

APPROVED  
 by the decision of the National  
 Agency for Higher Education  
 Quality Assurance  
 Protocol of 29 September 2019, № 9

## SELF-ASSESSMENT REPORT OF THE EDUCATIONAL PROGRAMME

This report contains answer fields of two kinds for open questions: “short field” (maximum 1500 symbols including spaces) and “long field” (maximum 3000 symbols including spaces).

### General Information

Information about the higher education institution

Registration number of the higher education institution in the Unified State Education Database ( <i>Ukr. ЄДЕБО</i> )	
Full name of the higher education institution	
Identification code of the higher education institution	
Full name of the head of the higher education institution	
Link to the official web-site of the higher education institution	
	Branch office of the higher education institution
Full name of the branch office of the higher education institution	
Identification code of the branch office of the higher education institution	
Full name of the head of the branch office of the higher education institution	
Link to the official web-site of the branch office of the higher education institution	

General information about the educational programme applied for accreditation

ID of the educational programme in the Unified State Education Database ( <i>Ukr. ЄДЕБО</i> )	
Name of the educational programme	
Requisite details about the decision to license the specialisation at the appropriate degree level	
Cycle (degree level)	
Broad field, specialty and specialisation (if appropriate)	
Structural subdivision that ensures the implementation of the educational programme	
Professional qualification conferred in accordance with the educational programme (if appropriate)	
Language (languages) of education	
Full name and position of the educational programme guarantor	

General information about the educational programme, history of its development and implementation

*long field*

Fields for uploading general documents:

<i>Name/description of the document(s)</i>	<i>Fields for uploading of the documents</i>
*Educational programme	X
*Academic curriculum of the educational programme	X
Reviews and feedback by employers	X

## 1. Projecting and Objectives of the Educational Programme

<p>What are the objectives of the educational programme? What are the peculiarities (uniqueness) of this programme? <i>short field</i></p>
<p>Using references to specific documents, demonstrate that the objectives of the educational programme comply with the mission and strategy of the higher education institution <i>short field</i></p>
<p>Describe how the interests and propositions of the following stakeholder groups were taken into account during the formulation of objectives and programme outcomes of study in the educational programme:</p> <ul style="list-style-type: none"><li>- students of higher education and alumni of the programme <i>short field</i></li><li>- employers <i>short field</i></li><li>- academic community <i>short field</i></li><li>- other stakeholders <i>short field</i></li></ul>
<p>Demonstrate how the objectives and programme outcomes of study in the educational programme comply with the tendencies according to which the specialty field and labour market are developing <i>short field</i></p>
<p>Demonstrate how the field and regional context was taken into account during the formulation of the objectives and programme outcomes of study in the educational program <i>short field</i></p>
<p>Demonstrate how the experiences of analogous national and foreign programmes were taken into account during the formulation of the objectives and programme outcomes of study in the educational program <i>short field</i></p>
<p>Demonstrate how the educational programme allows students to achieve the study outcomes determined by the higher education standard according to the specific specialty and degree level (if appropriate) <i>long field</i></p>

If no higher education standard for the specialty and level of higher education exists, how were the programme outcomes of study in the educational program comply with the requirements of the National Qualification Framework (*Ukr. Національна рамка кваліфікацій*) for the specific qualification level? *long field*

## 2. Structure and Contents of the Educational Programme

What is the workload of the educational programme (measured in ECTS credits)?	
What is the workload of educational components (measured in ECTS credits) aimed at the formation of competences defined by the higher education standard according to the corresponding specialty and degree level (if appropriate)?	
What workload (measured in ECTS credits) is devoted to elective disciplines?	
Demonstrate that the contents of the educational programme corresponds to the subject area of the specialty claimed for it (specialties, if the educational programme is interdisciplinary) <i>long field</i>	
How are students provided with opportunities to establish their own individual educational trajectories? <i>short field</i>	
How can students realize their right to choose educational disciplines? <i>long field</i>	
Describe how the educational programme and academic curriculum provide for practical preparation of students, allowing them to acquire the competences necessary for further professional activity <i>short field</i>	
Demonstrate how the educational programme allows students to acquire soft skills during the study period in compliance with the objectives and outcomes of their study <i>short field</i>	

How does the contents of the educational programme take into account the requirements of the corresponding educational standard? <i>short field</i>
What approach does the higher education institution use to measure the relation between the volume of individual educational components (measured by the ECTS credits) and actual student workloads (including individual work)? <i>short field</i>
How are the structure of the educational programme and academic curriculum related to the tasks and peculiarities of dual (cooperative) education if higher education is provided according to this form?

### 3. Access to the Educational Programme and Recognition of Studying Results

Provide a link to the web-page containing information about admission rules and requirements for applicants of the educational programme	
Explain how the admission rules and requirements for applicants take into account the peculiarities of the educational program? <i>short field</i>	
What document of the higher education institution regulates the question of recognition of study outcomes achieved in other higher education institutions? How are students provided with access to it? <i>short field</i>	
Referring to specific examples, describe the practice of implementing the mentioned rules in the relevant programme (if appropriate) <i>short field</i>	
What document of the higher education institution regulates the question of recognition of study outcomes achieved in an informal way? How are the participants in the educational process provided with access to it? <i>short field</i>	
Referring to specific examples, describe the practice of implementing the mentioned rules in the corresponding educational programme (if appropriate) <i>short field</i>	

#### 4. Studying and Teaching on the Educational Programme

Demonstrate how the forms and methods of learning and teaching in the educational program provide for the achievement of programme study outcomes? Provide a link to the corresponding documents <i>short field</i>
Demonstrate how the forms and methods of learning and teaching comply with the requirements of a student-centered approach. What is the level of student's satisfaction with the methods of learning and teaching according to survey results? <i>short field</i>
Demonstrate how the learning and teaching methods employed in the educational programme correspond to the principles of academic freedom <i>short field</i>
Describe how and within what time limits the participants in the educational process are provided with information about the objectives, contents, and expected outcomes of studies, the procedure and criteria for appraisal, including within the independent educational component <i>short field</i>
Describe how studying is combined with research during the realization of the educational programme <i>long field</i>
Providing a link to specific examples of how teachers improve the content of their educational components basing on research results and modern practices in the corresponding field <i>long field</i>
Describe how the studying, teaching and research within the educational programme are connected to the internationalization activity of the higher education institution <i>short field</i>

#### 5. Evaluation Measures, Appraisal of Students, and Academic Integrity

Describe how the formats of evaluation measures within the disciplines of the educational program allow for the appraisal of achievements of programme study results <i>long field</i>
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How are the preciseness and clarity of evaluation formats and criteria for reviewing the study results of students of higher education provided for? *short field*

How and within what time limits do students receive information about the formats of evaluation measures and criteria for appraisal? *short field*

How do the formats of appraising students comply with the requirements of the higher education standard (if appropriate)? *short field*

What documents of the higher education institution regulate the procedures for evaluation measures? How are the participants in the educational process provided with access to it? *short field*

How do these procedures ensure the objectiveness of examiners? What are the procedures for preventing and resolving conflicts of interest? Give examples of how the appropriate procedures are implemented in the educational programme *short field*

How do the procedures of the higher education institution regulate repeat evaluation? Give examples of implementing the appropriate rules in the educational programme *short field*

How do the procedures of the higher education institution regulate appeals against the results of evaluation measures? Give examples of implementing the appropriate rules in the educational programme *short field*

What documents of the higher education institution contain the policies, standards and procedures for observance of academic integrity? *short field*

Which technical measures are used in the educational programme as instruments against violations of academic integrity? *short field*

How does the higher education institution popularize academic integrity among the students of the educational programme? *short field*

How does the higher education institution react to violations of academic integrity? Give examples of any relevant situation referring to the students studying in the corresponding educational programme *short field*

## 6. Human Resources

How is the necessary level of professionalism of the teachers of the educational program ensured during their selection? *short field*

Referring to specific examples, describe how the higher education institution encourages employers to take part in the organization and realization of the educational process *short field*

Referring to specific examples, describe how the higher education institution encourages professional practitioners, field experts, representatives of employers to participate in classes of the educational programme *short field*

Describe how the higher education institution provides for the professional development of teachers in the educational programme *short field*

Demonstrate that the higher education institution stimulates the development of teaching skills *short field*

## 7. Educational Environment and Material Resources

Demonstrate how the financial and technical resources (library, other infrastructure, equipment, etc.) as well as methodological groundwork for the educational programme provide for the achievement of objectives and programme study outcomes defined by the educational programme *short field*



Demonstrate how the educational environment created in the higher education institution allows for the satisfaction of demands and interests of students studying in the educational programme. What measurements does the higher education institution conduct to reveal and take these demands and interests into account? *short field*

Describe how the higher education institution provides for the safety to life and health of students of the educational programme (including mental health) *short field*

Describe the mechanisms for educational, organizational, informational, advisory and social support of students. What is the satisfaction level of students regarding this support according to survey results? *long field*

How does the higher education institution create enough conditions for realizing the right to education of persons that have special educational needs? Give specific examples of how such conditions are created in the educational programme (if appropriate) *short field*

How does the higher education institution define the policies and procedures for regulation of conflicts (including those which are connected to sexual harassment, discrimination and corruption)? How are the participants in the educational process provided with access to the regulatory policies and procedures? What is the practice of their implementation during the realization of the educational programme? *long field*

## **8. Internal Quality Assurance of the Educational Programme**

Which document of the higher education institution regulates procedures for the development, approval, monitoring and periodical review of the educational programme? Provide a link to this document which is promulgated in open access on the Internet.

Describe how and how often the educational programme review is carried out. What was changed in the educational programme according to results of the latest review, how was it substantiated? *long field*

Referring to specific examples, demonstrate how students are involved in the process of periodic review of the educational programme and other procedures for its quality assurance, and how their position is taken into account during the educational programme review *short field*

How does student government participate in the procedures for internal quality assurance of the educational programme?

Referring to specific examples, demonstrate how employers are directly or through their associations involved in the process of periodic review of the educational programme and other procedures for its quality assurance *short field*

Describe the practice of collection and inclusion of information about career prospects and employment trajectories of graduates of the educational programme *short field*

What drawbacks of the educational programme and/or educational activity related to the educational programme were revealed during the implementation of procedures for internal quality assurance within the time limits of its realization? How did the higher education institution's system of quality assurance react to these drawbacks? *long field*

Demonstrate that the results of the external higher education quality assurance are taken into account during educational programme improvement. How were the concerns and propositions on the last accreditation and accreditations of other educational programs taken into account during the improvement of this educational programme? *long field*

Describe how the members of the academic community are meaningfully involved in the procedure of internal quality assurance of the educational programme *short field*

Describe the division of responsibility between the different structural subdivisions of the higher education institution with respect to the implementation of processes and procedures for internal education quality assurance *short field*

## **9. Transparency and Publicity**

What documents of the higher education institution regulate the rights and responsibilities of all participants in the educational process? How is their access to the participants of the educational process assured? *short field*

Provide a link to the web-page that contains information about promulgation of the relevant form on the official web-site of the higher education institution designed to receive concerns and propositions from stakeholders. Web-page address

Provide a link to information about the educational program published in open access on the Internet (including its objectives, expected outcomes of studying and components)

## 10. Studying Through Research

Show that the contents of the educational programme complies with the research interests of PhD students (adjuncts) *short field*

Describe how the contents of the educational programme ensures the comprehensive preparation of students for research activity in a specialty and/or a field *short field*

Describe how the contents of the educational programme ensures the comprehensive preparation of students for teaching in higher education institutions in a specialty and/or a field *short field*

Show that the topic of PhD students' (adjuncts') research relates to the research activities of their supervisors *short field*

Referring to specific examples, describe how the higher education institution organizationally and materially provides opportunities for the conduct and approbation of PhD students' (adjuncts') research results within the educational programme *short field*

Analyse how the higher education institution provides opportunities for PhD students (adjuncts) to be involved in the international academic community in accordance with their specialty, give examples of concrete projects and events *short field*

Describe how PhD students' research supervisors participate in research projects the result of which are regularly published and/or practically implemented *short field*

Describe the existing practices of compliance with academic integrity in the research activity of supervisors and PhD students (adjuncts) *short field*

Show that the higher education institution takes measures to exclude the possibility of supervision by persons that have violated academic integrity in the past *short field*

### **11. Prospects for Further Development of the Educational Programme**

What are the educational programme's strengths and weaknesses in general? *long field*

What are the prospects for development of the educational programme for the next 3 years? What concrete measures does the higher education institution plan to take to realise these prospects? *long field*

Information from the Unified State Education Database (*Ukr. ЄДЕБО*) is highlighted in light blue  
 Information denoted by the institution is highlighted in green  
 Information denoted by the institution with connection to other fields in the table is highlighted in yellow  
 Uploaded files -- X

**Table 1.** Information about compulsory educational components of the educational programme

Name of the educational component	Type of the component (discipline/course paper/practice/diploma paper/etc.)	A space for uploading of a syllabus or other teaching and methodological materials	If teaching of a discipline requires special material and technical and/or informational maintenance, provide information about it*
		X	
		X	

\* as a minimum, information about availability of the relevant material and technical maintenance, its sufficiency for realisation of the educational programme is provided; in case of equipment, information about its quality, year of commissioning, year of the latest reparation is also attached; in case of software, the quantity of licenses and the version of software is attached either

**Table 2.** Summarised information about teachers

Full name of the teacher	Position	Is he/she a member of the group ensuring the corresponding specialty?	Disciplines of the teacher at the educational programme (based on table 1)	Substantiations


**Table 3.** Matrix of appropriateness of the programme study results, educational components, teaching and appraising methods  
(basing on table 1)

	<b>Educational component 1</b>	<b>EC2</b>	<b>...</b>	<b>Eck</b>
<b>Study outcome 1</b>	<input type="checkbox"/> Studying methods: ... <input type="checkbox"/> Appraising methods: ...			
<b>SO2</b>				
<b>...</b>		<b>...</b>		
<b>SOk</b>				

(at the intersection of rows and columns, the institution can denote how the teaching methods and/or appraising methods for the specific educational component comply with the specific outcome of study)

**Table 4 – general information about the material and technical maintenance of the higher education institution as of 1 October**

General information about the higher education institution:

1	Number of licensed specialties	
	at the 1 level (Bachelor)	
	at the 2 level (Master)	
	at the 3 (Doctoral) level	
2	Number of accredited educational programmes	

	at the 1 level (Bachelor)	
	at the 2 level (Master)	
	at the 3 (Doctoral) level	
3	Quota of students of all years of study	
	full-time	
	in other forms of education (distance learning)	
4	Number of faculties	
5	Number of departments	
6	Total number of employees	
	• including teachers	
	Among them: - Doctors of Sciences (Ukr. Доктори наук), Professors	
	- Doctors of Philosophy, Associate Professors	
7	General Areaa of buildings used for study, square meters	
	Among them: - own buidings (square meter)	
	- rented (square meter)	
	- leased (square meter)	
8	Availability of library (including the number of seats in reading rooms)	
9	Number of student residences	
	number of places for students	

\* Table 4 is filled in for the first time by the programъy which applied for accreditation. Later self-appraisals are filled in with data entered when filling in the form of self-appraisal of the higher education institution for the first time. Without the possibility of editing in MVP.

## **Assurance**

We assure that all information provided in the report and documents attached to it is reliable.

We guarantee that the higher education institution will provide any documents and additional information referring to the educational programme and/or educational activity on this educational programme.

We give consent to the processing and promulgation of information about the self-appraisal and all documents in full and in the public domain attached to it.

**Head of the higher education institution**

**Guarantor of the educational programme**