Quality Assurance in Higher Education Institutions in Ukraine 2016 through the prism of European Guidelines and Standards ESG 2015

QUALITY ASSURANCE IN HIGHER EDUCATION INSTITUTIONS IN UKRAINE
2016 THROUGH THE PRISM OF EUROPEAN GUIDELINES AND STANDARDS ESG 2015

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QUALITY ASSURANCE SYSTEM IN UKRAINE: DEVELOPMENT ON THE BASE OF ENQA STANDARDS AND GUIDELINES (QUAERE)

The **QUAERE**[1] project – **Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines**. The project is aimed at contribution to current reform of Ukrainian system of QA in higher education.

The main goals of QUAERE:
- To develop tools ensuring functioning of internal and external QA systems;
- To build on the capacity of HEIs and Ministry through training of staff to use QA tools, establishment of organizational QA infrastructure and piloting internal and external QA models;
- To promote student involvement in university self-assessment processes;
- To make the self-assessment mechanism an integral part of university functioning.

The composition of consortium:
- **Wrocław University of Science and Technology (coordinator), Wrocław, Poland**;
- Koblenz-Landau University, Mainz, Germany;
- Aleksandras Stulginskis University, Kaunas, Lithuania;

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[1] ERASMUS+, QUAERE-562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP.

- University of Patras, Patras, Greece;
- ASIIN, Düsseldorf, Germany;
- CEENQAA, Budapest, Hungary;
- The Network University, Amsterdam, Netherland;
- Sumy State University, Sumy, Ukraine;
- Khmelnitsky National University, Khmelnitsky, Ukraine;
- National Mining University, Dnipro, Ukraine;
- Ivan Franko Lviv National University, Lviv, Ukraine;
- Berdyansk State Pedagogical University , Berdyansk, Ukraine;
- Taras Shevchenko Kyiv National University, Kyiv, Ukraine;
- Chernivtsi National University, Chernivtsi, Ukraine;
- Odessa National University, Odessa, Ukraine;
- Educational and methodical centre on QA, Ministry of Education and Science of Ukraine, Kyiv, Ukraine;
- Ukrainian Association of Student Self-Government, Kyiv, Ukraine;
- Ministry of Education and Science of Ukraine, Kyiv, Ukraine.

The consortium plans to solve the following problems and needs that are crucial for the partner country both at national and institutional levels:
- Need in tools ensuring effective functioning of internal and external QA systems.
- Need in capacity building of HEIs and national QA body through training of staff to use QA tools, establishment of organizational QA infrastructure and piloting internal and external QA models.
- Low level of student involvement in university self-assessment processes.
- Need to make the self-assessment mechanism an integral part of university functioning.

With a new Law on Higher Education of Ukraine that came into force in September 2014 system of QA in higher education finally obtained general shape, envisaged activities and prospects for National Quality Assurance Agency for Higher Education (operation planned from the end of 2016) and later – independent QA agencies. Despite being innovative and enormously relative, new legislation has set strict frame for reformation of higher education sector without possibilities for retroaction. In such conditions both national body for QA and HEIs are above all in desperate need for capacity building and practical developments. In order to provide sustainable solutions to the problems and needs of the reforming process in higher education of Ukraine the project consortium aims at pro-

ducing the outcomes and outputs that will facilitate: at preparation stage – analytical background for mapping existing QA system to new legal frame and EU best practices; at development stage – capacity building of national QA body and HEIs as well as main developments from general guidelines to practical mechanisms and tools; at exploitation stage – piloting developed models and tools both at HEI (institutional and AP self-assessment) and national (external evaluation) levels.

In order to provide sustainable solutions to the problems and needs of the reforming process in higher education of Ukraine the project consortium aims at producing the outcomes and outputs that will facilitate: at preparation stage – analytical background for mapping existing QA system to new legal frame and EU best practices; at development stage – capacity building of national QA body and HEIs as well as main developments from general guidelines to practical mechanisms and tools; at exploitation stage – piloting developed models and tools both at HEIs (institutional and AP self-assessment) and national (external evaluation) levels.

Ukrainian Quality Assurance System, Extant State

Compliance with existing practices of Standards and guidelines for quality assurance in the European Higher Education Area ESG-2015

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The analysis shows that the existing elements of internal and external QA systems for higher education are heterogeneous - most of them are formed as a result of evolutionary development of higher education system in post-Soviet Ukraine, while others were established in the last 2-3 years as the first results of reformation of the higher education. The main document that initiated the reform of quality assurance systems is the Presidental Decree of Ukraine from June 25, 2013 № 344/2013 "About approval of the National Strategy for the Development of Education in Ukraine for the period till 2021", where for the first time the task on "developing a system of indicators of quality for education at the national level, reflecting conditions, education processes and learning outcomes" was formulated. The Law of Ukraine "On Higher Education" from 01.07.2014 is the most valuable contribution to the regulation on the establishment of quality assurance system (Section V - Quality assurance (QA) of higher education).

At this moment the best detailing of the Law of Ukraine "On Higher Education" (hereinafter the Law) is contained in the Draft "Strategy for reforming of higher education in Ukraine until 2020" (unfortunately is not adopted), where a separate paragraph is highlighted, namely, 3.2 "Establishment of Quality Assurance for Higher Education". This document states that the essence of reform for higher education is to create the systems of QA and continual improvement the quality of higher education, which would satisfy the requirements and standards of the EHEA, consider best international practices and serve as the main technology to achieve compliance with the requirements of the educational system and the needs of society and the individual. The key goals of this reform are:

a) the process of institutionalizing of QA system for higher education at the national, regional and local levels involving governmental, public and professional organizations;

b) involvement of internal and external stakeholders to develop new "rules" (set of regulations and teaching materials) that are able to guarantee sustainable operation and development of QA system;

c) to form such environment where main theme of public discourse is to improve the quality of higher education, where the development of a new professional ethnicity becomes the unifying principle for the participants, and new media platforms will provide the necessary publicity and transparency.

Among the priority steps in this Draft are as folows:

– development of *higher education standards²* with the active participation of stakeholders;

– development of methodological framework and practical assistance to the institutions of higher education to establish internal QA system, including through the establishment and maintenance of *standards of educational activities*³.

The first problem is gradually now solving with the participation of the Scientific and Methodological Council of MES of Ukraine and its commissions and subcommissions in the specialties. Nowadays public discussion for more than 30% of the standards for bachelor level was held, standards for the educational Master and Ph.D. levels are developed intensively. But the principle progress in development of modern QA systems has not been achieved – the start of the National Agency for Quality Assurance in Higher Education has postponed more than a year compared with the Law and the institutions still have not received any methodological assistance in the development of the internal quality assurance. In this review we will try to analyze existing practices of QA in Ukraine quality assurance conforming to the requirements of Standards and Guidelines for QA in the European Higher Education Area from May 2015 (hereinafter ESG – 2015).

For the convenience of examination results, avoiding the ambiguity of interpretations and conclusions proper systematization we use ESG – 2015 chapters and demonstrate the compliance with both regulations and practices of its implementation in Ukraine. The word *institution* is used in the document to refer to higher education institution. The assessments

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² Higher education standard is a set of requirements for the content and outcomes of the educational activities of higher education institutions and research institutions at each level of higher education within each specialty (Law, Art. 10).

³ The standards of educational activities are the set of minimum requirements for staff, educational, technical and information support of the educational process of higher education and research institutions (Law, Article 9).

of each requirements are made by the authors and couldn't be considered as finally.

Standards and Guidelines for QA in the European Higher Education Area (ESG - 2015)	State of QA for Higher Education in Ukraine
Part 1: Standards and guidelines for internal quality assurance	
1.1 Policy for quality assurance	
Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.. *Guidelines: Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levelsof the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. such a policy supports*	The issues are regulated by requirements of Article 16 of the Law and some Methodical recommendations on the development of higher education (Order of Ukraine from June 1, 2016 No. 600). 1. Regulations require The institution "to have an internal QA system of educational activities and higher education". In practice, the policy for QA is implemented through various internal QA processes that enable broad participation of all members of the institution. The institution decides for itself how to implement, monitor and review this policy. To fulfill these requirements the institutions: • are developed the special programmes (Taras Shevchenko National University of Kyiv – in 2011, Zhytomyr Ivan Franko State University – in 2015, State Higher Educational Institution "National Mining University"– in 2015.); • are developed the regulations (Chernivtsi University, Tavria State Agrotechnical University, Sumy State University, Khmelnytsky National University, Karazin Kharkiv National University, etc. – drafrs and regulations are developed in 2015-2016 years); • include such points to higher-level documents (regulations on the organization of the educational process – NTUU "KPI", Statute of Taras Shevchenko National University of Kyiv). These documents have different levels of acceptance (from orders of the rector to the decision of scientific councils and/or statutory bodies) and have different levels of compulsory execution and legality in terms of process external bodies (the Accounting Chamber of Ukraine, the State Financial Inspection of Ukraine, State Inspectorate

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• *the organisation of the quality assurance system;*
• *departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;*
• *academic integrity and freedom and is vigilant against academic fraud;*
• *guarding against intolerance of any kind or iscrimination against the students or staff;*
• *the involvement of external stakeholders in quality assurance.*
The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision.
The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties.
	of the institutions, etc.) that could potentially result to certain penalties for the institution. There are no unified (typical) requirements of documentation in this field.
	2. The implementation of QA policies usually relies on scientific councils and institution (personally –in most cases it's a vice-rector on scientific and methodological affairs), scientific methodological commissions play supporting parts in implementation of QA.
	     The separate departments of QA for higher education exist in near 70-75% institutions. In the other institutions educational (educational and methodological) departments execute this function.
	     The functions of these departments are mostly controlling / monitoring.
	3. The participation of external stakeholders in QA at institutions in general is declared, but is not formalized.
	     The councils with employers are typically not presented at the institutional level but they exist at subordinated levels (faculties, institutes, departments) or for certain specialties and programmes. Their creation and operation are mostly initiated by individual scientific and teaching staff and almost are not supported by the institutions.
	     The assessment of compliance with the standards:
	− *doesn't satisfy,*
	✓ ***partially satisfies,***
	− *mainly satisfies,*
	− *completely satisfies,*
	− *can not be assessed at this stage.*

1.2 Design and approval of programmes	
Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification re-	The requirements to implement the processes for design and approval of their programmes at institutions are identified in the following documents: The Law of Ukraine "On Higher Education"; Order of MES from 16.09.2014, №1048 "On approval of the Action Plan for the implementation of MES Law of Ukraine "On Higher Education" from 01.07.2014. №1556-VII"; Decree of CMU from 29.04.2015 p. №266 "On approval of list of fields

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sulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area. *Guidelines:* *Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.* *Programmes* • *are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;* • *are designed by involving students and other stakeholders in the work;* • *benefit from external expertise and reference points;* • *reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);* • *are designed so that they enable smooth student progression;* • *define the expected student workload, e.g. in ECTS;* • *include well-structured placement opportunities where appropriate;* • *are subject to a formal institu-*	of study and program subject areas in higher education of disciplines and specialties lists, by which award the candidates of higher education"; "Order of MES from 26.01.2015 №47 "On peculiarities of formation of curricula in 2015/2016 academic year""; Letter of MES from 13.3.2015 p. №1 / 9-126 «On peculiarities of the educational process and the formation of curricula in 2015/2016 academic year" and so on. To fulfill these requirements in most instituions the orders, regulations, instructions, etc. are developed that preferably regulate only the curriculum, rather than study programmes. There are some attempts to develop regulations on study programmes. There are no actually guidelines to design educational programmes for the instituions because the basis for programme design should be the standards of higher education in the specialties, but they have not yet been approved. But, according to Article 10 of Chapter III of the Law, higher education standards determine such requirements to the educational programme as: 1) the total number of ECTS credit points needed to award the appropriate degree; 2) a list of competences; 3) normative content formulated in terms of learning outcomes; 4) attestation forms of students; 5) requirements for the presence of internal QA system for higher education; 6) requirements of professional standards. The use of previously approved standards is impossible due to different ideologies (they were concluded without competencies, using the process principles and they were based on without learning outcomes but using the list of compulsory subjects) and due to introduction from 2016 a new list of specialties, formed in on ISCED - 2013. The education according to new study programmes has officially started on September 1, 2016, but still there are no recommendations for design. In spring 2017 the first program me should be accredited, but currently there are no accreditation requirements, so designers of educational programmes haven't adequate guidelines to develop

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tional approval process.	them. Requirements to study programmes are formulated in licensing conditions (CMU from December 30, 2015, №1187), and are not coordinated with stakeholders and largely are unrelated to the quality assurance. Additionally we note that in accordance with Article 18 of the Law the accreditation of educational programmes is made by the National Agency for Quality Assurance in Higher Education, which currently has not been yet worked.
	
	    Using their autonomy rights in institutions, if necessary, the working groups are established to develop recommendations on:
	– development of educational, educational and professional, educational and scientific programmes of Junior's, bachelor's, master's and Ph.D. degrees;
	– creation of specializations;
	– curriculum development[4].
	    The student workload in new educational programmes is defined in ECTS credits, the programmes usually contain requirements on internship and they have external expertise before approval at the institution. But because of lack of general requirements and recommendations the assessment of the quality of implemented documents and created on their basis the draft programmes is complecated.
	    The assessment of compliance with the standards:
	– *doesn't satisfy,*
	✓ ***partially satisfies**,*
	– *mainly satisfies,*
	– *completely satisfies,*
	– *can not be assessed at this stage.*

1.3 Student-centred learning, teaching and assessment	
Standard: Institutions should ensure that the programmes are delivered in a way that encourages stu-	Transition to student-centered learning strategy became possible only in 2014 with the adoption of the Law of Ukraine "On Higher Education".

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[4] For example – the Order of TSNUK from 30.12.2014 № 1094-32 "On preparation of curricula for Bachelor and Master educational levels in 2015".

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dents to take an active role in creating the learning process, and that the assessment of students reflects this approach. *Guidelines:* *Student-centred learning and teaching plays an important role in stimulating students' motivation self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.* *The implementation of student-centred learning and teaching* *• respects and attends to the diversity of students and their needs, enabling flexible learning paths;* *• considers and uses different modes of delivery, where appropriate;* *• flexibly uses a variety of pedagogical methods;* *• regularly evaluates and adjusts the modes of delivery and pedagogical methods;* *• encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;* *• promotes mutual respect within the learner – teacher relationship;* *• has appropriate procedures for dealing with students' complaints.* *Considering the importance of assessment for the students' progression and their future*	In particular, the Law provides the opportunities for student government and student participation in the development and implementation of educational policy, namely, they have rights: • to participate in the discussion and resolution on improving the learning process, scientific research, scholarships, etc.; • to participate in QA activities (processes) of higher education; • to delegate representatives to working and advisory bodies; • to make proposals on the content of curricula. In addition, by the Law individuals enrolled in higher education institutions have the following rights: • to select the subjects that are provided by appropriate educational programme and working curriculum, the total size of selective part has to be not less than 25% of ECTS credit points of study programme; • to study simultaneously in several educational programmes, as well as several higher education institutions, under condition to award only one higher education on every level cost-free (using state (local) budget); • to participate in academic mobility, including international; • to participate in the development of an individual training plan. The above provisions of the Law are still not implemented fully - both because of the lack / inadequacy of necessary regulatory framework at institutions and because of insufficient activity of the students. The reasons for the relative passivity of students are: − The need to spend time and effort; − The belief in the impossibility of real influence on the processes in institutions; − The absence of obvious mechanisms to influence or poor knowledge about them; − Concerns about the possible use of administrative influence (success, scholarship,

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careers, quality assurance processes for assessment take into account the following:
• Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
• The criteria for and method of assessment as well as criteria for marking are published in advance;
• The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
• Where possible, assessment is carried out by more than one examiner;
• The regulations for assessment take into account mitigating circumstances;
• Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
• A formal procedure for student appeals is in place.
	granting accommodation etc.) under the unauthorized activity;
	– Lack of awareness of their rights and lack of experience in their defense;
	– Lack of motivation to learn and / or interest in receiving quality education services;
	– Focus not on the acquisition of knowledge, but on the Diploma awarding, in this situation the needs meet no competencies but the process system.
	    As for the imperfections of regulatory framework of institutions, the main drawbacks include the lack of clear procedures to implement their rights, to find consensus decisions in the organization of the educational process and designing of educational programs. Students Public opinion polls are introduces in some Ukrainian institutions, but polls consideration in making decision virtually is not regulated. However, polls are often amateurish, without correct methodology. There are no procedures and mechanisms to process them, analyze and take appropriate action based on the results of these surveys, primarily ther is no the practice to apply the results of polls.
	    According to random survey of institutions, mostly students' rights to participate in the organization of educational process are implemented by:
	– inclusion of students into the scientific councils of institutes and faculties;
	– participation in the discussion of the list of subjects chosen by the student and the institution;
	– free choice of subjects from selective components[5];
	– survey of students within the institutions[6] or faculty / institute.

[5] For example: Temporary Regulations "On the procedure to implement student right to free choice of subjects in TSNUK".

[6] For example: 1) Order of Rector of TSNUK from 29.12.2015 p. №109 "On monitoring of winter examinations" and the Decision of Academic Council "On students' opinion polls as a tool QA for educational process". The questionnaire is included three sets of questions: 1) evaluation of the quality of the lecturer; 2) evaluation of the quality of the teacher who conducted the practical / seminar / laboratory classes; 3) evaluation of the place of course in study programme.

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	Unfortunately, in most institutions there is no practice in student survey on the quality of specific study programs and/or the quality of the teaching staff involved in these programmes. The majority of teachers still do not understand the need of student survey to determine the quality of teaching staff and the quality of study programmes, that also slows the transition to student-centered learning. In some cases, even realizing such survey, the administrative staff is forced, to make it only with the consent of the teacher due to lack of regulatory framework and to avoid negative reactions scientific-pedagogical and teaching staff. Another problem is a culture of evaluation of teachers among students. *The assessment of compliance with the standards:* − *doesn't satisfy,* ✓ ***partially satisfies***, − *mainly satisfies,* − *completely satisfies,* − *can not be assessed at this stage*. The practice of QA assessment in institutions follows as: − The teaching staff considers assessment methods and creates test and examination tasks mostly alone or with more experienced colleagues. Only in some institutions there are special training programs on educational measurements and training on improvement of qualification for teachers; − After the introduction in Ukraine ECTS transparency tools it's necessary in all institutions to publish the methods and criteria for student assessment in advance, this information is also published in the working subject programme. However, the criteria for grading mainly describe the procedure and not correlate with the planned learning outcomes; − In most institutions a 100-point scale assessment is used. And students get enough information on their progression and their rating within the group due to

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	differentiation of assessments. There are no rules and regulations that oblige teachers to accompany grading by clarification and / or provide advice on the learning process. Appropriate actions are made by teachers on their own initiative; − After the adoption of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2006) the practice to carry out the assessment by more than one examiner is gradually spread in ukrainan institutions. Today the requirements for assessment with at least two examiners are in regulations on assessment of more than half of Ukrainian universities. Establishment of external examiners is greatly complicated with the lack of an appropriate legal framework that would regulate financial and institutional matters in the case of involving experts; − According to relevant provisions of institutions the students have the right to transfer and / or delay assessment proce-dure (exams, tests etc.) in case of objective reasons (mitigating circum-stances). Unfortunately, there are no strict require-ments on the timing of the provision of relevant documents and regulation of terms carrying the assessment, decisions are made by administration; − The consistency of assessment procedures, fairly application of assessment to all students, promotion of mutual respect within the learner – teacher relationship as the principles of academic integrity are provided by the the provisions of institu-tions. The problems may occur only in connection with non-compliance of these provisions; − All institutions have appropriate procedures for dealing with students' complaints.

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	The assessment of compliance with the standards: − *doesn't satisfy,* − *partially satisfies,* ✓ ***mainly satisfies**,* − *completely satisfies,* − *can not be assessed at this stage.*
1.4 Student admission, progression, recognition and certification	
Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. ***Guidelines:*** *Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.* *It is important that access policies, admission processes and criteria are implementd consistently and in a transparent manner. Induction to the institution and the programme is provided.* *Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.*	Chapter VIII "Access to HEI, admission, deduction, learning interruption, the processes of renewal and transfer of persons enrolled in higher education" of the Law "On Higher Education" provides the conditions for admission to the institutions; recognition, application and the procedure of the EIT; grounds and procedures of deductions, learning interruptions, renewal and transfer of applicants. Access to quality higher education in Ukraine is provided by the EIT learning outcomes obtained on the basis of complete secondary education, which is carried out by specially authorized state institution in accordance with the procedure of external evaluation and monitoring of the quality of education established by the Cabinet of Ministers of Ukraine, and is used for access to institutions on a competitive basis (Article 45 of the Law). Admission to institutions of Ukraine is annually approved by the Ministry of Education and Science of Ukraine, the politicy of institutions on students (educational activities, creating conditions of access to education, planning of educational admission, etc.) are realized within defined these terms. Aspects of development of individual learning paths for students in Ukraine are governed by outdated Regulations on the transfer, deduction and renewal process of students of higher educational institutions approved by the Ministry of Education and Science of Ukraine, 15.07.1996, № 245. The lack of new regulations often leads to conflict between the institutions and the studentsthat can be solved through the courts. Development of own regulation framework of institutions does not allow to remove all

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Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on: • *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;* • *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.* *Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*	contradictions, since inconsistencies between the institutions and ukrainian Legal framework create a legal conflict. Requirements for transparency and admission conditions, rules and procedures for access to higher education are strictly observed and published on the websites MES of Ukraine, institutions and their departments. Information on student admission, progression, recognition, renewal and transfer processes are recorded in a unified national electronic database on education, which provides, in particular, the ability to check the status of students. The procedure to fix the academic progression of students (including the award of credits) corresponds to ECTS. The recognition of student is governed by the Regulations on the procedure for the transfer, payments and renewal processes of students, Regulations of the Cabinet of Ministers of Ukraine "On Approval of the Procedure of the right to academic mobility", Order of MES of Ukraine "On Approval of the Procedure of certification for the recognition of qualifications, learning outcomes and periods of study in higher education received in the temporarily occupied territory of Ukraine on February 20, 2014"(provisions of these documents are detailed in the relevant acts of institutions). Real opportunity to recognize periods of study in other institutions and recognize learning outcomes is appeared only after acception of two last documents mentioned above. Before that, for example, it was almost impossible to recognize the discipline, which have different title or number of credit points. The new order on academic mobility by all participants of the educational process is an important step in the implementation of the Law of Ukraine "On Higher Education" and creates effective tools (clear definition of the types and forms of academic mobility; fixed mechanism to recognize received credit points from the European Credit Transfer System (ECTS) in particular by comparing the content of the course, not the title; keep your scholarships for students and workplace for employees who participate in the programmes

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	of academic mobility) for the internationalization of Ukrainian higher educational institutions. Henceforth all necessary decisions can be taken at the institutional level.

Till 2016 ECTS documents (application, agreement, academic transcript) to implement student mobility are used in nearly 3/4 of all institutions, but these documents were issued at the same time with the documents, that were approved in Ukraine. Today new forms of mobility documents are established in Ukraine that correspond to the ECTS requirements.

With the adoption of the Law the right to recognize educational qualifications is provided by institutions.

The types, content and structure of documents on higher education (junior bachelor, bachelor's degree, master's degree, Doctor of Philosophy, Doctor of Sciences and Diploma Supplement) are defiened by the Law (Article 7), approved in the Resolution of CMU (Cabinet of Ministers of Ukraine) on March 31, 2015 № 193 "On the state standard documents on higher education (degrees)" and are detailed in the order of MES from 12.05.2015 №525 «On approving of state standard documents of higher education (degrees) and their supplements ". New forms of documents on higher education meet the requirements of the EHEA, clearly identify the awarded qualifications and contain the necessary information about students' achieved learning outcomes. The advantage of the new documents is that they are placed in two languages (Ukrainian and English), so that their perception is facilitated and the procedure for recognition outside Ukraine is simplified. At the same time with the introduction of these documents the practice for two different supplements of diploma was eliminated (DIPLOMA SUPPLEMENT that corresponds to European standards can be received in Ukraine at the request of the student after the approval in 2010 a special procedure and traditional supplement in Ukrainian).

According to the Law the institutions are responsible for the preparation, award of documentations on higher education. State |

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	standard documents on higher education are awarded only on accredited study programme. For non-accredited study programme the institutions can produce and publish their own documents on higher education in the manner defined by Academic Council of the institution.
	The procedures to confirm and recognize the qualifications, that were awarded by institutions, are accelerated and simplified by a unified state electronic database on education that containes the information about all diplomas (except higher military educational institutions).
	Requirements concerning the conditions to award diplomas with honors are determined by institutions independently[7].
	The assessment of compliance with the standards: − *doesn't satisfy,* − *partially satisfies,* ✓ ***mainly satisfies***, − *completely satisfies,* − *can not be assessed at this stage.*
1.5 Teaching staff	
Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff. ***Guidelines:*** *The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning*	At national level the procedures for recruitment and development of the teaching staff in institutions are regulated by the Law of Ukraine "On Higher Education" (Articles 52-60), Provision of professional development and internship of teachers and teaching staff of higher education institutions approved by Order MESYS (Ministry of Education and Science, Youths and Spotrs) of Ukraine in 2013, Standard regulations on certification of teaching staff, approved by the Ministry of Education and Science of Ukraine on October 6, 2010, the license conditions on providing of educational activities in institutions (Staff requirements to carry out educational activities in higher education institution), etc. Based on these documents the regulations are developed at the institutional level.

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[7] For example: Regulation on diplomas with honors at Taras Shevchenko National University of Kyiv on November 3, 2014.

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outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3). *Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment* *• sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;* *• offers opportunities for and promotes the professional development of teaching staff;* *• encourages scholarly activity to strengthen the link between education and research;* *• encourages innovation in teaching methods and the use of new technologies.*	a) Teaching staff According to Art. 55 of the Law the positions of teaching staff can be taken by a person with a master's degree at the relevant specialty. By Statute of the institution according to the Law additional requirements may be established to persons who take positions of teaching staff. Teaching staff are appointed and dismissed by the head of the institution. Every five years teachers are certified. As a result of certification conformity to employee's position, qualification category and pedagogical status are determined. The procedure for certification of teaching staff is defined by the central executive body in the sphere of education and science. b) Scientific and teaching staff Positions of scientific and teaching staff can be taken by people who have a scientific degree or academic status and persons who have a Master's degree. Additional requirements to persons who may occupy positions of scientific and teaching staff may be established by Statute of institution according to the Law. When vacancies of teaching staff – heads (chiefs) of departments, professors, associate professors, senior lecturers, lecturers competitive selection is made before assignment of employment contract (contract), the procedure is approved by the Academic Council of the institution. In some cases, if it's impossible to ensure the educational process with existing staff, the vacant positions can be filled under a contract for the replacement of competitive positions in the current academic year. The rights, duties and guarantees of scientific and teaching, scientific, pedagogical and other employees of institutions, the basic positions of scientific, pedagogical and teaching staff and the procedures for their replacement, as well as the working hours are regulated by the Law (Articles 55- 59). By the Law scientific and teaching, scientific staff are responsible for their professional development, teaching skills and activity

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	to strengthen the link between education and research. Training in the institutes of continuing education, internships and training in Ukraine as well as abroad are the main ways to encourage and develop professional level of teaching staff. The institutions are responsible to provide professional developement and training for teaching staff at least once every five years while maintaining the average wage. The results of training and internship are taken into consideration during the certification of teachers and in selective competition or an employment contract with scientific and teaching staff.
	Detailed information on the duties of employees and institutions are contained in the provisions approved by the MES of Ukraine and institutions[8]. In particular, the majority of institutions make decisions on language training of scientific and teaching staff.
	Quality control of the institutional staff is made during the licensing and accreditation procedures, since requirements on staff to carry out learning activities in higher education are provided by relevant regulatory documents[9].
	However, one of the key point – the assessment of the competence of teachers – in the regulation documents only as framework is resolved, according to the limited number of formal characteristics, most of which, moreover, describes (qualitative and quantitative) level of scientific research, while the quality of teaching is mainly described by the criteria that can not be measured. The Difficulty of comprehensive professional evaluation of the teacher as scientific and teaching employee is not internal Ukrainian problem, it manifests itself in the structure of performance indicators and weight ratios of at most all ratings, identifying the prestige of the institution.
	Typically, institutions encourage scientific

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[8] For example, in action plan of QA at TSNUK there are the activities that are aimed to improve the qualifications of teaching staff and motivate them to develop quality culture: the procedure of selection and appointment of teaching staff; improve the professional skills of teaching staff.
[9] Resolution of CMU from December 30, 2015, No 1187.

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	and professional activities of teachers, their academic mobility (international and domestic), participation in the educational process of foreign teachers. But these aspects do not have adequate financial support, and partially are not regulated legally. Also it should be added that in some institutions (Khmelnytsky National University, Chernivtsi National University, etc.) to evaluate the effectiveness of teachers its own rating system is created in which institutions encourage individual activities of teachers. However, such systems, unfortunately, can not be objective on assessment of professional competence of the teacher. As a result, making decisions about the professional life of the applicant for a teaching position scientific activity is the dominant essessment (if not the only one) (professional level in the relevant scientific field), that, in general, is entirely incorrect and unvalid.It can also be say that the institutions have no possibility to discharge the abusive teacher. A periodic change of employment by teacher isn't encouraged at neither national or institutional levels, so as a result, there are numerous cases where a teacher all his life (from school to retirement) does not leave the the institutions. *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* ✓ ***mainly satisfies***, − *completely satisfies,* − *can not be assessed at this stage.*
1.6 Learning resources and student support	
Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.	Learning resources and student support are regulated by the Law of Ukraine "On Higher Education", Licensing requirements of learning activities and internal documents. According to Article 26 clause 6 one of the main goal of the institutions is to ensure the necessary conditions to realize students' abilities and talents. According to the Law institute includes to the

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Guidelines: *For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.* *The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.* *Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.* *In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.*	fund the cost to buy, maintain and repair physical resources, study facilities and capital construction, to improve leaning resources. Unfortunately, today the most part of learning resources are financed almost entirely by special funds of institution. The state budget funds for this purpose are not available even for national higher education institutions, for which the law provides the financing of these items on priority basis. The control of the institution on the development of learning resources and student support (technical requirements for phisycal, learning, teaching and information support to carry out educational activities) is made in the licensing and accreditation procedures. Particularly such things are controlled: a) *information on the quantity and quality of physical resources of educational activities in institution:* – Information on the total area of the rooms used in the educational process (address, name, area, proof of right to use); – Providing study facilities and other rooms (study facilities for training students, cadets (lecture hall, classrooms, laboratories, etc.); computer labs; gyms; resources for scientific and teaching (teaching) staff; office space; library, reading rooms; accommodation, canteens, buffets; dispensaries, medical centers, recreation); – Equipments of laboratories and specialized cabinets (laboratory name, the name of discipline, name of equipment); – Equipments, hardware and software of special computer laboratories to ensure curriculum by specialty (name of the computer lab, its area, the name of discipline, model and brand of personal computers, their number, the name of the application packages (including licensed), internet access, availability of access channels); – Information on social infrastructure (name, number, area). b) *information about learning and teaching*

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	support of educational activities in higher education
	– Information on the range of teaching recouces to provide the disciplines;
	– methodological support of course planning;
	– Software programs and databases for internship.
	c) information about informational support of educational activities in higher education
	– Information on the Library;
	– Provision of textbooks, manuals, references and other educational literatures;
	– A list of specialized periodical publications
	It should be noted that the part of controlled comindices are completely uninformative in terms of QA of higher education (eg requirements to provide information on the computer brand).
	The level of financial support of learning resources and student support even in the most prestigious Ukrainian universities should be considered no more than minimal acceptable.
	The disadvantages of students support include the fact that even within the same campus access to some technical and methodological support is limited through personal access within each faculty / study programme. This fact forms unequal opportunities for students in different learning units, which should not be, because access to resources should not depend on which department or programme the student is enrolled.
	The assessment of compliance with the standards:
	– *doesn't satisfy,*
	✓ ***partially satisfies**,*
	– *mainly satisfies,*
	– *completely satisfies,*
	– *can not be assessed at this stage.*
1.7 Information management	
Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their	In higher education institutions the various models of monitoring, audit and quality management are used but they are not developed as established system. The independent status of the institutions,

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programmes and other activities.
 	
Guidelines:
Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.
The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:
• Key performance indicators;
• Profile of the student population;
• Student progression, success and drop-out rates;
• Students' satisfaction with their programmes;
• Learning resources and student support available;
• Career paths of graduates.
Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.
	which is provided by the Law, allows the institutions to develop methods, techniques, forms of auditing and monitoring for their own self-evaluation. In practice, the need for reporting to various regulatory authorities leads to that information systems of the institutions are mainly focused on the external reporting, but not of the quality of education and on self-evaluation reports.
	    Some information (profile of the student population and learning paths of students as well as teaching staff) used to monitor educational activities, is required to enter in Unified State electronic database on Education which was established in 2011 (Cabinet of Ministers of Ukraine from July 13, 2011 №752 "On establishment of unified state electronic database on education"). In field of higher education unified database includes Registry of the institutions, Register of documents on higher education and the Register of certificates of external independent evaluation. Unified database is the source of the information used for: student admission, preparing standard state documents on higher education, establishment in education of innovative technologies to use the information, including personal. The structure and functionality of this database is aimed at monitoring the activities of the institution and not available to collect and analyze the information inside the institution, and the possibilities to exchange the information between Unified database and internal information systems of institutions are very limited.
	    The development of internal information systems at the institutions are also influenced by numerous internal Ukrainian ratings: MES rating (existed from 2004 to 2015), Top 200 the best universities in Ukraine, Compass etc. Each of them contains its own system of performance indicators to measure the activity (international activity of institution, the quality of student population, the quality and level of scientific and teaching staff, research, scientific and technical activities, and financial resources of the educational process, etc.). Each of these ratings were formed according to their own methodology (depends on the purpose of rating) and a system of performance indicators, unfortunately,

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	they are not suitable for the development self-reports of institutions. The efforts to ensure the best possible position in these rankings do not contribute to the development of well-organized internal information systems – the main goal of institutions is not the increasing their quality of education and effectiveness, but the success of formal reporting. Thus, the majority of higher educational institutions of Ukraine form part of information management that is intended primarily to report on individual components of activity: staff, finance, profile of the student population and their success, workload of teachers, physical learning resources etc. Primarily caused by external reporting requirements the different methods to form collected information sometimes have poor quality and quite irregular information updated. Almost complete isolation of these systems from one another makes impossible to analyze in-depth the situation in institutions or their departments; any statistical report for external bodies, accreditation or licensing are formed by personal efforts of staff on relevant departments. In addition, due to contradiction between content and list of performance indicators of institutions in Ukraine generally accepted in European and international practice, it's difficult to adapt even available information databases to submit applications for participation in the international rankings, etc. *The assessment of compliance with the standards:* − *doesn't satisfy,* ✓ ***partially satisfies***, − *mainly satisfies,* − *completely satisfies,* − *can not be assessed at this stage.*
1.8 Public information	
Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.	According to the Law (clause 3 of Article 32 "The principles of activity, basic rights and obligations of the institution") the institutions are required to "publish information about their rights and obligations on the official website, on notice boards and others". Each institution has its own website, where Statute, license, accreditation certificate, information

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Guidelines: *Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.* *Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used the pass rates and the learning opportunities available to their students as well as graduate employment information.*	about study programmes, leadership, structural divisions are provided. Also, some structural units have their own website where the information about their activities can be found. 85% of institutions in survey have developed and have implemented information packages (mostly in Ukrainian). No more than half of institutions provide regular updating of information package. Unfortunately publishing of critical reports on accreditation of specialties on websites of institutions are still not typical. Some information about the institution is open to public access in a unified electronic database on education, public register of institutions which includes in particular: the name of the university and the list of structural subdivisions; date of establishment; name and surname of the head; ownership; location of the institution; percentage of fields of study and specialties; the license period which ends in the current academic year; The certificate of accreditation of higher education in general; date of the last state control inspection, availability violations; performance targets; conclusion on the risk of higher education institution. *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* ✓ ***mainly satisfies,*** − *completely satisfies,* − *can not be assessed at this stage.*
1.9 On-going monitoring and periodic review of programmes	
Standard: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action	Evaluation of the content of the programme for compliance with the current requirements and the needs of society, and partially with the effectiveness of the procedures for assessment and students' progression is carried out each year during the final certification of graduates. This evaluation is made by Examination Commissions, that are formed by specialities and programmes with the involvement of the academic and scientific community outside the institution, stakeholders and public

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planned or taken as a result should be communicated to all those concerned. *Guidelines:* *Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students. They include the evaluation of:* *• The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up-to-date;* *• The changing needs of society;* *• The students' workload, progression and completion;* *• The effectiveness of procedures for assessment of students;* *• The student expectations, needs and satisfaction in relation to the programme;* *• The learning environment and support services and their fitness for purpose for the programme.* *Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.*	authorities. The assessments and recommendations are analyzed and studied by departments, academic councils of institutions. Academic councils of the faculties/institutes and/or institutions, consider usually once a year the questions on the internship of students and graduate employment. Monitoring of the student expectations, needs and satisfaction in the programme are realized usually by interviews of students. The summary of the survey is given to the corresponding departments and academic councils. Unfortunately, the widespread discussion of the outcomes of curriculum (study programmes) monitoring and the participation of teaching staff and students are not typical. The main part of the programme (before so-called "regulatory" and now a mandatory part of the programme), which covers 50 to 75% of the students workload, remains unchanged during the existence of the programme. If for any reason this part should be changed, usually a new programme is created, and the action of the old one is stoped. Actually the decision to amend the mandatory part of the programme is the basis to stop it. However, amendments to the selective part of study programme are provided during the existence of the programme by the decision of academic councils of faculties/institutes, institutions, that are made with regard to the above mentioned monitoring procedures. *The assessment of compliance with the standards:* − *doesn't satisfy,* ✓ ***partially satisfies***, − mainly *satisfies,* − *completely satisfies,* − *can not be assessed at this stage.*
1.10 Cyclical external quality assurance	
Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical	Till 2014 the institutions had to undergo external quality assurance procedures due to the limited term of the licenses and certificates of accreditation (from 5 to 10 years depending on the pro-

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basis. ***Guidelines:*** *External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities.* *Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).* *Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.*	gramme and the institution). The conclusions of accreditation prosess were expanded to all programmes of the institution in the relevant fields of study/speciality. Following the adoption of the Law of Ukraine "On Higher Education" and the Law of Ukraine "On licensing of economic activity" the licenses for educational activities are now permanent, however the institutions must undergo accreditation of each educational programmes that they have to obtain the right to award degrees and issue state standard documents on higher education. By the Law of Ukraine "On Higher Education" making decision on accreditation of programmes is provided by Natioanl Agency for Quality Assuarance in Higher Education of Ukraine (NAQAHE) and those bodies to which the Agency will partially delegate the appropriate authority. An additional motivation for the institutions to undergo accreditation is to obtain the state order in accordance with certificates of accreditation. The right of the institutions to undergo accreditation in international Accreditation Agencies and Accreditation agencies of other countries is declared by the law, but is not settled in lower-level documents. Specific procedures for external quality evaluation of higher education at the institutions are regularly provided by some Ukrainian and international ratings (Compass, QS, U-Multirank etc.) *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* − *completely satisfies,* ✓ ***can not be assessed at this stage.***

EXTERNAL QUALITY ASSURANCE

State policy in QA for higher education is determined by:

• The Verkhovna Rada of Ukraine (adopts laws, resolutions and other acts, holds parliamentary and committee hearings).

• President of Ukraine (signs laws, submits bills, issues decrees and orders, prepares a message to the Verkhovna Rada of Ukraine, in particular on issues of quality assurance and competitiveness for higher education, etc.).

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The main functions of direct control of the quality assurance for higher education, the formation of national policies are carried out by:

• The Cabinet of Ministers of Ukraine (fulfills the laws and acts of the President of Ukraine, ensures the implementation of education policy, the development of innovative potential of the state, issues of public administration in education, science, drafts laws on social standards and social guarantees, issues mandatory for the implementation of decisions and orders within its competence).

• Ministry of Education and Science of Ukraine is the main body in the system of central executive authorities to ensure the development and implementation of state policy in the sphere of education and science, in the field of state supervision of the institutions (develops national standards of education, determines the strategy of monitoring the quality assurance for education and ensures its implementation, provides licensing and accreditation of higher education institutions, forms and maintains a system of certification of academic and teaching staff).

• State inspectorate of educational institutions of Ukraine is a central executive body, whose activities are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Education and Science of Ukraine (provides educational guidelines, monitoring of compliance with the standards of higher education, government inspections; analyzes the work of the institutions to comply of normative legal acts in the field of education, an assessment of their compliance with state standards and requirements; submits proposals to eliminate the negative trends and to spread positive trends of education; supervises and participates in monitoring the quality assurance).

• Accreditation Commission (ensures the compliance with the requirements for licensing, certification and accreditation of educational institutions, involves in the organization of licensing, certification and accreditation of educational institutions, specialities and study programmes) operates before NAQAHE starts to work.

• Attestation Collegium is an advisory body of Ministry of Education and Science of Ukraine, which was created (The Order of Ministry of Education and Science, Youth and Sports from September 14, 2011, № 1059, On Approval of the Regulation on Attestation Colleqium of the Ministry of Education and Science, Youth and Sports of Ukraine) instead of liquidated by the President the Higher Attestation Commission of Ukraine to implement the powers on training and attestation of academic and teaching staff assigned to the MES of Ukraine (involves in ensurance of the operation of the training and certification of scientific and teaching staff, makes the decisions on activities of postgraduate and doctoral studies, takes part in networks forming of specialized academic councils, approves the decisions of academic councils to award the degree of Doctor of Science and candidate of Sciences, to award academic titles of senior researcher, associate professor and professor to scientific and teaching staff – *operates before NAQAHE starts working.*

• National Agency for Quality Assurance in Higher Education is a permanent collegial body authorized by the Law of Ukraine "On Higher Education" in implementation of state policy in the field of quality assurance (Cabinet of Ministers of Ukraine, April, 15, 2015, № 244 "On establishment of the National Agency for Quality Assurance in Higher Education "). It is planned that the Agency will take certain regulatory and

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supervisory functions of the <u>Ministry of Education and Science of Ukraine</u>; replace the Attestation Collegium and Accreditation Commission.

A clear separation of powers as well as full data exchange between these institutions still doesn't exist.

The procedures for external quality assurance of higher education in Ukraine include licensing, accreditation and external inspection by government agencies. Licensing gives the right to higher education institutions to engage in educational activities. Accreditation is intended to determine whether the educational activities of educational institution comply with state requirements to the quality assurance of education in appropriate level and provides the right to issue and award state diplomas. Certification proves the recognition by state authorities the correspondence performance indicators in higher education with international standards.

Over the last 20 years the system of external quality assurance for higher education was changed and modified, due to the creation of specialized institutions or redistribution of powers between them and the amended list of fields of study and specialties of higher education, as well as the changes in the structure and content of educational standards. Till 2015 the absolute correspondence of study programme with requirements of national standard, namely, the lists of subjects, their hours and types of assessments, was compulsory. Some standards governed 90% of teaching time for students, while in other fields/specialties the standards have not been established.

Most of the governing accreditation documents were established to provide outdated or partly canceled regulations.

Part 2: Standards and guidelines for external quality assurance	
2.1 Consideration of internal quality assurance	
Standard: External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG. *Guidelines:* *Quality assurance in higher education is based on the institutions' responsibility for the quality of their programmes and other provision; therefore it is important that external quality assurance recognises and supports institutional responsibility for quality assurance. To ensure the link between inter-*	Until recently, forming requirements of external quality assurance it was almost paid no attention to the possibility of internal quality assurance and its focus. The reason is not imperfection of internal systems, but this approach actually is contrary to the principle inherited from the Soviet government – almost total control processes to ensure the quality of the MES of Ukraine. Until now, the recognition by external bodies the institutions' responsibility for the quality of their programmes and the quality of education in general and at the same time the right to decision-making were not common practice. At this stage, the consideration and the use of procedures for internal quality assurance in the development of external quality assurance are not regulated.

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nal and external quality assurance, external quality assurance includes consideration of the standards of Part 1. These may be addressed differently, depending on the type of external quality assurance.	*The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* − *completely satisfies,* ✓ ***can not be assessed at this stage****.*
2.2 Designing methodologies fit for purpose	
Standard: External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement. *Guidelines:* *In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders.* *The aims, objectives and implementation of the processes will* *• bear in mind the level of workload and cost that they will place on institutions;* *• take into account the need to support institutions to improve quality;* *• allow institutions to demonstrate this improvement;* *• result in clear information on the outcomes and the follow-up.* *The system for external*	Resource of data collection, correlation of efforts and efficiency, informative of data, these all things aren't taken into consideration in developing requirements (including reporting) to institutions. Quite often various external agencies require the institutions to provide the same information presented in a slightly modified form (for example, report of the institution at the beginning of academic year in the form 2-3 нк is entered separately in MES (report includes in student population the foreign students who study cost-free on public basis) and in the Department of statistics in Kyiv (the report does not include in student population the foreign students)). Moreover, the list of controlled performance indicators/parameters are often formed not in accordance with the stated aims, but reflect the narrow corporate interests of controlling bodies. Real approval of goals and objectives with stakeholders doesn't occurs All requirements are aimed to find errors and control, make it impossible to trend the dynamic changes of quantitative and qualitative indicators of the institution, while, according to modern requirements, reports should be designed so that institutions[10] can be able to demonstrate their improvement. Common procedures to all Ukrainian institutions do not consider their effectiveness in a particular institution, often do not help the normal provision of institutions and sometimes could be even

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[10] For example, the institutions shoud bring all necessary information into Unified State electronic Datebase to create report 2-3нк , while they should generate this report by hand.

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quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance.	harmful. Sometimes new imposed requirements are even more retrograde than the previous one. Thus, in Licensing conditions in 2015, all study programmes are required to separate the cycles of general and professional-oriented subjects while the previous documents did not include such requirement on structure at the Masters level, and moreover, the respective cycles at bachelor level are cancelled by national requirements.
	
	    Formally the institutions can demonstrate the quality, for example, by participating in institution rankings, but the mechanisms to encourage improvement of quality of higher education institutions do not exist.
	
	    The assessment of compliance with the standards:
	✓ ***doesn't satisfy***,
	− *partially satisfies,*
	− *mainly satisfies,*
	− *completely satisfies,*
	− *can not be assessed at this stage.*

2.3 Implementing processes	
Standard: External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include • a self-assessment or equivalent; • an external assessment normally including a site visit; • a report resulting from the external assessment; • a consistent follow-up. *Guidelines:* *External quality assurance carried out professionally, consistently and transparently ensures its acceptance and impact.* *Depending on the design of the*	The components of external quality assurance processes almost correspond formally to ESG-2015: they include self-assessment, external assessment with site visit, experts report. However, with external similarities there are enough significant differences in the implementation of these processes. One of the main reasons for this difference is that if European institutions are interested in the audit of its educational activities, external assessment of QA, the Ukrainian institutions and regulatory authorities consider external evaluation as inspection, which aims to identify deficiencies, non-compliance with standards and so on. For European audit usual goal is to help institutions and give recommendations to improve study programmes and education in general, road mapping, etc. As for Ukraine this goal isn't almost implemented in the procedures, forms, reports, lists of controlled performance indicators in external assessment. In this regard, self-assessment reports that are generated by internal quality assurance systems (where they are) are not used to form the relevant documents for

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external quality assurance system, the institution provides the basis for the external quality assurance through a self-assessment or by collecting other material including supporting evidence. The written documentation is normally complemented by interviews with stakeholders during a site visit. The findings of the assessment are summarised in a report (cf. Standard 2.5) written by a group of external experts (cf. Standard 2.4). *External quality assurance does not end with the report by the experts. The report provides clear guidance for institutional action. Agencies have a consistent follow-up process for considering the action taken by the institution. The nature of the follow-up will depend on the design of the external quality assurance.*	external assessment. A significant amount of information collected during the external assessment and included in final documentation as self-assessment, is inconclusive in terms of quality assurance (formal parameters that can be easy to control) and often requires considerable additional staff efforts. For example: complex control test, the results are practically inconclusive because of lack of student motivation. The existing documents do not regulate that the self-assessment report should be completed long before the site visit. During the external assessment procedures (accreditation) site visit is provided by the group of experts appointed by the MES of Ukraine. Experts stay at institution no more than 3 days and mostly work with self-assessment materials, acquaint with the existing documentations, results of the control assessments. They have the right to interview stakeholders during a visit, but this practice is not widespread. According to the results of documents inspection and site visit the experts prepare report, they recommend to accredit or not to accredit study programme. Usually the next term of accreditation is not defined depending on the content of findings. The report contains formal comments and recommendations, but their implementation is usually not enforced due to lack of appropriate mechanisms. Expert report does not contain a clear guidance and/or sequence of actions to correct the identified shortcoming, do not provide follow-up process and progress report. Another inspecting authority is the State Inspectorate of Educational Institutions of Ukraine (hereinafter SIEI), whose activities are governed by the relevant provisions (approved by the Cabinet of Ministers of Ukraine, October 16, 2014, No 538). SIEI can make comprehensive and selective inspections (for individual departments, programmes, academic disciplines) assessment of the educational process and the quality of educational services. Specific objective to review may be brought to the institution on the day of arrival of the inspection commission (for unscheduled). Duration of checks usually is from

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	10 to 15 days. The group of the experts from SIEI consists of its own inspectors, the persons from academic and scientific community, as well as experts of central and local executive authorities, representatives of the labor market (companies and organizations). Through inspection SIEI is entitled to receive necessary information, documents and materials not only in institutions but also from state agencies and local governments, enterprises and organizations regardless of ownership, as well as the citizens and their associations. Thus SIEI, if necessary, has the ability to take into account the perspective of stakeholders. The results of inspection are announced at the institution, after receiving an explanation a final report is transmitted to the governing body, to which the institution is subordinated, and the responsible bodies for licensing and accreditation of educational services and other interested bodies. The report necessarily contains not only a list of the identified violations, but also provides clear guidance for institutional action to remove them and defines the duration within which institutions must meet these requirements. As the result of SIEI check it can be: conclusions about the official discrepancy of employee and/or a lack of qualification of teachers, penalties for non-compliance of standards with approved in institution appropriate procedures and practices to implement them. In case of violations of the legislation on the provision of educational services SIEI may recommend to MES to put a stop or cancel the license. Some aspects of QA in higher education (eg transparency of admission and transfer processes of students) can be evaluated as part of checks of other controlling bodies - such as the State Financial Inspection of Ukraine, the Accounting Chamber of Ukraine.

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	The assessment of compliance with the standards: − *doesn't satisfy,* ✓ **partially satisfies**, − *mainly satisfies,* − *completely satisfies,* − *can not be assessed at this stage.*
2.4 Peer-review experts	
Standard: External quality assurance should be carried out by groups of external experts that include (a) student member(s). ***Guidelines:*** *At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and employers/professional practitioners.* *In order to ensure the value and consistency of the work of the experts, they* • *are carefully selected;* • *have appropriate skills and are competent to perform their task;* • *are supported by appropriate training and/or briefing.* *The agency ensures the independence of the experts by implementing a mechanism of no-conflict- of-interest. The involvement of international experts in external quality assurance, for example as members of peer panels, is desirable as it adds a further dimension to the development and implementation of processes.*	In accordance with the provisions on the expert commission and procedure of licensing examination, the expert commission is formed (appointed) by the licensing body for the licensing examination to determine compliance staff, scientific, educational and material support of the institution with state requirements. Group of experts is formed and approved by the licensing body from the leading specialists with appropriate educational degree and qualifications, practical experience, which wish to implement a licensing examination of the institutions and are included in the list of experts. Until recently, according to the provisions of the expert commission and accreditation procedure of examination, the expert commission was formed by MES of Ukraine. These committees included not all stakeholders, participation of students was not provided, employers also didn't participate in accreditation procedures. Conditions of experts work did not provide the opportunities for objective analysis of the situation in institution: 1) Order of MES on experts appointment was issued in 2-3 weeks before the final date of presentation of the report. Duration of stay in institution almost meets European requirements, but European experts can study self-assessment of the institution within 6 months-1 year. 2) Traval costs and per diam of experts were prodived directly by the institution, which is inspected. Consequently, the questions on the independence and objectivity of experts are arised. According to the Law, peer experts in external QA processes now include academics, as well as

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	professionals, employers and representatives of students. The Law also allows to engage international experts. The need for the participation of employers, professional practitioners, associations and students in evaluating of various aspects of educational activities is currently recognized in Ukraine, but it has mainly declaratory form. Mechanisms of involvement and interest for all these stakeholders aren't developed. The same significant problem is to attract foreign experts, the procedure to finance their work aren't developed. Previous as well as existing regulations do not provide compulsory education and training for experts and their sources of financing. A problem of no-conflict- of-interest for experts is also unresolved. *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* − *completely satisfies,* ✓ ***can not be assessed at this stage**.*
2.5 Criteria for outcomes	
Standard: Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision. *Guidelines:* *External quality assurance and in particular its outcomes have a significant impact on institu-*	Traditionally in Ukraine the criteria on which decisions about the quality of educational activities are made, are the licensing conditions and requirements for accreditation and standards of higher education. They are predefined, published and based on the relevant documents. But some requirements are ambiguous[11], that allow to interpreted them in different manners. Some performance indicators (ratios) on scientific and teaching staff, learning and teaching resources, educational and information databases are outdated, they are not justified from an economic point of view, and low- informational in terms of the quality of higher education. For example, the requirement for the number of working computer places per

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[11] For example, the reqiuremt that the size of the discipline should, be as a rule, no less than 3 credit points the part of experts understands as absolute requirement

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tions and programmes that are evaluated and judged. In the interests of equity and reliability, outcomes of external quality assurance are based on predefined and published criteria, which are interpreted consistently and are evidence-based.
 	
Depending on the external quality assurance system, outcomes may take different forms, for example, recommendations, judgements or formal decisions.
	100 students, the ratio of seats in their reading rooms to the total number of students, provision of students with textbooks, manuals etc. does not include access to modern sources of data and the development of information technology.
	
	    Today the criteria to evaluate educational programmes for compliance with the new standards of higher education aren't defined, which have expected learning outcomes instead of lists of subjects. Relevant guidance is not yet created, any new standard is not yet approved.
	
	    The assessment of compliance with the standards:
	− *doesn't satisfy,*
	− *partially satisfies,*
	− *mainly satisfies,*
	− *completely satisfies,*
	✓ ***can not be assessed at this stage**.*

2.6 Reporting	
Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report. *Guidelines:* *The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. In order for the report to be used as the basis for action to be taken, it needs to be clear and concise in its structure and language and to cover* • *context description (to help*	The forms of report for each external evaluation of the quality of higher education have been approved and are widely known (not applicable to new procedures for accreditation). These reports contain such items most ESG-2015recommended: description of context, particular procedure, characterization of involved experts, evidence, analyzes and results, features of good practice, and outcomes. As noted above, not all reports have mandatory recommendations for follow-up activities. Preparation of a report in two versions (short and full) is usually also not practiced. The practice of publishing the decision of the body, based on the peer review, is launched in Ukraine after the adoption of the Law. Summary of the expert site visit is also published online on website of the institution. Full report publication is not practiced neither by public authorities or institutions of higher education. Taking into account the lack of available analytical reports and other systematic information on the quality of institutions the opportunities to use good practices and/or improve their own educational policy are limited significantly.

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locate the higher education institution in its specific context); • *description of the individual procedure, including experts involved;* • *evidence, analysis and findings;* • *conclusions;* • *features of good practice, demonstrated by the institution;* • *recommendations for follow-up action.* *The preparation of a summary report may be useful. The factual accuracy of a report is improved if the institution is given the opportunity to point out errors of fact before the report is finalised.*	*The assessment of compliance with the standards:* − *doesn't satisfy,* ✓ ***partially satisfies**,* − *mainly satisfies,* − *completely satisfies,* − *can not be assessed at this stage.*
2.7 Complaints and appeals	
Standard: Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions. *Guidelines:* *In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes. Institutions need to have access to processes that allow them to raise issues of concern with the agency; the agencies, need to handle such issues in a profes-*	In case of a negative decision of external quality assurance, such as Accreditation Commission, the institutions may appeal to the MES of Ukraine. Appeals Board is created by the MES which considers appeals and makes recommendations for the next meeting of the Accreditation Commission, whose decision is approved by the MES and is final. According to legal framework the decision can be appealed and reviewed by the court, but in fact such rules in relations between institutions and MES of Ukraine, other public authorities are hardly used. In the case of controversial issues in the process of outcomes discussion the institutions sometimes can prove that not all information was taken into account, on this basis it can be reviewed once again as an exception. In regulatory documents opportunities to appeal the positive outcomes of the external assessment of quality by stakeholders aren't mentioned.

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sional way by means of a clearly defined process that is consistently applied. *A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out.* *In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.*	*The assessment of compliance with the standards:* – *doesn't satisfy,* ✓ ***partially satisfies,*** – *mainly satisfies,* – *completely satisfies,* – *can not be assessed at this stage.*

QUALITY ASSURANCE AGENCIES

Accreditation mechanism of the specialties, study programmes, institution itself in Ukraine remains one of the main instruments to regulate the quality of educational activity and monitor the effectiveness of institution. Accordance with its authority under current legislation a control is carried out by Ministry of Education and Science of Ukraine (the MES), the State Inspectorate of educational institutions and Accreditation Commission (until August 2012 the State Accreditation Commission of Ukraine). Higher education institutions have the right to issue and award a standard state document on higher education only in accredited fields of study or specialty.

Until recently, the accreditation of the institutions, fields of study and specialties in institutions were carried out in the manner prescribed by the **Regulations on accreditation of higher education institutions and disciplines in higher education and higher vocational schools** approved by the Cabinet of Ministers of Ukraine, August 9, 2001, No 978.

Review of accreditation cases and the decision to award certificates of accreditation were carried out by Accreditation Commission implemented the **Provisions of the Accreditation Commission**, approved by the Cabinet of Ministers of Ukraine, August 29, 2003, No 1380 "On licensing of educational services." The Accreditation Commission included representatives of Ministry of Education, other central and local authorities, employers' organizations, associations, students and charitable organizations, institutions of higher education regardless of ownership. The working process of Accreditation Commission was provided by the State educational institution "Training center for quality education" by providing organizational services related to the licensing, certification and accreditation.

Specialties, fileds of study and the whole institution were subjected to Accreditation. Accreditation of the field of study, specialties in institution (as separated unit of the institution) for a certain educational level is a public recognition of compliance of educational level (qualification and re-qualification) with state requirements, ap-

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proved by the MES.

The criteria that define minimum requirements to provide the institution with scientific and teaching staff, teaching and learning resources, information database, quality characteristics of educational activities, requirements for educational and research activities of the institution, the implementation of which is the evidence to make a decision on accreditation of field of study, specialty and institution are defined in the **State requirements for accreditation of fields of study, specialty and institution**, approved by the Ministry of education and Science of Ukraine on June 13, 2012, № 689.

The level of competence of the institution to carry out a certain type of educational activity related to higher education, is determined by the level of accreditation. The Law "On Higher Education" (2002) established four levels of accreditation of higher education institutions. I, II, III i IV-levels accreditation are defined the right to implement study programme for junior specialists, bachelors and masters levels respectively. Institution can be accredited for a certain level of accreditation if at least two thirds of the fields of study and specialties at the institution were accredited for this level.

Accreditation is carried out on the initiative of the institution by its statement. The institution, which announced the accreditation of specialty, submitted in the MES accreditation case containing legal documents related to the activities of the institutions and self-assessment report, educational qualification characteristics, study programme, curriculum, compliance table of performance indicators with the state requirements for accreditation of field of study and specialization.

During the self-assessment the institutions reflected in the report the indicators that were the assessment criteria of its activities in field of study, specialty that is accredited. It confirmed the compliance of staff, teaching and learning resources and information support with license conditions of educational activities in higher education, as well as compliance of the quality characteristics of qualification with state requirements; the list of comments (regulations) of authorities that carry out the control over compliance with licensing conditions was mentioned as well as information on complaints on the educational activities of the institution in the field of study, specialty that is accredited during the period of qualification was also considered, actions to eliminate compliants and information on the implementation of such actions, a description of the internal QA system for educational activities were also pointed out.

After receiving the accreditation case the MES conducted a 20-day period of preliminary examination and, subjected to compliance with current legislation framework and requirements of MES, within 15 days developed an expert commission that conducted the accreditation examination of the declared specialty accreditation directly at institution. The expert commission determined the effectiveness of the internal control QA system at institution. The total period of the expert commission work directly at the institution was not to exceed three days.

As a result of the accreditation examination expert commission of MES prepared reasonable outcomes on the possibility of accreditation of fields of study, specialty or institution, gave them to the head of the institution and submitted it to the expert council of Accreditation Commission within one week after the examination.

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Expert council of Accreditation Commission conducted the analysis of accreditation case and outcomes of the expert commission and took out proposals to a meeting of Accreditation Commission, which was no later than one month took a decision on accreditation or refusal of accreditation. The decision in two weeks from the date of acceptance was approved by MES.

In case of a positive decision on the accreditation of institution (field of study, specialty) MES awarded educational institution with accreditation certificate (certificate of accreditation on field of study, specialty).

Accreditation of educational institution in field of study or specialization could be refused when:
- indicators of its activity didn't meet the requirements of Accreditation Commission;
- from license certification the violations of organization of the educational process were not eliminated during the accreditation;
- in the documents submitted for accreditation untrue information was found.

In case of a negative decision of Accreditation Commission the re-accreditation was possible under conditions to correct deficiencies, but not earlier than one year after the decision.

MES decision on accreditation could be appealed in court.

Higher education institutions that successfully accredited the field of study or specialty, received the certificate of accreditation. The certificate of accreditation of the institution (the field of study, specialty) was delivered for the first time for five years, during the second and subsequent accreditation – for ten years. The requirements to continue the approval of certificate was the same as to receive it.

According to the current Law of Ukraine "On Higher Education" National Agency for Quality Assurance in Higher Education (the Agency) should be established, which should be a permanent collegial body authorized for implementation of state policy in the field of quality assurance. Therefore the Agency assumes certain regulatory and supervisory functions of the Ministry of Education and Science of Ukraine; replaces Attestation Collegium and Accreditation Commission. Legislation framework of the Agency is on the process of development:
- In 2015 the Resolution of the Cabinet of Ministers of Ukraine (from April 15, 2015 № 244 **"On establishment of the National Agency for Quality Assurance in Higher Education**") approved the Statute of the Agency;
- In 2016 the Law of Ukraine (from June 14, 2016 № 1415-VIII) «On Amendments to the Law of Ukraine" On Higher Education" clarified legal conditions for the development and functioning of the Agency;
- In September 2016 the procedures of elections and by-election of members of the Agency are completed and head of the secretariat of the Agency is appointed.

Today the government approved staff of the Agency, Government Resolution on approval of the leadership of the Agency is expected.

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Part 3: Standards and guidelines for quality assurance agencies	
3.1 Activities, policy and processes for quality assurance	
Standard: Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work. *Guidelines:* *To ensure the meaningfulness of external quality assurance, it is important that institutions and the public trust agencies. Therefore, the goals and objectives of the quality assurance activities are described and published along with the nature of interaction between the agencies and relevant stakeholders in higher education, especially the higher education institutions, and the scope of the agencies' work. The expertise in the agency may be increased by including international members in agency committees.* *A variety of external quality assurance activities are carried out by agencies to achieve different objectives. Among them are evaluation, review, audit, assessment, accreditation or other similar activities at programme or institutional*	National Agency for Quality Assurance in Higher Education is a permanent collegial body authorized by the Law of Ukraine "On Higher Education" in implementation of state policy in the field of quality assurance. The objectives and basic principles of its activities are defined by the Law (Article 20) and the Statute *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* − *completely satisfies,* ✓ ***can not be assessed at this stage****.*

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level that may be carried out differently. When the agencies also carry out other activities, a clear distinction between external quality assurance and their other fields of work is needed.	
3.2 Official status	
Standard: Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities. ***Guidelines:*** *In particular when external quality assurance is carried out for regulatory purposes, institutions need to have the security that the outcomes of this process are accepted within their higher education system, by the state, the stakeholders and the public.*	National Agency is a legal entity of public law. National Agency acquires the status of a legal entity after its state registration, has independent balance, registration accounts in the Treasury, seal with its name. National Agency has the right to contract established by law, perform other transactions to acquire property and moral rights, perform obligations, sue and be sued. *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* ✓ ***completely satisfies****,* − *can not be assessed at this stage.*
3.3 Independence	
Standard: Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence. ***Guidelines:*** *Autonomous institutions need independent agencies as counterparts. In considering the independence of an agency the following are important:* • *Organisational independence, demonstrated by official documentation (e.g. instruments of government, legislative acts*	The Agency is an autonomous, but its funding is determined by Parliament on the proposal of the Cabinet of Ministers of Ukraine. The budget, appropriations plan of the general fund budget, staff list of the National Agency for the relevant year and changes are approved by the Minister of Education and Science. These circumstances make it impossible to assert the complete independence of the Agency. The issue of operational independence is not yet settled. *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* ✓ ***mainly satisfies****,* − *completely satisfies,* − *can not be assessed at this stage.*

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or statutes of the organisation) that stipulates the independence of the agency's work from third parties, such as higher education institutions, governments and other stakeholder organisations; • *Operational independence: the definition and operation of the agency's procedures and methods as well as the nomination and appointment of external experts are undertaken independently from third parties such as higher education institutions, governments and other stakeholders;* • *Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.* *Anyone contributing to external quality assurance activities of an agency (e.g. as expert) is informed that while they may be nominated by a third party, they are acting in a personal capacity and not representing their constituent organisations when working for the agency. Independence is important to ensure that any procedures and decisions are solely based on expertise.*	
3.4 Thematic analysis	
Standard: Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.	The agency has not yet started working.

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Guidelines: *In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts.* *A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty.*	*The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* − *completely satisfies,* ✓ ***can not be assessed at this stage****.*
3.5 Resources	
Standard: Agencies should have adequate and appropriate resources, both human and financial, to carry out their work. *Guidelines:* *It is in the public interest that agencies are adequately and appropriately funded, given higher education's important impact on the development of societies and individuals. The resources of the agencies enable them to organise and run their external quality assurance activities in an effective and efficient manner. Furthermore, the resources enable the agencies to improve, to reflect on their practice and to inform the public about their activities.*	National Agency consists of 25 members and is formed on the following principles: two members are delegated by the National Academy of Sciences and one – by National sectoral academies of sciences; 13 members are elected by the congresses of representatives of higher educational institutions of the state, communal and private ownership, including nine members – from state higher education institutions, one member – from communal higher education institutions, three members – from private institutions; three members are elected by the joint representative body of employers' associations; two members are elected by Congress of representatives of the student government of institutions among persons who acquire higher education. The financial activity of the National Agency is realized from state budget, funds received as payment of accreditation and licensing of expertise and funds received for other services related to providing QA of higher education in the amount specified by the legislation, grants to improve the QA of higher education in Ukraine, including those to provide the improvement of the

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	system of evaluating the quality of higher education and other sources that are not prohibited by the legislation. The National Agency to ensure its activities provided by the Statute, can have for the operational management buildings, facilities, equipment, computer and other appliances, vehicles, communications equipment, and other necessary assets by the legislation. Property of the National Agency is state property and belongs to the Agency for the operational management. *The assessment of compliance with the standards:* – *doesn't satisfy,* – *partially satisfies,* – *mainly satisfies,* – *completely satisfies,* ✓ ***can not be assessed at this stage***.
3.6 Internal quality assurance and professional conduct	
Standard: Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities. *Guidelines:* *Agencies need to be accountable to their stakeholders. Therefore, high professional standards and integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so as to ensure that their services to institutions and society are optimal.* *Agencies apply an internal quality assurance policy which is available on its website. This*	The Law (with amendment) provides guarantees of competence, professionalism and integrity of the members of the Agency. Other aspects of the internal QA of the Agency should be established by the Agency after the start of its work. *The assessment of compliance with the standards:* – *doesn't satisfy,* – *partially satisfies,* – *mainly satisfies,* – *completely satisfies,* ✓ ***can not be assessed at this stage***.

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policy: *• ensures that all persons involved in its activities are competent and act professionally and ethically;* *• includes internal and external feedback mechanisms that lead to a continuous improvement within the agency;* *• guards against intolerance of any kind or discrimination;* *• outlines the appropriate communication with the relevant authorities of those jurisdictions where they operate;* *• ensures that any activities carried out and material produced by subcontractors are in line with the ESG, if some or all of the elements in its quality assurance activities are subcontracted to other parties;* *• allows the agency to establish the status and recognition of the institutions with which it conducts external quality assurance.*	
3.7 Cyclical external review of agencies	
Standard: Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG. ***Guidelines:*** *A periodic external review will help the agency to reflect on its policies and activities. It provides a means for assuring the agency and its stakeholders that it continues to adhere to the principles enshrined in the ESG.*	National Agency for Quality Assurance in Higher Education is not yet working, doesn't yet submit applications for participation in the international associations for quality assurance, has not agreements with other agencies. *The assessment of compliance with the standards:* − *doesn't satisfy,* − *partially satisfies,* − *mainly satisfies,* − *completely satisfies,* ✓ ***can not be assessed at this stage****.*

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Annex 1. LEGAL FRAMEWORK AND DOCUMENTS OF UKRAINE THAT REGULATE QA

(In historical sequence, taking into account the hierarchy of Acts)

The Law of Ukraine "On Information" (1992).

The Law of Ukraine "On Education" (1996).

The Law of Ukraine "On Higher Education" (2002).

The Law of Ukraine "On Principles of State Supervision (Control) of economic activities" (2007).

The Law of Ukraine "On Personal Data Protection" (2010).

The Law of Ukraine "On Higher Education" (2014).

The Law of Ukraine "On Scientific and Scientific-Technical Activity" (2015).

The Law of Ukraine "On licensing of economic activities" (2015).

Decree of the President of Ukraine "On the Regulation of the national institution of Ukraine" (2004).

Decree of the President of Ukraine "On actions to ensure the priority development of education in Ukraine" (2010).

Decree of the President of Ukraine "On Approval of the State Inspectorate of educational institutions of Ukraine" (2011).

Decree of the President of Ukraine "On Strategy of state staff policy for the years 2012-2020" (2012).

Decree of the President of Ukraine "On the National Strategy for Development of Education in Ukraine for the period till 2021" (2013).

Decree of the President of Ukraine "Issues of the Ministry of Education and Science of Ukraine" (2013).

Resolution of the Cabinet of Ministers of Ukraine "On licensing, certification and accreditation of educational institutions" (1996).

Resolution of the Cabinet of Ministers of Ukraine "On approval of the list of fields of study and specialties, by which award the candidates of higher education by the respective educational levels" (1997).

Resolution of the Cabinet of Ministers of Ukraine "On Approval of the educational and qualification levels (levels of higher education)" (1998).

Resolution of the Cabinet of Ministers of Ukraine "On development of state standards of higher education" (1998).

Resolution of the Cabinet of Ministers of Ukraine "On Introduction of a uniform license for certain types of economic activities" (2000).

Resolution of the Cabinet of Ministers of Ukraine "On Approval of the accreditation of higher education institutions and disciplines in higher education and higher vocational schools" (2001).

Resolution of the Cabinet of Ministers of Ukraine "On licensing of education

services" (2003).

Resolution of the Cabinet of Ministers of Ukraine "On the list of fields of study, by which award the candidates at Bachelor level" (2006).

Resolution of the Cabinet of Ministers of Ukraine "On the list of specialties, by which award the candidates at Specialist and Master levels" (2010).

Resolution of the Cabinet of Ministers of Ukraine "On Approval of the criteria to assess the risk of the business of providing educational services in higher education and to determine the frequency of scheduled state supervision (control)" (2010).

Resolution of the Cabinet of Ministers of Ukraine "On Approval of the research university" (2010).

Resolution of the Cabinet of Ministers of Ukraine "On approval of the monitoring and evaluation of the quality of education" (2011).

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The State of the Development, Structure and Functionality of Internal Quality Assurance Systems in Ukrainian Higher Education Institutions

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Introduction

The analysis of design and implementation of internal quality assurance system in Ukrainian HEIs has been carried out in the context of implementation of international project QUAERE-562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP "Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines." in the framework of ERASMUS+ program.

In frameworks of this study the survey of Ukrainian HEIs on the state of the development of internal quality assurance system of educational activity and higher education has been conducted. The main idea of survey was to investigate how far or how close are Ukrainian HEIs from the ideas of quality assurance policy described in European Standards and Guidelines [1].

Based on the results of the study the analytical report has been made. This report's conclusions is going to be use as a basis for further improvement of internal quality assurance system of educational activity within higher education and the existing practice of internal quality assurance systems' functioning at national HEIs. The project is going to be implemented in close cooperation with the Ministry of Education and Science of Ukraine, Ukrainian HEIs, and European partners.

Period of survey realization: 18.11.2016 – 25.11.2016.

The study results can be considered as representative ones, since 217 HEIs have taken part in the survey. Among them there are 104 universities, 31 institutes (academies), 66 colleges, 16 educational institutions of another type.

The aim of the study is to analyze the state of the development of internal quality assurance system of educational activity within higher education.

The subject of the study is presented by to the key components of higher education quality assurance system including institutional quality assurance framework; quality assurance processes in teaching and learning; approval, monitoring and periodic review of programmes; student assessment; quality assurance of teaching staff; learning resources and student support; information systems.

The results of the survey

According to the survey results the overwhelming majority of participants (99.5%) are interested in participation in events related to quality assurance. This makes the topic extremely relevant for Ukrainian HEIs.

Institutional QA Frameworks

A characteristic feature of modern development of higher education system in general and HEIs activity in particular is the change of the assessment criteria for performance of universities in terms of their capacity to train professionals who are able to respond quickly to the changing labor market and adapt to the changing dynamic economies. Therefore today every university, institute or college faces the question of designing an efficient internal quality assurance system of educational activity and higher education, and this question is extremely relevant. An important factor that influences design of quality assurance system at the institutional level is the existence of a document (strategy or plan) that defines HEI's development strategy [2].

The respondents have been asked whether there is an institutional strategy/plan or equivalent document.

The survey results on this question are presented in the table 1.

The data indicate that almost half of respondents (48.6%) has a strategy/plan (or equivalent) which includes an institutional mission, objectives with associated list of indicators at the level of HEI; 47.2% of respondents have answered that they have a strategy/plan (or equivalent) which includes mission and goals of HEI. According to these answers practically every HEI in Ukraine has a document that defines strategic goals and objectives for HEI's development.

In order to supplement and clarify the answers to the previous question it is necessary to provide additional information, the duration of the strategy, the number of developed strategies/plans; the body that has been in charge to evaluate successful implementation of strategies/plans.

Table 1. Results of the survey on the existence of an institutional strategy/plan or equivalent document

Answers	The share of respondents who have chosen the answer,%
Yes, we have a strategy/plan (or equivalent) which includes an institutional mission, objectives with associated list of indicators with target values at the level of HEI	48.6%
Yes, we have a strategy/plan (or equivalent) which includes an institutional mission, objectives with associated list of indicators with target values at the level of faculties (or equivalent units)	18.2%
Yes, we have a strategy/plan (or equivalent) which includes mission and goals of HEI	47.2%
Yes, we have a strategy/plan (or equivalent) which includes mission and goals of faculties (or equivalent units)	7.9%
No	0.9%
Other	7.0%

Source: own elaboration.

While answering the question "What is the standard duration of mentioned above strategy/plan (or equivalent)?" the overwhelming majority of respondents have stated that the standard duration of the strategy is from 5 to 10 years. This generally corresponds to the optimal period of designing strategic documents of this level. The one-year strategy is expected to be developed in some HEIs which makes forming goals at strategic level almost impossible – this can be viewed as a disadvantage.

The answers to the question on the number of strategies vary from 1 strategy/plan to 14 strategies/plans.

The answers to the question on the body that has been/will be in charge to evaluate successful implementation of strategy/plan stand out by its diversity. The overwhelming majority of respondents state that the results are evaluated by the Accreditation Commission of the Ministry of Education and Science, staff meeting, staff conference, HEI's academic council. HEIs subordinated to ministries and administrations have listed the following authorities: the Administration of State Border Guard Service, the Ministry of Internal Affairs of Ukraine, the Ministry of Agrarian Policy and Food of Ukraine, the Ministry of Infrastructure, the Ministry of Defence of Ukraine. The external accreditation agencies, including BUREAU VERITAS have also been mentioned. Analyzing the answers to this question it should be noted that first and foremost Ukrainian HEIs should realize the responsibility for successful/unsuccessful implementation of the development strategy. Besides, given the experience of European universities, the

effectiveness of achieving strategic goals should be analyzed annually; and it also should be presented in the annual report on HEI's activities.

As to an institutional quality assurance policy statement, the overwhelming majority of respondents (55.1%) have this statement; they also have other regulatory documents related to quality assurance policy – table 2.

These documents are usually rector's orders, regulations or guidelines. However, it should be mentioned that now there are no uniform requirements for the content and format of these documents.

Nowadays only one Ukrainian HEI doesn't have such a document – and this is certainly a positive fact. The analysis data show that the respondents realize the necessity of implementation and regulation of internal quality assurance system of educational activity at HEI's level.

Table 2. Results of the survey on the existence of an institutional quality assurance policy statement

Answers	The share of respondents who have chosen the answer, %
Yes, we have an institutional QA policy statement	27.1%
Yes, we have an institutional QA policy statement, and other supporting documents for QA policy	55.1%
We do not have a separate QA policy statement, but it is included in another document (e.g., institutional mission statement, strategic plan, work plan or equivalent)	15.0%
No, but all or almost all of the faculties/departments have their own QA policy documents	0.9%
No, we do not have a specific QA policy statement and it is not addressed in other documents	0.5%
Other	1.4%

Source: own elaboration.

While analyzing the answer to the question on the terms of introduction of quality assurance system based on data on figure 1, it should be noted that 48.8% of respondents have started introducing an internal quality assurance system between 2010 and 2015. The adoption of the Law of Ukraine "On Higher Education" is one of the factors influencing the intensification of work concerning the development of the internal quality assurance system. This Law stipulates that HEIs must have the internal quality assurance system of educational activity and higher education. 22 respondents are currently designing quality assurance system.
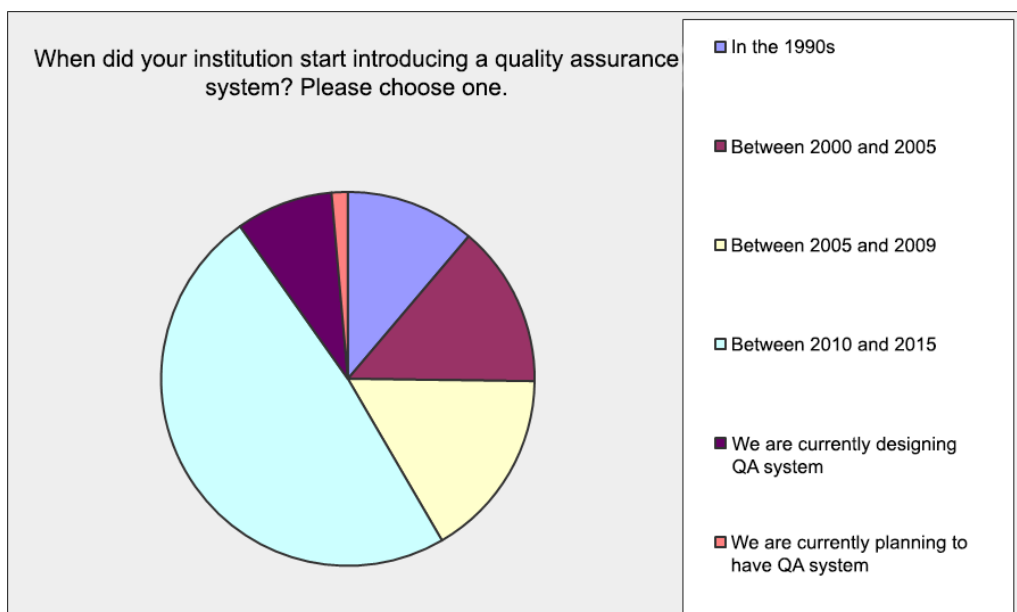
Figure 1. The survey results on the terms of introducing quality assurance system in HEIs
Source: own elaboration.

The respondents have been asked to describe the internal quality assurance process.

The results (table 3) have showed that the majority of respondents have acted in accordance with the requirements of the Ministry of Education and Science of Ukraine, herein 38.8% of respondents have stated that the institutional leadership has decided on the concept, provided instructions, training and support to the units to implement quality assurance system.

For 39.7% of respondents the implemented internal quality assurance system is a result of various consultation rounds among the academic and administrative staff and students and this can be considered as a positive trend [4].

All the respondents have confirmed that they have an internal evaluation process that provides feedback to the prospective strategic planning in place. 72.9% of HEIs have stated that the institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution – this is a positive fact. The faculties conduct regular self-evaluations to analyze the contribution to the achievement of institutional strategic goals for 43.5% of respondents. Taking into account the fact that effective implementation of internal quality assurance system is only possible if all the internal stakeholders take the responsibility for quality and are involved in quality assurance at all institutional levels, 43.0% of the

respondents implement this one and conduct regular surveys among the members of the institutional community (staff and students) to analyze their perception of the institutional strategy and its implementation at grass-roots level.

Table 3. Results of the survey on introduction of internal quality assurance system in HEIs

Answers	The share of respondents who have chosen the answer, %
The institutional leadership decided on the concept, provided instructions, training and support to the units to implement it	38.8%
The concept is a result of various consultation rounds among the academic staff of the institution	4.7%
The concept is a result of various consultation rounds among the academic and administrative staff	12.6%
The concept is a result of various consultation rounds among the academic and administrative staff and students	39.7%
The concept was introduced through pilot projects conducted by some units. Good practices were disseminated based on these experiences	5.6%
The concept is based on requirement of the national QA agencies	13.6%
The concept is based on requirement of the Ministry of Education and Science which developed the standards and guidelines for this	45.3%
The QA system is not introduced	4.2%
Other	2.8%

Source: own elaboration.

The study of HEI's approaches to the functioning of the unit supporting the internal quality assurance process has been of a great importance. Summarizing obtained results we can come to the conclusion that in general national HEIs (54.7%) have the Rector or specially assigned Vice-Rector in charge of QA related issues. 34.6% of respondents have stated that HEI has contact persons or persons in charge of QA within their unit, who have also other responsibilities. For 17.8% of respondents the scientific and methodological council at the institutional level is in charge of QA related issues. The attention is drawn to the fact that only 30.4% of respondents have a centralized QA unit with specialized staff.

Answering the question on the activities covered by the institutional quality assurance process (figure 2), the respondents have stated that teaching and learning (97.2%) are top-priority activities covered by institutional quality assurance process.
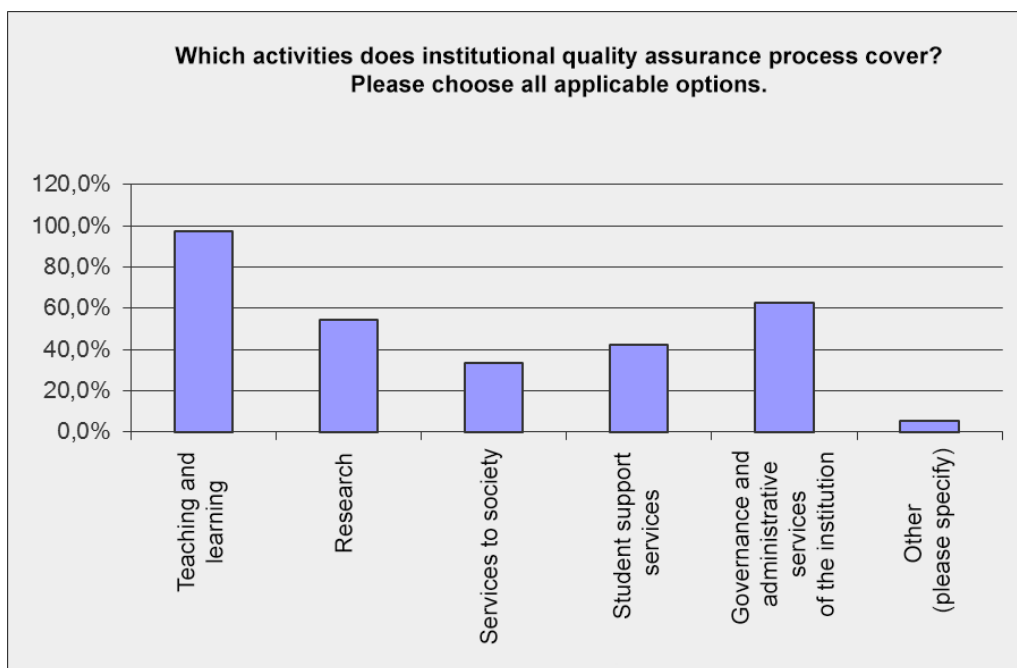
Figure 2. Results of the survey on the activities covered by the institutional quality assurance process
Source: own elaboration.

Governance and administrative services of the institution (62.6%) are on the second place, and research (52.4%) is on the third place. Less than a half of HEIs (42.5%) consider student support services to be a part of quality assurance process – this fact is a negative one. According to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) student support is an important component of the internal quality assurance system of educational activity.

The respondents have been asked about the processes an institution has in place in order to ensure the quality of research activities.

Results of the survey indicate that in general HEIs actively work in order to ensure the quality of research activities.

Internal seminars where research projects and ideas are discussed (76.8%) have been conducted very often; the statistics on published articles of academic staff is analyzed (64.1%). It should be noted that internal peer review of research projects is conducted by 55.6% of HEIs. 45.5% of respondents monitor the impact factors of published articles that is one of the indicators of quality assurance of teaching staff and research. 48.0% of respondents pre-check scientific articles to be sent to the influential scientific journals. Only 28.8% of HEIs conduct external peer review of research projects in relation to grant applications. Less than a half of HEIs

(43.9%) defines key performance indicators of research activity for departments or faculties.

During the survey the respondents have listed processes used by HEI in order to ensure the quality of its services to society.

The obtained results have showed that national HEIs pay a great attention to processes for ensuring the quality of its services to society.

It is certainly a positive fact that 75.2% of respondents have stated that they get periodical alumni feedback through surveys or other activities. This result shows that the overwhelming majority of HEIs realize the importance of education quality assurance evaluated by external stakeholders (in this case – by alumni). This assessment can lead to the improvement and create new prospects for the institution. Other answers to this question are given in the following way:

- key performance indicators defined for each of the services – 41.1%;
- monitoring the number of patents, technologies transfer agreements, etc. – 39.3%;
- monitoring the number of co-operation agreements – 61.2%;
- monitoring the status of interactions with external stakeholders – 40.7%;
- periodical questionnaires/surveys of key stakeholders – 40.2%;
- pre-selection processes in place for service society initiatives taken by HEI (faculty board approval, dean, rector approval, etc.) – 19.6%.

The attention is drawn to the extremely low indicators of HEIs activity in getting feedback from other stakeholders. In such a way only 31.3% of respondents make sure that the institution receives feedback from society and takes actions in correspondent with this feedback direction, and only 29.0% of respondents provide publicly available information connected to service society related activities (newsletters, mailing campaigns, web-zines, traditional guidelines, brochures, manuals or other descriptive documents). The results indicate the need to strengthen HEIs work in this direction – and that will have a positive impact on improving the quality of educational activities in turn [5].

Quality assurance processes in teaching and learning

The answers to the question "How is your current QA system or organizational procedures related to this QA field composed in teaching and learning designed?" indicate that 59.8% of respondents have applied national QA frameworks and guidelines for education quality assurance while designing internal quality assurance system. The answers "It is tailor-made to the institution's needs and does not apply any ready-made model"

and "It applies a ready-made international/national model such as ISO and similar" have been given by 14.5% and 11.2% of respondents respectively.

It should also be mentioned that only 14.5% of HEIs applied ESG 2015 [1] while designing internal quality assurance system. This means that national HEIs need to consider ESG 2015 more actively, because these guidelines give an opportunity to provide a common ground for educational institutions activity, integration into European and world educational community, and also intensify academic mobility of students and academic and teaching staff.

The answers to the question "Which of these categories of people do your formal quality assurance processes involve and how?" are presented in the table 4.

Table 4. Results of the survey on the categories of people involved in formal quality assurance processes and applied methods

	Academic staff	Administrative staff	Leadership, institutional level	Leadership, faculty/department level	Students	External Stakeholders (e.g, employers, professional chambers ...)	Graduates
1	*2*	*3*	*4*	*5*	*6*	*7*	*8*
Through formal participation in govern-ance bodies (where members are entitled to vote)	136	155	181	160	161	41	24
Through formal participation in consulta-tion bodies	95	89	91	88	83	92	68
Through formal in-volvement in self-evaluations or other evaluation activities	127	94	111	128	121	37	47

1	2	3	4	5	6	7	8
By informally providing information on the issues at stake	93	73	79	84	106	128	120
By responding to the surveys on a regular basis (e.g. at the end of each course, academic year…)	85	42	48	53	176	54	79
They are not involved	4	2	0	3	0	11	13

Source: own elaboration.

Based on the data of the analysis we can make some positive conclusions on the participation of students as the main consumers of educational services in the quality assurance processes:

1) students are involved in 161 HEIs through formal participation in governance bodies with the exception of administrative staff, leadership at the level of institution or faculty;

2) students of 121 Ukrainian HEIs are involved in self-evaluations or other evaluation activities;

3) students (106 HEIs), employers (128 HEIs) and graduates (120 HEIs) are involved in higher education quality assurance by informally providing information on the issues at stake;

4) 176 Ukrainian HEIs conduct student surveys on quality of education activity regularly.

Along with that there are the following disadvantages:

1) low level of involvement of external stakeholders (alumni and employers) in the process of formal participation in consultation bodies, which does not let consider to a great extent the modern requirements of the labor market for the quality of training;

2) employers and alumni are involved in self-evaluations or other evaluation activities only in 37 and 47 Ukrainian HEIs respectively;

3) only 85 respondents have indicated that the academic and teaching staff is involved in the regular survey on quality assurance process-

es, indicating the need for active involvement of teaching staff in the functioning of the internal quality assurance system.

The answers to the question "Are the student surveys regularly conducted in your HEI?" (figure 3) deserve a positive respond.
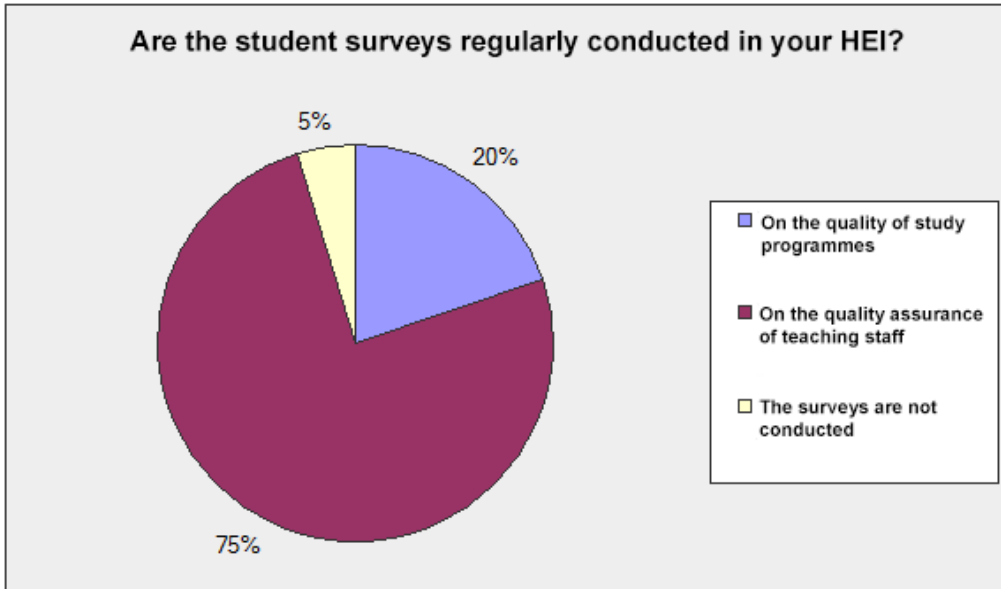

Figure 3. Results of student surveys and its regularity
Source: own elaboration.

Thus 75% of respondents conduct surveys on the quality assurance of teaching staff. This survey defines the level of student satisfaction with teaching quality and opens the strengths and weaknesses of a teacher. Thus, students are able to make adjustments to the organization of educational process, outline the expectations of the subject, and influence the quality of teaching staff.

Meanwhile, the fact that only 20% of HEIs conduct student surveys on the quality of study programmes, raises concerns. These results show that there are some disadvantages in transition to student-centered learning and there are some problems to consider students as active partners in quality assurance processes. The position of active partners is a key position for successful implementation of student's part of ESG at HEIs [6].

The answers to the question "How are the results of the student surveys followed up?" are presented in the table 5.

Table 5. Answers on using the results of the student surveys

Answers	The share of respondents who have chosen the answer, %
The results of student surveys are taken into consideration in the design and revision of study programmes (including teaching methods)	52.3%
The results of student surveys are taken into consideration in the assessment of teaching staff	80.8%
They are archived in order to inform future assessments of the programme/institution	12.1%
They are discussed in meetings attended by staff members and students organized specifically for this purpose	56.1%
Students who have participated in a survey are informed about the results and actions taken on the basis of the results	35.0%
Not applicable (we do not conduct student surveys)	3.7%
Other	5.6%

Source: own elaboration.

The results of conducted analysis indicate that the overwhelming majority of HEIs take into consideration the results of teaching staff assessment. However, today HEIs generally don't have adjusted norms for consideration of student surveys and taking appropriate actions based on the results of these surveys. The attention is drawn to the fact that only 35% of HEIs inform students who have participated in a survey about the results and actions taken on the basis of the results. This trend does not allow students to realize that they are the real participants of the quality assurance system of educational activity.

Approval, monitoring and periodic review of programmes

Development of study programmes is a key mission of HEIs related to teaching. The effectiveness of HEI's activity is defined by the competencies obtained by a student in a result of implementation of study programme and the way they meet modern requirements and challenges of the time [2].

The study has showed that intended learning outcomes have been developed for study programmes in the majority of HEIs (73.4%).

At the same time 21% of HEIs have developed intended learning outcomes for some of programmes, and 5.6% of HEIs have not developed them at all. Those facts raise concerns.

According to ESG 2015 study programmes should have intended learning outcomes clearly defined in order to ensure the appropriate level of quality.

If study programmes don't have intended learning outcomes in such a large number of HEIs, the quality of educational activity reduces.

The respondents have been asked if intended learning outcomes are publicly available, because ESG define that HEIs should provide information about their activity, including offered study programmes and intended learning results.

The results show that the level of information transparency is rather low:
- the intended learning outcomes are publicly available on the website, study guides or equivalent only in 35.0% of HEIs;
- they are available upon request in 27.1% of HEIs;
- they are available for the students involved in each specific course in 30.4% of HEIs.

This is a grave disadvantage, because all stakeholders including HEI's entrants, students, alumni, other external stakeholders, society should have access to information about study programmes and intended learning outcomes. HEIs urgently need to improve their performance on this matter. It is necessary to involve in the process of cooperation with external stakeholders more actors on HEIs side. Is a key factor in stakeholder's relationships policy [7], [5].

The respondents have been asked how HEI knows the student workload needed in order to reach the intended learning outcomes (or related educational achievements).

In 45.8% of HEIs the teacher responsible for the module estimates the workload. This variant of estimation of student workload is not optimal, because project work group is responsible for the quality of study programme, and team decisions on the development of study programme and its separate components strengthen its integrity.

The obtained results have showed that the level of student involvement in workload assessment is low (about 10%):
- all students indicate the workload they have for their courses only in 3.7% of HEIs;
- a sample of students indicates the workload they have for their courses only in 6.5% of HEIs.

Thus, HEIs almost never conduct student assessment of time spent on studying the subjects. Also HEIs don't analyze their subjective evaluation of workload. At the same time, information received in a result of these surveys highly increases the quality of study programmes and curricula.

8.9% of respondents have stated that the programme/course description or equivalent documents in their HEIs have no information about student workload – and that fact raises concerns. We believe that this answer has been chosen not because there's no information in above mentioned documents, but because the respondents have not understood the question.

It can also be confirmed by a large share of respondents (35%) suggesting their own answer to this question and by various options offered by them.

Summarizing the answers to this question, we can make a conclusion that respondents do not fully understand the process of development of study programmes, including the designing curriculum and its components in credits with indication of the learning outcomes and related student workload, types of training activities, teaching methods and procedures/criteria for evaluation.

Given this, we believe that HEIs should keep working in order to ensure the required level of understanding ECTS system in general, and the mechanism for determining student workload in particular by each member of the academic and administrative staff.

The respondents have defined the processes for monitoring curriculum and study programme design.

Based on the results of questioning the following may be concluded that the principle of joint and team work while designing a curriculum is assured almost in 90% of HEIs participated in the survey:
- in 50.9% of HEIs the curriculum is prepared by working group, committee or equivalent authority (possibly based on proposals, prepared by others);
- in 38.8% of HEIs programme director or equivalent person prepares the curriculum after which staff members may comment the draft.

According to the results of survey Ministers/external bodies/accreditation agencies/methodological centers develop curricula for another 7% of HEIs. It refers mostly to those HEIs which do not included into the system of the Ministry of Education and Science of Ukraine.

Respondents have been proposed to determine internal and external stakeholders, who are formally involved to designing curriculum in HEI.

ESG determine that students and other stakeholders should be involved into the process of development of study programmes; also these programmes should apply external expertize and key points.

Obtained results of questioning allow making the conclusion that mainly internal stakeholders are involved into the designing curricular at

HEIs. Therefore, 69.6% of administrative staff and 78% of academic staff are involved into the process of designing curricular at HEIs.

The level of involvement of students and external stakeholders is low, in particular:

- in 28% of HEIs students are involved into the process of designing curricular;
- in 32.7% of HEIs an external stakeholders (employers/regional authorities/chamber of commerce, etc.) are involved into the process of designing curricular;
- in 9.8% of HEIs graduates are involved into the process of designing curricula.

Respondents have been proposed to determine internal and external stakeholders, involved informally into the process of designing curricular at HEIs.

Obtained results of survey allow determine that in the majority most HEIs has begun work concerning involvement into the process of designing curricular as much as possible stakeholders, both as external so as internal (table 6).

Table 6. Results of survey on internal and external stakeholders, involved informally into the process of designing curriculum at HEI

Answers	The share of respondents who have chosen the answer, %
Students	39.7%
Administrative staff members	37.4%
Academic staff members	44.4%
External stakeholders (employers/regional authorities/chamber of commerce, etc.)	56.1%
Alumni	31.8%
Other	4.2%

Source: own elaboration.

To our mind, with the purpose of assurance of educational activity, the results of participation of above-mentioned stakeholders in the process of designing curricular should be formalized.

Respondents, participated in questioning, determine those processes by means of which the monitoring on development of study programme and curriculum is carried out.

Positive fact is that mostly HEIs evaluate the content of study programme and curricular on regular basis (table 7).

Table 7. Results of survey concerning the regularity of evaluation of the content of study programmes and curricular

Answers	The share of respondents who have chosen the answer, %
The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated on a regular basis	57.5%
The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent	54.2%
Curriculum and programme design processes as such – that is, the effectiveness and comprehensiveness of the processes – are evaluated on a regular basis	34.6%
The curriculum and programme contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body)	21.5%
The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students...)	31.3%

Source: own elaboration.

Respondents have been proposed to determine at what level the curriculum and programme contents are ultimately approved.

ESG determine that HEIs should realize the processes of development and approval of programmes which are subjected to official process of approval in the institution.

Obtained results of questioning in whole confirm the compliance with these standards (figure 4) – 88.3% of HEIs approve their study programmes and curricular on the level of institution.

Are the programme contents or curriculum ultimately approved? Please choose one.
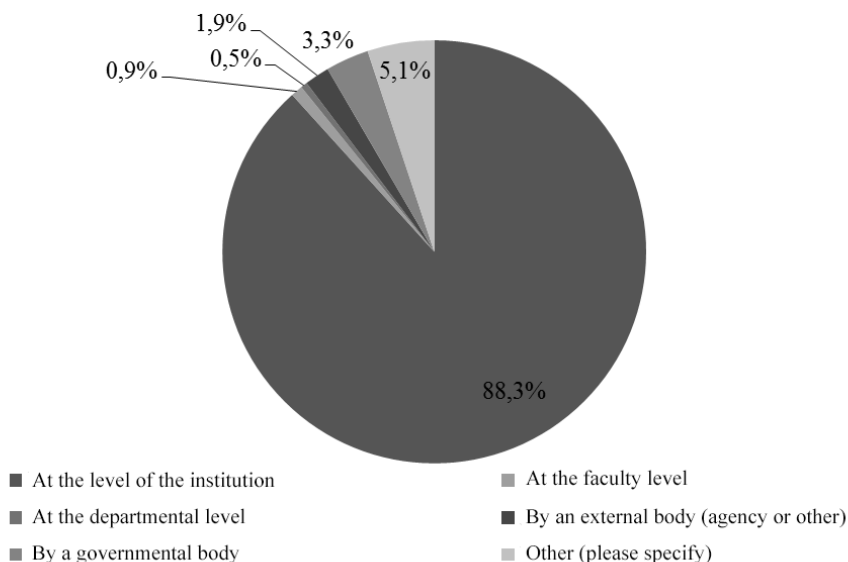
Legend:
- ■ At the level of the institution
- ■ At the faculty level
- ■ At the departmental level
- ■ By an external body (agency or other)
- ■ By a governmental body
- ■ Other (please specify)

Figure 4. Results of survey concerning the questioning of students and its regularity
Source: own elaboration.

Student assessment

The important direction of questioning has been the studying of approaches of HEI to the assessment of study achievements of students. Generalizing the obtained results, the following conclusion may be done that, in whole, HEIs are focused on best world practices, ESG while formation of the assessment system.

Respondents have been proposed to determine characteristics which correspond the student assessment procedures available in their HEIs (for example, conducting of examinations).

Results of survey on this question is presented at figure 5.

Figure 5. Characteristics which correspond the available student assessment procedures in HEIs
Source: own elaboration.

HEI should control that assessment allows the presentation to the students the level in which the intended learning outcomes and other objectives of programmes have been achieved. It specifies by that fact that part of HEIs, in which it has been realized, makes only 51.9%.

It is also desirable that the systems of assessment of study achievements of students ensured the including of mitigating circumstances (such as for example the illness). It is ensured only by 61.7% of HEIs.

Results of questioning confirm the necessity of the following work on assurance of reliability of assessment conducting in accordance with the institution's stated procedures (presented in 55.6% of HEIs).

Respondents have given information in the question whether students are informed on conducting of assessment procedures in advance.

Procedures on quality assurance for assessment foresee that students should be acquainted with the current methods of assessment; criteria, methods of assessment and also methods of giving grades should be presented in advance.

Obtained data based on the results of questioning confirm that the work should be more stimulated in this direction, because only 68.2% of HEIs demonstrate their assessment methods and criteria in open access; for example, it is possible to become acquainted with them through study-guides, manuals, web-sites.

In majority of all HEIs (90.7%) the teacher informs students about the assessment methods and criteria applied at the beginning of the course.

Quality assurance of teaching stuff

The role of a teacher is crucial in creating the high quality student experience and possibility of getting knowledge, competencies and skills. Taking this into account, this analysis has involved the study of mechanisms of quality assurance of teaching staff at HEIs.

Respondents have been suggested to define how the competence and qualification of the teaching staff are determined at HEIs.

The results of the survey on this issue are presented in table 8.

Table 8. Results of the survey on methods to determine the competence and qualification of the teaching staff

Answers	The share of respondents who have chosen the answer, %
There are formal national/regional requirements for the competence of teaching staff when hiring them	79.9%
The institution has specified its own requirements for competencies of permanent teaching staff when hiring them	36.9%
All teachers are expected to have certain research qualifications	18.2%
There are periodical procedures to evaluate research achievements applicable for all permanent academic staff members	49.5%
Mandatory pedagogical training is organized for teachers	36.9%
Optional pedagogical training is organized for teachers	27.6%
There is an internal accreditation/evaluation process of the teachers (conducted by specialized unit/department of your university)	55.6%
There is an external accreditation/evaluation process of the teachers (conducted by external institution/national body)	25.2%
There are certain processes in place to remove a teacher from his/her duties if they continue to be demonstrably ineffective	27.6%
The legal framework does not include the possibility of removing an ineffective teacher	10.7%

Source: own elaboration.

The survey results show that in general the HEIs are aware of their responsibility for the quality of staff and take a number of measures for its selection, training and, in some cases, dismissal.

The majority of the HEIs are oriented to external licensing and accreditation requirements in the selection of personnel, namely:
- 79.9% of the HEIs follow formal national/regional requirements for the competence of teaching staff when hiring them;
- 25.2% apply an external accreditation/evaluation process of the teachers (conducted by external institution/national body).

Also the HEIs set their own requirements for the competencies of the permanent teaching staff when hiring them (36.9%), implement the processes of internal accreditation/evaluation of teachers (55.6% of HEIs).

The HEIs offer and promote the professional development opportunities for teachers, but it is necessary to activate the work in this direction:
- 36.9% of HEIs organize mandatory pedagogical training is organized for teachers;
- 27.6% organize optional pedagogical training for teachers.

The majority of the HEIs encourage research activity to strengthen the links between education and research, in particular:
- 18.2% of respondents say that it is expected that all the teachers at the HEIs will have definite research qualifications;
- 49.5% of HEIs have periodic procedures for evaluation of research achievements used for permanent academic staff.

The respondents have given the answer to the question of placing publicly available information about the teachers' aptitudes and performances (results of students' surveys, evaluation of teaching aptitudes, etc.).
- 12.1% of HEIs keep information publicly available;
- 17.3% of HEIs keep information publicly available for all those involved in QA procedures (including students);
- 22.4% of HEIs keep information publicly available for the academic staff in general;
- 44.9% of HEIs consider such information to be confidential and it is available only at the leadership level (of the institution and/or faculty and/department).

Implementation of student-oriented studying and teaching should have proper procedures for processing the students' complaints.

According to the survey results on this issue the following is determined:
- 53.7% of HEIs have relevant procedures available and the information about them is described in the published documents/ quality manuals/websites, etc.;
- 46.3% of HEIs don't have such procedures, but students have the opportunity to meet and discuss all the issues directly with university/faculty/department authority.

Learning resources and student support

To ensure the appropriate level of higher education quality the HEIs provide a variety of learning resources to help students.

The respondents have given the answer, how regularly the HEIs monitor, evaluate and/or improve the learning resources and make its offers (figure 6).
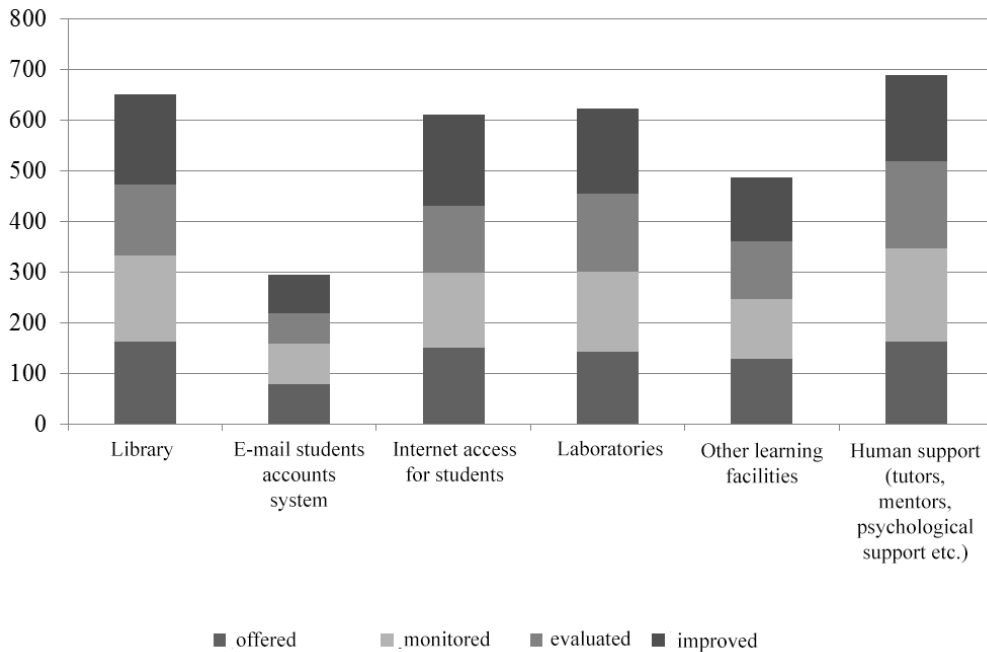

Figure 6. Characteristics of the learning resources used in HEIs
Source: own elaboration.

Provided data indicate that the learning resources at the HEIs that participated in the survey range from physical resources such as libraries, laboratories and IT infrastructure (Internet access and e-mail students account system) to human support in the form of tutors, mentors, psychological support services and other consultants.

During the survey the respondents have determined whether there is a process/sub-process of monitoring the individual students' progression (i.e. the information relevant to the progression of particular students during their studies), continuing throughout the time necessary for students to obtain the degree.

The obtained results show that:

– 53.7% of HEIs have the process/sub-process of monitoring the individual students' progression and internal procedure/part of the

procedure concerning this process is standardized at the institutional level;
- 37.4% of HEIs have the process/sub-process of monitoring the individual students' progression and internal procedure/part of the procedure concerning this process depends on the faculty/department/institute.

Herewith 8.9% of HEIs must implement the processes and tools to collect and monitor the information on students' progression and take appropriate actions based on this information.

While conducting the survey there has been studied the availability of processes/rules/mechanisms that support students during the learning process if they have massive difficulties to pass given course/subject/group of courses, etc.

The survey results show that the enough attention is given to the above mentioned issue, namely:
- 49.1% of HEIs support students and on the request of students additional classes from given subjects can be organized;
- 31.3% of HEIs have the mechanism of recognition of the problem and organizing institutional support of individual students;
- 14.5% of HEIs provide the opportunity to retake a course/subject/group of courses once more even with different teacher/professor.

Herewith it is necessary to draw attention to the fact that 5.1% of HEIs that participated in the survey don't have processes/rules/mechanisms that support students during the learning process if they have massive difficulties to pass given course/subject/group of courses, etc.

Information systems

For the effective management of their programmes and other activities the HEIs must provide the collection, analysis and use of relevant information. Therefore the question of the organization of information systems is now especially important for the HEIs in Ukraine.

The respondents have been proposed to answer the question "Does your institution have the information system (i.e. database) used for effective management of its activities in education/research/administration?".

According to data obtained by questioning it may be concluded that national HEIs have significant problems concerning the formation and operation of information systems. Thus less than half of respondents (42.1%) has said that the institution has a centralized information system that covers all key activities; 38.8% of respondents noted that the institution has

a centralized, non-integrated information system, and this leads to that fact that information about the different activities is not gathered in one data warehouse. The answer "Several information systems exist at the faculty/department level" has been chosen by 14.0% of HEIs. 5.1% of respondents indicated a lack of information system.

According to the present development of information systems at the HEI level there are much more complicated opportunities for reasonable decision-making and realization of what in a quality assurance system works well and what needs attention and further improvement.

Respondents have been proposed to answer the questions about the components of the information system. The survey results are presented in table 9.

Table 9. The survey results on the components of the information system at the HEI

Answers	The share of respondents who have chosen the answer, %
Student progression and success rates	84.1%
Teacher-student ratio per faculty/department/unit or in the respective faculty/department/unit	46.3%
Tracking graduates' employment	55.6%
Students' satisfaction with their programmes	36.0%
Profile of the student population (age, gender, educational background, socio-cultural background, etc.)	80.4%
Available learning resources and, when applicable, their costs (if necessary)	54.7%
None of the above	1.9%
Other	5.1%

Source: own elaboration.

The results of the conducted survey show that the main component of the information system of the majority of HEIs is the student progression and success rates (84.1% of respondents) and profile of student population (age, gender, educational background, socio-cultural background, etc.) (80.4% of respondents). A significant attention has been made to the following aspects: available learning resources and their cost (54.7%), information on teacher-student ratio per faculty/department (46.3%).

As positive fact we can note that 55.6% of HEIs track graduates' employment. Such practice allows define level of employability and correspondence of knowledge of students with requirements of modern labor market which allows HEIs to react immediately and make necessary corrections to study programmes.

The disturbing fact is that the indicator of level of satisfaction of study programmes by students as a part of information system of a HEI is used only by 36% of respondents. Despite the fact that students are their importance while designing and assessment of quality of study programmes is almost not considered. At the same time it is necessary to remember the fact that satisfaction of students with the quality of education process in general and quality of study programmes in particular is a main factor which provide continuation of study in the same HEI for acquiring educational level of "master" as well as recruiting new students.

An important part of the internal quality assurance system is a publicity of information about educational activities of a HEI. According to ESG, information on the activities of institutions is useful both for future and current students, alumni and other stakeholders and public. Thus, institutions must provide information on their activities, including programmes that they offer and selection criteria for training; intended learning outcomes for these programmes; qualification granted by the programme; training procedures.

In order to study particular aspects the respondents have been asked to define which components are the part of information about study programmes, that is publicly available.

Distribution of answers to this question is presented in table 10.

Data generalized in the table allows making a number of positive conclusions:

– the major part of respondents (79.9%) publish detailed information on admission criteria in advance;
– 79.4% of respondents share public information on qualifications granted by the programme;
– 66.8% of HEIs have experience of presenting information on teaching, learning and assessment procedures used within a programme;
– more than a half of respondents (55.1%) inform internal and external stakeholders on intended learning outcomes of the programme.

This practice enables stakeholders to access clear, accurate, objective, timely and easily accessible information on the activities of the university, including study programmes as supposed by ESG.

Table 10. Results of the survey on the information about study programmes of a HEI that is publicly available

Answers	The share of respondents who have chosen the answer, %
Number of students currently involved in the programme	47.7%
Number of academic staff involved in the programme	51.4%
Teacher-student ratio in the respective faculty/department/institute	20.1%
Information on the intended learning outcomes of the programme	55.1%
Information of qualifications granted by the programme	79.4%
Information on the teaching, learning and assessment procedures used within the programme	66.8%
Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme	53.3%
Information on alumni career progress	44.9%
Information on alumni societies/clubs (contact data, etc.)	27.6%
Profile of the current student population	38.3%
Specific information targeting international students	19.2%
Detailed information on admission criteria published in appropriate advance period (year/half a year/months before start of admission process)	79.9%
Detailed information (upon request) about reasons of negative results (rejection from the candidate) of admission procedure	18.2%
Accessibility and support offered to disabled students	32.7%
Other	3.3%

Source: own elaboration.

However, the conducted study gives reasons for a number of disadvantages in this area, namely:
- only 32.7% of respondents inform publicity on the availability and support offered to disabled students:
- only 27.6% provide information on alumni societies/clubs. Such low rates may indicate that HEIs are not active enough in this direction;
- information targeting international students is published in 19.2% of HEIs which took part in the survey;
- 18.2% of respondents provide detailed information (upon request) on the reasons of negative results (rejection from the candidate) of the admission procedure.

It is necessary to point out that as a prerequisite of the educational process is to provide visibility of information on all components of educational activities in higher education [3]. Today most HEIs are characterized by fragmented disclosure of information by those components required by

the Ministry of Education and Science of Ukraine. This makes it impossible to obtain clear, accurate, objective, timely and easily accessible information on the activities of the university, including study programmes and reduces the efficiency of the internal quality assurance system [2].

The majority of respondents have given positive answers to the question concerning informing the publicity on the results of conducted evaluation. Though the answers have been distributed as following: results of the internal evaluation are published through reports, web-sites, information material in 110 of respondents, results of the external evaluation are published by 109 participants of the survey. 106 respondents inform stakeholders on the results of internal evaluation, while 82 – on the results of external evaluation.

Received data indicates that the level of information transparency of Ukrainian HEIs remains low and needs further improvement.

It should be noted that a necessary condition for quality assurance of education activity and quality of higher education is not only conducting evaluation (internal and external) as itself but also providing publicity of its results. That's why European countries have common practice of HEIs reporting to society.

As a conclusion, it is necessary to note that the majority of HEIs are currently developing and implementing internal quality assurance systems of educational activity and quality of higher education.

During the survey analysis, the following challenges have been identified:

1. Ukrainian HEIs don't consider to a full extent the principles of designing internal quality assurance systems based on ESG.
2. The low level of involving external stakeholders, first and foremost employers and alumni, as well as internal stakeholders, in particular students in the processes of design, monitoring and revision of study programmes.
3. Most of HEIs do not conduct student evaluation of time spent on studying the courses as well as analysis of their subjective evaluation of workload for learning.
4. Insufficient provisions for internal systems of academic staff selection.
5. The low level of information transparency; limited information is publicly available to all internal and external stakeholders.
6. There is no common framework to which institutions can refer. This leads to strong differences in implementation of internal quality assurance procedures and thus to different results and outcomes.

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Annex 1.

General information

1. Name of the institution in original language
2. Name of the institution in English:
3. Representatives of the institution
Name of the representative of the institution:
Name of the quality assurance (QA) manager or equivalent who can be contacted for further
information:

4. What is the type of your institution according to the national statutes?
Please choose one.
- ☐ University
- ☐ University of Applied Sciences/Technical University or equivalent
- ☐ Other type higher education institution (please specify):

5. Which is the highest level (or equivalent) to which your institution educates students? *Please choose one.*
- ☐ Bachelor
- ☐ Master
- ☐ Doctorate (or 3rd cycle equivalent)

6. How many students do you have in total? (full-time equivalent)
- ☐ Up to 1.000
- ☐ Between 1.000 and 5.000
- ☐ Between 5.000 and 10.000
- ☐ Between 10.000 and 30.000
- ☐ More than 30.000 (please give an approximate figure):

7. How many staff do you have in total? (full-time equivalent, all categories included)
- ☐ Up to 100
- ☐ Between 100 and 300
- ☐ Between 300 and 500
- ☐ Between 500 and 1.000
- ☐ More than 1.000 (please give an approximate figure): 1500

8. Would you be interested in participating in participation active/passive in events related to quality assurance in HEIs in your country?

☐ Yes
☐ No

If yes, please enter here the email of the QA manager/responsible person (or equivalent) who can be contacted:

Institutional QA Framework

9. Do you have an institutional strategy/plan or equivalent document? *Please choose all applicable options.*

☐ Yes, we have a strategy/plan (or equivalent) which includes: an institutional mission, objectives with associated list of indicators with target values at the level of HEI,

☐ Yes, we have a strategy/plan (or equivalent) which includes: an institutional mission, objectives with associated list of indicators with target values at the level of faculties (or equivalent units),

☐ Yes, we have a strategy/plan (or equivalent) which includes mission and goals of HEI,

☐ Yes, we have a strategy/plan (or equivalent) which includes mission and goals of faculties (or equivalent units),

☐ No

☐ Other (please specify):

10. If answer for above question is YES please give additional information:
What is the standard duration of mentioned above strategy/plan (or equivalent)?

How many strategies/plans did (or equivalent) your institution prepared till now?

Who was (will be) in charge to evaluate successful/unsuccessful implementation of strategy/plan?

11. Do you have an institutional quality assurance (QA) policy statement
Please choose one.
- ☐ Yes, we have an institutional QA policy statement
- ☐ Yes, we have an institutional QA policy statement, and other supporting documents for QA policy
- ☐ We do not have a separate QA policy statement, but it is included in another document (e.g.,
institutional mission statement, strategic plan, work plan or equivalent)
- ☐ No, but all or almost all of the faculties/departments have their own QA policy documents
- ☐ No, we do not have a specific QA policy statement and it is not addressed in other documents
- ☐ Other (please specify):

12. When did your institution start introducing a quality assurance system (or equivalent)? *Please choose one.*
- ☐ In the 1990s
- ☐ Between 2000 and 2005
- ☐ Between 2005 and 2009
- ☐ In the 2010s
- ☐ We are currently designing QA system
- ☐ We are currently planning to have QA system
- ☐ There are no plans to introduce QA system.

13. How would you define the role of senior leadership (rector, vice-rector, president etc.) in building a quality culture within your institution? *Please choose all applicable options.*
- ☐ The senior leadership takes the lead in the process.
- ☐ The senior leadership monitors the process.
- ☐ The senior leadership serves as a facilitator for a better communication among different levels of the institutions
- ☐ The senior leadership is the decision maker
- ☐ Other (please specify):

14. How did you introduce a quality assurance system (or equivalent)? *Please choose all applicable options.*

- ☐ The institutional leadership decided on the concept, provided instructions, training and support to the units to implement it
- ☐ The concept is a result of various consultation rounds among the academic staff of the institution
- ☐ The concept is a result of various consultation rounds among the academic and administrative staff
- ☐ The concept is a result of various consultation rounds among the academic and administrative staff and students
- ☐ The concept was introduced through pilot projects conducted by some units. Good practices were disseminated based on these experiences
- ☐ The concept is based on requirement of the national QA agency which developed the standards and guidelines for this.
- ☐ The concept is based on requirement of the Ministry of Higher Education which developed the standards and guidelines for this.
- ☐ The QA system is not introduced
- ☐ Other (please specify):

15. What kind of structure do you have in place to support the internal quality assurance processes? *Please choose all applicable options.*

- ☐ The rector or specially assigned vice-rector is in charge of QA related issues
- ☐ There is a person in charge of QA within the rectorate
- ☐ There is a centralised QA unit, with specialised staff
- ☐ There are QA units in each faculty with specialised staff
- ☐ There are contact persons or persons in charge of QA within their unit, who have also other responsibilities
- ☐ There is a unit responsible for staff evaluation/development
- ☐ There is a unit responsible for pedagogical innovation (or equivalent) that offers support to the teachers for improvement of education methodology/in developing teaching methods
- ☐ There is an institutional level quality committee or equivalent
- ☐ There are Faculty level and/or Department and/or programme level quality committees or equivalent
- ☐ Other (please specify):

16. Do you have an internal evaluation process that provides feedback to the prospective strategic planning in place?
Please choose all applicable options.

- ☐ The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution
- ☐ The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals
- ☐ The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level
- ☐ The institution has defined a set of key performance indicators and follows its progress based on them
- ☐ The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years)
- ☐ Other (please specify):

17. Which activities do your institutional quality assurance processes cover?
Please choose all applicable options.

- ☐ Teaching and learning
- ☐ Research
- ☐ Services to society
- ☐ Student support services
- ☐ Governance and administrative services of the institution
- ☐ Other (please specify):

18. Which of the following processes does your institution have in place in order to ensure the quality of research activities? *Please choose all applicable options.*

- ☐ Internal seminars where research projects and ideas are discussed
- ☐ Internal peer review of research projects
- ☐ External peer review of research projects organised by the institution (inviting external peers and preparing a report)
- ☐ External peer review of research projects in relation to grant applications (evaluation organised by an external body such as funding councils, government committee etc.)

- ☐ Pre-checking of scientific articles to be sent to the influential scientific journals
- ☐ Preparing annually/periodical statistics on published articles
- ☐ Monitoring the impact factors of published articles
- ☐ Key performance indicators defined for each research group, department or faculty
- ☐ Other (please specify):

19. Which of the following processes does your institution have in place in order to ensure the quality of its services to society? *Please choose all applicable options.*
- ☐ Key performance indicators defined for each of the services
- ☐ Monitoring the number of patents, technologies transfer agreements, etc.
- ☐ Monitoring the number of co-operation agreements
- ☐ Monitoring the status of interactions with external stakeholders
- ☐ Periodical questionnaires/surveys to key stakeholders
- ☐ Forums/Council/Advisory Board etc. (stakeholder groups or equivalent) to ensure that the institution receives feedback from society and taking activity in correspondent with this feedback direction
- ☐ Process descriptions of service society related activities (newsletters, mailing campaigns, web-zines, traditional guidelines, brochures, manuals or other descriptive documents)
- ☐ Pre-selection processes in place for service society initiatives taken by HEI (faculty board approval, Dean, Rector approval etc.)
- ☐ Periodical graduates feedback through surveys or other activities
- ☐ Other (please specify):

Quality assurance processes in teaching and learning

20. How is your current QA system or organizational procedures related to this QA field composed in teaching and learning designed? *Please choose one.*
- ☐ It is tailor-made to the institution's needs and does not apply any ready-made model
- ☐ It is institution-specific but follows national QA frameworks and guidelines
- ☐ It is institution-specific but follows international QA frameworks and guidelines (for instance ESG2015 or others)

☐ It applies a ready-made international/national model such as ISO and similar …… (please mention the identification data of model used, link to the webpage etc.)

21. Which of these categories of people (see horizontal row) do your formal quality assurance processes involve and how? *Please choose all applicable options for each category of people*

	Academic staff	Administrative staff	Leadership, institutional level	Leadership, faculty/ department level	Students	External stakeholders (e.g., employers, professional chambers …)	Graduates
Through formal participation in governance bodies (where members are entitled to vote)	☐	☐	☐	☐	☐	☐	☐
Through formal participation in consultation bodies.	☐	☐	☐	☐	☐	☐	☐
Through formal involvement in self-evaluations or other evaluation activities	☐	☐	☐	☐	☐	☐	☐
By informally providing information on the issues at stake	☐	☐	☐	☐	☐	☐	☐

	Academic staff	Administrative staff	Leadership, institutional level	Leadership, faculty/ department level	Students	External stakeholders (e.g., employers, professional chambers …)	Graduates
By responding to the surveys on a regular basis (e.g. at the end of each course, academic year…)	☐	☐	☐	☐	☐	☐	☐
They are not involved	☐	☐	☐	☐	☐	☐	☐

22. How are the results of the student surveys followed up? *Please choose all applicable options.*
   ☐ They are taken into consideration in the design and revision of study programmes (including teaching methods)
   ☐ They are taken into consideration in the assessment of teaching staff
   ☐ They are archived in order to inform future assessments of the programme/institution
   ☐ They are discussed in meetings attended by staff members and students organised specifically for this purpose
   ☐ Students who have participated in a survey are informed about the results and actions taken on the basis of the results
   ☐ Not applicable (we do not conduct student surveys)
   ☐ Other (please specify):

Approval, monitoring and periodic review of programmes and awards

23. Has your institution developed explicit learning outcomes? *Please choose one.*
   ☐ Yes, for all programmes
   ☐ Yes, for some of the programmes
   ☐ No

24. Are these learning outcomes publicly available? *Please choose one.*
- ☐ Yes, they are publicly available on the web-site, study guides or equivalent
- ☐ They are available upon request
- ☐ They are available for the students involved in each specific course
- ☐ They are not created
- ☐ Other (please specify):

25. How does your institution know the student workload needed in order to reach the described learning outcomes (or related educational achievements)? *Please choose one.*
- ☐ All students are asked in surveys about the workload they have for their courses
- ☐ A sample of students is asked in surveys about the workload they have for their courses
- ☐ The teacher responsible for the module estimates the workload
- ☐ There is no student workload data in the course syllabus/description or equivalent documents
- ☐ Other (please specify):

26. How does the process for designing curriculum and programmes work within your institution? *Please choose one. If there are several kinds of processes in place in your institutions, please choose the most commonly used.*
- ☐ Programme director or equivalent person prepares the curriculum after which staff members may comment the draft
- ☐ Working group, committee or equivalent prepares the curriculum (possibly based on proposals prepared by others)
- ☐ Each staff member proposes what they find essential for the programme and the curriculum is a combination of these proposals
- ☐ The curriculum is designed by the ministry/external bodies/accreditation agency/methodological centre
- ☐ Other (please specify):

27. If the curriculum is designed with participation of your institution, who is involved (formally) in the process *Please choose all applicable options.*
- ☐ Students
- ☐ Administrative staff members
- ☐ Academic staff members

- ☐ External stakeholders (employers/regional authorities/chamber of commerce etc.)
- ☐ Alumni
- ☐ Other (please specify):

If the curriculum is designed with participation of your institution, who is involved (informally) in the process *Please choose all applicable options and briefly describe the impact of specified group.*
- ☐ Students,
- ☐ Administrative staff members, provides information about number of hours and modules that approve the plan.
- ☐ Academic staff members, according to the number of modules and hours develops curriculum, performs its discussion and review
- ☐ External stakeholders (employers/regional authorities/chamber of commerce etc.)
  can provide informal consultations and advices
- ☐ Alumni,
- ☐ Other (please specify):

28. What kind of processes do you have in place for monitoring curriculum and programme design? *Please choose all applicable options.*
- ☐ The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated on a regular basis (every N years/semesters...)
- ☐ The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent
- ☐ Curriculum and programme design processes as such – that is, the effectiveness and comprehensiveness of the processes – are evaluated on a regular basis (every N years/semesters...)
- ☐ The curriculum and programme contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body...)
- ☐ The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students...)
- ☐ Other (please specify):

29. Are the programme contents or curriculum ultimately approved? *Please choose one.*
- ☐ At the level of the institution
- ☐ At the faculty level
- ☐ At the departmental level
- ☐ By an external body (agency or other)
- ☐ By a governmental body
- ☐ Other (please specify):

Student assessment

30. Which of the following characteristics do your student assessment procedures (i.e., examinations) currently have? *Please choose all applicable options.*
- ☐ designed to measure the achievement of the intended learning outcomes and/or other programme objectives
- ☐ have clear and available for public criteria for giving grades
- ☐ have clear, pre-defined examinations or other assessment methods in place
- ☐ have clear regulations covering student absence, illness and other circumstances
- ☐ ensure that assessments are conducted securely in accordance with the institution's stated procedures
- ☐ the administration checks that the assessment procedures are followed
- ☐ Other (please specify):

31. Are students informed of the assessment procedures? *Please choose all applicable options.*
- ☐ The assessment methods and criteria applied are publicly available for example via study guides, manuals, website
- ☐ The teacher informs the students about the assessment methods and criteria applied at the beginning of the given course
- ☐ Other (please specify):

Quality assurance of teaching staff

32. How does your institution ensure that teaching staff is qualified and competent? *Please choose all applicable options.*
   ☐ There are formal national/regional requirements for the competence of teaching staff when hiring them
   ☐ The institution has specified its own requirements for competencies of permanent teaching staff when hiring them
   ☐ All teachers are expected to have certain research qualifications
   ☐ There are periodical procedures to evaluate research achievements applicable for all permanent academic staff members every …… years/semesters
   ☐ Mandatory pedagogical training is organised for teachers
   ☐ Optional pedagogical training is organised for teachers
   ☐ There is an internal accreditation/evaluation process of the teachers (conducted by specialized unit/department of your university)
   ☐ There is an external accreditation/evaluation process of the teachers (conducted by external institution/national body)
   ☐ There are certain processes in place to remove a teacher from his/her duties if they continue to be demonstrably ineffective
   ☐ The legal framework does not include the possibility of removing an ineffective teacher
   ☐ Other (please specify):

33. Is information on teachers' aptitudes and performance (results of student surveys, evaluation of his/her teaching aptitudes…) publicly available? *Please choose one.*
   ☐ Yes, it is publicly available
   ☐ Yes, it is available for all those involved in QA procedures for teaching (including students)
   ☐ Yes, it is available for the academic staff in general
   ☐ No, it is confidential and available only at the leadership level (institution and/or faculty and/or department)
   ☐ Other (please specify):

34. Does you university/faculty/department have appropriate procedures for dealing with students' complaints

- ☐ Yes. The information about procedure is described in published documents/quality manuals/web-sites etc.
- ☐ No, such procedure does not exist, however students have opportunity to meet and discuss directly with university/faculty/department authorities.

Learning resources and student support

35. Are the learning resources listed below regularly offered, monitored, evaluated and/or improved:

	Offered	Monitored	Evaluated	Improved
Library	☐	☐	☐	☐
E-mail students accounts system	☐	☐	☐	☐
Internet access for students	☐	☐	☐	☐
Laboratories	☐	☐	☐	☐
Other learning facilities	☐	☐	☐	☐
Human support (tutors, mentors, psychological support etc.)	☐	☐	☐	☐

36. Is there a process/sub-process in place for monitoring individual students' progression (i.e. information relevant to the progression of particular students during their studies) through an entire degree cycle? *Please choose one.*

- ☐ Yes, and the internal procedure/part of procedure regarding this is standardised at the level of the institution
- ☐ Yes, and the internal procedure/part of procedure regarding this depends on faculty/department/institute
- ☐ No

37. Is there a process/rules/mechanism in place for supporting students in learning process in case of massive difficulties to pass given course/subject/group of courses etc. *Please choose one.*

- ☐ Yes. There is opportunity to organize, on request of students additional classes from given subject.

- ☐ Yes. There is mechanism for recognition this problems and organizing institutional support of individual students.
- ☐ Yes. There is opportunity to retake (N times) such course/subject/group of courses even with different teacher/professor.
- ☐ No. Not applicable.

Information systems

38. Does your institution have an information system (i.e. database) used for the effective management of its activities in education/research/administration ? *Please choose one.*
- ☐ Yes, the institution has a centralised information system that covers all key activities
- ☐ No, but the institution has a centralised, non-integrated information system (data on different activities are not gathered in one data warehouse)
- ☐ No, but several information systems exist at faculty/department level
- ☐ Not applicable, there is no information system

38. Which of the following does the system or systems include? *Please choose all applicable options.*
- ☐ Student progression and success rates
- ☐ Teacher-student ratio per faculty/department/unit or in the respective faculty/department/unit
- ☐ Tracking graduates' employment
- ☐ Students' satisfaction with their programmes
- ☐ Profile of the student population (age, gender, educational background, socio-cultural background, etc.)
- ☐ Available learning resources and, when applicable, their costs
- ☐ None of the above

Other (such as the institution's own performance indicators). Please specify:

39. The information that is publicly available on your institution's study programmes includes: *Please choose all applicable options.*
- ☐ Number of students currently involved in the programme
- ☐ Number of academic staff involved in the programme

- [ ] Teacher-student ratio in the respective faculty/department / institute
- [ ] Information on the intended learning outcomes of the programme
- [ ] Information of qualifications granted by the programme
- [ ] Information on the teaching, learning and assessment procedures used within the programme
- [ ] Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships…) available to the students of the programme
- [ ] Information on alumni career progress
- [ ] Information on graduates societies/clubs (contact data etc.)
- [ ] Profile of the current student population
- [ ] Specific information targeting international students
- [ ] Detailed information on admission criteria published in appropriate advance period (year/half a year/months before start of admission process)
- [ ] Detailed information (upon request) about reasons of negative results (rejection of candidate) of admission procedure
- [ ] Accessibility and support offered to disabled students
- [ ] Other (please specify):

40. Do you inform the public about the results of evaluations carried out?

	Results of internal evaluations	Results of external evaluations
Yes (report, web-sites, information material etc.)	☐	☐
Yes, on request	☐	☐
No	☐	☐

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