional rules that explain why data are collected, how they are interpreted, and how they may influence academic processes. This policy fulfills that explanatory function by establishing limits on the use of data, defining decision-making responsibilities, and ensuring that data-informed processes remain subject to human judgment, collegial review, and due process.

Responsibility for ensuring that ethical principles are respected in the use of student-related data rests with the [Office of Academic Quality Assurance and Policy](#), acting in coordination with [the Academic and Faculty Affairs Office](#), the [Student Admissions and Registration Office](#), and the [Digital Transformation Center](#) within their respective areas of competence. These units ensure that ethical considerations are integrated into data governance practices, that risks of misuse are identified and mitigated, and that institutional practices remain aligned with academic values and student rights.

Through this ethical framework, UWED seeks to maintain a learning environment in which students understand how their data are used, trust the fairness of academic processes, and are protected against arbitrary or disproportionate use of information, while enabling the university to fulfill its academic and quality assurance responsibilities.

### **3.3 Confidentiality and Institutional Accountability**

Student-related data often include sensitive personal and academic information. UWED therefore treats confidentiality as a core institutional obligation and an integral element of academic governance. Access to student-related data is restricted to authorized users and is granted strictly on the basis of institutional roles and functional responsibilities. Access rights are limited to the minimum scope necessary for the performance of official duties and are reviewed periodically to ensure continued relevance and proportionality.

Institutional information systems supporting academic administration and monitoring

operate under role-based access control and maintain activity logs and audit trails that record access to data, modifications, and analytical processing. These mechanisms ensure traceability, support internal oversight, and enable investigation of potential breaches of confidentiality or data misuse, while remaining compliant with applicable data protection requirements.

Student-related data are retained for defined periods consistent with their academic, administrative, and legal purpose. Retention rules are applied in accordance with national legislation and internal record-keeping regulations and are subject to periodic review to ensure that data are not retained longer than necessary. Where retention periods expire, data are securely archived or disposed of using methods that prevent unauthorized access or recovery.

Institutional accountability for the implementation of confidentiality and access control measures rests with the [Digital Transformation Center](#), which is responsible for the technical administration and security of institutional information systems. Oversight of compliance with confidentiality requirements and data governance standards is exercised by [the Office of Academic Quality Assurance and Policy](#), acting in coordination with the [Student Admissions and Registration Office](#) and [the Academic and Faculty Affairs Office](#) within their respective areas of competence.

Staff members involved in the collection, processing, analysis, or use of student-related data are required to act strictly within the scope of their official duties and to respect confidentiality requirements at all times. Breaches of confidentiality, unauthorized access, or misuse of student-related data constitute violations of institutional rules will be subject to corrective and disciplinary measures in accordance with UWED's internal regulations and applicable legislation.

## 4. Scope of Application

### 4.1 Categories of Students Covered by the Policy

This policy applies to all students enrolled in educational programs at the [University of World Economy and Diplomacy](#), including bachelor's programs, master's programs, and doctoral programs at the [PhD](#) and [DSc](#) levels, regardless of the form of study, funding status, or citizenship.

The policy also applies to applicants during the admission process to the extent that their personal and academic data are collected, processed, or stored by the university prior to enrollment. In addition, the policy applies to academic, administrative, and technical staff and contracted service providers who, within the scope of their official duties, collect, access, process, analyze, or use student-related data through institutional information systems.

The scope of this policy covers all categories of student-related data generated throughout the academic lifecycle, including data related to admission and enrollment, participation in academic activities, attendance, assessment, credit accumulation, academic status management, progression, completion, or withdrawal, irrespective of the technical format or system in which such data are stored.

#### **4.2 Scope of Student-Related Data**

This policy covers all categories of student-related data generated throughout the academic life cycle of a student at the [University of World Economy and Diplomacy](#). Student-related data are understood as any personal, academic, administrative, or analytical information that is collected, created, or processed by the university in connection with a student's admission, enrollment, participation in educational activities, assessment, academic progression, or completion of studies.

The scope of student-related data includes, but is not limited to, data collected at the admission stage, such as application information, entry qualifications, selection results, and enrollment status. It further includes data generated during the period of study, including information on course registration, attendance, participation in academic activities, assessment results, grades, credit accumulation, academic standing, academic debt, suspension, reinstatement, and other formally recorded changes in academic status. Data related to program completion, graduation, issuance of diplomas, or withdrawal from studies also fall within the scope of this policy.

In addition to core academic records, the policy covers data generated through institutional digital systems that support teaching, learning, and academic administration. This includes learning management system data reflecting engagement with course materials and assessment activities; attendance monitoring data; student requests, appeals, and notifications submitted through institutional platforms; and aggregated analytical data used for monitoring progression trends and quality assurance purposes. Where such data are linked to an identifiable student, they are considered student-related data within the meaning of this policy.

The policy applies irrespective of the form of study, funding status, citizenship of the student, or the technical format in which data are stored. Student-related data may exist in electronic or paper-based form and may be processed through national information systems, institutional platforms, or authorized internal databases. The principles and requirements of this policy apply equally across all such formats and systems.

Responsibility for the accuracy, integrity, and lawful use of student-related data is allocated in accordance with institutional functions. The [Student Admissions and Registration Office](#) is responsible for official student records and academic status data. [Academic units](#) and the

[Academic and Faculty Affairs Office](#) are responsible for data related to teaching, assessment, and curriculum context. The [Digital Transformation Center](#) is responsible for the technical operation, security, and access control of systems in which student-related data are processed. Oversight of consistency, proportionality, and appropriate use of data across these domains is exercised by the [Office of Academic Quality Assurance and Policy](#).

This policy does not apply to data that are fully anonymized and cannot be linked to identifiable individuals, provided that such anonymization is irreversible. It also does not regulate personal data processed by students or staff for purely private purposes outside institutional academic or administrative processes. Any use of student-related data beyond the purposes defined in this policy requires a separate legal or institutional basis and, where applicable, explicit authorization by the competent university bodies.

### **4.3 Institutional Units Subject to the Policy**

The provisions of this policy are binding on all academic, administrative, and technical units of UWED involved in student data governance. This includes teaching staff, academic management, student administration, quality assurance units, and digital infrastructure units.

## **5. Conceptual Approach to Student Data Governance**

### **5.1 Student Lifecycle Perspective**

UWED adopts a student lifecycle perspective in its approach to data governance. Under this approach, student-related data are understood not as isolated or static records, but as evolving information that reflects successive stages of a student's academic pathway and the conditions under which learning and progression take place.

The lifecycle begins at admission and enrollment, continues through participation in academic activities, attendance, assessment, and credit accumulation, and concludes with academic completion, suspension, or withdrawal. Data generated at each stage are systematically linked through institutional information systems in order to provide a coherent, continuous, and traceable picture of student progression over time.

This integrated lifecycle perspective enables the university to analyze both individual academic trajectories and broader patterns affecting student cohorts, programs, and academic units. Analysis of progression data is conducted on a regular basis at different levels of aggregation. Course-level and attendance-related indicators are reviewed on an ongoing and termly basis to support early identification of potential academic difficulties. Program-level and cohort-level analyses are conducted at the end of each semester and academic year to assess progression trends, completion rates, and structural factors affecting student success.

Responsibility for analyzing lifecycle-based progression data rests with the [Academic and Faculty Affairs Office](#) and academic units, which interpret data in relation to curriculum structure, assessment design, and teaching organization. The [Office of Academic Quality Assurance and Policy](#) oversees the consistency, proportionality, and appropriate use of such analyses and ensures that findings are translated into documented academic actions, including curriculum review, teaching improvement measures, and enhancement of student support mechanisms.

Through this lifecycle-based approach, UWED ensures that data governance supports timely academic guidance and institutional improvement, rather than retrospective reporting alone, and that student progression data are used to inform meaningful, proportionate, and academically grounded decisions.

## 5.2 Purpose of Lifecycle-Based Data Analysis

Lifecycle-based data analysis supports both individual and institutional objectives. At the individual level, it enables the timely identification of academic difficulties and supports guidance and intervention. At the institutional level, it enables evaluation of curriculum structure, workload distribution, and progression patterns.

The lifecycle approach ensures that data governance serves educational goals rather than purely administrative control.

## 6. Fundamental Principles Governing Student Data Collection and Use

UWED adheres to a set of fundamental principles governing the collection, processing, and use of student-related data. These principles provide the normative foundation for all institutional data governance practices and apply across academic, administrative, and digital domains of the university.

Student-related data are processed with full respect for the rights and legitimate interests of students and applicants. Data are collected and used only for **lawful, clearly defined, and legitimate purposes** directly related to education, academic administration, student support, and quality assurance. The university applies the principle of **proportionality**, ensuring that the volume and scope of data collected are limited to what is necessary to achieve defined institutional objectives and that data are not used for purposes incompatible with their original collection.

UWED takes reasonable and appropriate measures to ensure the **accuracy, completeness, and reliability** of student-related data throughout the academic lifecycle. Students have the right to access their personal and academic data, to request correction of inaccurate or incomplete information, and to seek clarification or appeal where the use or interpretation

of data affects their academic status, in accordance with institutional procedures and applicable legislation.

Confidentiality and security of student-related data are ensured through a combination of organizational and technical measures, including role-based access control, defined responsibilities, and internal oversight. Data governance responsibilities are clearly assigned among institutional units, with the [Student Admissions and Registration Office](#) responsible for official academic records, the [Academic and Faculty Affairs Office](#) responsible for the academic interpretation and use of progression-related data, and the [Digital Transformation Center](#) responsible for the technical security and operation of information systems.

Oversight of compliance with these principles and with this policy as a whole is exercised by the [Office of Academic Quality Assurance and Policy](#), which ensures that data governance practices remain consistent with legal requirements, institutional regulations, and academic values. Through internal monitoring and periodic review, the university ensures that student-related data are used fairly, transparently, and accountably in support of academic governance and student success.

## **PART II: STUDENT DATA CATEGORIES, PROGRESSION LOGIC, AND INFORMATION FLOWS**

### **7. Understanding Student-Related Data in an Academic Institution**

#### **7.1 Concept of Student-Related Data**

At UWED, student-related data are understood as all information generated, recorded, and processed in connection with a student's academic relationship with the university. This includes personal, academic, administrative, and engagement-related information that arises before enrollment, during study, and upon completion or withdrawal.

Student-related data are not treated as isolated technical records. Instead, they are understood as institutional evidence that reflects how academic programs are designed, how teaching and learning are organized, how students engage with their studies, and how academic regulations operate in practice.

This understanding is fundamental to the policy. Without a clear conceptualization of what student-related data represent, digital systems risk being perceived as control mechanisms rather than as tools supporting academic quality and student success.

#### **7.2 Distinction Between Individual-Level and Institutional-Level Data**

The university distinguishes between individual-level data and aggregated institutional-level data.

Individual-level data relate to a specific student and are used to support academic administration, progression monitoring, feedback, and guidance. Such data directly affect the student's academic status and must therefore be accurate, transparent, and subject to procedural safeguards.

Institutional-level data are derived from aggregation and analysis of individual records. These data are used to understand patterns, trends, and systemic issues affecting programs, cohorts, and the university as a whole. Institutional-level data do not affect individual students directly but inform academic planning, curriculum review, quality assurance, and strategic decision-making.

This distinction is important because it underpins how data are accessed, interpreted, and used at different levels of governance.

### **8. Categories of Student Data Collected at UWED**

#### **8.1 Admission and Enrollment Data**

Admission and enrollment data constitute the initial and foundational layer of the student data lifecycle at the [University of World Economy and Diplomacy](#). These data include information related to applications, eligibility verification, selection outcomes, enrollment

decisions, program affiliation, level of study, form and funding status of education, and officially recorded changes to enrollment status.

At UWED, admission and enrollment data serve as the baseline reference point for all subsequent monitoring of academic progression and student status. They enable the university to understand the composition of student cohorts, entry qualifications, and contextual factors present at the start of studies, which are essential for interpreting later academic performance, progression patterns, and completion outcomes.

Responsibility for the collection, accuracy, validation, and maintenance of admission and enrollment data rests with the [Student Admissions and Registration Office](#), which acts as the institutional owner of official student records.

Admission and enrollment data are retained for periods defined by national legislation and institutional record-keeping rules, reflecting their legal, academic, and administrative significance. Students and applicants are informed, through admission procedures and institutional notices, of the categories of data collected, the purposes of processing, and their rights of access, correction, and appeal in relation to such data.

Following enrollment, admission data are integrated with progression, assessment, and completion data to enable longitudinal analysis of student trajectories. Such analysis is conducted at aggregated levels for academic planning, quality assurance, and institutional reporting. Admission data are not used to retrospectively alter admission decisions or to impose academic sanctions but solely to provide contextual understanding of student pathways and to support evidence-based academic governance.

## **8.2 Program and Curriculum Data**

Program and curriculum data describe the formally approved academic structure within which students pursue their studies at the [University of World Economy and Diplomacy](#). These data include information on program objectives and learning outcomes, curriculum structure, compulsory and elective components, course credit values, sequencing and prerequisites, workload distribution, and approved forms of assessment.

Program and curriculum data provide the contextual framework necessary for interpreting student progression, performance, and engagement. Patterns such as delayed progression, accumulation of academic debt, or uneven completion rates cannot be meaningfully analyzed without reference to curriculum design, course sequencing, and workload balance. Curriculum data therefore function as interpretative data rather than performance data and are essential for fair and academically grounded analysis.

Responsibility for the development, maintenance, and academic integrity of program and curriculum data rests with the relevant academic units and is coordinated through the [Academic and Faculty Affairs Office](#). Official program structures and curriculum versions are

approved through established academic governance procedures and are recorded in institutional information systems as authoritative reference data.

Program and curriculum data are subject to change control and versioning rules. Any modification to program requirements, curriculum structure, course credit values, or sequencing must be formally approved in accordance with institutional procedures and documented with an effective date. Historical versions of curricula are retained to ensure that student progression and assessment are analyzed in relation to the curriculum applicable at the time of study, thereby preserving fairness and legal certainty.

[The Digital Transformation Center](#) is responsible for ensuring that approved program and curriculum data are accurately reflected in institutional systems and that changes are implemented consistently across platforms used for academic administration, monitoring, and reporting. Oversight of the appropriate use of curriculum data in progression analysis and quality assurance processes is exercised by the [Office of Academic Quality Assurance and Policy](#).

Program and curriculum data are not used in isolation to evaluate individual student performance or teaching quality. Instead, they are used to contextualize progression indicators and to support evidence-based curriculum review, teaching improvement, and academic planning. This ensures that data-driven analysis leads to structural and pedagogical improvement rather than misinterpretation of individual outcomes.

### **8.3 Attendance and Academic Engagement Data**

Attendance and engagement data reflect the extent to which students participate in academic activities. Attendance data are collected systematically and represent a key indicator of academic engagement.

At UWED, attendance is monitored not as an isolated administrative requirement but as an indicator of participation in the learning process. Patterns of attendance provide early signals of potential academic difficulties and allow timely academic response.

Engagement data may also include information generated through digital learning platforms, such as participation in learning activities or submission behavior. These data complement attendance records and provide a more nuanced understanding of student engagement.

### **8.4 Assessment and Performance Data**

Assessment and performance data include grades, examination results, continuous assessment outcomes, and information on course completion. These data reflect the extent to which learning outcomes are achieved and academic requirements are met.

Assessment data are central to academic progression decisions and therefore require the

highest level of accuracy, transparency, and procedural integrity. At UWED, assessment outcomes recorded in official systems constitute the formal basis for progression, certification, and completion.

### **8.5 Credit Accumulation and Academic Status Data**

Credit accumulation data track the number of credits earned by students over time and provide a quantitative measure of progression through academic programs.

Academic status data include information on academic standing, academic debt, suspension, reinstatement, or withdrawal. These data reflect formal decisions taken in accordance with academic regulations and are critical for understanding progression trajectories.

### **8.6 Completion and Graduation Data**

Completion and graduation data mark the final stage of the student lifecycle. These data confirm that academic requirements have been fulfilled and that qualifications have been awarded.

Completion data are used for institutional reporting, analysis of time-to-degree, and evaluation of program effectiveness.

## **9. Concept of Student Progression and Its Institutional Meaning**

### **9.1 Definition of Student Progression**

At UWED, student progression is understood as the process through which a student advances through an academic program in accordance with curriculum requirements, credit accumulation rules, and assessment outcomes.

Progression is not defined solely by examination results. It reflects a combination of participation, performance, engagement, and compliance with academic regulations.

This holistic understanding of progression informs the way data are collected and analyzed.

### **9.2 Progression as an Academic and Institutional Process**

Student progression at the [University of World Economy and Diplomacy](#) is understood as both an individual academic process and a shared institutional responsibility. While students are responsible for their academic engagement, attendance, and performance, the university is responsible for creating and maintaining the academic, organizational, and regulatory conditions that enable successful progression. These conditions include clearly defined academic regulations, coherent and well-sequenced curricula, effective teaching and assessment practices, and accessible academic and administrative support.

Within this framework, progression-related data serve a **dual and complementary purpose**. At the individual level, such data support academic administration, guidance, and timely identification of potential academic difficulties. At the institutional level, aggregated

progression data provide insight into how programs, curricula, and teaching practices function in practice and where structural, pedagogical, or organizational improvements may be required.

Responsibility for supporting student progression is distributed across institutional units in accordance with their functions. Faculty offices and course coordinators are responsible for monitoring course-level progression and for initiating academic guidance and support within programs. The [Academic and Faculty Affairs Office](#) coordinates institutional approaches to progression support and ensures consistency in the application of academic regulations. The [Office of Academic Quality Assurance and Policy](#) analyzes aggregated progression data to identify systemic patterns and oversees the translation of analytical findings into curriculum review, teaching improvement measures, and institutional quality enhancement.

Progression data are used to distinguish between individual academic difficulties that may require targeted support and broader structural issues that require institutional response. This distinction ensures that data-informed actions are proportionate, fair, and academically meaningful. Progression monitoring under this policy is therefore not punitive in nature but supportive and developmental, aimed at improving student success and institutional effectiveness.

Through this shared-responsibility approach, UWED ensures that student progression is addressed as an integral component of academic governance, combining individual accountability with institutional responsibility and continuous improvement.

### **9.3 Importance of Early Identification of Progression Risks**

Delays in progression, accumulation of academic debt, or irregular attendance often develop gradually. Without systematic monitoring, such issues may remain unnoticed until they become difficult to address.

UWED therefore places particular emphasis on early identification of potential progression risks. This emphasis does not imply punitive action. Rather, it reflects the university's commitment to timely academic response and student support.

## **10. Information Flow and Integration Across Systems**

### **10.1 Rationale for Integrated Information Flow**

In a modern university, student-related data are generated across multiple processes and systems. Without integration, data may become fragmented, inconsistent, or difficult to interpret.

UWED therefore adopts an integrated approach to information flow, ensuring that data collected at different stages of the student lifecycle are linked and can be analyzed

coherently.

## **10.2 From Data Collection to Academic Use**

Data generated through admission processes, teaching activities, attendance monitoring, assessment, and structured feedback are first recorded in authorized institutional information systems in accordance with established procedures. Before such data are used for academic administration, monitoring, or analysis, they are subject to **validation and consistency checks** to ensure accuracy, completeness, and alignment across systems.

Validation of official student records, including enrollment status, academic standing, assessment results, and progression indicators, is carried out by the [Student Admissions and Registration Office](#) in cooperation with academic units where data originate. Technical integrity, system integration, and controlled data exchange between platforms are ensured by the [Digital Transformation Center](#). Only validated data are made available for authorized academic and administrative use.

The transformation of raw data into meaningful academic information requires clearly defined institutional rules in addition to technical infrastructure. This policy establishes those rules by specifying **who may analyze data, for what purposes, and under what conditions**. Academic interpretation of progression-related data is the responsibility of faculty offices, course coordinators, and the [Academic and Faculty Affairs Office](#), while aggregated and analytical use for quality assurance and institutional planning is overseen by the [Office of Academic Quality Assurance and Policy](#).

Analytical results that may inform academic interventions, curriculum changes, or institutional measures are subject to documented review and approval by the competent academic bodies before implementation. Data are not used in isolation or without context, and individual indicators are interpreted in relation to curriculum structure, assessment requirements, and documented circumstances.

Through this structured process of validation, integration, interpretation, and oversight, UWED ensures that data-driven practices support fair, transparent, and academically grounded decision-making, rather than automated or unverified use of information.

## **10.3 Avoidance of Fragmented or Isolated Use of Data**

UWED explicitly avoids the isolated or mechanistic use of individual indicators without appropriate academic and institutional context. No single data point—such as attendance, grade point average, assessment result, or engagement metric—is used on its own to justify academic conclusions, interventions, or decisions affecting a student’s academic status.

Progression-related data are interpreted in an integrated manner and in relation to relevant contextual information, including program and curriculum structure, course credit value and

sequencing, assessment requirements, documented and approved absences, and formally recorded academic circumstances. This ensures that indicators reflect the actual academic environment in which learning and assessment take place.

Responsibility for contextual interpretation of data at the course and program level rests with **faculty offices and course coordinators**, acting within the framework of the Study and Examination Regulations. Institutional-level analysis and oversight of interpretation standards are exercised by the [Academic and Faculty Affairs Office](#) and the [Office of Academic Quality Assurance and Policy](#), which ensure consistency, proportionality, and alignment with academic regulations.

Automated analytics, thresholds, or monitoring tools are used solely as **support instruments** for early identification and analysis and do not generate academic decisions independently. Any academic intervention or institutional action informed by data analysis must be subject to human review and, where required, approval by the competent academic bodies in accordance with established procedures.

Through this integrated and contextualized approach, UWED ensures that data-driven practices remain balanced, fair, and academically meaningful and that the use of student-related data supports informed judgment and quality enhancement rather than simplified or unjustified conclusions.

## 11. Transparency and Student Access to Progression Information

### 11.1 Importance of Transparency

Transparency is a core principle of student data governance at UWED. Students are entitled to understand how their academic progression is monitored and what information is used in academic processes.

Transparency supports trust, self-regulation, and informed decision-making by students.

### 11.2 Student Access to Their Own Data

UWED ensures that students have continuous access to information concerning their academic status, attendance records, assessment results, and progression indicators through institutional digital platforms.

Access to such information enables students to monitor their own engagement and performance and to take timely action where necessary.

### 11.3 Role of Transparency in Preventing Disputes

Clear and transparent access to progression-related data reduces misunderstandings and disputes related to academic status. Where questions arise, transparent records provide a reliable basis for clarification and appeal.

## 12. Analytical Use of Progression Data at Institutional Level

### 12.1 Use of Aggregated Data

Aggregated progression data are used by UWED to analyze trends across programs, cohorts, and academic years. Such analysis allows the university to identify patterns that may not be visible at the individual level.

Examples include persistent delays in certain program stages, uneven workload distribution, or high rates of academic debt in specific courses.

### 12.2 Role of Analysis in Academic Improvement

Institutional analysis of student progression data plays a central role in academic improvement, curriculum development, and strategic academic planning at UWED. Progression data are analyzed not solely to document outcomes but to understand how academic regulations, curriculum design, teaching practices, and student support mechanisms function in practice.

Analysis of progression data enables the university to distinguish between **individual academic difficulties**, which may require targeted academic guidance or support, and **structural or systemic challenges**, which require institutional response. Such challenges may relate to curriculum sequencing, workload distribution, assessment design, teaching methods, or organizational arrangements within programs.

Progression data are analyzed at multiple levels and with defined periodicity. Course-level and program-level indicators, including attendance patterns, assessment outcomes, grade point averages, credit accumulation, and course completion rates, are reviewed on a **termly and semester basis** by faculty offices and course coordinators. Aggregated institutional analyses are conducted on a **semester and annual basis** by the [Academic and Faculty Affairs Office](#) and the [Office of Academic Quality Assurance and Policy](#).

The results of institutional analysis are documented in analytical reports and are communicated to relevant academic bodies and program management. These reports inform curriculum review processes, teaching improvement initiatives, academic workload planning, and the design or adjustment of student support measures. Where analysis identifies recurring or systemic issues, findings are submitted for consideration by competent academic bodies, including collegial academic councils, in accordance with established governance procedures.

Responsibility for ensuring that analytical findings lead to concrete academic action rests with the [Academic and Faculty Affairs Office](#), in cooperation with academic units, while the [Office of Academic Quality Assurance and Policy](#) oversees the consistency, proportionality, and follow-up of improvement measures. The implementation and

effectiveness of such measures are subsequently reviewed using updated progression data, ensuring a continuous feedback loop between analysis, decision-making, and academic enhancement.

Through this structured use of analysis, data governance at UWED functions as a tool for **continuous academic improvement**, supporting evidence-based decision-making and institutional learning, rather than serving as a mechanism of formal compliance alone.

## **PART III: INSTITUTIONAL DIGITAL ECOSYSTEM AND ITS ROLE IN ACADEMIC GOVERNANCE**

### **13. Rationale for an Integrated Digital Ecosystem**

#### **13.1 Digital Systems as Instruments of Academic Governance**

At UWED, digital systems are understood as instruments that support academic governance rather than as autonomous decision-making mechanisms. The university recognizes that while digital platforms enable efficient data collection and monitoring, academic responsibility and judgment must remain with authorized academic and administrative bodies.

The use of multiple digital systems reflects the complexity of academic processes. Admission, teaching, assessment, attendance, feedback, and academic planning generate different types of data at different times. Without a coherent institutional framework, these data could remain fragmented, difficult to interpret, or inconsistently applied.

The integrated digital ecosystem at UWED is therefore designed to ensure continuity of student records, transparency of academic processes, and availability of reliable information for academic decision-making.

#### **13.2 Institutional Responsibility for Digital Integration**

UWED accepts institutional responsibility for ensuring that digital systems are aligned with academic regulations and institutional values. Integration is not limited to technical interoperability but includes harmonization of data definitions, procedural logic, and access rules.

This policy provides the conceptual and regulatory framework within which digital systems operate. It ensures that digitalization supports academic objectives rather than dictating them.

### **14. Higher Education Management Information System (HEMIS)**

#### **14.1 Institutional Role of HEMIS**

[The Higher Education Management Information System \(HEMIS\)](#) functions as the official national information system for academic records and constitutes the authoritative source of data on student enrollment, academic progression, grades, credit accumulation, academic standing, suspension, reinstatement, and completion, in accordance with national higher education regulations.

At the [University of World Economy and Diplomacy](#), HEMIS serves as the **formal backbone of academic administration**. Data recorded in this system have official legal status and are used for certification, issuance of diplomas and diploma supplements, reporting to national

authorities, and formal confirmation of student status for institutional and external purposes.

Responsibility for the accuracy, completeness, and timely updating of student-related data in [HEMIS](#) rests with the [Student Admissions and Registration Office](#), which acts as the institutional owner of official academic records. This office ensures that data entered into [HEMIS](#) are based on verified academic decisions and officially approved documentation and that updates are made in accordance with institutional procedures and national requirements.

To ensure consistency between institutional systems and the national register, UWED applies defined **data reconciliation and validation procedures**. Data recorded in internal academic and administrative systems are periodically cross-checked against [HEMIS](#) records. Any discrepancies identified are reviewed and resolved by the [Student Admissions and Registration Office](#) in cooperation with the relevant academic units and, where necessary, with national system administrators. Until discrepancies are resolved, [HEMIS](#) data prevail as the authoritative reference for official academic status.

Access to [HEMIS](#) data is granted strictly on the basis of role-based authorization and in accordance with national access rules and institutional policies. Students have continuous access to their own academic records through [HEMIS](#), while authorized academic and administrative staff may access data only within the scope necessary for the performance of their official duties. All access and modifications are subject to logging and audit controls implemented within the system.

The [Digital Transformation Center](#) is responsible for ensuring secure technical access to [HEMIS](#), reliable system connectivity, and compliance with national technical standards. Oversight of the appropriate academic and administrative use of [HEMIS](#) data within the university is exercised by the [Office of Academic Quality Assurance and Policy](#), which ensures that data are used consistently, proportionately, and in accordance with this policy and applicable legislation.

Through this governance framework, UWED ensures that [HEMIS](#) data remain authoritative, accurate, and trustworthy while supporting transparent academic administration, protection of student rights, and effective institutional decision-making.

#### **14.2 Types of Data Recorded in [HEMIS](#)**

[HEMIS](#) contains comprehensive records of student identity, program affiliation, enrollment status, assessment outcomes, credit accumulation, academic debt, suspension, reinstatement, and graduation.

Because [HEMIS](#) is a national system, it ensures standardization and comparability of academic records across institutions. At the same time, UWED ensures that internal systems

are aligned with [HEMIS](#) to prevent discrepancies between learning activity records and official academic outcomes.

### **14.3 Access and Transparency**

Students and authorized staff have continuous access to academic records stored in HEMIS in accordance with national regulations and institutional access rules. This access supports transparency and allows students to verify their academic status and progression.

### **14.4 Relationship Between [HEMIS](#) and Other Systems**

While HEMIS serves as the authoritative source of academic records, it does not capture all aspects of the educational process in real time. Other institutional systems complement [HEMIS](#) by providing detailed information on learning activity, attendance, and engagement. Data from these systems are aligned with [HEMIS](#) to ensure consistency.

## **[15. Learning Management System \(Moodle\)](#)**

### **15.1 Role of Moodle in the Educational Process**

The Moodle learning management system provides a structured digital environment for teaching and learning activities. Through [Moodle](#), academic staff organize course materials, manage assignments, conduct assessments where applicable, and provide academic feedback.

For students, [Moodle](#) functions as the primary platform for accessing learning resources and engaging with course activities outside the physical classroom.

### **15.2 Data Generated Through [Moodle](#)**

Moodle generates data related to course participation, assignment submission, assessment activity, feedback provision, and interaction with learning materials. These data provide valuable insights into learning processes and student engagement.

Such data are particularly important for understanding learning dynamics during the semester, rather than only at the point of final assessment.

### **15.3 Academic Use of [Moodle Data](#)**

Data generated through Moodle are used to support teaching improvement, academic monitoring, and early identification of learning difficulties. Academic staff may use these data to adjust teaching methods, provide targeted feedback, or identify students who may require additional support.

Moodle data complement official assessment records but do not replace them. Formal academic outcomes are recorded in [HEMIS](#) in accordance with academic regulations.

## 16. Talaba UWED Mobile Application

### 16.1 Purpose and Institutional Role

The [Talaba UWED](#) mobile application is designed as a student-centered digital platform that integrates key academic services and communication channels into a single accessible interface.

The application reflects UWED's commitment to transparency, accessibility, and responsiveness in student administration and academic support.

### 16.2 Academic and Administrative Functions

Through [Talaba UWED](#), students access timetables, attendance records, academic results, institutional notifications, and information related to their studies. The application also enables students to submit academic and administrative requests electronically.

This centralization reduces administrative barriers and ensures that students can engage with academic processes in a timely and informed manner.

### 16.3 Feedback and Survey Functionality

[Talaba UWED](#) includes feedback and survey functionality that allows students to express their views on the quality and usability of digital services, academic processes, and student support mechanisms.

Feedback collected through the application is reviewed by relevant academic, administrative, and technical units. This feedback informs improvements in service delivery, system design, and institutional responsiveness.

## 17. Attendance Appeals and Documented Absence via [Talaba UWED](#)

### 17.1 Rationale for Attendance Appeal Mechanisms

UWED recognizes that students may experience circumstances that prevent regular attendance, such as illness, serious family events, childbirth, or other documented reasons. Attendance monitoring without procedural safeguards could lead to unfair outcomes. The attendance appeal mechanism ensures that monitoring practices remain fair and proportionate.

### 17.2 Submission and Review of Appeals

Students submit attendance appeals through [Talaba UWED](#) by providing an explanation and uploading supporting documentation. Appeals are reviewed by the [Student Admissions and Registration Office](#).

The review process includes verification of documentation and assessment of compliance with institutional and national regulations.

### 17.3 Recording and Impact of Approved Appeals

When an appeal is approved, the relevant period of absence is formally recorded in institutional systems. Approved absences are reflected in attendance monitoring and excluded from automated calculations where applicable.

This ensures that documented and justified absence does not lead to unfair academic consequences.

## 18. Academic Monitoring System ([monitoring.uwed.uz](https://monitoring.uwed.uz))

### 18.1 Purpose of the Monitoring System

The academic monitoring platform [monitoring.uwed.uz](https://monitoring.uwed.uz) is designed to provide systematic oversight of attendance and academic engagement across the university.

The system allows authorized users to monitor attendance at multiple levels, including individual students, courses, and academic staff.

### 18.2 Analytical Function of the System

The monitoring system supports real-time analysis of attendance patterns. It enables early identification of irregular attendance and potential academic risk.

The system is used as an analytical and preventive tool. It supports academic management but does not replace academic judgment or formal procedures.

### 18.3 Role in Academic Governance

Data from the monitoring system are reviewed by academic units and program coordinators to inform academic guidance, teaching review, and institutional analysis.

## 19. Academic and Administrative Management Platform ([manage.uwed.uz](https://manage.uwed.uz))

### 19.1 Purpose of the Platform

The [manage.uwed.uz](https://manage.uwed.uz) platform supports academic planning, coordination, and internal communication. It serves as a structured environment for managing teaching schedules and administrative workflows.

### 19.2 Timetable Management and Coordination

Academic staff use the institutional academic and administrative management platform to manage and coordinate official teaching timetables and related teaching activities. Accurate and up-to-date scheduling data are essential for reliable attendance monitoring, effective academic planning, and the consistent application of study and examination regulations.

Responsibility for the preparation, validation, and official approval of teaching timetables rests with the [Academic and Faculty Affairs Office](#), acting in coordination with academic units and faculty offices. Timetables become official only after formal approval through

established institutional procedures and are then recorded in institutional systems as the authoritative reference for attendance monitoring, course delivery, and academic reporting. Timetable data are subject to defined **change control and versioning rules**. Any modification to an approved timetable—including changes to class time, location, modality, or assigned academic staff—must be submitted through the institutional platform and approved by the [Academic and Faculty Affairs Office](#). All approved changes are documented with an effective date, and previous versions are retained to ensure traceability and to allow verification of attendance records and academic obligations applicable at a given time.

The [Digital Transformation Center](#) is responsible for the technical operation of the platform, including access control, data integrity, logging of changes, and synchronization of timetable data with attendance monitoring and student-facing systems. This ensures that timetable information used for attendance tracking and academic planning is consistent across institutional platforms.

Oversight of the appropriate use of timetable data in attendance monitoring and progression analysis is exercised by the [Office of Academic Quality Assurance and Policy](#), which ensures that timetable changes do not result in unfair academic consequences for students and that attendance data are interpreted in light of the officially approved schedule.

Through this structured approach to timetable management and coordination, UWED ensures transparency, accountability, and reliability of scheduling data, supporting fair attendance monitoring, effective teaching organization, and sound academic governance.

### **19.3 Ticketing and Administrative Requests**

The platform includes an integrated ticketing mechanism that allows academic staff to submit formal requests to university offices, including classroom booking, rescheduling, and technical support.

This mechanism ensures traceability, accountability, and efficient coordination of academic and administrative processes.

## **20. Interaction Between Digital Systems and Human Governance**

### **20.1 Supporting, Not Replacing, Academic Decision-Making**

All digital systems at UWED are designed to support academic governance rather than to automate academic decisions. Data generated by systems provide information, indicators, and alerts, but final decisions remain the responsibility of authorized academic bodies.

### **20.2 Importance of Human Oversight**

Human oversight ensures contextual interpretation of data, consideration of individual circumstances, and compliance with academic regulations. This balance protects students from purely algorithmic decision-making.

## **PART IV: ATTENDANCE MONITORING, ACADEMIC RISK IDENTIFICATION, AND PROCEDURAL SAFEGUARDS**

### **21. Institutional Understanding of Attendance in Higher Education**

#### **21.1 Attendance as a Component of Academic Engagement**

At UWED, attendance is understood as a fundamental component of academic engagement and participation in the educational process. Regular presence in scheduled classes enables interaction with instructors, participation in discussions, engagement with course content, and achievement of intended learning outcomes.

Attendance is therefore not treated as a purely formal requirement or an administrative statistic. Rather, it is recognized as an indicator that reflects the degree to which a student is actively involved in the learning process.

This understanding informs the university's approach to attendance monitoring, which seeks to support learning and progression rather than impose control for its own sake.

#### **21.2 Attendance and Institutional Responsibility**

While students bear responsibility for attending classes and engaging with their studies, UWED bears institutional responsibility for creating conditions that make attendance meaningful and achievable. This includes coherent scheduling, transparent communication of requirements, and provision of support where difficulties arise.

Attendance monitoring is therefore embedded within a broader framework of academic governance and student support.

### **22. Systematic Monitoring of Attendance**

#### **22.1 Rationale for Monitoring Attendance Systematically**

Attendance issues often emerge gradually and may not be immediately visible to individual instructors or administrators. Without systematic monitoring, patterns of disengagement may remain unnoticed until academic difficulties become severe.

UWED therefore applies systematic attendance monitoring using institutional digital systems. This approach enables timely identification of irregular attendance patterns and supports early academic response.

Systematic monitoring does not imply constant surveillance of individual behavior. Rather, it provides structured information that supports academic oversight and planning.

#### **22.2 Attendance Data Collection Processes**

Attendance data are collected through institutional systems linked to teaching schedules and course structures. Data collection follows standardized procedures to ensure consistency across programs and courses.

Attendance records are associated with specific courses, instructors, and scheduled sessions. This allows attendance data to be analyzed at multiple levels, including individual students, courses, programs, and academic units.

### **22.3 Use of Attendance Data**

Attendance data are used for several interconnected and clearly defined academic and institutional purposes at the [University of World Economy and Diplomacy](#). At the individual level, attendance data support monitoring of student engagement, timely identification of potential academic risk, and the provision of academic guidance or support in accordance with the [Study and Examination Regulations](#). Attendance indicators are used to inform students and academic staff of participation patterns and do not in themselves constitute disciplinary measures.

At the course and program levels, aggregated attendance data provide insight into participation patterns that may indicate organizational, pedagogical, or scheduling issues. Such analysis supports the review of course design, teaching methods, workload distribution, and timetable arrangements and assists academic units in identifying areas where instructional or organizational adjustments may be required.

At the institutional level, attendance data contribute to quality assurance, evaluation of teaching delivery, and academic planning. Aggregated and contextualized attendance indicators may be used to support curriculum review, resource planning, and institutional reporting, provided that such use is consistent with the purposes defined in this policy and with applicable academic regulations.

Attendance data are **not** used for purposes unrelated to education, academic administration, or quality assurance. Any secondary use of attendance data beyond routine academic monitoring, including use for research, external reporting, or analytical modeling not stipulated by the internal regulations, requires prior approval by the [Office of Academic Quality Assurance and Policy](#), acting in coordination with the [Academic and Faculty Affairs Office](#). Where applicable, such use must also comply with national data protection legislation and institutional requirements on anonymization or aggregation.

Responsibility for the academic interpretation and use of attendance data rests with faculty offices and course coordinators, while institutional-level analysis and oversight are exercised by the [Office of Academic and Faculty Affairs](#). The [Office of Academic Quality Assurance and Policy](#) ensures that attendance data are used proportionately, contextually, and in a manner that respects student rights and institutional academic values.

Through these safeguards, UWED ensures that attendance data support meaningful academic decision-making and continuous improvement while preventing unjustified secondary use or misuse of information.

## 23. Attendance Thresholds and Academic Consequences

### 23.1 Concept of Attendance Thresholds

Attendance thresholds represent predefined limits beyond which absence from classes is considered incompatible with satisfactory participation in a course. These thresholds are linked to the credit value of courses and reflect the workload and learning intensity associated with each course.

The establishment of attendance thresholds ensures clarity and predictability for students. Students are informed in advance about attendance requirements and the consequences of exceeding permitted absence levels.

### 23.2 Attendance Thresholds Linked to Course Credit Value

At UWED, attendance thresholds are differentiated according to course credit value. This differentiation recognizes that courses with higher credit value involve greater instructional time and learning engagement.

For courses with lower credit value, fewer missed sessions may constitute a significant proportion of instructional time. For courses with higher credit value, a larger number of sessions may be missed before participation becomes insufficient.

Attendance thresholds are defined in the Study and Examination Regulations and are applied consistently across the university.

### 23.3 Academic Debt Resulting from Attendance Thresholds

When a student exceeds the applicable attendance threshold for a course, the student is recorded as having academic debt in that course. Academic debt reflects incomplete fulfillment of course requirements and has defined academic consequences under institutional regulations.

The recording of academic debt constitutes an official academic decision adopted in accordance with the Study and Examination Regulations of the University. Academic debt reflects a student's failure to meet established academic requirements within a defined period, such as insufficient attendance or unsuccessful completion of assessment components.

Academic debt is a formal academic status resulting from the application of established regulations. It does **not** constitute an academic violation or disciplinary offence. Rather, it reflects non-fulfilment of academic requirements and is addressed through academic procedures designed to allow remediation, retake, or fulfilment of obligations in accordance with institutional rules.

Attendance monitoring systems support the identification of threshold breaches but do not themselves impose academic decisions.

## 24. Early Identification of Academic Risk

### 24.1 Attendance as an Early Indicator

Irregular attendance is often one of the earliest indicators of potential academic difficulty. Declining attendance may precede poor assessment performance, delayed progression, or disengagement from studies.

By monitoring attendance systematically, UWED aims to identify potential academic risks at an early stage, when supportive intervention is still possible.

### 24.2 Combination of Attendance with Other Indicators

Attendance data are not interpreted in isolation. They are considered alongside other indicators such as assessment performance, credit accumulation, and documented personal circumstances.

This combined approach reduces the risk of misinterpretation and ensures that academic monitoring remains contextual and proportionate.

## 25. Automated Notifications and Student Awareness

### 25.1 Purpose of Automated Notifications

Automated notifications are delivered to students through official institutional digital channels to ensure reliability, traceability, and equal access to information. Primary notification channels include the [Talaba UWED mobile application](#) and, where applicable, the [Higher Education Management Information System \(HEMIS\)](#), which together constitute the university's authorized platforms for student communication related to academic status.

Typical notification messages are concise, factual, and informative in tone. Examples include notifications informing a student that a class absence has been recorded; alerts indicating that attendance is approaching the threshold defined for a specific course credit value; and notifications confirming a change in attendance status following validation of submitted documentation. Where relevant, messages also include references to available follow-up actions, such as contacting the faculty office, consulting a course coordinator, or submitting an attendance appeal through the [Talaba UWED application](#).

Notifications delivered through the [Talaba UWED application](#) may additionally include contextual guidance, such as links to attendance records, explanations of applicable attendance rules, or direct access to the electronic appeal function. Notifications displayed in HEMIS reflect officially recorded academic status and serve as confirmation of validated attendance or progression information with formal legal standing.

All notification content is standardized and approved by the [Academic and Faculty Affairs](#)

[Office](#) to ensure consistency with academic regulations and institutional communication standards. The [Digital Transformation Center](#) is responsible for the technical delivery of notifications through authorized platforms and for ensuring that messages are logged and traceable. Oversight of the appropriateness, proportionality, and clarity of notification practices is exercised by the [Office of Academic Quality Assurance and Policy](#). Through the use of official channels and standardized message formats, UWED ensures that automated notifications are clear, timely, and accessible, supporting student awareness and informed academic decision-making while avoiding ambiguity or undue pressure.

## **25.2 Content and Timing of Notifications**

Notifications are generated through authorized institutional systems on the basis of validated attendance data and are delivered through official digital channels, primarily the [Talaba UWED mobile application](#) and, where applicable, the [HEMIS](#). These channels ensure reliability, traceability, and equal access to information for all students.

Notification content is standardized, factual, and written in clear and understandable language. Messages indicate the nature of the attendance event (for example, a recorded absence or an approaching attendance threshold), the relevant course and credit value, and the applicable attendance rule. Where appropriate, notifications include brief guidance on available follow-up actions, such as reviewing attendance records, contacting the faculty office or course coordinator, or submitting an attendance appeal with supporting documentation through authorized institutional procedures.

Notifications are issued **in advance of reaching attendance thresholds** linked to course credit value in order to provide students with sufficient time to adjust their behavior and address attendance issues proactively. Early-warning notifications are generated at predefined points prior to the threshold, while confirmation notifications are issued only after thresholds are formally reached and recorded in accordance with the Study and Examination Regulations.

Responsibility for defining notification content standards, timing logic, and threshold-related triggers rests with the [Academic and Faculty Affairs Office](#), acting in coordination with the [Student Admissions and Registration Office](#). The [Digital Transformation Center](#) is responsible for the technical configuration, delivery, and logging of notifications across institutional platforms. Oversight of the proportionality, clarity, and appropriate use of notifications is exercised by the [Office of Academic Quality Assurance and Policy](#).

Notifications are informational in nature and do not constitute academic sanctions or final decisions. They serve as a communication and early-warning mechanism and are accompanied by clear references to appeal and support options. Where a student submits a justified and approved appeal, notification logic is adjusted accordingly to reflect validated

attendance status.

Through defined content standards, timely delivery, and clear institutional responsibility, UWED ensures that automated notifications function as a supportive and transparent element of attendance monitoring, reinforcing student awareness while safeguarding fairness and due process.

### **25.3 Notifications and Academic Responsibility**

Receipt of an automated notification does not constitute an academic decision, disciplinary action, or formal determination of academic status. Notifications function exclusively as warnings and reminders intended to inform students and support timely self-regulation. They do not replace formal academic procedures, collegial decision-making, or actions taken under the Study and Examination Regulations.

Any academic decision related to attendance, academic debt, progression, or status is taken only through established institutional procedures by the competent academic bodies and is subject to applicable safeguards, including the right of the student to submit explanations, documentation, or appeals in accordance with institutional regulations.

## **26. Procedural Safeguards for Justified Absence**

### **26.1 Recognition of Legitimate Reasons for Absence**

UWED explicitly recognizes that students may face circumstances that prevent regular attendance. These circumstances may include illness, medical treatment, serious family events such as the death of a close family member, childbirth, or other documented situations recognized by institutional regulations.

Failure to recognize such circumstances could result in unfair academic outcomes and undermine trust in institutional processes.

### **26.2 Attendance Appeal Mechanism**

To ensure fairness, UWED provides a formal attendance appeal mechanism through which students may explain and document justified absence.

Students submit appeals electronically through the [Talaba UWED](#) application, attaching supporting documentation. This ensures accessibility and traceability of the appeal process.

### **26.3 Review and Verification of Appeals**

Attendance appeals are reviewed by the Student Admissions and Registration Office. The review process includes verification of documentation and assessment of compliance with institutional and national regulations.

The review is conducted in a documented and transparent manner to ensure accountability and consistency.

## **26.4 Effect of Approved Appeals on Attendance Records**

When an attendance appeal is approved, the relevant period of absence is formally recorded in institutional systems. Approved absences are excluded from automated attendance calculations and do not trigger academic debt for the affected period.

This ensures that attendance monitoring remains fair and does not disadvantage students facing objectively justified circumstances.

## **27. Limits of Automation and Protection Against Algorithmic Decision-Making**

### **27.1 Role of Digital Systems in Attendance Monitoring**

Digital systems support attendance monitoring by collecting data, identifying patterns, and generating alerts. However, they do not possess the authority to make academic decisions.

### **27.2 Human Oversight and Academic Authority**

All academic decisions affecting student status, including the confirmation of academic debt, suspension, or progression outcomes, are taken by authorized academic bodies in accordance with institutional regulations.

No academic decision affecting student status is taken automatically on the basis of digital indicators without human review.

### **27.3 Importance of Contextual Interpretation**

Human oversight ensures that attendance data are interpreted in context, taking into account documented absence, program structure, and individual circumstances.

## **28. Proportionality and Fairness in Attendance Monitoring**

### **28.1 Principle of Proportionality**

UWED applies attendance monitoring in a manner that is proportionate to its academic objectives. Monitoring practices are designed to support learning and progression rather than impose excessive control.

### **28.2 Equal Treatment and Consistency**

Attendance rules and thresholds are applied consistently across programs and courses. At the same time, procedural safeguards ensure that students in justified circumstances are treated fairly.

### **28.3 Institutional Accountability**

The university periodically reviews attendance monitoring practices to ensure they remain justified, effective, and aligned with educational objectives.



## **PART V: STUDENT PROGRESSION ANALYSIS, FEEDBACK MECHANISMS, AND INSTITUTIONAL LEARNING**

### **29. Monitoring Student Progression Beyond Attendance**

#### **29.1 Progression as a Multi-Dimensional Process**

At UWED, student progression is understood as a multi-dimensional academic process that extends beyond attendance alone. While attendance provides an important indicator of engagement, it does not fully capture academic achievement, learning outcomes, or the pace at which students advance through their programs.

For this reason, UWED monitors student progression using a combination of attendance data, assessment results, credit accumulation, and academic status information. This integrated approach allows the university to develop a more accurate and nuanced understanding of student progress.

Monitoring progression in this manner supports both individual-level academic administration and broader institutional analysis.

#### **29.2 Role of Assessment Results in Progression Monitoring**

Assessment results provide direct evidence of learning outcomes and academic performance. Grades, examination results, and continuous assessment outcomes are therefore central components of progression monitoring.

At UWED, assessment results are recorded in official academic systems and form the formal basis for academic progression decisions. These data allow the university to determine whether students have successfully met course requirements and whether they are eligible to progress to subsequent stages of their programs.

Assessment data are also analyzed at aggregated levels to identify patterns that may indicate challenges in curriculum design, assessment methods, or teaching practices.

#### **29.3 Credit Accumulation as an Indicator of Academic Pace**

Credit accumulation data provide a quantitative measure of the pace at which students progress through their programs. By comparing credits earned against expected progression timelines, UWED can identify students who are progressing as planned and those who may be falling behind.

Monitoring credit accumulation helps distinguish between temporary difficulties and more persistent progression challenges. It also allows the university to analyze time-to-degree and completion patterns across cohorts and programs.

### **30. Academic Status, Progression Decisions, and Documentation**

#### **30.1 Academic Status as a Formal Institutional Determination**

Academic status reflects formal decisions taken in accordance with academic regulations. Such decisions may include confirmation of good standing, recording of academic debt, suspension, reinstatement, or completion.

Academic status decisions are documented in official systems and have defined academic and administrative consequences.

### **30.2 Role of Data in Academic Status Decisions**

Data collected through institutional systems support academic status decisions by providing accurate and verifiable information. However, data alone do not determine academic status. Academic status decisions are taken by authorized academic bodies, which review relevant information and apply academic regulations in a consistent and fair manner.

### **30.3 Importance of Documentation and Traceability**

All academic status decisions are documented and traceable. This ensures transparency, allows for verification, and provides a clear basis for clarification or appeal where necessary.

## **31. Early Academic Support and Institutional Response**

### **31.1 Identification of Students Requiring Support**

When progression monitoring identifies potential academic difficulties, UWED seeks to respond in a timely, proportionate, and supportive manner. Indicators such as repeated course failure, insufficient credit accumulation relative to the applicable curriculum, prolonged academic inactivity, or persistent attendance issues may signal the need for academic guidance or targeted support.

The identification of such indicators does **not** imply blame, sanction, or automatic academic consequences. Rather, it serves as an evidence-based trigger for academic support and guidance aimed at helping students address difficulties and restore satisfactory progression. Initial identification of potential academic risk is based on validated progression data reviewed on a **regular and predefined basis**, including ongoing and termly reviews at the course and program level. [Faculty offices and course coordinators](#) are responsible for first-level review of indicators within their academic programs and for assessing whether identified patterns may require academic follow-up.

Where indicators suggest the need for support, cases are referred through established internal channels to the [Academic and Faculty Affairs Office](#), which coordinates institutional support measures and ensures consistency with the Study and Examination Regulations. Where appropriate, information is also shared with the [Student Admissions and Registration Office](#) to verify academic status data and with relevant support services in accordance with institutional rules.

Students identified as potentially requiring support are informed through official institutional channels and are provided with clear information on available academic guidance options, including consultation with faculty offices or course coordinators. Students are given reasonable time to respond, seek advice, or submit explanations or documentation relevant to their academic situation.

Oversight of the identification process and of the proportionality and fairness of follow-up actions is exercised by the [Office of Academic Quality Assurance and Policy](#), which ensures that progression indicators are applied consistently, contextually, and in line with the non-punitive and student-centered principles of this policy.

Through this structured approach, UWED ensures that progression monitoring functions as an early-support mechanism that enables timely academic assistance, strengthens student success, and supports institutional responsibility for learning conditions, rather than serving as a tool for sanction or automatic decision-making.

### **31.2 Academic Guidance and Preventive Measures**

Academic units and program coordinators may use progression data to provide guidance to students, clarify academic requirements, or suggest strategies for improving engagement and performance.

Preventive measures aim to address difficulties early, before they escalate into more serious academic problems.

### **31.3 Limits of Institutional Intervention**

While UWED provides academic guidance and support, students remain responsible for their academic engagement and performance. Institutional intervention is designed to support, not replace, student responsibility.

## **32. Student Feedback as a Component of Progression Monitoring**

### **32.1 Importance of Student Feedback**

Student feedback provides qualitative insight into how academic processes, teaching practices, and support services are experienced in practice. Such feedback complements quantitative progression data and enriches institutional understanding.

At UWED, student feedback is treated as an essential component of quality assurance and institutional learning.

### **32.2 Feedback on Academic and Administrative Processes**

Students are provided with opportunities to give feedback on academic processes, administrative services, and digital platforms. Feedback may relate to clarity of requirements, accessibility of services, workload, or effectiveness of communication.

This feedback helps the university identify areas where processes may unintentionally hinder progression or engagement.

### **32.3 Feedback Collection Through Digital Platforms**

Feedback is collected through institutional digital platforms, including the Talaba UWED application and other survey instruments. Digital collection ensures accessibility, consistency, and the possibility of longitudinal analysis.

## **33. Evaluation of Teaching Quality**

### **33.1 Purpose of Teaching Evaluation**

Evaluation of teaching quality serves to enhance the effectiveness of teaching and learning and to support professional development of academic staff.

Teaching evaluation is not a disciplinary mechanism. Its primary purpose is improvement and quality enhancement.

### **33.2 Student Evaluation of Teaching**

At the end of each academic semester, students evaluate the quality of teaching for each course. Evaluations address aspects such as clarity of course organization, effectiveness of teaching methods, interaction with students, and alignment between teaching and assessment.

Student evaluations are conducted in a structured and systematic manner and ensure anonymity to encourage honest feedback.

### **33.3 Institutional Review of Teaching Evaluations**

Results of teaching evaluations are reviewed by the Academic Office, the Teaching and Academic Staff Office, and relevant academic units. Reviews consider both quantitative results and qualitative comments.

Teaching evaluations are interpreted in context, taking into account course characteristics, student cohorts, and program structure.

## **34. Use of Feedback and Evaluation Data for Quality Enhancement**

### **34.1 Integration of Feedback and Progression Data**

UWED integrates feedback data with progression and performance data to develop a comprehensive understanding of teaching and learning processes.

This integration allows the university to distinguish between individual-level issues and broader structural challenges.

### **34.2 Support for Professional Development**

Feedback and evaluation results inform professional development activities for academic

staff. These activities may include training, peer learning, or methodological support. The aim is to strengthen teaching capacity and improve student learning outcomes.

### **34.3 Curriculum Review and Improvement**

Aggregated progression and feedback data are used to review curriculum design, course sequencing, and workload distribution. Where data indicate persistent challenges, academic units may revise curricula or teaching approaches.

## **35. Institutional Learning and Reflective Use of Data**

### **35.1 Data as a Tool for Institutional Reflection**

UWED uses aggregated and anonymized data to reflect on institutional performance over time. This reflective use of data allows the university to learn from experience and adapt to changing conditions.

### **35.2 Identification of Structural Challenges**

Through longitudinal analysis, UWED may identify structural challenges such as bottlenecks in progression, uneven assessment practices, or mismatches between workload and credit allocation.

Recognizing such challenges enables an informed institutional response.

### **35.3 Continuous Improvement of Academic Governance**

Data-driven institutional learning supports continuous improvement of academic governance, ensuring that policies, regulations, and practices remain aligned with educational objectives and student needs.

## **PART VI: INSTITUTIONAL RESPONSIBILITIES, DATA PROTECTION, OVERSIGHT, AND FINAL PROVISIONS**

## **36. Institutional Roles and Responsibilities in Student Data Governance**

### **36.1 Institutional Responsibility of the University**

The University of World Economy and Diplomacy acts as the institutional data controller for

all student-related data processed within its academic and administrative systems. This means that the university bears overall responsibility for ensuring that data are collected, processed, stored, and used in accordance with legal requirements, institutional regulations, and ethical principles.

Institutional responsibility includes defining internal rules, assigning roles, ensuring technical and organizational safeguards, and monitoring compliance with this policy.

### **36.2 Role of the Student Admissions and Registration Office**

[The Student Admissions and Registration Office](#) plays a central role in student data governance. This office is responsible for maintaining accurate and up-to-date records of student enrollment, academic status, and progression in official systems.

The office also has specific responsibility for reviewing and verifying documentation submitted by students in relation to justified absence and attendance appeals. This role is essential for ensuring fairness and consistency in the application of attendance-related rules. In addition, the office prepares aggregated data on student cohorts and progression for use in institutional analysis, reporting, and quality assurance processes.

### **36.3 Role of Academic Units and Program Coordinators**

Academic units and program coordinators are responsible for analyzing progression data within their programs and courses. This includes reviewing attendance patterns, assessment outcomes, credit accumulation, and completion rates.

Program coordinators use these data to identify potential academic challenges, review curriculum coherence, and propose improvements to teaching and learning processes.

Academic units also play a key role in providing academic guidance and support to students based on progression data, in accordance with institutional regulations.

### **36.4 Role of [Academic Offices and Quality Assurance Structures](#)**

The academic office and quality assurance bodies are responsible for institutional-level analysis of student progression data. They review aggregated data across programs and faculties to identify systemic trends and areas for improvement.

These units ensure that progression data are used constructively to enhance academic quality, rather than solely for administrative control.

### **36.5 Role of the Digital Transformation Center**

[The Digital Transformation Center](#) is responsible for the technical reliability, integration, security, and maintenance of digital systems used for student data governance.

This includes ensuring system availability, data integrity, access control, backup procedures, and protection against technical failure or unauthorized access.

[The Digital Transformation Center](#) works in close coordination with academic and

administrative units to ensure that digital systems support, rather than constrain, academic processes.

### **36.6 Role of University Management**

University management bears overall responsibility for ensuring that student data governance supports institutional strategy, academic quality, and compliance with national and international standards.

Management reviews aggregated progression data for strategic planning, resource allocation, and institutional development and ensures that appropriate governance mechanisms are in place.

## **37. Rights and Responsibilities of Students in Relation to Data**

### **37.1 Student Rights Regarding Personal and Academic Data**

Students have the right to access their personal and academic data processed by the [University of World Economy and Diplomacy](#) in accordance with the **Law of the Republic of Uzbekistan “On Personal Data,”** the **Law of the Republic of Uzbekistan “On Education,”** and applicable internal regulations. This right includes access to information on enrollment status, program affiliation, attendance records, assessment results, grades, credit accumulation, academic standing, and officially recorded changes to academic status.

Students have the right to request the **correction or updating** of inaccurate, incomplete, or outdated personal or academic data. Requests for correction are submitted through established institutional procedures and are reviewed by the [Student Admissions and Registration Office](#), acting in coordination with relevant academic units to ensure accuracy and consistency of official records. Corrections are implemented in authorized systems where justified and documented.

Students also have the right to receive **clear explanations** regarding how their personal and academic data are collected, processed, and used in academic and administrative processes, including progression monitoring, attendance tracking, and quality assurance activities. Information on data use is provided through institutional policies, digital platforms, and, where necessary, individual consultation with authorized university units.

Where a student considers that the use or interpretation of their data has adversely affected their academic rights or status, the student has the right to submit an [appeal or complaint](#) in accordance with institutional procedures. Appeals related to data use or data-informed academic actions are reviewed by authorized academic bodies, with oversight exercised by the [Office of Academic Quality Assurance and Policy](#), ensuring fairness, due process, and protection of student rights.

Through the recognition and protection of these rights, UWED ensures transparency,

accountability, and trust in the handling of student-related data and affirms that data governance serves to support, rather than undermine, student-centered academic processes.

### **37.2 Student Responsibility for Accurate Information**

While the university bears responsibility for data governance, students also have a responsibility to provide accurate information and to engage responsibly with academic processes.

Students are expected to monitor their academic information through institutional systems and to raise questions or concerns in a timely manner.

### **37.3 Right to Appeal and Clarification**

Students have the right to appeal academic decisions and to submit explanations or documentation in accordance with institutional regulations. Appeal mechanisms form an integral part of fair and transparent data governance.

## **38. Data Protection, Security, and Ethical Safeguards**

### **38.1 Organizational and Technical Measures**

UWED applies a combination of organizational and technical measures to protect student-related data against accidental or unlawful destruction, loss, alteration, unauthorized disclosure, or unauthorized access. These measures are implemented in accordance with national data protection legislation and internal institutional regulations and are applied consistently across all systems used for academic administration, learning, and monitoring. Organizational measures include clearly defined allocation of responsibilities for data processing, formal access authorization procedures, staff obligations to act within the scope of their official duties, and internal oversight of compliance with data governance requirements. Technical measures include role-based access control, user authentication mechanisms, secure system configuration, regular data backup, encryption where applicable, and continuous monitoring of system integrity and access logs.

Responsibility for the technical implementation and maintenance of data security measures rests with the [Digital Transformation Center](#), which ensures the reliability, availability, and protection of institutional information systems. Oversight of compliance with data protection requirements and proportionality of data use is exercised by the [Office of Academic Quality Assurance and Policy](#), acting in coordination with the [Student Admissions and Registration Office](#) and the [Academic and Faculty Affairs Office](#) within their respective areas of competence.

Breaches of data protection rules, unauthorized access, or misuse of student-related data are

subject to internal investigation and corrective measures in accordance with UWED's internal regulations and applicable legislation. Through these safeguards, UWED ensures that student-related data are protected throughout their lifecycle and that trust in institutional data governance is maintained.

### **38.2 Ethical Use of Data**

Student-related data at the [University of World Economy and Diplomacy](#) are used **exclusively** for legitimate academic, administrative, student support, and quality assurance purposes directly connected to the university's educational mission and institutional governance. Data are not collected or used for purposes unrelated to education, academic administration, or formally approved quality enhancement activities.

UWED applies the principle of **purpose limitation**, ensuring that student-related data are used only in ways that are compatible with the purposes for which they were originally collected. Any proposed secondary use of data beyond routine academic and administrative processes requires a clear institutional justification and prior authorization in accordance with internal regulations.

The university also applies the principle of **proportionality** in data governance. Monitoring practices and analytical activities are designed to be no more intrusive than necessary to achieve defined educational objectives. UWED avoids excessive or continuous monitoring that is not justified by academic need and ensures that the scope, frequency, and depth of data collection remain appropriate to the educational context.

Responsibility for ensuring compliance with purpose limitation and proportionality rests with the [Office of Academic Quality Assurance and Policy](#), acting in coordination with the [Academic and Faculty Affairs Office](#) and the [Student Admissions and Registration Office](#). Oversight mechanisms ensure that data use remains transparent, justified, and subject to review.

Through these limitations, UWED ensures that student-related data support academic quality and student success while respecting individual rights, institutional integrity, and ethical standards of higher education governance.

### **38.3 Protection Against Misuse and Over-Reliance on Data**

The university recognizes the inherent limitations and risks associated with over-reliance on quantitative indicators in academic governance. Numerical data such as attendance rates, grades, or progression metrics are therefore interpreted **in context** and are systematically complemented by professional academic judgment and relevant qualitative information, including curriculum design, assessment requirements, documented circumstances, and pedagogical considerations.

Quantitative indicators are used as **analytical support tools** rather than as automatic determinants of academic decisions. UWED explicitly prohibits mechanical, algorithmic, or purely data-driven decision-making that would bypass human evaluation, collegial review, or formally established academic procedures.

Responsibility for contextual interpretation of quantitative data rests with [faculty offices and course coordinators](#) at the program and course level, while institutional oversight of analytical standards and decision-making practices is exercised by the [Academic and Faculty Affairs Office](#) and the [Office of Academic Quality Assurance and Policy](#). These units ensure that data-informed conclusions are balanced, proportionate, and academically meaningful.

Any use of predictive analytics, automated classification, or modeling techniques is subject to prior institutional approval and must be reviewed by the competent academic bodies before being applied in academic governance processes. Such tools may inform analysis but may not independently trigger academic decisions or sanctions.

Through this approach, UWED ensures that human judgment remains central to academic decision-making and that data governance enhances, rather than replaces, academic responsibility, fairness, and professional discretion.

## 39. Oversight, Monitoring, and Internal Review

### 39.1 Internal Oversight of Policy Implementation

Implementation of this policy is subject to continuous internal oversight through the university's academic governance and quality assurance mechanisms. Compliance with the policy is monitored on a systematic basis by designated institutional bodies to ensure that data governance practices remain lawful, proportionate, and aligned with academic objectives.

Primary responsibility for institutional oversight rests with the [Office of Academic Quality Assurance and Policy](#), which coordinates periodic reviews of how student-related data are collected, processed, analyzed, and used across academic and administrative units. These reviews assess, in particular, the functioning of monitoring practices, the application of procedural safeguards, adherence to purpose limitation and proportionality principles, and the consistency of data use with academic regulations.

The [Academic and Faculty Affairs Office](#) participates in oversight by reviewing how progression data and analytical results are applied in academic administration, teaching improvement, and curriculum review. The [Student Admissions and Registration Office](#) contributes by ensuring the integrity and consistency of official academic records, while the [Digital Transformation Center](#) ensures that technical controls, access restrictions, and system integrity measures operate as intended.

Oversight activities are conducted on a **regular basis**, including semester-based reviews of progression monitoring practices and periodic comprehensive reviews of data governance arrangements. Where oversight identifies deficiencies, risks, or inconsistencies, responsible units are required to implement corrective measures within defined timeframes. The implementation and effectiveness of such measures are subject to follow-up review.

Through this structured oversight framework, UWED ensures that this policy is not merely declarative but actively implemented, monitored, and enforced, and that data governance practices continuously support academic quality, institutional accountability, and the protection of student rights.

### **39.2 Periodic Review of Data Governance Practices**

UWED conducts periodic and structured reviews of student data governance practices to ensure their continued relevance, effectiveness, and alignment with academic objectives, institutional development, and applicable legal requirements. The purpose of such reviews is to verify that data governance arrangements remain appropriate to the university's academic mission and that data-driven processes continue to support fair, transparent, and student-centered academic governance.

Responsibility for coordinating periodic reviews rests with the [Office of Academic Quality Assurance and Policy](#), acting in cooperation with the [Academic and Faculty Affairs Office](#), the [Student Admissions and Registration Office](#), and the [Digital Transformation Center](#) within their respective areas of competence. Reviews are conducted on a **regular basis**, including comprehensive reviews at least once per academic cycle, as well as targeted reviews where risks, incidents, or significant changes are identified.

Periodic reviews consider, inter alia, compliance with national legislation [on personal data](#) protection, consistency with internal academic regulations, effectiveness of access control and security measures, appropriateness of monitoring and analytical practices, clarity of institutional responsibilities, and the adequacy of safeguards protecting student rights. Reviews also take into account changes in legislation, institutional structure, academic programs, digital systems, and findings arising from internal or external quality assurance and accreditation processes.

Findings from periodic reviews are documented and communicated to relevant institutional bodies. Where reviews identify deficiencies, risks, or areas for improvement, responsible units are required to develop and implement corrective or enhancement measures within defined timeframes. The implementation and effectiveness of such measures are subject to follow-up review to ensure sustained improvement.

Through this systematic review process, UWED ensures that data governance practices evolve in line with academic needs, legal requirements, and technological developments, and

that this policy remains a living instrument supporting continuous improvement rather than a static regulatory document.

### **39.3 Responsiveness to Identified Issues**

Where internal oversight, periodic review, or quality assurance processes identify weaknesses, risks, or unintended consequences in data governance practices, the university undertakes timely and proportionate corrective action. The objective of such action is to restore alignment between data governance practices, academic objectives, and the protection of student rights.

Responsibility for initiating and coordinating corrective measures rests with the [Office of Academic Quality Assurance and Policy](#), acting in cooperation with the [Academic and Faculty Affairs Office](#), the [Student Admissions and Registration Office](#), and the [Digital Transformation Center](#), depending on the nature of the identified issue. Corrective actions may include revision of internal procedures, adjustment of monitoring indicators or thresholds, clarification of institutional responsibilities, improvement of communication with students, or enhancement of academic support mechanisms.

Where corrective actions affect academic procedures, progression monitoring logic, or institutional systems, proposed measures are subject to review and approval by the competent academic or collegial bodies in accordance with established governance procedures. Changes are documented, communicated to relevant stakeholders, and implemented with defined timelines.

The implementation and effectiveness of corrective measures are monitored through follow-up review using updated data and qualitative feedback. Where necessary, additional adjustments are made to ensure that corrective actions achieve their intended effect without creating new risks or disproportionate consequences.

Through this structured approach to responsiveness, UWED ensures that data governance practices remain adaptive, accountable, and continuously aligned with academic values, legal requirements, and the principles of fairness and proportionality established in this policy.

## **40. Policy Review, Updating, and Continuity**

### **40.1 Review and Updating of the Policy**

This policy constitutes a living institutional regulatory document and is subject to periodic review and updating to ensure its continued relevance, effectiveness, and alignment with the university's academic mission, legal obligations, and institutional development.

Review of the policy is initiated in response to changes in national legislation, amendments to academic regulations, developments in institutional structure or governance,

introduction or modification of digital systems, or findings arising from internal oversight, quality assurance, or accreditation processes. A comprehensive review is conducted at least once per academic cycle, with targeted updates undertaken where necessary.

Responsibility for coordinating the review and proposing amendments rests with the [Office of Academic Quality Assurance and Policy](#), acting in cooperation with the [Academic and Faculty Affairs Office](#), the [Student Admissions and Registration Office](#), and the [Digital Transformation Center](#) within their respective areas of competence.

Proposed revisions are subject to consideration and approval through established institutional governance procedures and, where applicable, collegial academic bodies. Approved amendments enter into force in accordance with the decision of the competent university authority.

All approved updates are formally documented and communicated to academic and administrative units and, where relevant, to students through official institutional channels. The current version of the policy is made publicly accessible through authorized university platforms to ensure transparency and consistent application.

#### **40.2 Ensuring Continuity and Institutional Memory**

UWED recognizes that continuity in data governance is essential for long-term analysis, institutional learning, and informed academic decision-making. Reliable interpretation of student progression, teaching effectiveness, and program performance requires that data remain consistent, traceable, and comparable over time, even as institutional systems and procedures evolve.

Changes to institutional information systems, data collection methods, analytical tools, or academic procedures are therefore managed in a structured and documented manner. Responsibility for coordinating such changes rests with the [Digital Transformation Center](#), acting in cooperation with the [Student Admissions and Registration Office](#), the [Academic and Faculty Affairs Office](#), and the [Office of Academic Quality Assurance and Policy](#), depending on the nature and scope of the change.

When systems or procedures are modified, UWED ensures that historical data are preserved and that appropriate mappings, documentation, or transitional arrangements are established to maintain continuity of key indicators and records. Where full comparability cannot be maintained, limitations are explicitly documented and taken into account in subsequent analysis and reporting.

Institutional memory is further supported through the retention of historical records, documentation of approved procedures and system configurations, and preservation of analytical reports and quality assurance findings. These materials enable the university to assess trends over time, evaluate the impact of reforms, and avoid loss of institutional

knowledge due to organizational or technological change.

Oversight of continuity and institutional memory in data governance is exercised by the [Office of Academic Quality Assurance and Policy](#), which ensures that changes do not undermine the integrity of longitudinal analysis or the fairness of academic processes. Through these measures, UWED safeguards the continuity, reliability, and cumulative value of student-related data as a strategic institutional resource.

## 41. Final Provisions

This Data Collection and Student Progression Policy establishes a comprehensive, transparent, and student-centered institutional framework for the governance of student-related data at the University of World Economy and Diplomacy. It integrates academic, administrative, and digital practices to ensure that data are used responsibly in support of academic quality, fairness, and institutional accountability.

Through the clear allocation of institutional responsibilities, the use of integrated and authorized digital systems, the application of procedural safeguards, and systematic internal oversight and review, the university ensures that data governance enhances academic decision-making, supports student progression, and protects student rights throughout the academic lifecycle.

This policy enters into force upon approval by the authorized governing bodies of the University of World Economy and Diplomacy. Its provisions are binding on all academic, administrative, and technical units, as well as on staff members and contracted service providers involved in the collection, processing, storage, analysis, or use of student-related data.

In the event of conflict between this policy and other internal documents, the provisions of this policy shall apply within its defined scope, unless otherwise provided by national legislation or higher-level institutional regulations. Implementation and compliance are subject to ongoing institutional oversight in accordance with the mechanisms defined herein.