NATIONAL AGENCY
for HIGHER EDUCATION
QUALITY ASSURANCE
(UKRAINE)

REPORT ON THE ACTIVITIES OF THE NATIONAL AGENCY FOR HIGHER EDUCATION QUALITY ASSURANCE

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CONTENT

FOREWORD
NAQA HEAD SERHIY KVIT

NAQA 2021: striving for institutional strengthening and quality of Ukrainian higher education

Unexpected current Higher Education Quality Assurance (hereinafter – NAQA) activity period wasn't finished end at the end of 2021, due to another attempt to influence its independence through court decisions. This time, on October 13, 2021, the Supreme Court of Ukraine revoked the Order of the Cabinet of Ministers of Ukraine № 1063-r of December 27, 2018 approving the NAQA composition.

This put an end to almost three years of legal proceedings in various courts. The reason for this decision was allegedly a violation of the sectoral representation principle in the candidates' selection from higher education applicants and employers to NAQA. I would like to warn against considering the professional prerequisites for such a decision, as it runs counter to public interest and principles of common sense. Rather, this example is evidence of what happened to national justice system at the end of 2021.

However, due to the society trust on which NAQA is based, prompt response to the new attempt to pressure and destroy the institution and effective cooperation with all stakeholders, especially the executive and legislative branches, problem was solved by adopting the Law of Ukraine №1838-IX of November 2, 2021. NAQA activity was unblocked. As a result, the term of the current staff tenure was extended for another six months, until the new team is selected by the international competition commission.

During 2021, NAQA continued to work, mainly in cooperation with the Verkhovna Rada Committee on Education, on opening a special budget program aimed at compensating higher education institutions the costs of successful

accreditation. Such practice is common in the European Higher Education Area in various forms, in particular through inclusion of accreditation costs in the budget of the Agency with national status itself (for example, in Croatia).

However, after the last update of the State Budget of Ukraine for 2022, it became clear that funds for this were not found. Therefore, NAQA continues to call on higher education institutions, including research institutions, to support the project of creating an appropriate budget program, since it also belongs to their interests.

An open online system continues to develop, ensuring transparency of the entire accreditation process (**https://public.naqa.gov.ua/**). The next step is to create a functional that would allow forming and editing the NAQA single final decision with generalized advice on improving study programmes and in the future - higher education institutions. In order to improve HEIs' approaches to surveys, online platform "All-Ukrainian Student Survey Portal" was already created by NAQA in cooperation with public sector and will be used in transition to institutional accreditation.

In 2021, NAQA worked as usual. Two events had a particular significance. The first - Committee hearings on "Year of a study programmes accreditation under the new procedure: results, problems, prospects", which took place on March 11. They were attended by leading experts and almost all major stakeholders: Ukraine's deputies, higher education applicants, higher education institutions representatives, Ministry of Education and Science representatives, employers and journalists. At the Committee hearings, current issues of higher education quality assurance in Ukraine were discussed, in particular increasing the Ukrainian higher education institutions' competitiveness, in the international context, and the necessary legislative changes. Important issues related to higher education economy were also discussed (the price for accreditation, creation of a special budget program to finance accreditation, financial autonomy of Ukrainian universities).

All participants recognised the progressiveness of the new accreditation system implemented by NAQA and based on the common to European Higher Education Area ESG 2015. Advantages and disadvantages of accreditation process, existing requirements and procedures were also discussed. The participants agreed with the absence of a corruption component, as well as with the importance of forming an expert environment related to the NAQA activities for all higher education in Ukraine. It was emphasized on the importance of accelerating the process of switching to institutional accreditation and creating a network of non-governmental organizations of higher education quality assurance.

The second one — on September 28, a round table "NAQA 2019-2021: the key achievements, challenges and prospects" took place, with the participation of the Chairman of the Verkhovna Rada Committee on Education, Science and Innovation, representatives of the Ministry of Education and Science of Ukraine, the National Academy of Sciences of Ukraine, higher education institutions, the NAQA Advisory Board, employers and higher education applicants.

The researches on the effectiveness of accreditation procedures were presented to the participants. Round table speakers mainly noted the successes in the NAQA activities, expressed suggestions for accreditation processes improvement and closer cooperation with higher education institutions. After all, it was a question of ending the Agency tenure in 2019-2021, whose activities were unanimously recognized as successful.

Unfortunately, during our term, mostly for reasons beyond our control, we were unable to accomplish some important tasks. Among them, the most important are the creation of a network of non-governmental organizations of higher education quality assurance and the introduction of institutional accreditation. NAQA's implementation of these tasks was largely hampered by the turbulent situation in the field and in Ukrainian society as a whole, which made it difficult to communicate with public authorities. Relevant draft regulations in the field of higher education have been developed and improved by NAQA during all years of its activity.

These two events, Committee Hearings in March and Round Table in September, highlighted the fact that even under extremely unfavourable conditions, Ukraine educational environment is capable of creating successful professional reform projects aimed at excellence in higher education.

National Agency for Higher Education Quality Assurance has maintained its professional independence, demonstrated institutional stability and capacity, consistently acted as a catalyst for positive changes in the Ukrainian higher education system, and made the quality assurance process relevance in the international context.

Serhiy Kvit,

NAQA Head, Doctor of Philology, Professor

REPORT ON THE HIGHER EDUCATION QUALITY IN UKRAINE

- Quantitative indicators of the Ukrainian higher education system development
- HEIs Internal Quality Assurance Systems
- Academic integrity in Ukrainian HEIs

PART 1.

Quantitative indicators of the Ukrainian higher education system development

1.1.   Higher education institutions

1.1.1. General figures

As for October 1, 2021 in the Register of Entities of Higher Education Institutions of the Unified State Electronic   database on Education (USEDE) were represented 996 institutions. 831 of them belong to the category Higher Education Institution and 165 — to the category scientific institutes (institutions). The first category also contains the following subgroups (Fig.1.1.1.):

- universities, academies, institutes — 450 institutions;
- colleges, technical schools — 493 institutions;
- separate units — 140 institutions;
- other scientific institutions (organizations) — 1 institution.
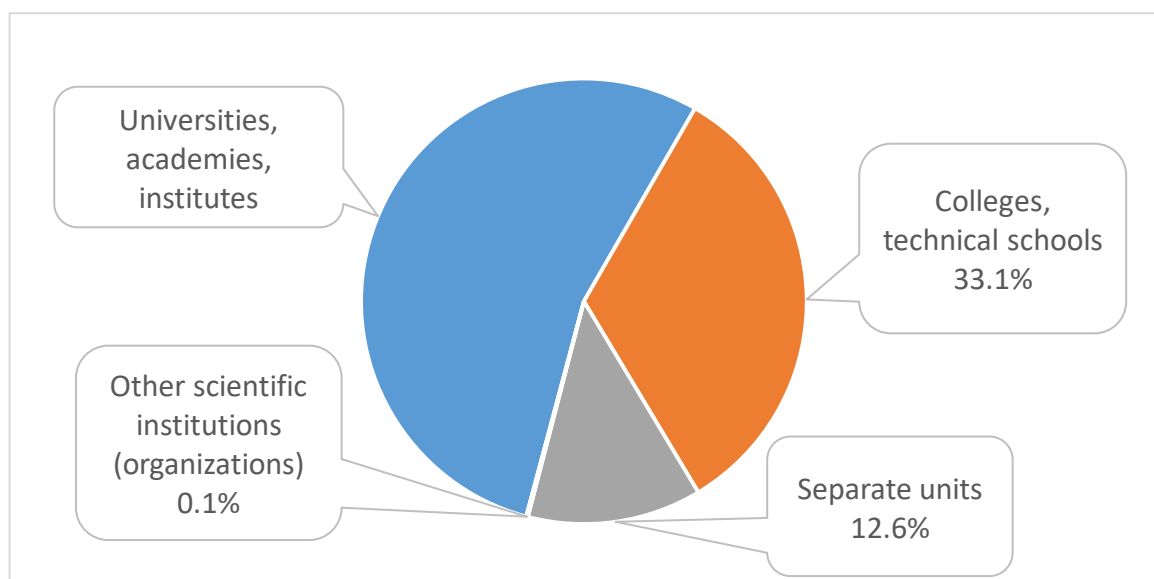
Fig. 1.1.1. Types of HEIs presented in the USEDE base

Institutions categorized in USEDE as HEIs by the form of ownership are divided into: 495 state-owned institutions, 281 — private, 55 — communal (Fig. 1.1.2).
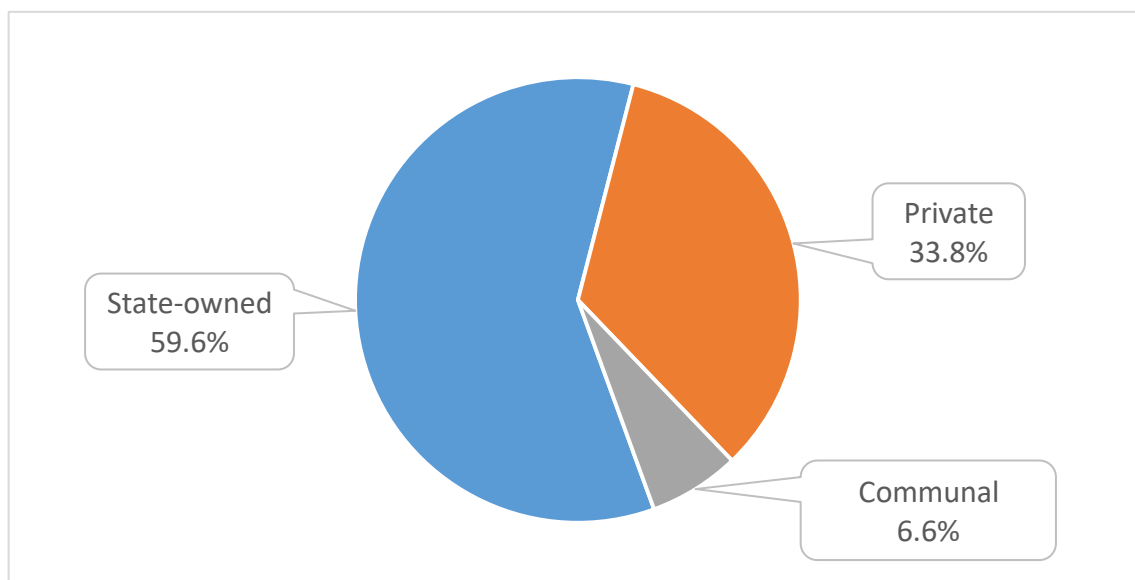
Fig. 1.1.2. HEIs by the form of ownership
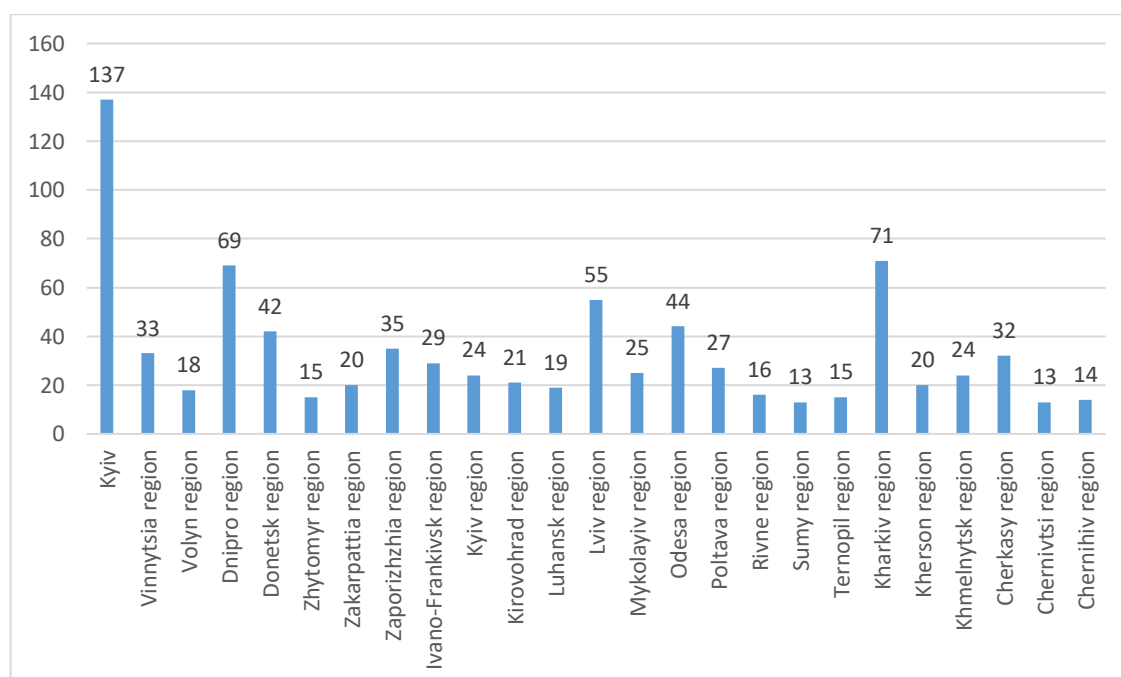
Fig. 1.1.3. Regional distribution

The regional distribution demonstrates the concentration of the majority of higher education institutions in Kyiv, as well as Dnipro, Lviv, Odesa and Kharkiv region. (Fig. 1.1.3)

1.1.2. Universities, academies, institutes

This group consists of 450 higher education institutions. Almost half of them is state-owned (257), more than a third — private (167) i 26 — communal (Fig. 1.1.4).
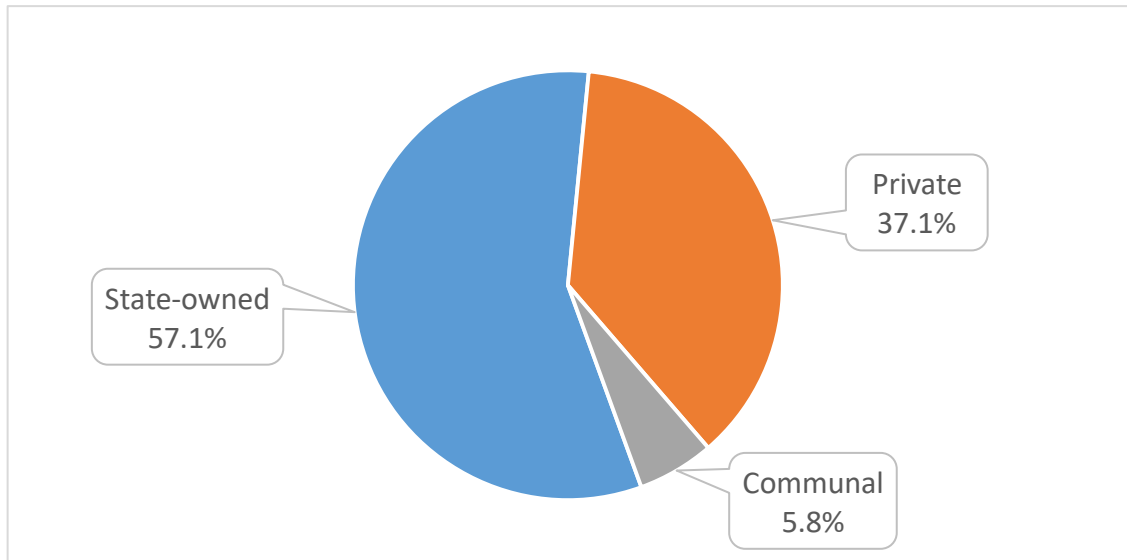
Fig. 1.1.4. Universities by the form of ownership
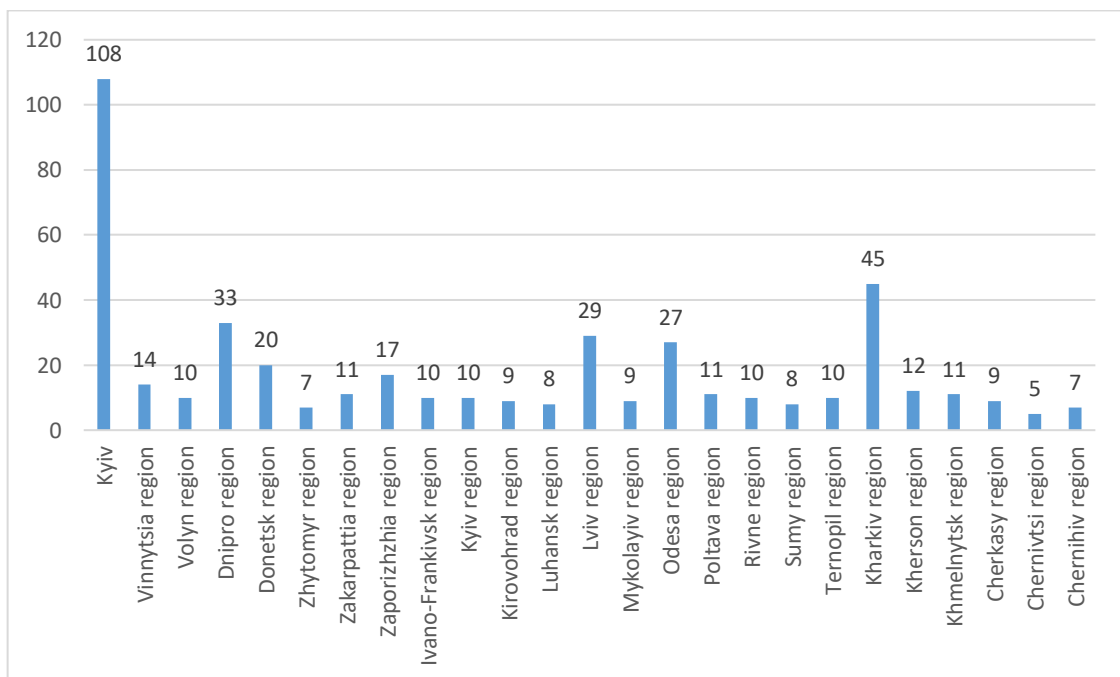
Fig. 1.1.5. Universities regional distribution

The regional distribution of this group of HEIs is similar to the general distribution, leaders are: Kyiv, Dnipro, Lviv, Odesa and Kharkiv regions. (Fig. 1.1.5)

More detailed analysis showed 5 cities, which are definite "university hubs": Kyiv, Kharkiv, Lviv, Odesa and Dnipro. (Fig. 1.1.6)
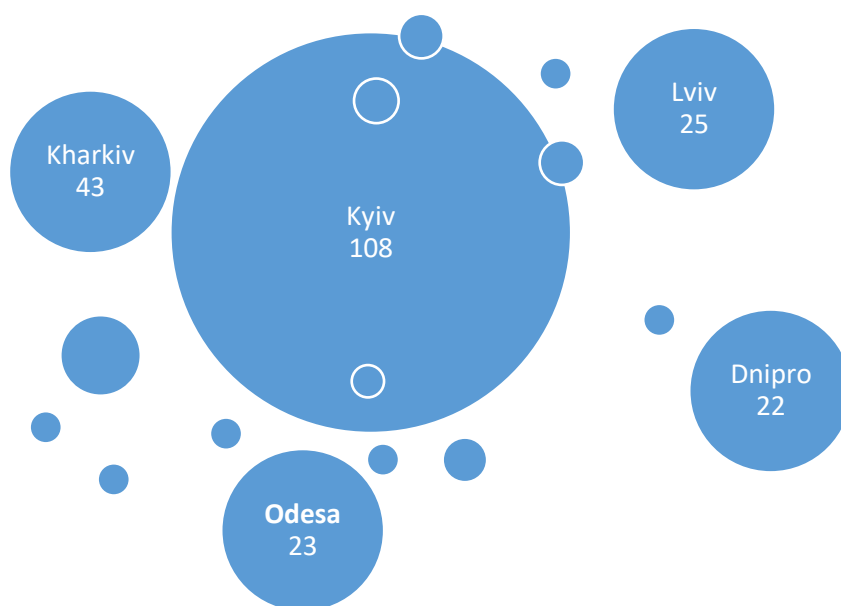
Fig. 1.1.6. The biggest university hubs

1.1.3. Separate structural units

There are 105 institutions marked as "Separate structural units" in USEDE base. The main part of this group of institutions is state-owned (62), others are private (43).
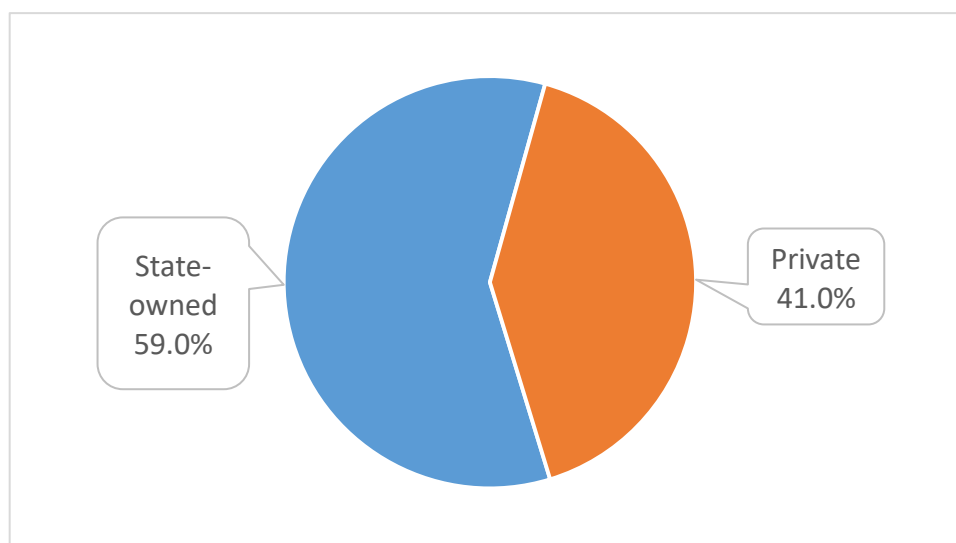
Fig. 1.1.7. SSU distribution by the form of ownership

Those separate structural units belong to 40 HEIs, including 29 state-owned institutions and 11 are private.
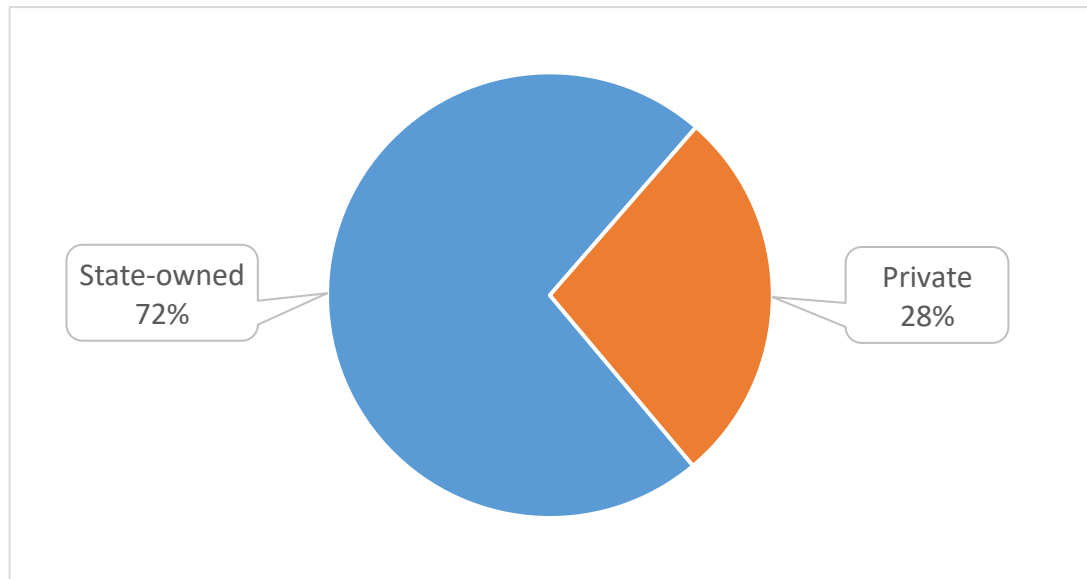
Fig. 1.1.8. HEIS (which have own SSU) distribution by the form of ownership

The biggest amount of separate structural units was created by HEIs in Kyiv (7), Kharkiv (4), Dnipro (4) and Odesa (3). It means that the most active in forming separate structural units are HEIs, which are also the largest university centres in the country.
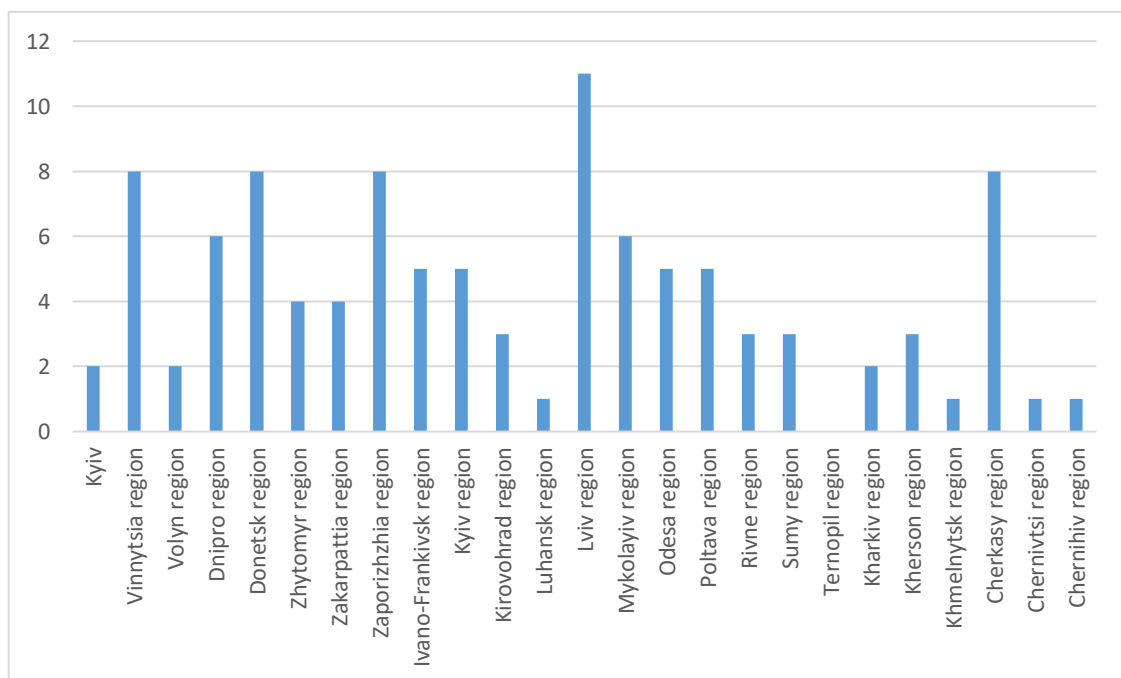
Fig. 1.1.9. SSU Regional distribution

The biggest amount of SSU is possessed by: Private Higher Education Institution "Kyiv University of Culture" (10), National Academy of Internal Affairs, Private Higher Education Institution "European University" and Interregional Academy of Personnel Management (8 each), Higher Education Institution "Kyiv

Institute of Business and Technology (7), National University of Food Technologies and Kharkiv National University of Internal Affairs (5 each).

Regional distribution of SSU is shown in Fig. 1.1.9. The biggest amount of SSU (8 and more) are located in regions such as Lviv region (11), Vinnytsia, Donetsk, Zaporizhzhia and Cherkasy (8 in each) regions. In Ternopil region this type of institutions is absent.

It should be noted, that correlation in the number of SSU and independent HEIs in different regions significantly differs (Fig. 1.1.10).
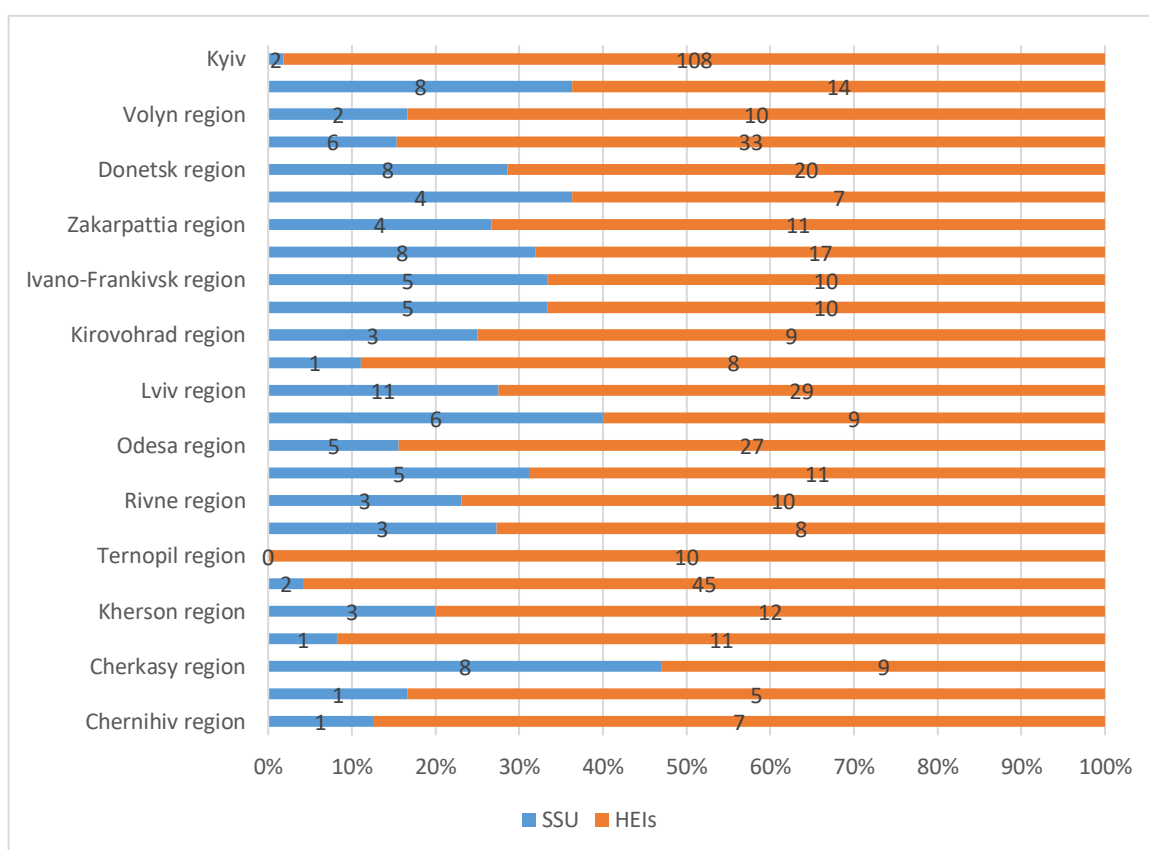
Fig. 1.1.10. Amount of SSU vs independent HEIs

1.2.   Higher education applicants

1.2.1. General figures

According to the USEDE base as at October 1, 2021, there were 1 028 350 applicants for higher education degrees Junior Bachelor,

Bachelor, Specialist and Master in Ukraine. Compared to October 1, 2019, this figure decreased by 3,45 % (36 793 individuals).

Slightly more than a third of students acquire higher education at the expense of the state or local budget (36,2 %). Compared to the last year, the balance remained almost the same, there is an increase in the share of higher education applicants receiving higher education at the expense of the state or local budget by 0,6 percentage points. There are 372 474 students on a state funding and 655 876 students studying at the expense of private or legal entities.
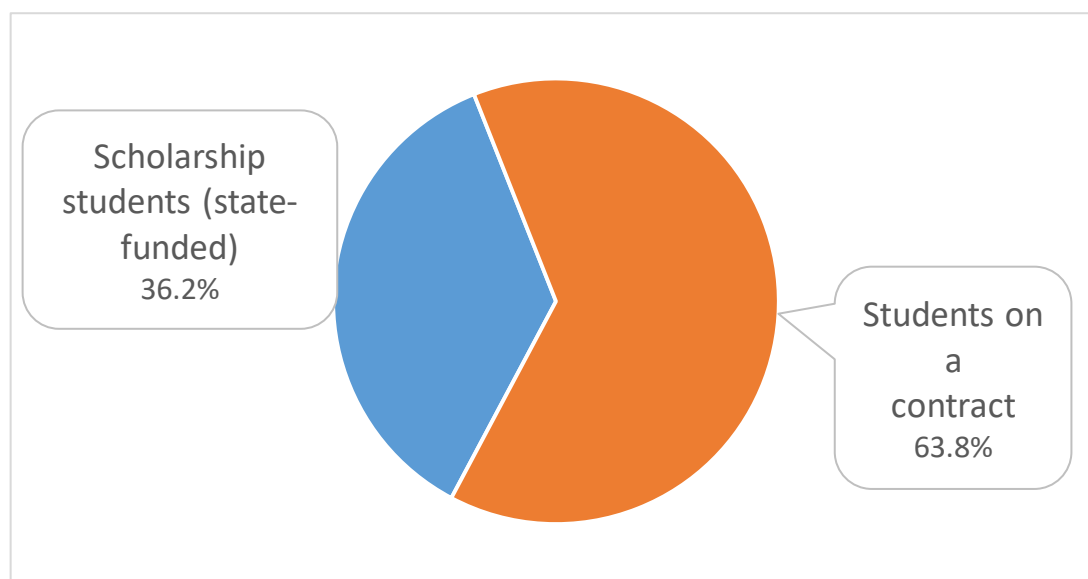
Fig. 1.2.1. Scholarship students (state-funded) vs Students on a contract (%)

Concerning the forms of education, the distribution is: almost three quarters of applicants' study full-time (753 389 individuals), however, the share of applicants on a state funding studying full-time is 92,6 %, while the number of students on a contract is only 62,3 %.

Instead, applicants on a contract mostly study part-time (37,6 % vs 7,4 % part-time students on a state funding); primarily, the share of part-time students is 26,62 % (273 713 individuals). The number of applicants studying on the evening courses is extremely low (1 248), this form is used mainly by applicants on a contract.
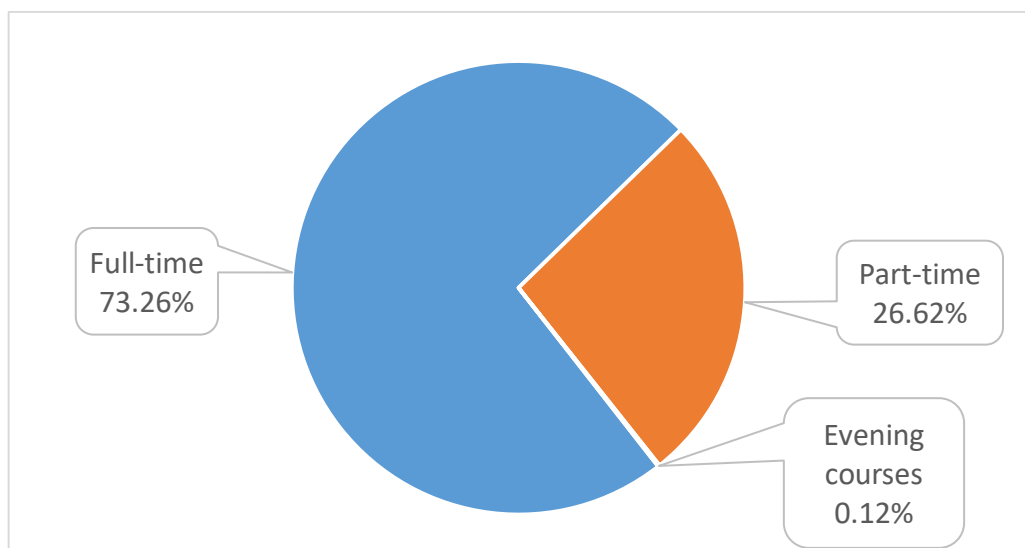
Fig.1.2.2. Applicants' distribution by a form of study

Quantitative indicators are presented in the Figure 1.2.3. Compared to the last year, there is an increase (by 2,13 percentage points) in the share of full-time applicants due to part-time and evening forms, (shares of this categories decreased accordingly by 2,1 p.p and 0,03 p.p.).
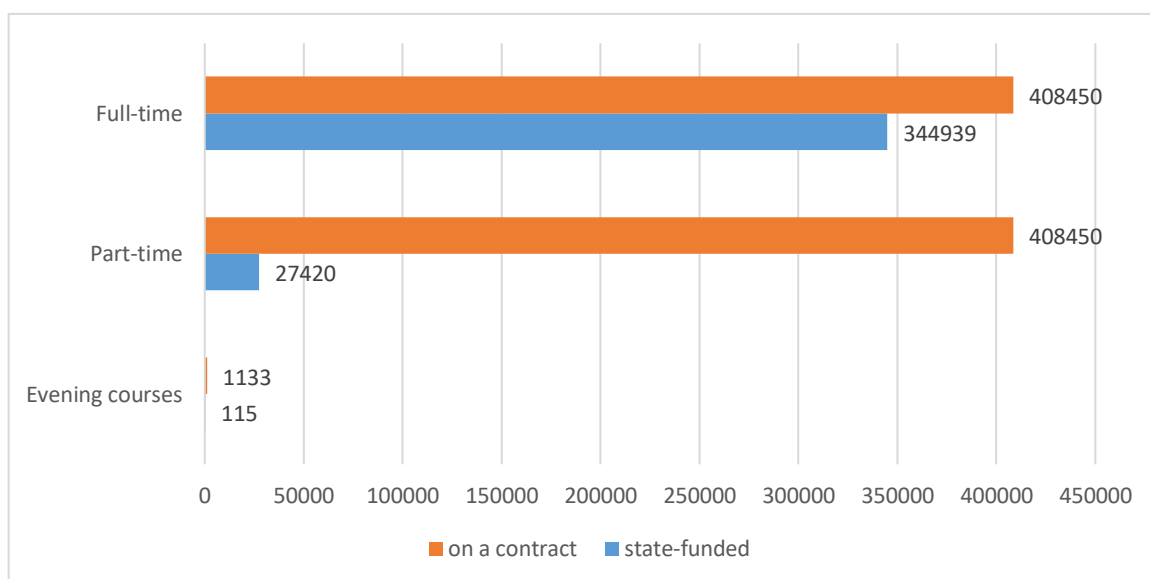
Fig. 1.2.3. Number of applicants present on different forms of study

1.2.2. Applicants by higher education levels

According to the USEDE base as of October 1, 2021, the distribution of applicants based on the higher education qualification level is: for a Junior

Bachelor's degree are studying 3 631 individuals, for Bachelor's — 718 633, Specialist — 2 750 and Master — 303 336.

Compared to the last year, there is a natural significant decrease in the number of applicants for the degree of Specialist, due to the actual disappearance of the degree itself, a year ago the number of such applicants was 13,8 thousand. Also, against the backdrop of the general decrease in the number of applicants, there was a slight decrease of applicants for the degree of Bachelor (almost by 3 thousand individuals) and a more significant reduction of applicants for degree of Master (by 24 thousand individuals). Instead, there is a growth in the number of applicants for the degree of Junior Bachelor (almost by 1,5 thousand individuals). The distribution of applicants by the higher education qualification levels is presented in the Figure 1.2.5. Compared to the last year, the share of applicants for the degree of Master (by 1,24 percentage points) and Specialist (by 1,03 percentage points) decreased, while the share of applicants for the Bachelor's degree (by 2,12 percentage points) and the Junior bachelor's degree increased (by 0,14 percentage points)
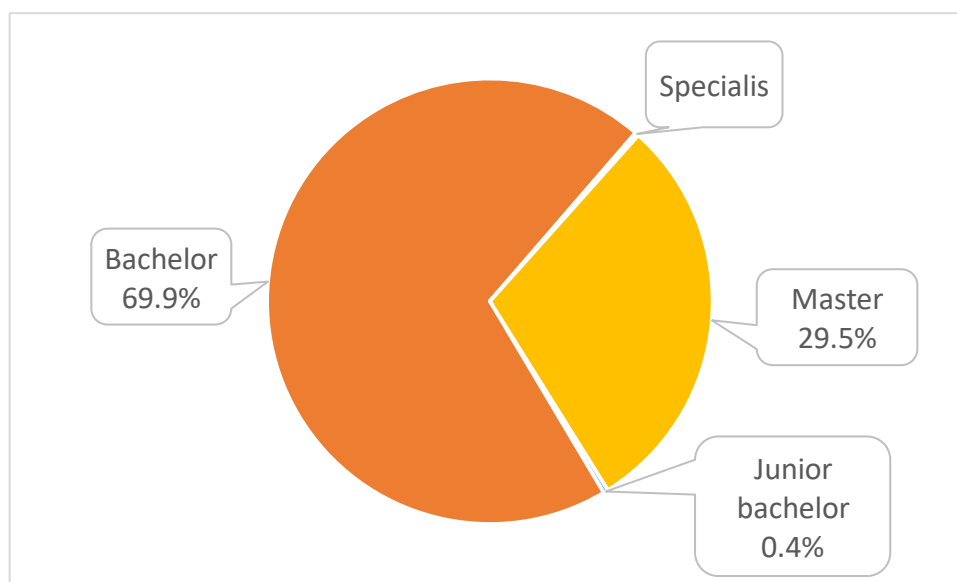
Fig.1.2.4. The distribution of applicants by the higher education level

In accordance with the forms of education the distribution of applicants is: 86,9 % applicants for the degree of Junior Bachelor are studying full-time and 13,1 % — part-time. At the Bachelor level there is a shift towards part-time form:

76,1 % applicants are studying full-time, 23,8 % — part-time. In case with a Master's level, there is even a greater shift towards part-time form: 66,3 % are studying full-time and 33,5 % — part-time. Evening form traditionally represents a very small part.

Compared to last year's data, the share of full-time students increased: by 12,4 percentage points for the level of Junior Bachelor, by 2,6 percentage points for Bachelor level and 1,2 percentage points for the level: Master.
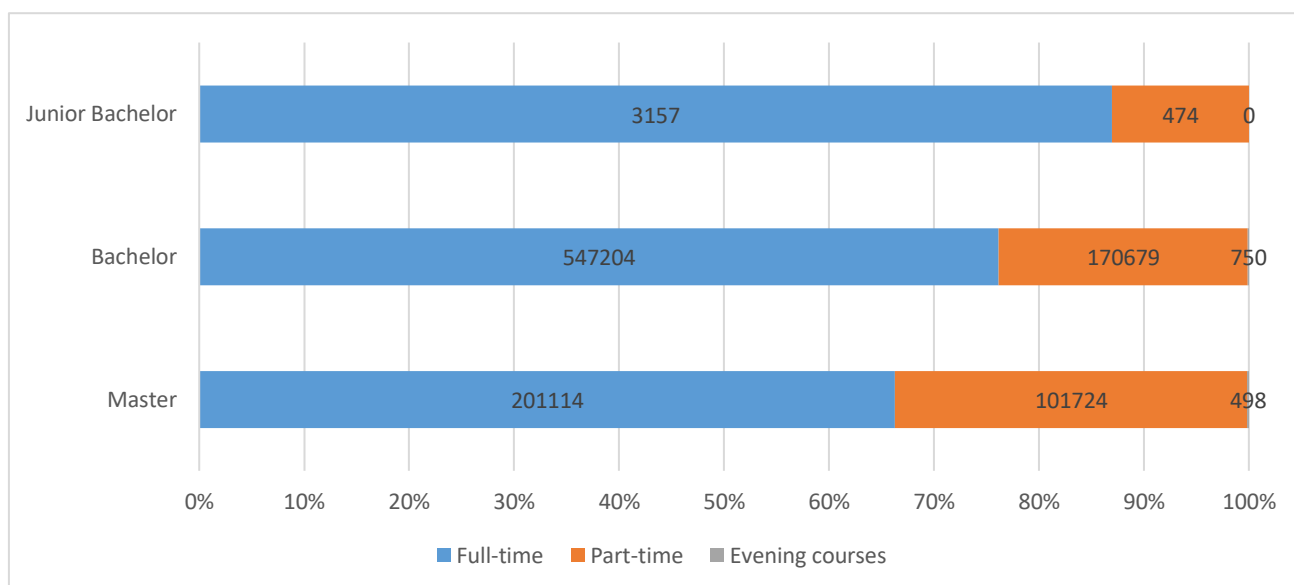
Fig. 1.2.5. Distribution of applicants for the degree: «Junior Bachelor», «Bachelor» and «Master» by the form of study

The distribution of applicants by the funding sources at the higher education levels is: at the level of Junior Bachelor the share of state funded students is 28,3 %, at the level of Bachelor — 36,9 % and Master — 35,0 %. Compared to the last year, the increase in the shares of applicants for the level Junior Bachelor and Bachelor, who are studying at the expense of a state or local budget is revealed (by 7,2 p.p. and 1,3 p.p. accordingly), whereas share of state-funded Master's applicants decreased by 0,5 p.p.
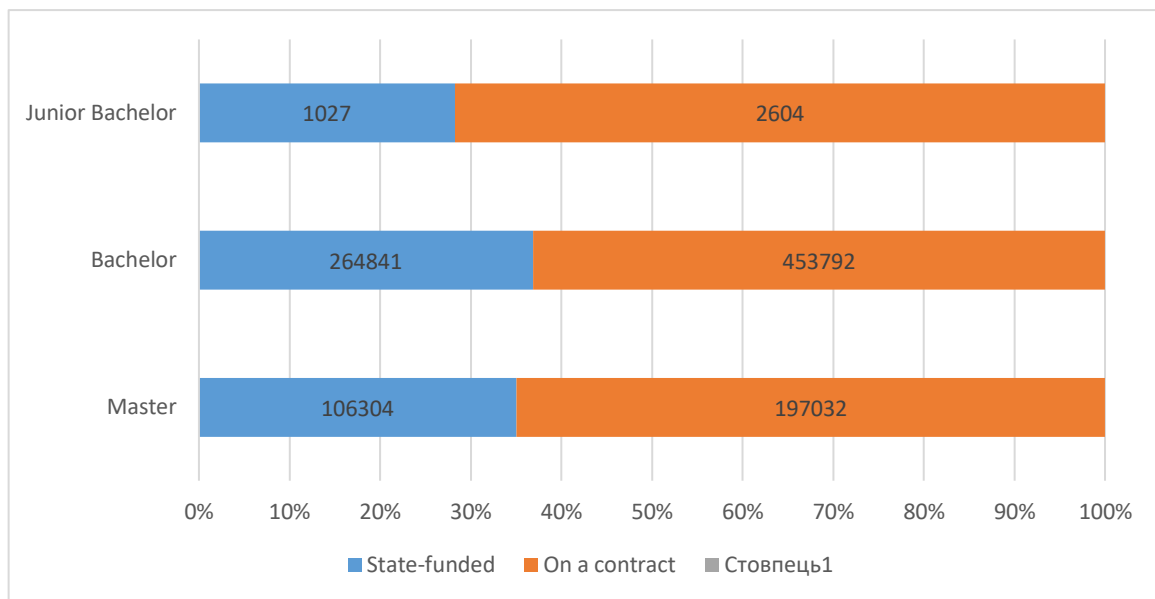
Fig. 1.2.6. Distribution of applicants for the degree: «Junior Bachelor», «Bachelor» and «Master» by the funding source

Distribution of applicants by the educational levels

	Full-time (state-funded)	Full-time (contract)	Part-time (state-funded)	Pert-time (contract)	Evening courses (state-funded)	Evening courses (contract)	Total
Junior bachelor	1025	2132	2	472	0	0	3631
Bachelor	245926	301278	18860	151819	55	695	718633
Specialist	301	1613	1	835	0	0	2750
Master	97687	103427	8557	93167	60	438	303336
TOTAL	**344939**	**408450**	**27420**	**246293**	**115**	**1133**	**1028350**

Source: USEDE base.

1.2.3. Applicants by specialties

The distribution of applicants by specialties are showing that the most popular ones are: 081 Law (74,7 thousand individuals, 7,27 % of total amount), 222 Medicine (63 thousand / 6,13 %), 014 Secondary education (59,25 thousand / 5,76 %), 073 Management (52,6 thousand / 5,12 %), 035 Philology (41,9 thousand / 4,08 %), 053 Psychology (33,1 thousand / 3,22 %), 122 Computer science (32,3 thousand / 3,14 %), 051 Economics (26,55 thousand / 2,58 %), 072 Finance, banking and Insurance (25,3 thousand / 2,46 %), 226 Pharmacy, Industrial pharmacy (21,6 thousand / 2,11 %). In general, thestatistics is similar to the one from last year.
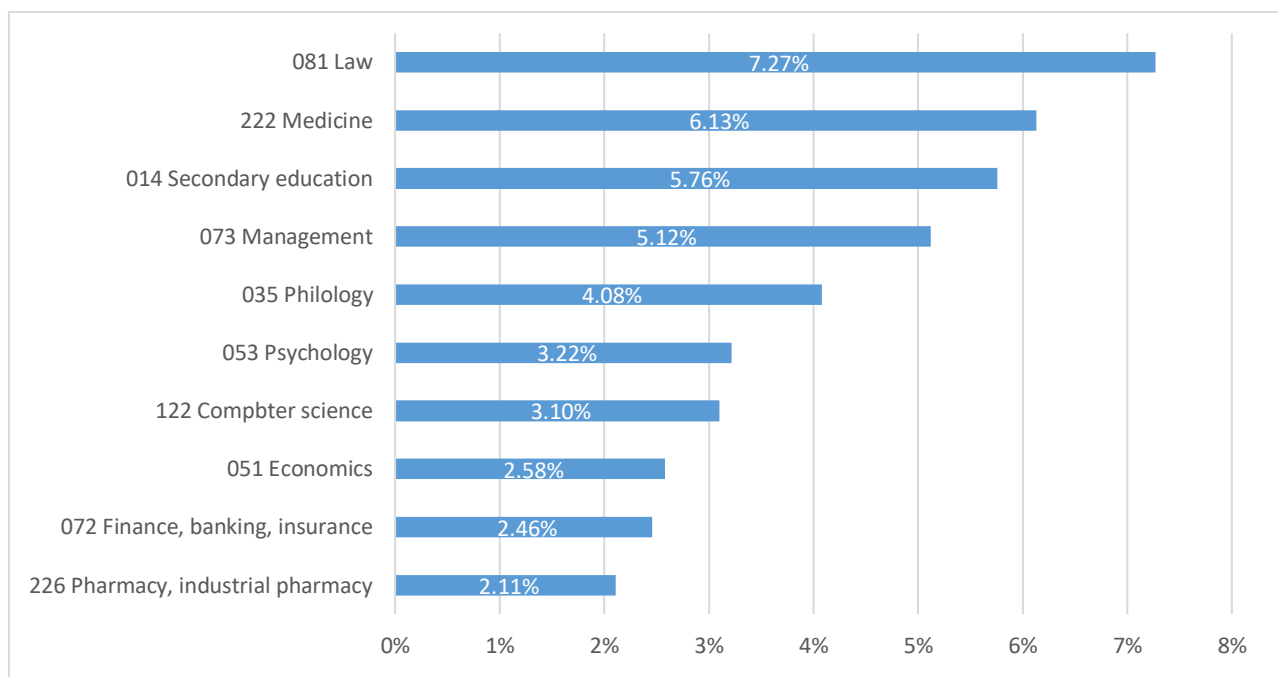
Fig. 1.2.7. TOP-10: Specialities

Table 1.2.2

Distribution of applicants by specialities

	Full-time (state-funded)	Full-time (contract)	Part-time (state-funded)	Part-time (contract)	Evening courses (state-funded)	Evening courses (contract)	Total
011 Education Sciences	455	678	92	1572	0	0	2797
012 Pre-school education	4956	2239	1573	5146	0	0	13914
013 Primary education	5773	1886	1423	5818	0	3	14903
014 Secondary Education	30728	12386	4048	12072	0	18	59252
015 Vocational education	2787	1631	392	1375	0	0	6185
016 Special education	2312	2273	372	3896	0	0	8853
017 Physical education and sport	5711	6995	610	4407	0	0	17723
021 Audiovisual arts and production	977	2304	87	543	0	0	3911
022 Design	3294	6415	6	1931	0	0	11646
023 Fine arts, decorative art, restoration	2532	1630	35	413	0	0	4610
024 Choreography	1059	1456	39	794	0	0	3348
025 Music	3870	2643	124	1249	0	0	7886
026 Performing arts	1231	1833	126	497	0	0	3687
027 Museum and monument studies	221	102	0	10	0	0	333
028 Socio-cultural event management	450	1263	23	540	0	0	2276
029 Information, library and archival studies	1478	1445	49	832	0	0	3804
031 Religious studies	46	53	0	13	0	0	112
032 History and archeology	2253	2404	196	610	0	0	5463
033 Philosophy	603	646	0	133	0	0	1382
034 Cultural studies	725	1371	4	385	0	0	2485

035 Philology	11886	23476	275	6130	0	141	41908
041 Theology	0	620	1	339	0	0	960
051 Economics	6145	12065	329	8002	0	12	26553
052 Political studies	791	2609	53	568	0	0	4021
053 Psychology	3726	12028	268	16872	0	233	33127
054 Sociology	891	1248	23	273	0	0	2435
061 Journalism	2476	8968	48	2759	0	0	14251
071 Accounting and taxation	4411	5998	622	7201	0	1	18233
072 Finance, Banking and Insurance	5810	10200	618	8708	0	9	25345
073 Management	6755	25141	796	19911	0	20	52623
075 Marketing	2920	9250	289	3893	0	18	16370
076 Business trade and exchange	2897	8684	335	4825	0	19	16760
081 Law	10284	33666	352	30418	0	19	74739
091 Biology	3147	1029	60	1185	0	0	5421
101 Environmental studies	4088	2233	495	1643	0	0	8459
102 Chemistry	1931	164	1	96	0	0	2192
103 Earth sciences	1696	218	37	111	0	0	2062
104 Physics and astronomy	1213	90	0	2	0	0	1305
105 Applied physics and nanomaterials	1478	89	0	0	0	0	1567
106 Geography	966	425	10	88	0	0	1489
111 Mathematics	1646	169	0	68	0	0	1883
112 Statistics	414	21	0	0	0	0	435
113 Applied mathematics	2975	662	0	22	0	0	3659
121 Software engineering	8703	9311	372	1662	0	0	20048
122 Computer Science	15974	13183	538	2639	0	4	32338
123 Computer engineering	8720	5210	315	1384	0	32	15661
124 System analysis	2401	938	13	201	0	0	3553
125 Cyber Security	5237	5322	53	752	0	0	11364
126 Information systems and technologies	2773	2506	90	408	0	0	5777
131 Applied mechanics	4917	908	276	578	0	0	6679
132 Materials science	1234	133	111	82	0	0	1560
133 Industrial machinery engineering	5880	1162	476	992	0	0	8510
134 Aviation and aerospace technologies	1156	595	11	193	0	0	1955
135 Shipbuilding	426	268	30	406	0	0	1130
136 Metallurgy	980	215	345	377	0	0	1917
141 Electrical energetics, electrical engineering and electromechanics	10291	2384	763	3301	0	1	16740
142 Power machinery	982	282	60	159	0	0	1483
143 Nuclear power engineering	283	24	6	211	0	0	524
144 Thermal power engineering	1159	244	57	438	0	0	1898
145 Hydraulic power engineering	76	9	7	18	0	0	110
151 Automation and computer-integrated technologies	7327	1595	306	974	0	0	10202
152 Metrology and information-measuring technology	1567	293	53	217	0	0	2130
153 Micro- and nano-system technologies	1249	108	3	8	0	0	1368
161 Chemical technology and engineering	3065	509	62	606	0	0	4242
162 Biotechnology and bioengineering	1823	869	13	641	0	0	3346
163 Biomedical engineering	609	670	1	160	0	0	1440
171 Electronics	1587	324	13	111	0	0	2035

172 Telecommunications and Radio engineering	5427	1116	88	784	0	0	7415
173 Avionics	421	130	5	56	0	0	612
181 Food technology	4844	2155	402	2974	0	0	10375
182 Consumer industry technologies	629	147	97	427	0	0	1300
183 Environmental protection technology	755	169	82	95	0	0	1101
184 Mining	1634	165	172	883	0	6	2860
185 Oil and gas engineering and technology	1131	572	32	644	0	0	2379
186 Publishing and printing	1276	521	51	147	0	0	1995
187 Woodworking and furniture technology	356	122	15	52	0	0	545
191 Architecture and town planning	2936	4439	2	445	0	217	8039
192 Building and civil engineering	9181	2487	730	4287	0	0	16685
193 Geodesy and land management	3373	1452	157	1393	0	1	6376
194 Hydraulic construction, water engineering and water technologies	336	67	51	69	0	0	523
201 Agronomy	6072	2848	1163	2451	0	0	12534
202 Plants protection and quarantine	782	201	65	105	0	0	1153
203 Horticulture and viticulture	487	160	135	96	0	0	878
204 Livestock production and processing technologies of animal products	2696	907	381	1199	0	0	5183
205 Foresty	1648	652	546	1468	0	0	4314
206 Landscaping	826	277	137	287	0	0	1527
207 Water bio-resources and aquaculture	538	234	313	218	0	0	1303
208 Agricultural engineering	5074	1658	930	1398	0	0	9060
211 Veterinary medicine	3964	3154	0	0	0	0	7118
212 Veterinary hygiene, sanitation and expertise	377	279	0	0	0	0	656
221 Dental studies	543	11874	0	0	0	0	12417
222 Medicine	22223	40765	0	0	0	0	62988
223 Nursing	619	621	0	559	55	199	2053
224 Medical diagnostic and treatment technologies	206	598	0	0	0	0	804
225 Medical and psychological rehabilitation	39	647	0	0	0	0	686
226 Pharmacy	771	8595	30	12142	0	96	21634
227 Physical rehabilitation	1833	6186	94	1188	0	13	9314
228 Paediatrics	1057	326	0	0	0	0	1383
229 Public Health	43	66	0	146	0	0	255
231 Social work	2602	2198	667	1688	0	0	7155
232 Social welfare	647	830	25	75	0	0	1577
241 Hotel, restaurant and catering	1203	7515	89	4166	0	0	12973
242 Tourism	1908	7666	127	3268	0	3	12972
251 State security	14	160	14	22	0	0	210
256 National security	0	453	1	211	0	0	665
261 Fire safety	368	966	102	1419	0	0	2855
262 Law enforcement	91	5402	19	3150	0	0	8662
263 Civil security	540	581	44	862	0	0	2027
271 Marine and river transport	2341	4365	28	5942	0	0	12676
272 Aviation transport	1189	958	1	472	0	0	2620
273 Railway transport	924	149	145	1034	0	0	2252
274 Motor vehicle transport	2702	1509	260	1182	0	0	5653

275 Transport technology	5148	2482	193	2502	0	0	10325

Source: USEDE base.

Analysis of the distribution of applicants by specialties in private institutions reveals certain structural features of study programmes in this category of institutions. For example, the share of applicants in specialty 081 Law in private HEIs is 15,3 %, when in state HEIs — 6,2 %; in specialty 073 Management — 10,1 % (4,5 % in state HEI's); in specialty 053 Psychology — 8,3 % (2,6 %), in specialty 241 Hotel and Restaurant business — 3,5 % (1,0 %). The specialties of branches, which are not represented in private HEIs or are represented to a small extend are 10 Natural sciences, 11 Mathematics and Statistics, 13 Mechanical Engineering, 14 Electrical Engineering, 15 Automation and Instrumentation Engineering, 16 Chemical and bioengineering, 17 Electronics and Telecommunications, 18 Production and Technology (except 181 Food Technologies), 20 Agricultural sciences and Provisioning, 21 Veterinary medicine, 27 Transport services.

1.2.4. Applicants divided by higher education institutions

According to the USEDE base, as of October 1, 2021 the training of applicants for the degree of Junior Bachelor is carried out by 52 institutions, Bachelor — 474 institutions, Specialist — 58 institutions, Master — 335 institutions. Last year the numbers were: 53, 483, 78 and 336, accordingly.
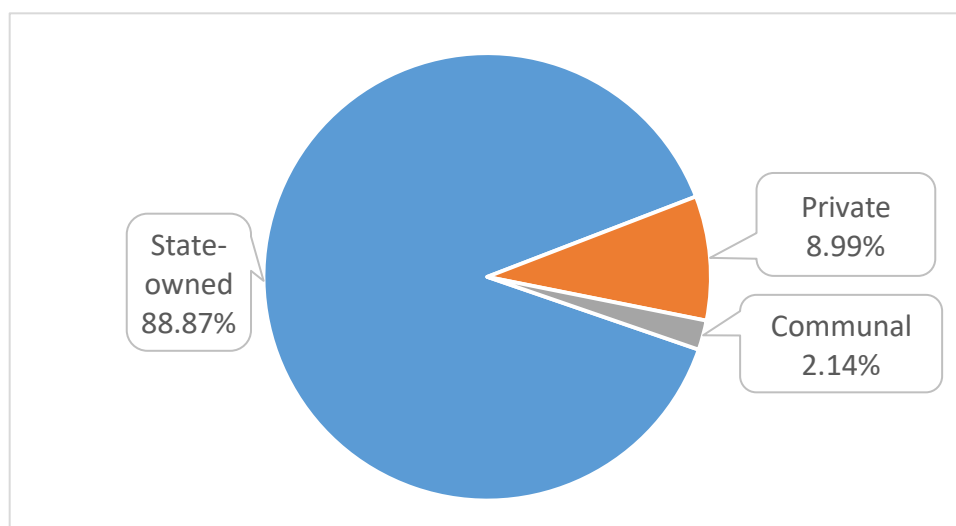
Fig. 1.2.8. The distribution of applicants by the HEIs form of ownership

The distribution of applicants by the HEIs form of ownership is: the vast majority — 88,87 % — is studying in state owned HEIs (913 935 individuals), in HEIs with a private ownership are studying 8,99 % (92 436) applicants and in HEIs with a communal form of ownership — 2,14 % (21 979). Compared to the previous year, there was a slight (by 0,47 percentage points) decrease in the share of applicants in the private sector due to an increase in the share of applicants in state and municipal institutions.

In the Figure 1.2.9. displayed the distribution of students on a state funding and students on a contract by the HEIs of different form of ownership. Statistics is typical for Ukrainian higher education: students on a state funding are studying only in state and municipal-owned HEIs, and only 41 applicants chose private HEIs to study (in the last year there were only 3 such applicants).
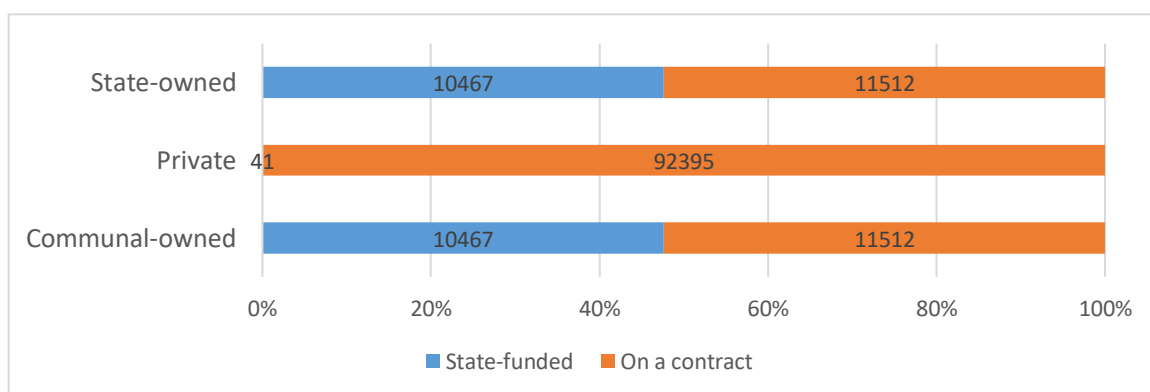
Fig. 1.2.9. Number of applicants on a state scholarship/on a contract in HEIs of different forms of ownership

Table 1.2.3

The distribution of applicants by the form of HEIs ownership and by the form of education

	Full-time (state f.)	Full-time (contract)	Part-time (state f.)	Part-time (contract)	Evening (state f.)	Evening (contract)	Total
State-owned	335003	353155	26903	198231	60	583	913935
Private	35	48755	6	43336	0	304	92436
Communal	9901	6540	511	4726	55	246	21979
TOTAL	344939	408450	27420	246293	115	1133	1028350

Source: USEDE base.

As shown in Figure 1.2.10, the majority (94.8%) of applicants, for the degree of Junior Bachelor, study in state HEIs, the participation of institutions of other forms of ownership is currently minimal. However, the distribution of applicants for the Bachelor's degree by state, private and communal ownership is 88%, 9.6% and 2.4%, respectively, and for the Master s degree is 92.1%, 6.4% and 1.5%.

Compared to last year's situation, there was a decrease in the share of applicants in private institutions (by 0.2 percentage points at the bachelor's level and by 0.7 percentage points at the Master s level) in favour of state and municipal HEIs.
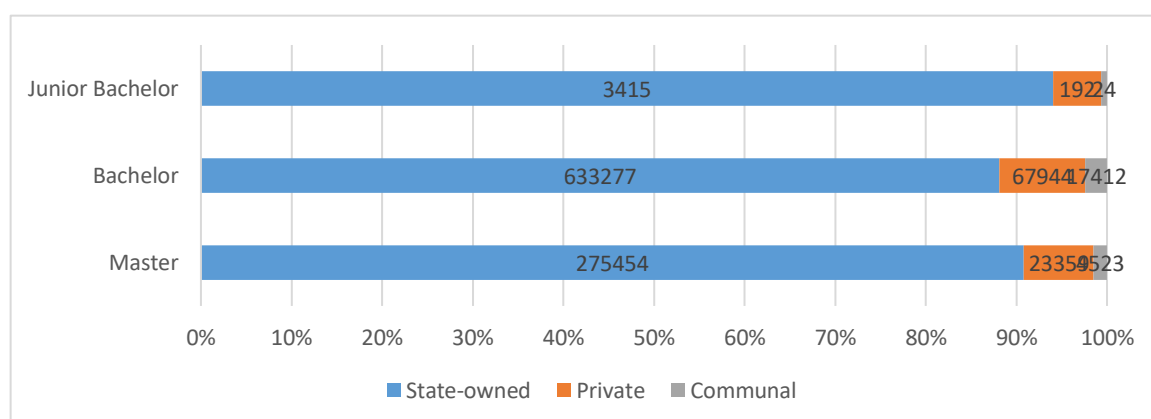
Fig. 1.2.10. Number of applicants studying at HEIs of different forms of ownership

Table 1.2.4

Applicant's distribution by the form of HEIs' ownership

	State-owned	Private	Communal	Total
Junior bachelor	3415	192	24	3631
Bachelor	633277	67944	17412	718633
Specialist	1789	941	20	2750
Master	275454	23359	4523	303336
TOTAL	913935	92436	21979	1028350

Source: USEDE base.

1.2.5. Regional distribution of applicants
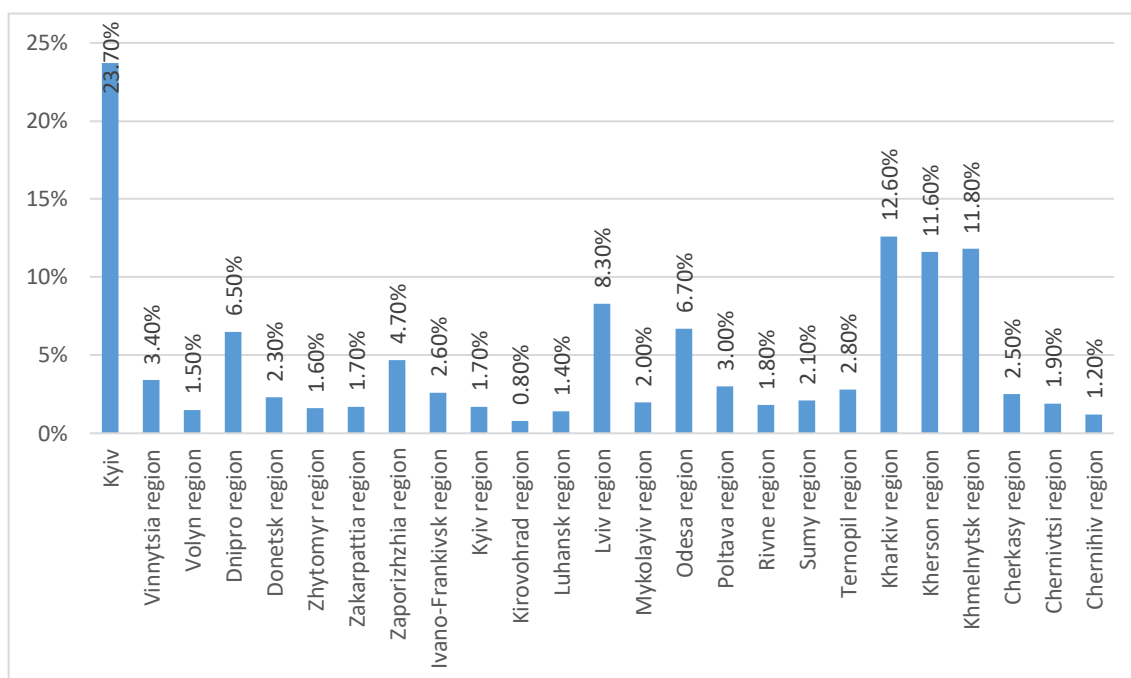
Fig. 1.2.11. Regional distribution of applicants

According to the USEDE base, as of October 1, 2021, the regional distribution of applicants is: almost a quarter of students studies in Kyiv (23,7 %) and regions city-centres of which are "university hubs". (Fig. 1.2.4 and Fig. 1.2.11).

1.2.5. Socio-demographic characteristics of applicants

Region	female	male
Vinnytsia region	55.2	44.9
Volyn region	55.6	44.4
Dnipro region	52.1	47.9
Donetsk region	49.1	50.9
Zhytomyr region	44.1	55.9
Zakarpattia region	63.7	36.3
Zaporizhzhia region	54.8	45.2
Ivano-Frankivsk region	56.9	43.1
Kyiv region	50.1	49.9
Kirovohrad region	43.1	56.9
Luhansk region	51.2	48.8
Lviv region	52.7	47.3
Mykolayiv region	50.8	49.2
Odesa region	51.9	48.1
Poltava region	51.9	48.1
Rivne region	61.2	38.8
Sumy region	50.6	49.4
Ternopil region	55.9	44.1
Kharkiv region	51.5	48.5
Kherson region	38.1	61.9
Khmelnytsk region	54.9	45.1
Cherkasy region	53.6	46.4
Chernivtsi region	57	43
Chernihiv region	51.2	48.8
Kyiv	55.1	44.9

Fig. 1.2.12. Gender balance of applicants in Ukraine's regions

According to the State Statistics Service of Ukraine, as of January 1, 2020, the share of female applicants in universities, academies and institutes was 53,2 % (50,8 % in full-time education). In most regions, including Kyiv, the gender balance is similar to the national one. However, in Kyiv, Volyn, Zakarpattia, Ivano-Frankivsk, Ternopil, Rivne, Cherkasy and Chernivtsi regions there is an imbalance

in favour of female students (more than 55 %), and in Zhytomyr, Kirovohrad and Kherson regions — in favour of male students. (Fig. 1.2.12).

The age distribution of applicants in higher education institutions seems quite natural (Fig. 1.2.13): more than ¾ are aged 17–23 years.
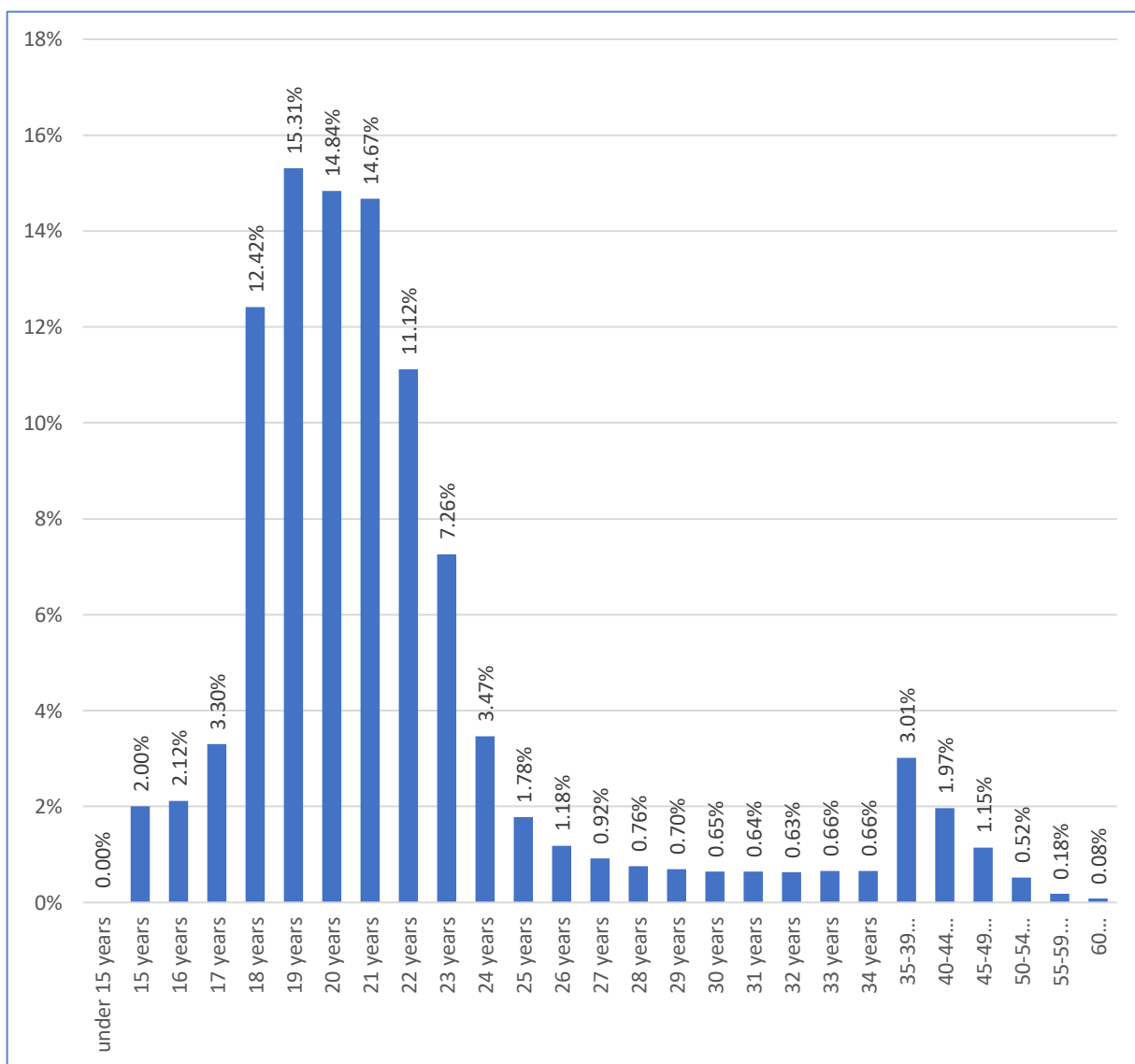
Fig. 1.2.13. Age distribution of applicants

1.2.6. University Admission Campaign — 2021

According to the portal Vstup.OSVITA.UA during the admission campaign in 2021 were submitted almost 1,1 million of applications for Bachelor's and Master'sdegrees in Medicine (admission on the basis of complete general secondary education (CGSE)) and more than 216 thousand applications for the degree Master (excluding the candidates applying on a CGSE basis).

Distribution of submitted applications by regions 2021

Region	Bachelor and medical Master	Master
Kyiv	391 124	64 341
Vinnytsia region	32 526	4 924
Volyn region	17 602	4 118
Dnipro region	66 352	10 625
Donetsk region	9 950	3 352
Zhytomyr region	18 440	3 744
Zakarpattia region	14 121	2 571
Zaporizhzhia region	26 672	8 180
Ivano-Frankivsk region	29 529	4 980
Kyiv region	7 741	3 879
Kirovohrad region	3 334	638
Luhansk region	4 864	2 735
Lviv region	130 162	20 500
Mykolayiv region	10 812	3 667
Odesa region	64 591	13 328
Poltava region	16 243	4 587
Rivne region	15 296	3 681
Sumy region	11 632	4 057
Ternopil region	22 504	6 729
Kharkiv region	140 755	28 668
Kherson region	8 665	3 163
Khmelnytsk region	14 991	3 480
Cherkasy region	13 955	4 658
Chernivtsi region	17 869	3 670
Chernihiv region	9 999	2 174
TOTAL	**1 099 729**	**216 449**

Source: portal «Vstup.OSVITA.UA»

The regional distribution is: more than a third (35,6 %) of school graduates applied to the HEIs in Kyiv, which is by 1,4 p. p. more than a last year. HEIs of Kharkiv (12.8% of applications), Lviv (11.8%), Dnipro (6.0%) and Odesa (5.9%) regions are the leaders in the number of applications submitted. A similar situation is observed with applicants for Master degree. In general, the distribution of applications correlates with the distribution of the number of higher education institutions (Figure 1.2.14.).
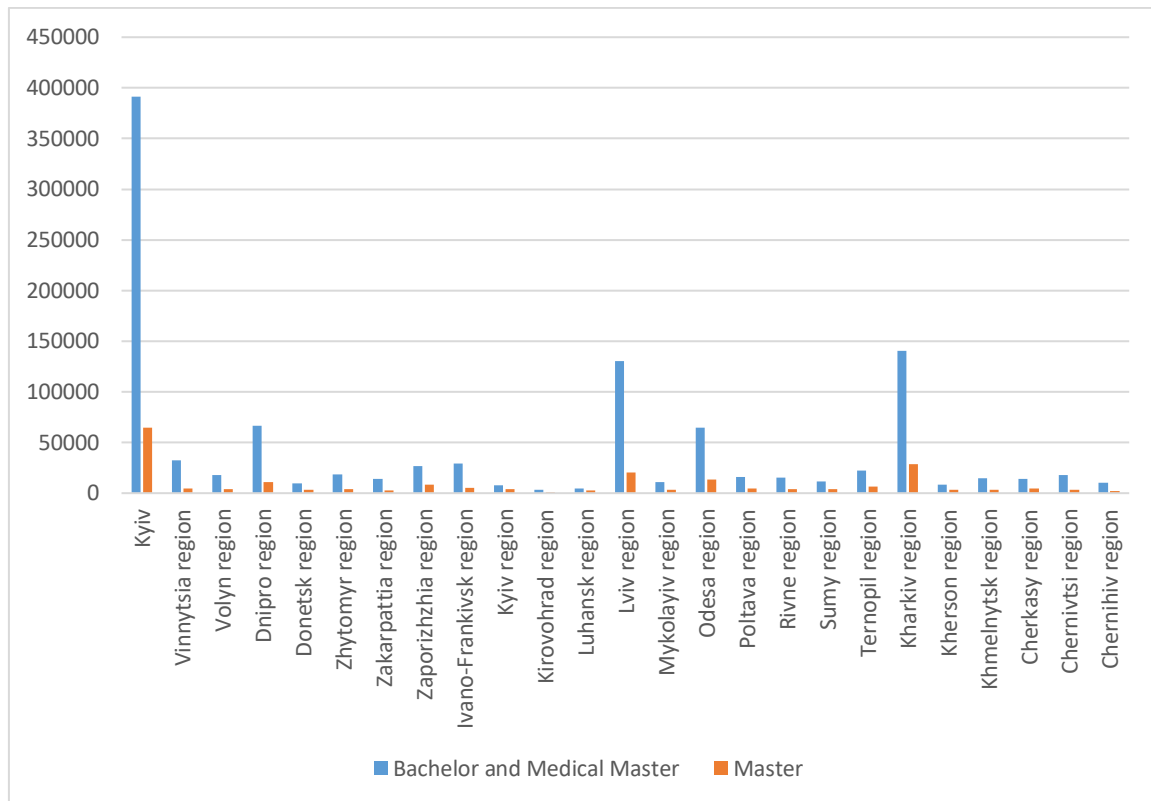
Fig. 1.2.14. *Distribution of submitted applications by regions 2021*

According to the Ministry of Education and Science of Ukraine, ten the most popular specialties at the Bachelor level in terms of the number of applications submitted were:

- Philology (76 371);
- Law (67 720);
- Computer science (66 123);
- Management (62 227);
- Secondary education (44 136);
- Software engineering (43 618);
- Journalism (43 215);
- Psychology (39 529);
- Economics (37 464);
- Marketing (36 080).

Comparison of admission campaigns in 2021 and 2020 reveals that specialty "Philology" has moved from the third place in popularity to the first one; specialty "Finance, Banking and Insurance" disappeared from the list of ten most popular specialties, instead it included "Journalism".

The most popular HEIs among applicants for the Bachelor level, entering university on the basis of complete general secondary education (CGSE) in 2021 were:

- Taras Shevchenko National University of Kyiv (53 777);
- The Ivan Franko National University of Lviv (47 326);
- National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (46 235).

For the Master's degree the most popular specialties in terms of the number of applications submitted were:

- Law (23 404);
- Management (11 701);
- Secondary education (9 280);
- Philology (8 528);
- Computer science (8 511);
- Psychology (6 373);
- Economics (5 845);
- Finance, Banking and Insurance (5 624);
- Public administration (4850);
- Computer engineering (4 058).

The most popular HEIs among applicants for Master's study programmes (on the basis of Bachelor's degree) were:

- Taras Shevchenko National University of Kyiv (11 483);
- Lviv Polytechnic National University (7 738);

- National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (7 061).

Number of state-funded applicants enrolled to study on the basis of complete general secondary education (CGSE) at the Bachelor level (master of medical, pharmaceutical and veterinary specialties) is 58 698 individuals, at the Junior Bachelor — 467 individuals.

The TOP-10 HEIs with the biggest number of state-funded applicants enrolled are:

- National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (3 911);
- Taras Shevchenko National University of Kyiv (3 066);
- Lviv Polytechnic National University (2 448);
- The Ivan Franko National University of Lviv (2 259);
- V.N. Karazin Kharkiv National University (1 245);
- National Aviation University (1 215);
- National Technical University «Kharkiv Polytechnic Institute» (1 215);
- Kharkiv National University of Radio Electronics (1 048);
- National University of Life and Environmental Sciences of Ukraine (1 026);
- Chernivtsi National University (860).

The most popular specialties among applicants on a state-funding are:

- Secondary education (6 217 individuals);
- Medicine (3 664);
- Computer science (3 421);
- Philology (2 325);
- Software engineering (1 899);
- Computer engineering (1 700);

- Electrical energetics, electrical engineering and electromechanics (1 659);
- Building and civil engineering (1 492);
- Law (1 156);
- Agronomy (1 108).

1.2.7. Post-graduate students

According to the State Statistics Service of Ukraine, as of January 1, 2021, 25 668 post-graduate students were studying in Ukraine (excluding post-graduate students from foreign countries), including 23 469 post-graduates (91,43 %) in HEIs and 2 199 (8,57 %) — in scientific institutions (it should be noted that according to the Law of Ukraine "On Higher Education" (2014), those scientific institutions that have study or research programmes are also considered higher education institutions). 15 953 post-graduates were studying on a state-funding (62,15 %). 15 722 post-graduates were studying full-time (61,25 %).

Almost a third (33,5 %) of post-graduate students studied in Kyiv institutions. Kharkiv (13,4 %), Lviv (7,7 %), Odesa (6,8 %) and Dnipro (5,8 %) regions were also the leaders by the number of post-graduate students.

In general, 408 institutions had a post-graduate program, including 231 HEIs and 177 scientific institutions.
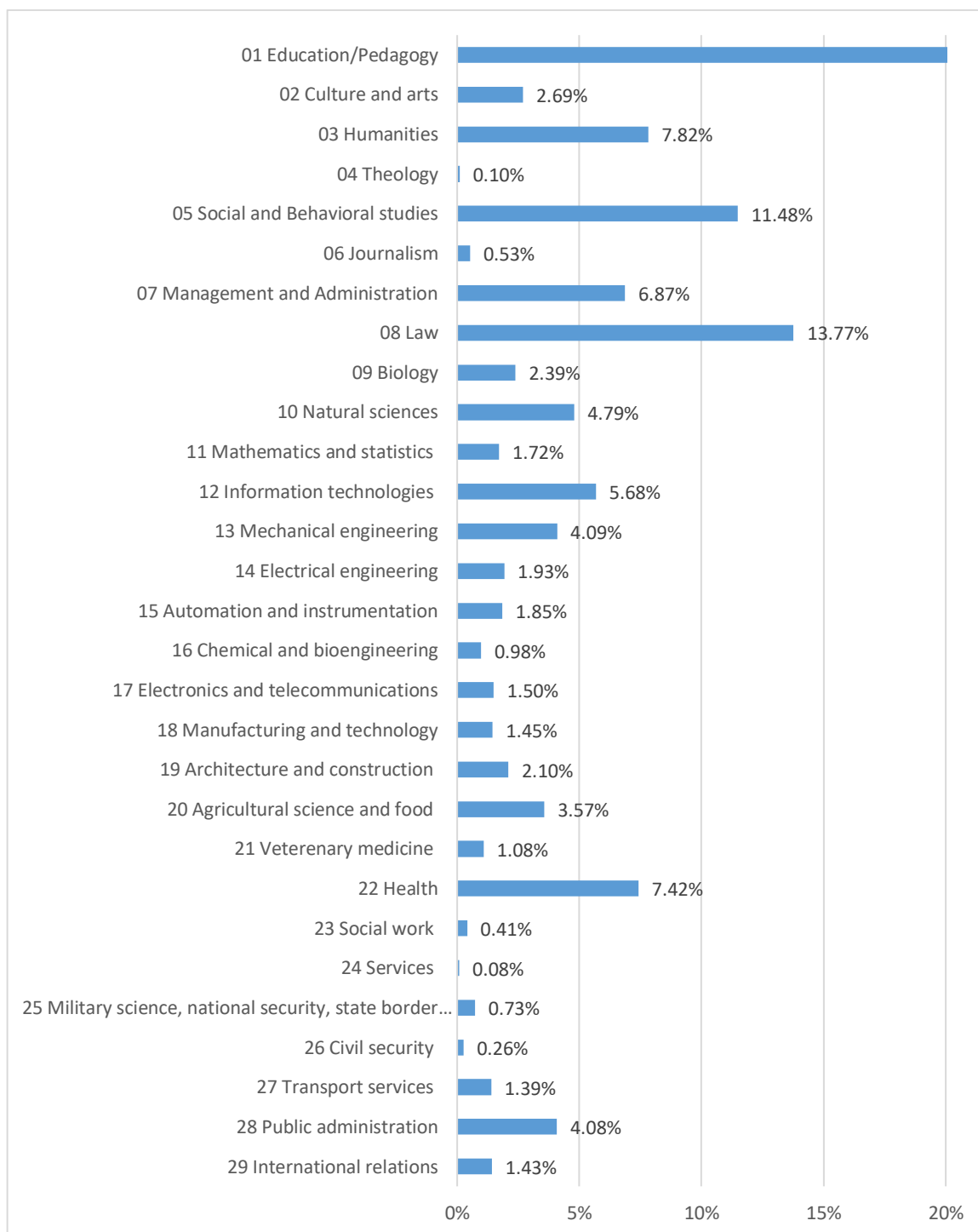
Fig. 1.2.15. Post-graduate students divided by their fields of study (List-2015)

Conforming to the existing "List of fields of study and program subject areas in higher education" (hereinafter — the List-2015), which is used to train higher education applicants, as of the beginning of 2021, 25 095 individuals were studying on a post-graduate program (97,8 % of the total number of post-graduate students), on a full-time basis — 15 399 individuals, on a part-time basis and Evening courses

— 9 696. The training of post-graduate students according to the List-2015 was carried out by 398 institutions, including 230 HEIs and 168 scientific institutions.

The most popular fields of study, which have post-graduate programs are: 08 Law, 05 Social and Behavioural studies, 03 Humanities, 01 Education/Pedagogy, 22 Health, 07 Management and Administration (Fig. 1.2.15).

Table 1.2.6

Post-graduate students divided by speciality and form of education

Field of study	Full-time	Part-time And Evening form	Total
01 Education/Pedagogy	918	1 040	1 958
02 Culture and arts	578	96	674
03 Humanities	1 379	584	1 963
04 Theology	9	17	26
05 Social and Behavioural studies	1 738	1 144	2 882
06 Journalism	90	43	133
07 Management and Administration	1 157	566	1 723
08 Law	919	2 537	3 456
09 Biology	459	140	599
10 Natural sciences	1 043	160	1 203
11 Mathematics and statistics	400	32	432
12 Information technologies	1 137	288	1 425
13 Mechanical engineering	839	188	1 027
14 Electrical engineering	403	82	485
15 Automation and instrumentation	388	76	464
16 Chemical and bioengineering	192	53	245
17 Electronics and telecommunications	305	71	376
18 Manufacturing and technology	286	78	364
19 Architecture and construction	381	147	528
20 Agricultural science and food	663	234	897
21 Veterinary medicine	243	29	272
22 Health	944	917	1 861
23 Social work	55	48	103
24 Services	14	7	21
25 Military science, national security, state border security	125	57	182
26 Civil security	34	30	64
27 Transport services	205	143	348
28 Public administration	318	707	1 025
29 International relations	177	182	359
TOTAL	**15 399**	**9 696**	**25 095**

Source: State Statistics Service of Ukraine.

1.2.8. Foreign applicants

According to the Ukrainian State Center for International Education, 76, 548 foreign students from 155 countries are studying in Ukraine (last year — 80,470 students from 158 countries).

The majority (68 908) of foreign students studies for an academic degree, 4 936 study in preparatory departments, 1 719 acquire postgraduate education and 11 people are in Ukraine within the framework of academic mobility programs.
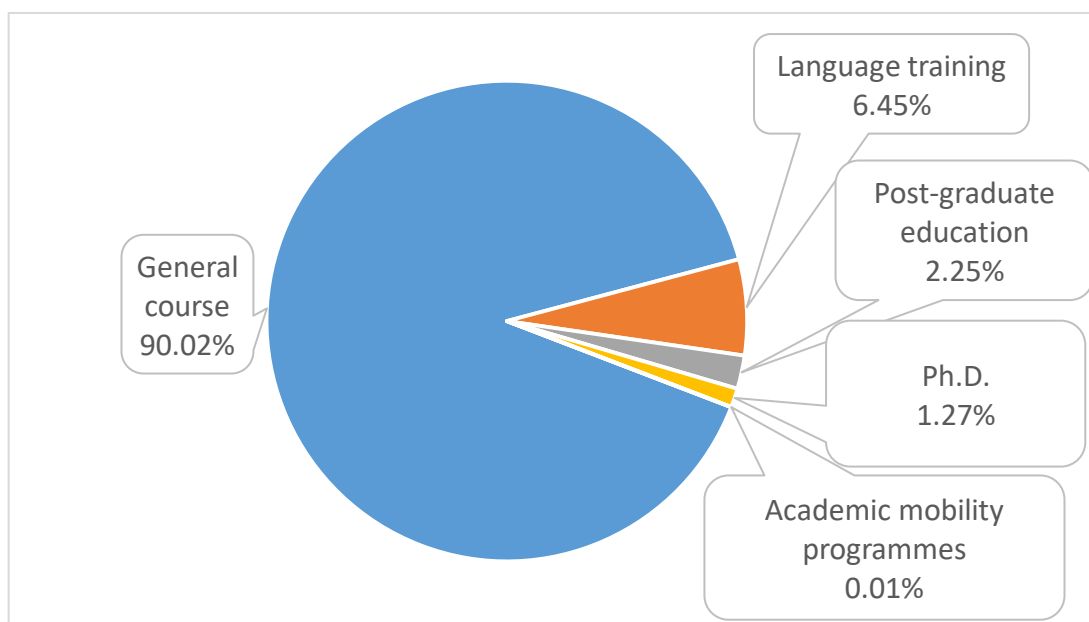

Fig. 1.2.16. Foreign applicant's distribution
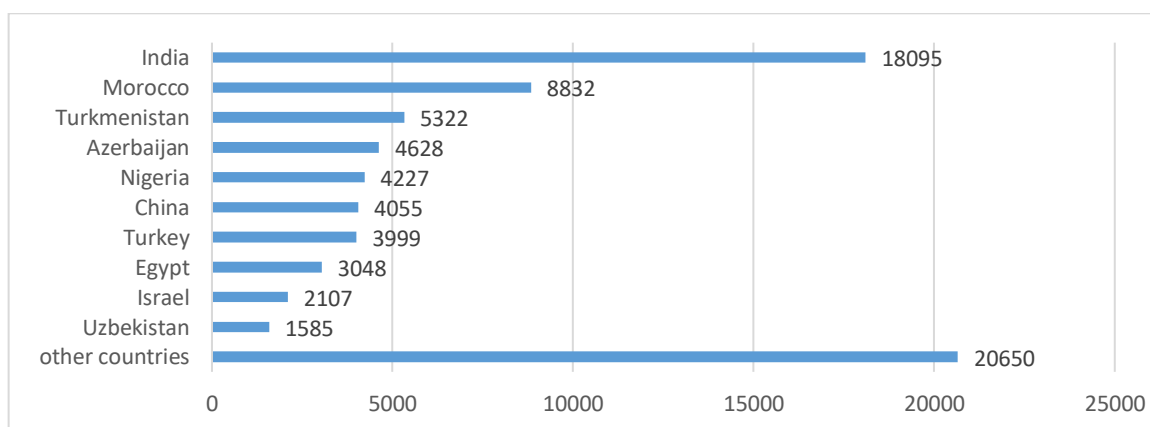
Fig. 1.2.17. Number of foreign applicants by their country of origin

10 most popular foreign applicants' countries of origin are: India, Morocco, Turkmenistan, Azerbaijan, Nigeria, China, Turkey, Egypt, Israel and Uzbekistan (Fig. 1.2.17). Statistics remained the same from the last year.

The most popular HEIs among foreign students are:

- V. N. Karazin Kharkiv National University — 4 277 студентів;
- Kharkiv National Medical University — 4 215;
- Bogomolets National Medical University — 3 061;
- Odesa National Medical University — 2 935;
- Zaporizhzhia State Medical University — 2 860;
- National Pirogov Memorial Medical University, Vinnytsya — 2 771;
- Dnipro State Medical University — 2 573;
- Horbachevsky Ternopil National Medical University — 2 433;
- Bukovinian State Medical University — 2 095;
- Taras Shevchenko National University of Kyiv — 1 838.

As can be seen, the main part of foreign applicants is studying in medical HEIs.

In general, there are 394 Ukrainian HEIs, which provide training for foreign students.

1.3. HEIs' Academic Staff

According to the State Statistics Service of Ukraine, at the beginning of the 2020-2021 academic year, the academic staff of universities, academies, institutes consisted of 135 216 individuals, including academic staff — 111 065 individuals, researchers — 566, pedagogical workers — 23 585. 77 380 individuals (57,2 % of their total number) of HEI's teaching staff have a scientific degree, including Doctor of Science degree — 16 791 (12,4 %), Candidate of Science — 59 975 (44,4 %), Ph.D. — 614 (0,5 %).
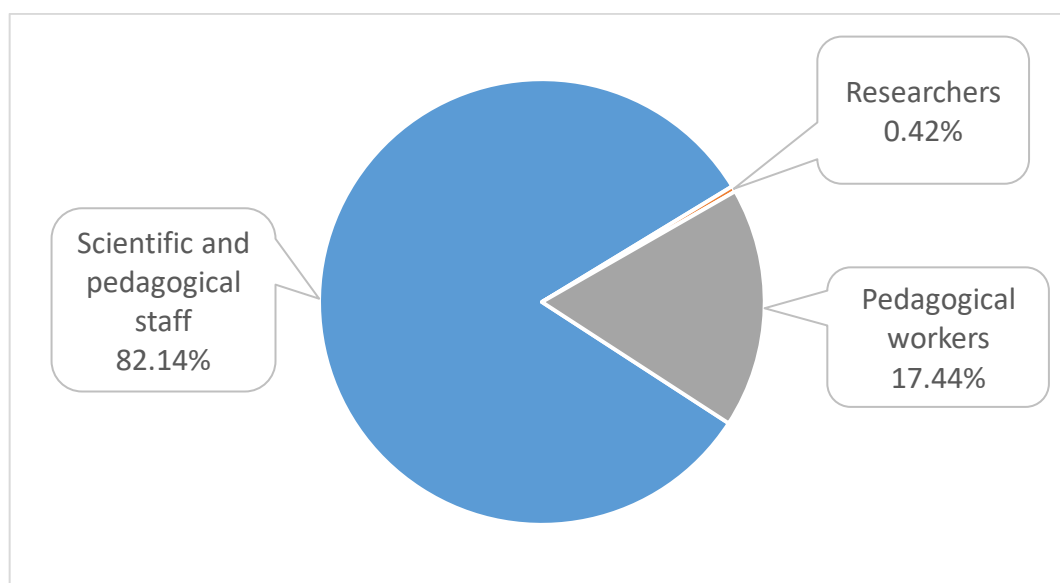
Fig. 1.3.1. HEIs' Academic Staff structure (At the beginning of 2020/2021 academic year)

<div align="right">Table 1.3.1</div>

Number of HEIs' Academic Staff with a degree

(At the beginning of 2020/2021 academic year)

Degree	Scientific and Pedagogical staff	Researchers	Pedagogical workers	Total
Ph.D.	595	2	17	**614**
Candidate of science	56 949	267	2 759	**59 975**
Doctor of science	16 131	105	555	**16 791**
TOTAL	**73 675**	**374**	**3 331**	**77 380**

Source: State Statistics Service of Ukraine.

The academic rates are attached to the 55 295 individuals of HEI's teaching staff (40,9 % of their total number), including Professor — 12 870 (9,5 %), Associate Professor — 41 171 (30,4 %), Senior Researcher — 1 254 (0,9 %).

<div align="right">Table 1.3.2</div>

Academic qualifications of HEIs' teaching staff (At the beginning of 2020/2021 academic year)

Academic rate	Scientific and Pedagogical staff	Researchers	Pedagogical workers	Total
Professor	12 403	68	399	**12 870**
Associate Professor	39 548	136	1 487	**41 171**
Senior Researcher	1 159	36	59	**1 254**
TOTAL	**53 110**	**240**	**1 945**	**55 295**

Source: State Statistics Service of Ukraine.

The gender balance of the teaching staff is slightly shifted in favour of women, whose share is 60,4 %. However, the situation also differs for certain categories of teachers: the biggest number of women are among pedagogical workers (69,8 %), a little bit less among academic staff (58,4 %) and the least among researchers (51,9 %).
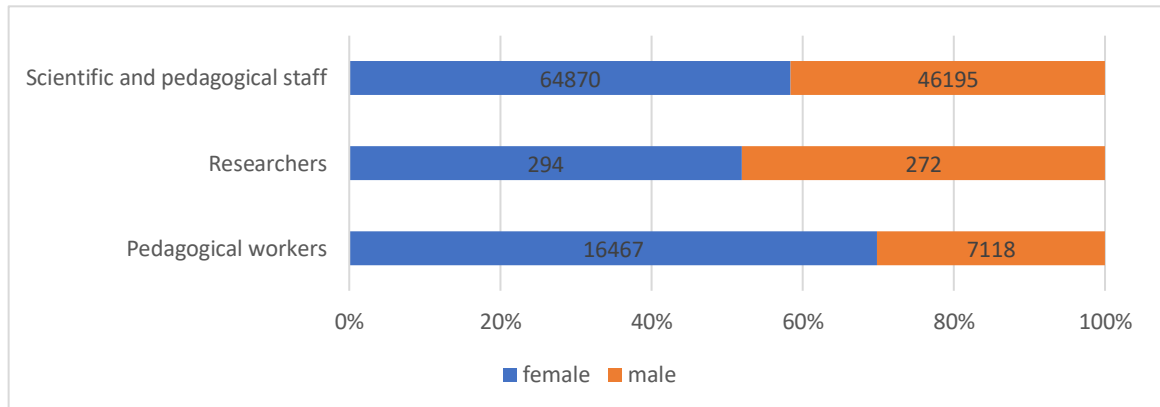
Fig. 1.3.2. Gender balance of HEIs' Academic staff

(At the beginning of 2020/2021 academic year)

PART 2.

HEI'S INTERNAL QUALITY ASSURANCE SYSTEMS

2.1.   Regular students' surveys as an element of HEI's internal quality assurance systems: Ukrainian reality

In October-November 2021, NAQA conducted a study on the practice of applying students' surveys in Ukrainian higher education institutions. For this purpose, a special questionnaire was developed and sent to all HEI's represented in USEDE base (universities, academies, institutes).

Unfortunately, some institutions were inattentive to the survey terms. As a result, 1,076 completed questionnaires were received, but only 136 HEIs appeared to be "unique". In seven questionnaires, the name of the institution was not mentioned at all.

Among the "leaders" in the students' involvement in filling out questionnaires were the following institutions: Vinnytsia National Agrarian University (228), Stepan Gzhytskyi Natinal University of Veterinary Medicine and Biotechnologies Lviv (196), Dnipro State University of Internal Affairs (172), Dnipro State Medical University (90), Kharkiv National University of Internal Affairs (75). In total, more than two dozen HEIs sent more than one questionnaire. It is also worth noting that among the HEIs which sent only one completed questionnaire , there are also cases of students filling in them.

Apparently, students were not able to answer the questions of questionnaire developed for the HEIs' management, which, in most cases, they honestly stated in

their answers. Using this data set would undoubtedly create a completely irrelevant picture. Therefore, in order to correct the situation, work was carried out to filter the array of questionnaires on the principle of "one institution - one questionnaire", reject questionnaires explicitly filled out by students, reject questionnaires that do not contain relevant information. As a result, 127 questionnaires were formed. To the first question — **"Are students surveyed after each course and before each exam period? If not, why not?"** — all institutions answered positively. 34 institutions out of them (26,8 %) either indicated excellent survey models (once a year, every term after the end of the exam period), or responded "at the end of the exam period" without indicating when — before or after it, or did not give a clear answer to the question (for example, "Surveys are conducted regularly").

Answers to the question "**Were professional sociologists involved in working on your questionnaire to survey students about the quality of the course and the quality of teaching?**" were the following: majority of institutions (79) answered positively, however, the share of those who gave a negative answer is also significant — more than a third (46 HEIs). From the answers' formulation of two institutions, it is impossible to draw clear conclusions about the existence of the practice of involving professional sociologists.
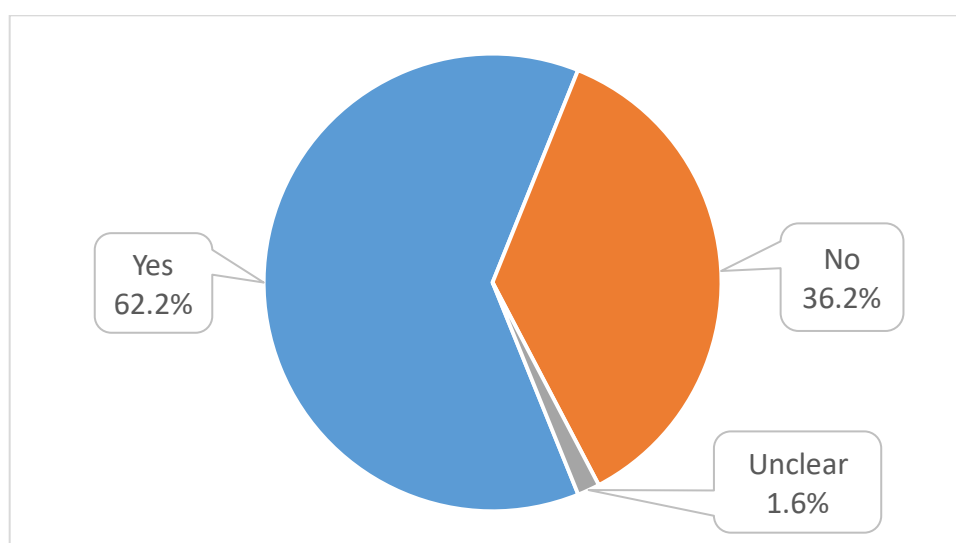
Fig. 2.1.1. Answers to the question "Were professional sociologists involved in

working on your questionnaire to survey students about the quality of the course
and the quality of teaching?"

Some institutions that declared the involvement of professional sociologists provided additional information on the specifics of such practices: 20 institutions indicated that they involve their own structural units: usually, these are science departments (sociology, etc.), but some institutions have noted that they have special units such as a sociological laboratory (Ukrainian Catholic University), psychological counselling laboratories (Kyiv National Linguistic University), etc.; 26 institutions responded by involving an "internal" sociologist (again, usually, they were tutors). None of the institutions has explicitly indicated that external sociologists or independent sociological services were involved, although the answers do not indicate that such a practice does not exist in Ukrainian educational field.

Several responses stating that professional sociologists were not involved indicated that professional psychologists were involved instead.

To the question "**What examples of such questionnaires were taken into account**?" 94 HEIs (74 %) indicated that they used other models, 18 (14,2 %) denied it, and from the answers of 15 HEIs (11,8 %) it was not possible to draw unambiguous conclusions (Fig. 2.1.2).
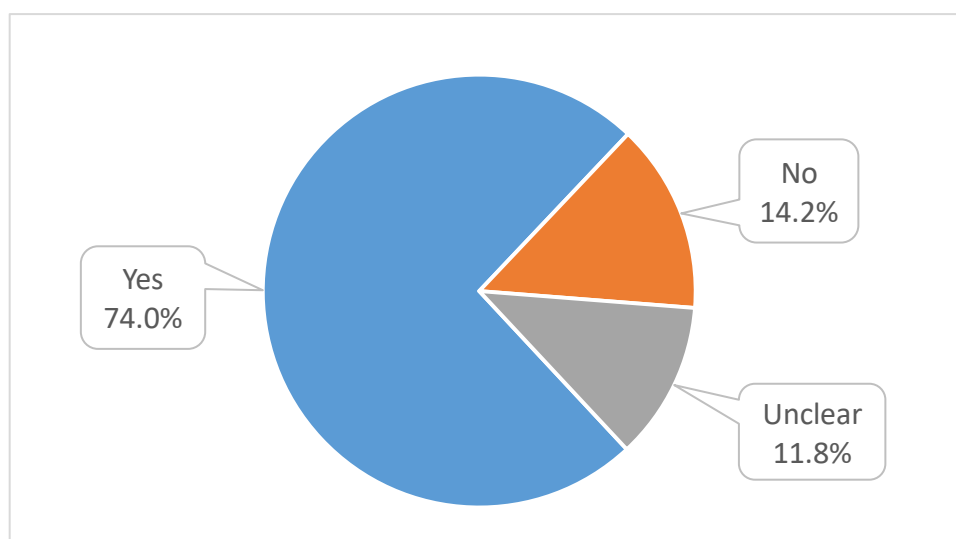
Fig. 2.1.2. Answers to the question "What examples of such questionnaires were taken into account?"

Among those institutions that used examples of questionnaires, 69 used questionnaires from other HEIs (17 of them claimed that examples of foreign universities were taken into account), 13 — a NAQA questionnaire. Six institutions referred to the Academic IQ project "Initiative of Academic Integrity and Quality of Education", and two — to the recommendations (questionnaires) of Erasmus +. In addition, some institutions indicated the use of materials (recommendations, developments) of the Institute of Sociology of the National Academy of Sciences of Ukraine, Canadian University Survey Consortium, Experiences of Teaching & Learning Questionnaire (ETLQ), National Student Survey (NSS), "Recommendations for Improving the Quality of Higher Education in Ukraine" by Professor Vladimir Dvorzhakov, etc.

The vast majority of institutions — 118 (92.9%) — noted that their questionnaires contain open questions (question "**Do the questionnaires contain open questions?"**), two of them specified that it depends on the nature of the survey.

The question "**What is the main format of conducting student surveys**?" had expected answers: two thirds of institutions indicated that they use online questionnaires on services such as Google Forms. Other forms of surveys were much

less popular (Fig. 2.1.3). It is worth noting that 12 HEIs indicated the practice of simultaneous usage of different formats.
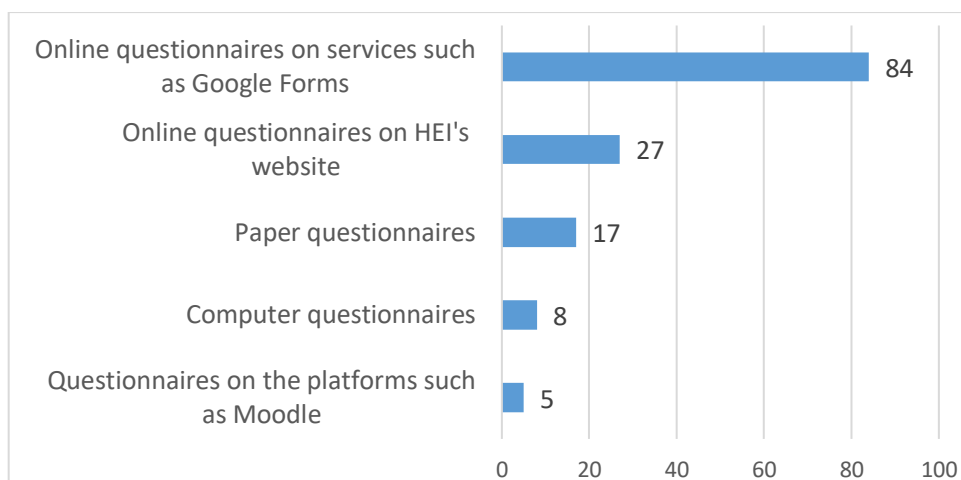
Fig. 2.1.3. Answers to the question "What is the main format of conducting student surveys?" (number of HEIs)

In answer to the question "**What software do you use for surveys**?" only one institution indicated the use of specific software — it is a HEI management system «Socrates» (Vinnytsia National Agrarian University).

On a request to provide a sample of students' questionnaire or send links to these questionnaires, 18 HEIs sent such samples, 101 institutions sent links (including one of the institutions that sent a sample questionnaire). The other 9 institutions ignored this request.

The question "**At what levels are the results of the survey being discussed in the institution**?" also had expected answers: the main "model" of such discussions is the triad "HEIs administration — faculty — department". Unexpectedly low was the share of institutions that hold discussions at the level of working groups (support groups) of study programmes — 16.5%. The share of institutions that declared to have students survey results discussions with the students themselves (through student self-government bodies or directly) was low

— 18,9 % and 7,1 % accordingly. Only three institutions have such discussions with external stakeholders (2,4 %).
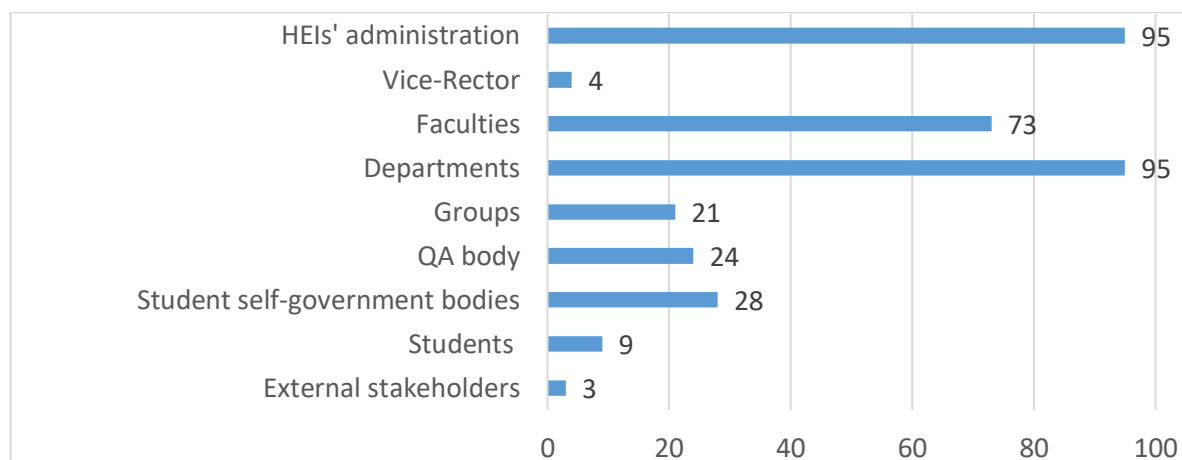
Fig. 2.1.4. Answers to the question "At what levels are the results of the survey being discussed in the institution?" (number of HEIs)

Instead, to the question "**Are external stakeholders involved in the discussion of the survey results? If so, please, specify which ones.**" — 109 HEIs (85,8 %) answered positively. However, 19 of them did not specify which stakeholders they are attracting.
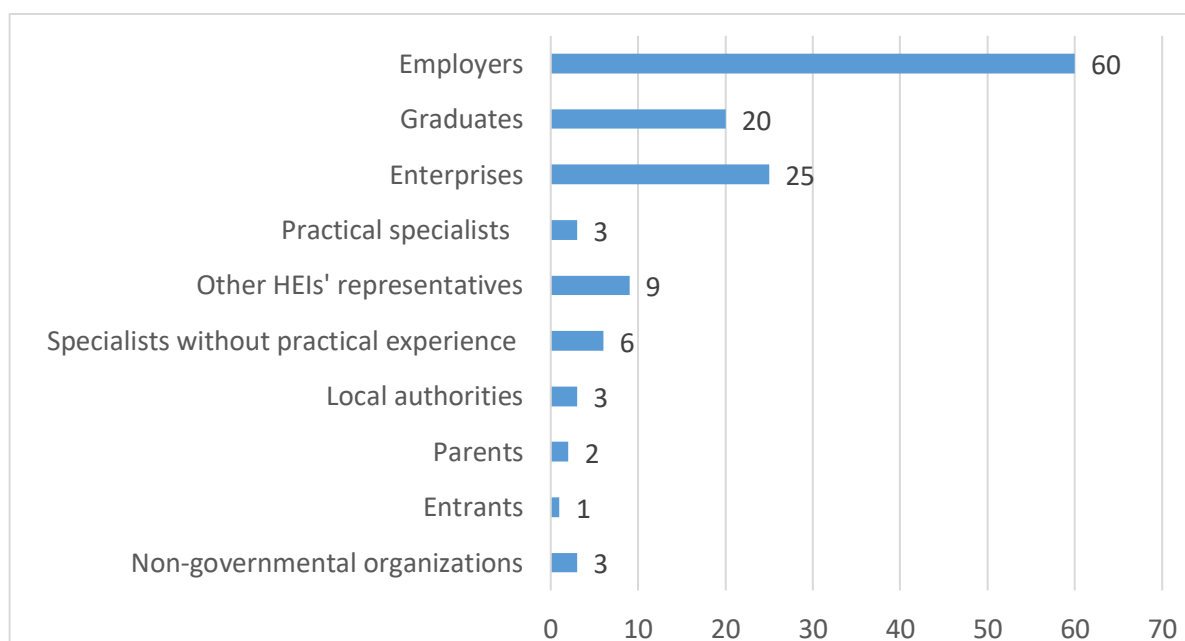
Fig. 2.1.5. Answers to the question "Are external stakeholders involved in the discussion of the survey results? If so, please, specify which ones." (number of HEIs)

Out of the 90 institutions that indicated which stakeholders they attract, two thirds named employers, one third — graduates, 27.8% — specialized companies and organizations. The rest of the stakeholder groups were indicated by a much smaller share of HEIs (Fig. 2.1.5).

Answers to the next question — "**On what principle are students and employers involved to discuss surveys results, training courses improvement and study programmes review?**" — showed that only 75 HEIs (59%) were able to provide a realistic description of the practices of involving their key stakeholders in such discussions. The rest either limited themselves to answers such as "democracy", "equality", "transparency", etc., or provided answers from which it is impossible to draw definite conclusions about the forms of these stakeholders' involvement in the discussion.
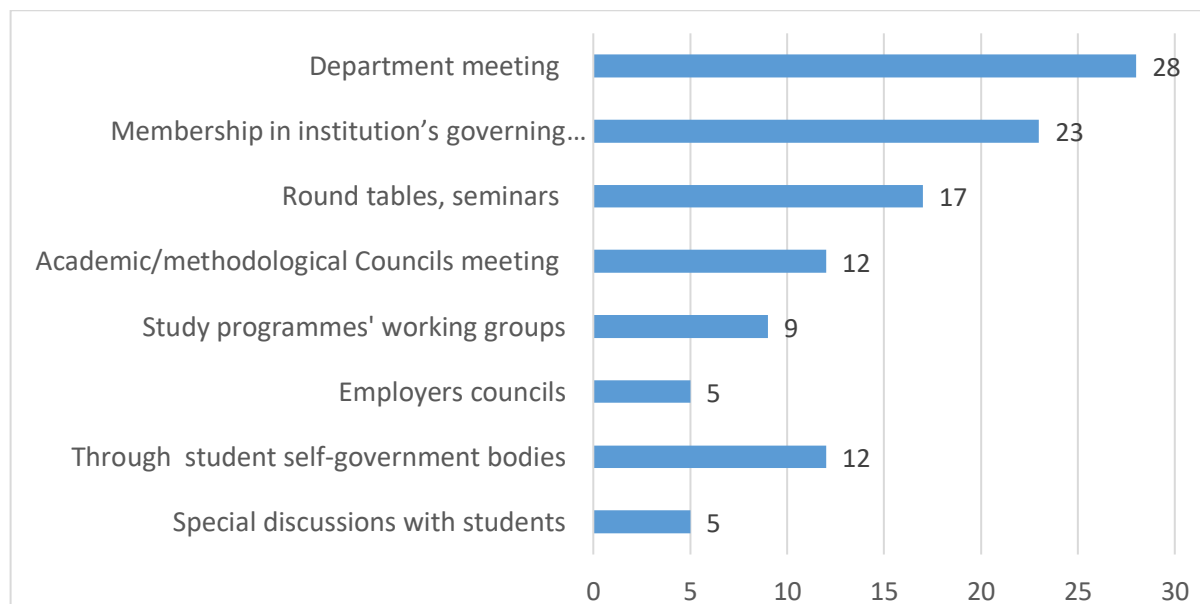
Fig. 2.1.6. Answers to the question "On what principle are students and employers involved to discuss surveys' results, training courses improvement and study programmes review?" (number of HEIs)

The most "popular" format for attracting employers and students was inviting them to departments meeting (28 HEIs). In 17 institutions the format of students survey results discussions is a holding of special round tables and seminars, in 9 — discussions in study programmes working groups. Employers are also involved through invitations to relevant meetings of academic or methodological councils of institutions and/or faculties (12 HEIs) and through the employers councils at the institution (5 HEIs). Involvement of students occurs, in particular, through the membership of their representatives in the institution governing bodies, faculty, education quality assurance bodies (23 HEIs), through student self-government bodies (12 HEIs) and through special discussions with students (5 HEIs). It should be noted that most institutions reported about several forms of involvement (usually 2-3). Answers to the question "**How are the students surveys results used in the institution?**" were quite diverse. An attempt to identify certain conditional clusters in them showed that 65 institutions (51.2%) focus on content modifications (study programme, curricula, work programmes, etc.), 32 HEIs (25,2 %) noted a rather vague enhancement, educational process improvement, 13 HEIs (10,2 %) indicated that surveys results are used primarily to eliminate problematic occurrences. 9 institutions noted both a rather imprecise quality improvement and a very practical assessment of the teachers work and personnel decisions adoption on this basis. In 6 HEIs it was noted that the survey results are used to make effective management decisions. The other options were rather sporadic. Among them, the answer "to assess the effectiveness of decisions on educational policy" should be definitely highlighted, as it shows the understanding of this institution's management that the results of student surveys can be not only the basis for management decisions but also an indicator of effectiveness of decisions made earlier.

To the question "**Please provide examples of real actions done by the institution based on the student surveys results (or provide a link to the HEI website page with a relevant description of such actions)**" a real example was

provided by 89 HEIs (70.1%), general description — by 30 HEIs (23.6%). The remaining 8 institutions (6.3%) ignored this question.
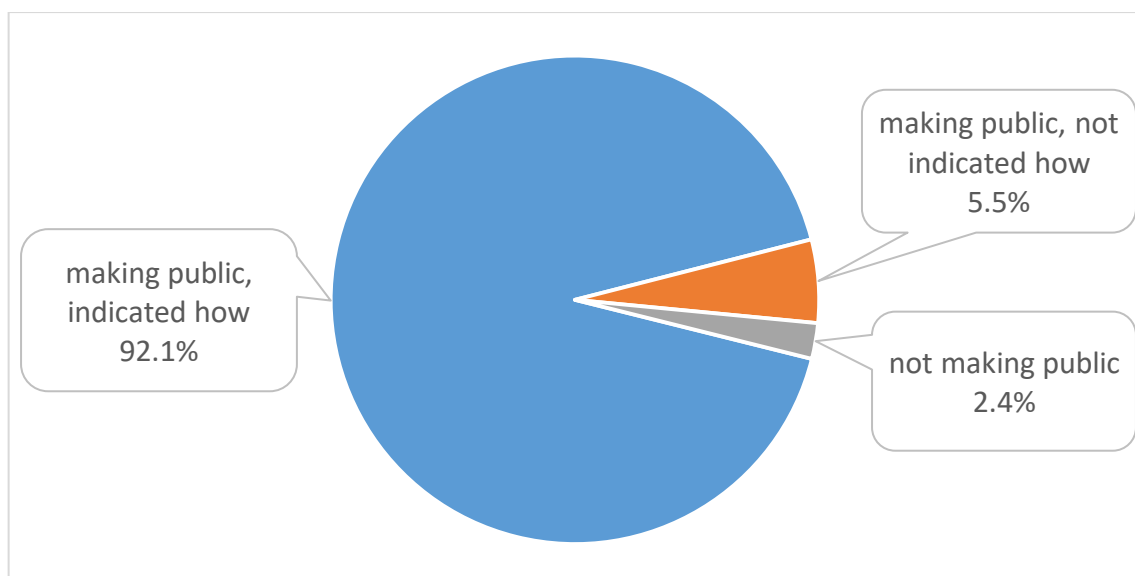
Fig. 2.1.7. Answers to the question "How are student surveys' results made public?"

Answers to the last question — **"How are student surveys' results made public?"** — showed that almost all institutions publish them in one way or another (Fig. 2.1.7): only three HEIs indicated that they do not. However, it should be noted that 7 HEIs out of those, which indicated that they do publish survey results, did not mention the way they do so.

Among the 117 institutions that described their practices of publishing student survey results, the vast majority (98 HEIs) indicated that they did so through their own website. In addition, some HEIs indicated that this kind of publication takes place within the institution: 20 institutions noted that these results are published at the level of the administration, the academic council of the institution, 10 — at the faculty level, 14 — at the department level, 6 — at the level of student self-government. Three institutions stated that they disseminated these results on the institution social media pages. Other answer options are individual (for example, publishing results on a bulletin board in an institution, in the Moodle system, etc.).

Survey of student self-government bodies

In addition to HEIs' administration, the questionnaire (the content has been slightly changed, taking into account the target audience) was sent to the HEIs' student self-government bodies (hereinafter — SSGB). Unfortunately, only 48 HEIs' SSGBs agreed to take part in a survey, which does not provide an opportunity to get a full picture of the situation.
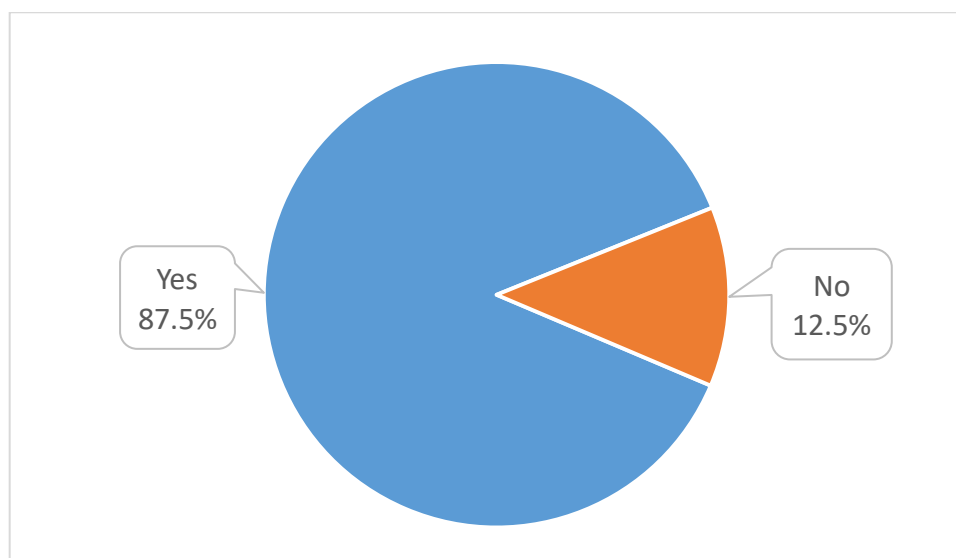
Fig. 2.1.8. Answers, given by SSGBs for the question "Are students surveyed after each course and before the exam period?"

From this sample, 6 institutions noted that students' survey after each course and before exam period is not conducted. Three of them indicated that surveys were not conducted regularly, but only in specific cases — "Only for students of specialties, which are going to be accredited soon", "No, we are conducting a survey, but not before or after the exam period, merely on other issues", "No, only when there is a fuss over the teacher".

Thus, the survey base was formed by 42 questionnaires.

The vast majority of institutions — 40 (95.2%) — noted that the questionnaires contain open questions (question "**Do the questionnaires contain open questions?**"), only two HEIs gave negative answers.

Answers to the question "**What is the main format of student surveys?**" showed that the most popular format is online questionnaires on services such as Google Forms — they are used by 71.4% of institutions. Online questionnaires on the institution's website involve 31% of institutions, computer surveys — 16.7%, paper questionnaires — 11.9%. Two other institutions indicated their own version: in both cases it was the practice of conducting interviews with students verbally.
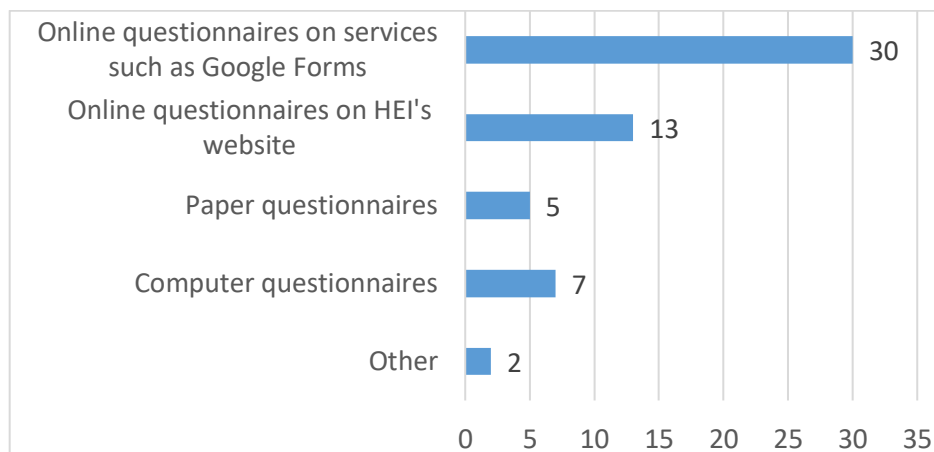
Fig. 2.1.9. Answers, given by SSGBs for the question "What is the main format of student surveys?" (number of HEIs)

A specific question of the questionnaire sent to the student self-government bodies was "**Evaluate on a 5-point scale the impact of student government on a survey content, where 1 — no impact, 5 — maximum impact (where maximum impact means that SSGB formed questionnaires' content completely independently)**". The majority of institutions (69%) gave high marks — "4" and "5", low scores were given by only 4 institutions (9.5%). The overall score is 3.95.
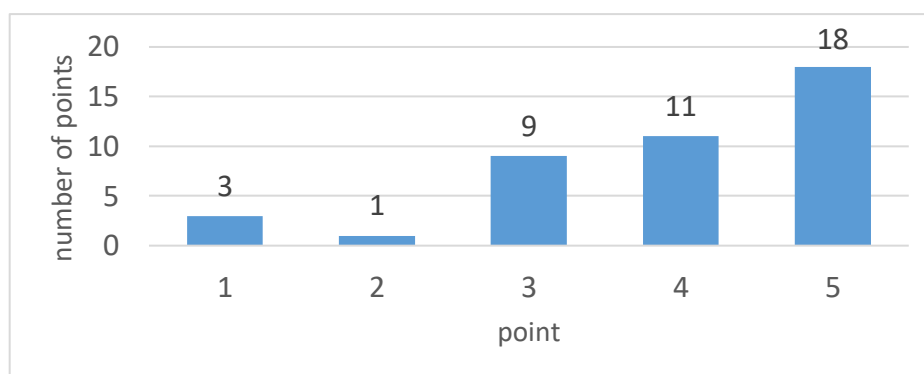
Fig. 2.1.10. Answers, given by SSGBs for the question "Evaluate on a 5-point scale the impact of student government on a survey content"

To the question "**Are student self-government bodies involved in survey results' discussion in the institution? If so, in what format?**" 39 institutions gave an affirmative answer.
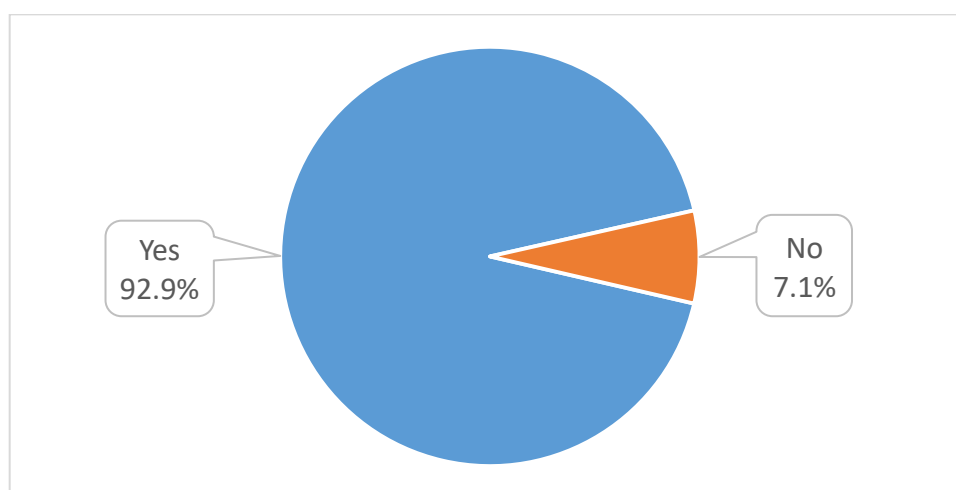
Fig. 2.1.11. Answers, given by SSGBs for the question "Are student self-government bodies involved in survey results' discussion in the institution? If so, in what format?"

The most popular format of SSGBs involvement was survey results' discussion at the institution's academic councils and/or faculties, which is probably explained primarily by the applicants' representatives' membership in these bodies — this answer was given by 11 HEIs. In six institutions, student self-government bodies are involved in discussions at the administration level, in two — at department meetings. Round tables with the participation of SSGBs representatives

are held in three institutions. Among other answers provided, there were joint surveys' results' discussions with educational and methodological department, with education quality monitoring department, in study programmes working groups, at staff collective conferences, etc. It is worth noting, that 17 institutions that answered affirmatively to the question about SSGB involvement in the discussions did not provide a description of the format of this involvement.
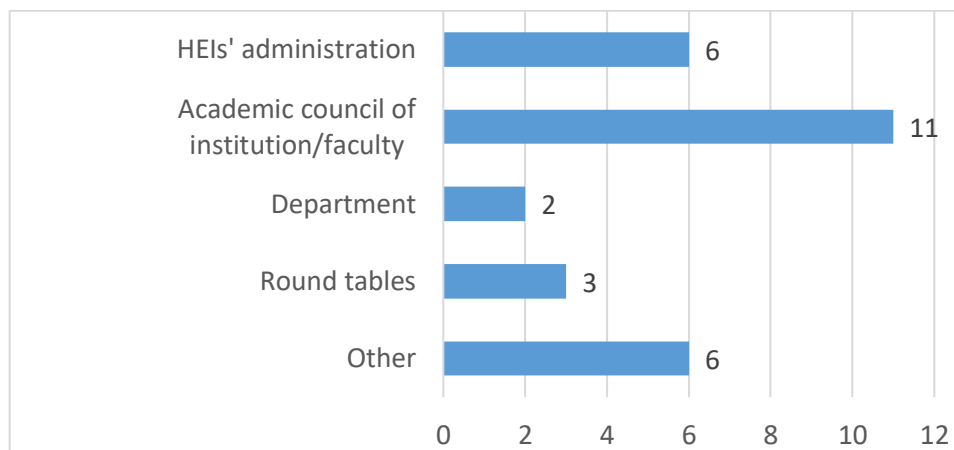
Fig. 2.1.12. Answers, given by SSGBs on the format of SSGBs involvement to survey results' discussion in institution

(number of HEIs)

Slightly more than half of the institutions (22) answered positively to the question "**Are external stakeholders involved to survey results' discussion? If so, please indicate which ones.**", and the one third (14) — negatively. Answers of 6 HEIs' SSGBs stated that the respondents were not aware of this issue or did not contain clear information.
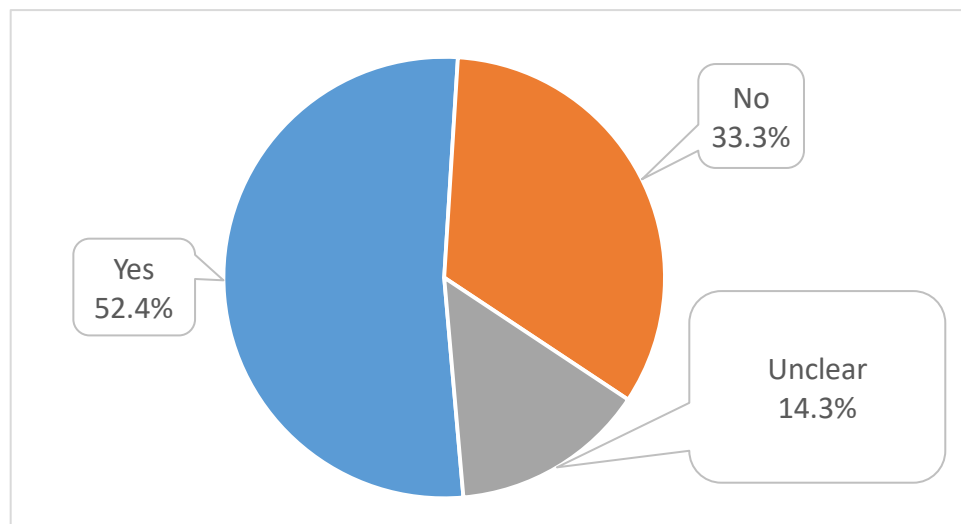
Fig. 2.1.13. Answers, given by SSGBs for the question "Are external stakeholders involved in survey results' discussion?"

Out of 22 institutions that said they were involving external stakeholders to discuss survey results, 8 did not specify which ones. Thus, only 16 institutions indicated the type of external stakeholders involved, in particular, 5 institutions are involving employers, 4 — partner companies. The rest of the answers were provided by only 1-2 institutions (Fig. 2.1.14).
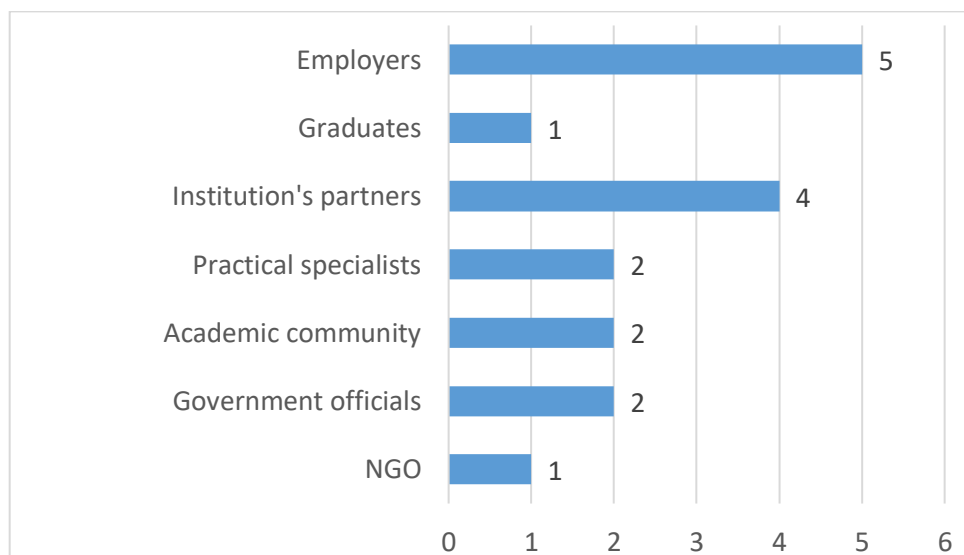
Fig. 2.1.14. Answers, given by SSGBs on the types of external stakeholders involved in survey results' discussion (number of HEIs)

To the question "**Please provide examples of institution's real actions based on student surveys' results (or give a link to HEI website page with a**

description of such actions)" two thirds (28) of HEIs provided a real example, only a general description — 8 institutions. The other 6 institutions ignored this question. The reactions to a similar question from the HEIs administration were approximately the same.
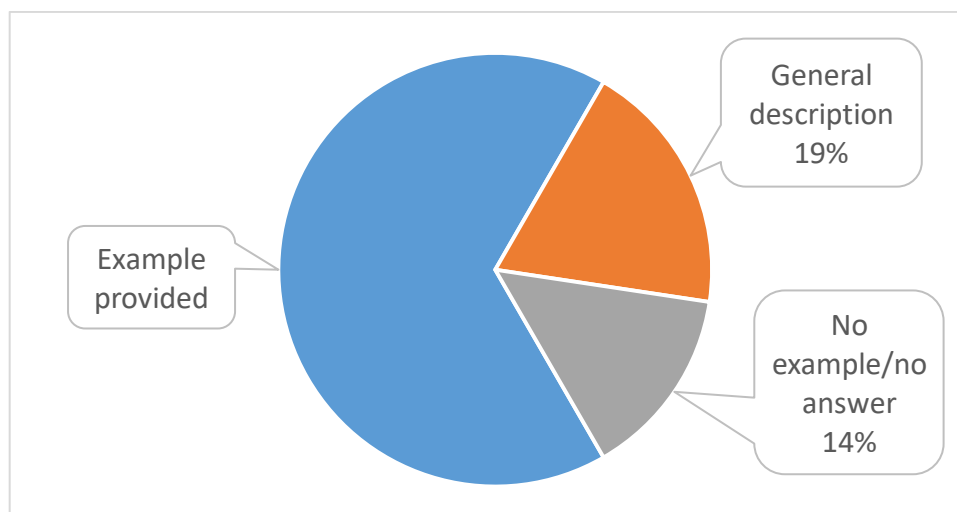
Fig. 2.1.15. Reaction to the question "Please provide examples of institution's real actions based on student surveys' results"

In response to the question "**How are the results of student surveys published?**" only two HEIs responded that the results were not made public. Out of the 40 HEIs that practice such disclosure, only 33 HEIs indicated how they do so.
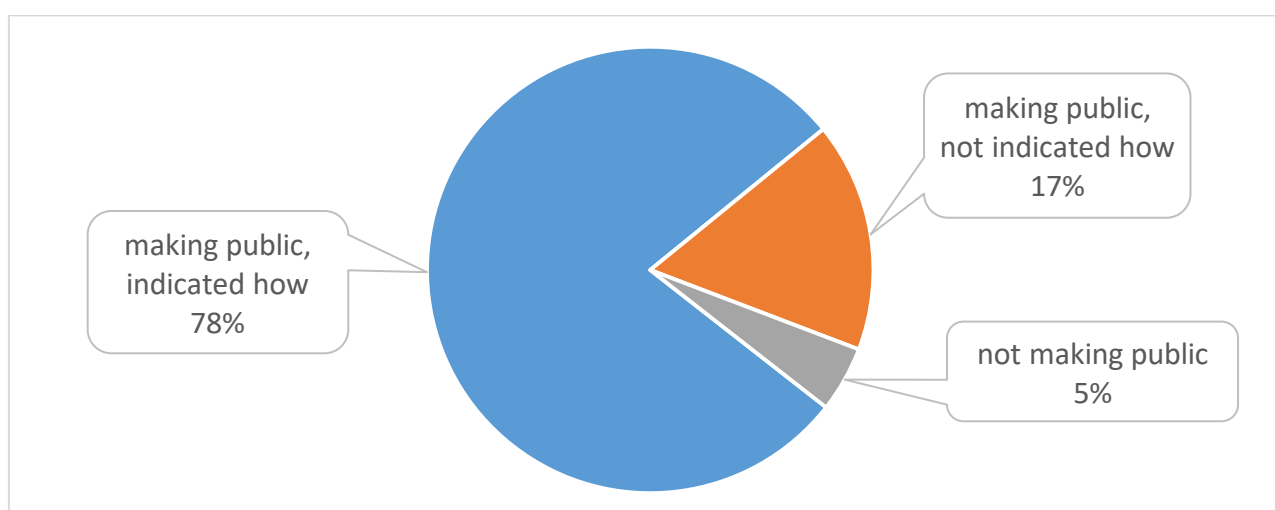
Fig. 2.1.16. Answers, given by SSGBs for the question "Are the results of student surveys published?"

As shown in Fig.2.1.17, most HEIs practice the publication of student surveys' results on HEI's website or on the pages of faculties, institutions, special services of the institution. In 6 institutions, discussions are held at the level of institution (in all cases it was about academic councils, which is obviously explained by the membership of applicants' representatives in these bodies), in two cases — at the faculty level. None of the student self-government bodies indicated that such discussions are held at the department level. It is also noteworthy, that only in two cases it was stated that the SSGB itself performs the function of publishing the results of student surveys. Other forms of publication included social media, bulletin boards, paper reports, etc.
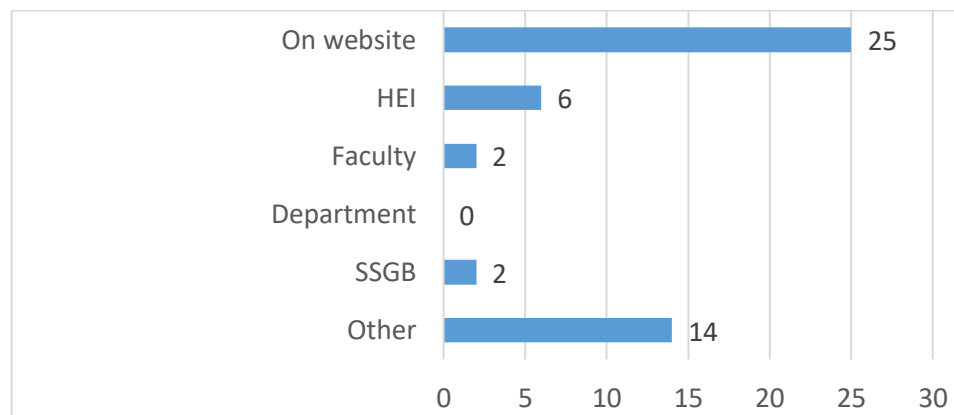
Fig. 2.1.17. Answers, given by SSGBs for the question "How are the results of student surveys published?"

PART 3.

ACADEMIC INTEGRITY IN UKRAINIAN HEIS

3.1. Academic integrity in higher education: evolution of views in the new accreditation paradigm

The phenomenon of academic integrity has begun to be considered more meticulously in its application to higher education institutions and research institutions since the amendment of the Law of Ukraine "On Higher Education". Attention to academic integrity has increased as a formal pretext has emerged that should have prompted appropriate steps to change the internal quality assurance systems of educational and research activities.

The evolution of attitudes towards academic integrity in higher education can be traced chronologically. Since the introduction of the new accreditation paradigm, a separate block on academic integrity has been included in the Regulation on Study Programmes Accreditation for Higher Education Applicants, presented in the form of the sub-criterion 5.4.

Recommendations for application of the Criteria for evaluating the study programme quality detailed the essence of this criterion and somewhat simplified expert's work by narrowing the range of issues related to academic integrity:

"What HEIs' documents (other information materials) contain policies, standards and procedures for academic integrity?

What technological solutions (software) are used as tools to counteract violations of academic integrity?

How is the plagiarism of qualification works (and/or other types of scientific and academic achievements of educational process participants) checked?

How is the base/repository of qualification works within the study programme formed?

What types of reactions in HEIs are possible to violations of academic integrity?

How is the response to violations of academic integrity regulated in regulations and documents?

List the facts of academic integrity violation in the study programme and indicate what measures were taken".

In addition, NAQA proposed Recommendations for HEIs on the Development of Academic Integrity Systems as an additional tool to test the availability and effectiveness of the Academic Integrity System, as an element of the internal system of higher education quality assurance.

With such "weapons", the experts began to fulfil their responsibilities.

Analysis of accreditation examinations' reports in 2020 shows that experts were only getting used to the assessment of the level of academic integrity in HEIs. In some cases, experts used the materials of self-assessment reports almost verbatim, not paying due attention to their content, but noting the presence of elements identified by NAQA Recommendations (although not all necessary).: Relying on self-assessment reports, as well as (not excluded) not deeply understanding the essence of academic integrity phenomenon and methods to counter its violations, experts often stated ambiguous facts that HEIs provided, relaying them in the report of the expert group:

- "…Higher education applicants have confirmed the facts of such verification and allow up to 20-30 percent of borrowings in their qualification works with the obligatory reference to them.";

- "…Verification of the number of textual borrowings in qualification works is carried out using the service "Name of the service" on the following recommended scale: more than 80% — the work is original, 60-80% — originality is satisfactory, 40-60% — the work is sent for revision, less 40% — the work is not accepted for consideration.";

- "…The lack of examples of academic integrity violations' cases' detection is explained by the introduction of the practice of preliminary verification of applicants' works by programs that are available in the public domain.";

- "…An interview with applicants revealed that there was no violation of academic integrity…";

- "…To comply with academic integrity in writing course projects (works) students are given individual tasks…";

- "…There is no prepaid online-service for counteracting academic integrity violations";

- "…Higher education applicants during the interview could not name the activities that were carried out in order to promote academic integrity in HEI. ";

- "…For diligent adherence to the norms of academic integrity, as well as for significant personal achievements, high place in the rankings, students may receive an increase in the scholarship.";

- "…Antiplagiarism check…";

- "…Information on uniqueness…";

- "…Information on the integrity percentage…";

- "…40 — plagiarism, 60 — uniqueness…".

Such ambiguous and sometimes superficial allegations and non-standard procedures arose due to HEIs' desire to show its originality in this part. Such attempts in some cases were the reason for lowering the overall score. The following case with a description of academic integrity assurance procedure should also be

considered not very successful, given that in reality the struggle is not for academic integrity.

Regulation on the Internal System of Higher Education Quality Assurance defines the basic principles for the introduction of an effective system for preventing and detecting academic plagiarism in the scientific works of academic staff and students, which contains information, in particular, on plagiarism detection procedures and prevention measures. During the meetings it was found out that term papers and dissertations are tested for plagiarism. In case of violations, the work is returned for revision. In case of detection of a low level of originality of the student's qualification work, academic adviser warns the author and initiates a decision not to allow his work to be defended and finalized, in case of author's disagreement - informs the dean of the faculty. To consider student's statement of disagreement with the check for plagiarism results, a commission of academic staff of the relevant departments is created at the faculty.

An important stage of the accreditation examination is the close connection of each following stage with the previous one. If this connection is missing, then without the analysis of one of the stages and "jumping" through any of them, you can get wrong conclusions. As an example, the consideration of academic integrity assurance criterion in one of the accreditation cases is given.

Stage 1. Study programme's self-assessment report

What technological solutions (software) are used as tools to counter violations of academic integrity?

The tools for counteracting academic integrity violations are such technological solutions as:

– acquaintance with normative-legal acts concerning observance of academic integrity norms;

– when hiring and entering a higher education institution, participants of educational process get acquainted with the "Code of Academic Integrity"

(approved by the Head of educational institution), which is an internal bylaw that defines the principles of academic integrity assurance in educational activities, as well as the grounds and procedure for bringing participants of the educational process to academic responsibility for violating academic integrity requirements; – explanatory work, lectures, seminars on the types of academic plagiarism and methods of its detection are carried out; prevention and detection of academic plagiarism in scientific and educational works of employees and higher education applicants; basics of formation of academic texts, rules of citation and registration of references to information sources; defining the principles and norms of academic integrity as an integral part of professional ethics and corporate culture. Students take an oath of academic integrity when entering university.

Technological solutions to counteract academic integrity violation are the verification of student qualifications with the help of a specialized service "Name of the service".

How HEI promotes academic integrity among higher education applicants on a study programme?

To promote academic integrity among higher education applicants, a training seminar was held on the topic: "Promoting academic integrity. Ethical Principles in Academic Activity with a representative of the company "Company Name". The following set of preventive measures is used in a higher education institution to prevent non-compliance with academic integrity norms and rules: informing students and academic staff about the need to comply with academic integrity rules, professional ethics; dissemination of methodological materials; conducting seminars, trainings, round tables on information activities of the College; acquaintance of students and pedagogical workers with the code of "Academic integrity of participants of educational process". Code is published on the website.

How does HEI respond to academic integrity violations? Give examples of relevant situations in reaction to higher education applicants on the relevant study programme.

The higher education institution responds to violations of academic integrity in accordance with Article 42 of the Law of Ukraine "On Education" and the "Code of Academic Integrity" approved by higher education institution's head. There were no cases of academic integrity violation by academic staff, due to the high academic integrity level in the College. As accreditation is primary, no relevant violations of academic integrity by higher education applicants have been reported in so far.

Stage 2. Expert group report

The policy of academic integrity is covered by the Code of Academic Integrity of Educational Process' Participants. The procedure of student qualification works' checking for academic plagiarism is carried out with the help of a specialized service "Name of the service". To date, no relevant academic integrity violations have been reported.

Stage 3. Sectoral Expert Council's conclusion

5.4 HEI has defined clear and understandable policies, standards and procedures for academic integrity observance, which are consistently followed by all participants in the educational process during the implementation of the study programme. HEI promotes academic integrity (primarily through the implementation of this policy in the internal quality culture) and uses appropriate technological solutions as tools to counteract academic integrity violations. - **Not applicable**

As we can see, the interest in the problem of academic integrity assurance for some accreditation cases from stage to stage decreased very quickly. This is a certain characteristic of the significance of this criterion at the initial stages of accreditation, a characteristic that needed to be adjusted by the relevant NAQA actions. The following is a brief list of events under the NAQA auspices for Academic Integrity:

- ▪ Regional round table "New procedure for study programmes' accreditation: how will the quality improve?";

- training for quality experts and study programmes' directors "Study programmes' accreditation according to the new model: essence, first lessons, ways to improve";

- training seminars for Heads of Sectoral Expert Councils and their deputies "Evaluation of successful practices of academic integrity observance in accreditation procedures";

- webinar "University academic integrity system: regulatory framework or/and/versus effective mechanisms";

- series of webinars "Research Integrity: Values and Challenges";

- webinar "Plagiarism prevention before publication in scientific journals indexed by Scopus, Web of Science";

- training "Study programmes' accreditation of the third higher education level. Research Integrity";

- Quality School "How to ensure academic integrity in higher education".

Similar series of activities were also conducted to systematically clarify other criteria for study programmes' quality evaluation.

The following is an example of the successful Sectoral Expert Council's work, which analyzed not only the report of the expert group, but also study programme's self-assessment report, together with information from the HEI's website and other additional materials.

Expert group report

Policies, standards and procedures for academic integrity are set out in the Regulations on Academic Integrity, which are published on the official website of the University. The tool for counteracting academic integrity violations is the system "Name of the system" - a paid online service for detecting borrowings, which checks text documents for borrowed parts of the text from open sources on the Internet and/or in the internal documents' database, which is formed at the university. The university organizes events to popularize the basics of information

culture and academic integrity, audio/video recording of term papers' and qualification works' defence of higher education applicants. Procedures for responding to academic integrity violations have also been developed. No facts were provided about the application of such procedures.

Sectoral Expert Council's conclusion

| Criterion 5. Control measures, higher education applicants' assessment and academic integrity | A | Forms of control measures and criteria for evaluation of higher education applicants are clear, understandable, allowing to sufficiently evaluate the achievement of higher education applicants' learning outcomes, forms of attestation of higher education applicants meet the requirements of the higher education standard; clear and | B | The situation with academic integrity policies does not allow this criterion to be considered exemplary. The "Regulations on Academic Integrity" on the web-site cannot be found either in the "Documents" section or by search. The self-assessment report states that it only "regulates the organization of the system of prevention and detection of plagiarism in academic texts." Experts mention "measures to |

| | | understandable policies, standards and procedures for academic integrity are defined. | | promote the basics of information culture and academic integrity, audio/video recording of term papers' and qualification works' defense of higher education applicants". All this does not give grounds to believe that there is a policy of "zero tolerance". In addition, it is not clear what happens to the procedures for detecting and preventing biased evaluations. Moodle's system of e-journals is one of the tools for overcoming bias, but it remains unclear how situations in which non-objective |

				assessments are made in e-journals are identified and added. Such situations should be considered plausible, as one of the forms of control is an verbal interview.

It is interesting to study the sample exemplary estimates according to criterion 5 from expert groups and Sectoral Expert Councils. In fig. 3.1.1 demonstrated how the exemplary assessment according to criterion 5 is "embedded" in the overall assessment of study programmes' exemplariness.
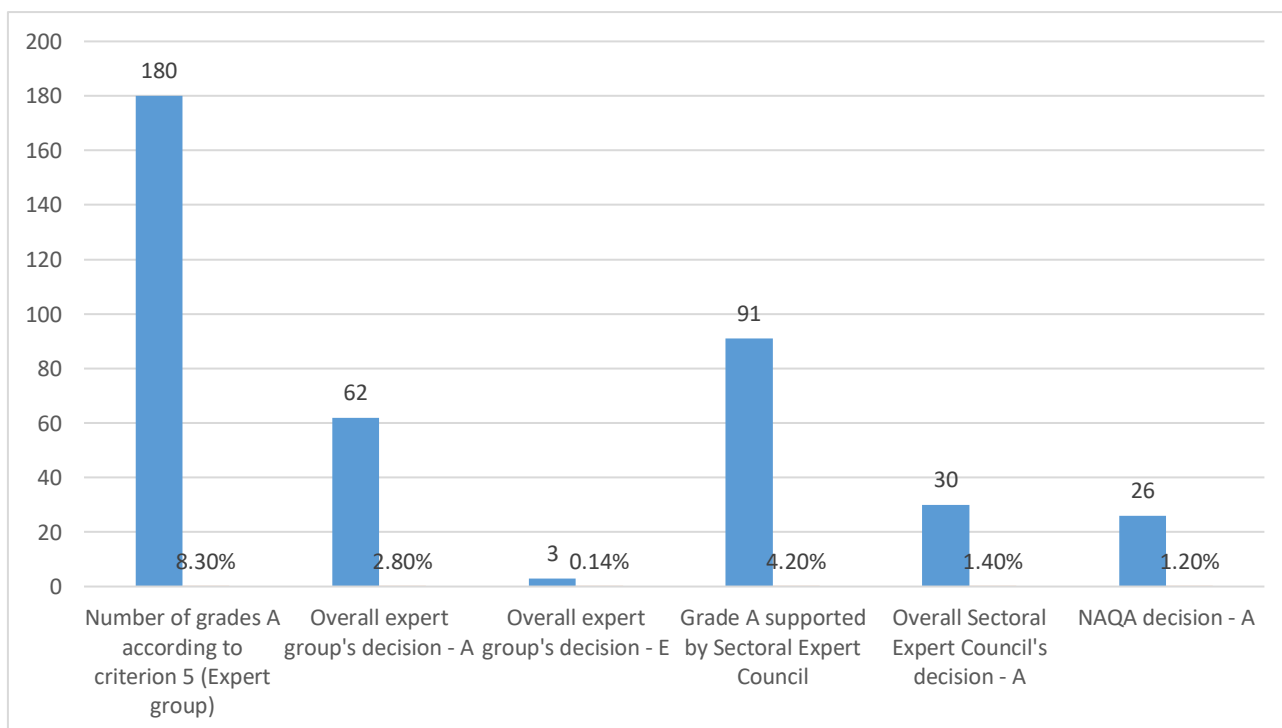
Fig 3.1.1. The number of grades A according to criterion 5 and the overall assessment of study programmes' quality, in which criterion 5 is exemplary, and the percentage of indicators to the total number of programmes for which

accreditation/denial of accreditation was decided (the end of July 2021 data)

In some cases, according to the data analysis, exemplary grade according to criterion 5 was decisive in obtaining accreditation at level A, in some cases — on the contrary, "pulled" study programme to accreditation at level B. At the same time, Sectoral Expert Councils and NAQA, as shown in Fig. 3.1.1, boldly lowered the score on this criterion.

Another situation arose when it came to the assessment of criterion 5 at level E (Fig. 3.1.2). As can be seen from the figure, the vast majority of E grades under criterion 5 are issued in the event of further denial of accreditation.

From Figures 3.1.1 and 3.1.2 we can draw another non-trivial conclusion: a decrease of a positive grade by this criterion is much more common than an increase of a negative grade. At the same time, the decrease in grades occurs mostly from A to B, less often from A to E. With the overall positive study programmes' evaluation, Sectoral Expert Councils try to find profound reasons for lowering the grade according to this criterion, and if they are not found — grade increases. At the same time, if it is a study programme, that does not have a chance to obtain exemplary accreditation according to experts, Sectoral Expert Councils often reduce the grade on criterion 5, without seeing in it reserves for exemplariness.
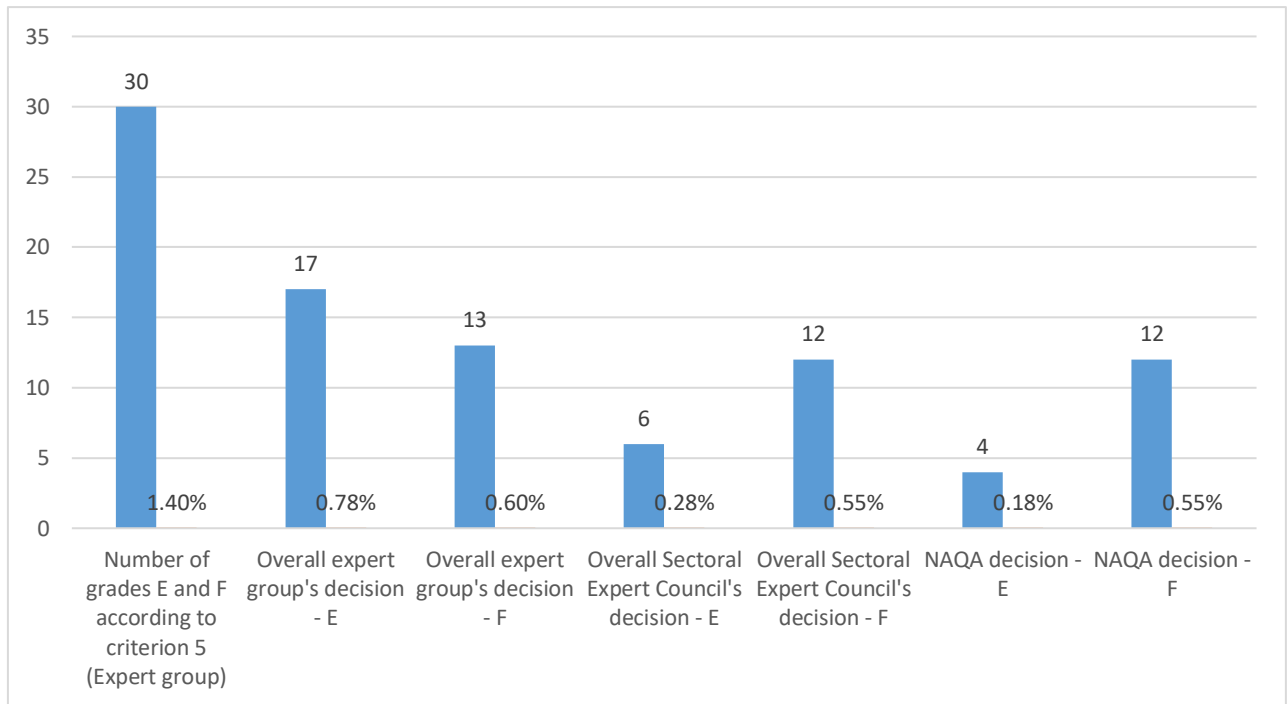
Fig 3.1.2. The number of grades E and F according to criterion 5 and the overall assessment of study programmes' quality, in which criterion 5 is evaluated as E and F, and the percentage of indicators to the total number of programmes for which accreditation/denial   of   accreditation   was   decided (the end of July 2021 data)

In 2020, HEIs in study programme's self-assessment report (with further confirmation of this fact in the expert group's report) almost 100% indicated the absence of academic integrity violations during study programme's implementation. It is difficult for experts to verify the objectivity of this judgment, given the limited time of the accreditation examination and the availability of other equally important criteria for study programmes' assessment. At the same time, it should be understood that it is unlikely that during the period of study programme's existence, students have never, for example, cheated.   The allegation of the absence of academic integrity violations is the basis for certain conclusions about the possible reasons for the appearance of the following conclusions:

1. HEI believes that academic integrity violations' existence is a "stain" on the internal higher education quality assurance system.

2. HEI had no facts of official consideration of academic integrity violations and, accordingly, on a formal basis the violations themselves.

3. Educational process' participants, in particular teachers, are not sufficiently aware of the nature of academic integrity violations and do not interpret certain violations as violations of integrity, preferring the interpretation of "mistake", "violation of control procedure" and so on. At the same time, teachers try to understand the reason for the violations and explain their inaction in bringing the violator to academic responsibility by highly subjective reasons.

HEIs' opinion on the effectiveness of the internal quality assurance system as the first reason for the absence of academic integrity violations' facts in study programmes' self-assessment reports are wrong. Yes, it is possible to prevent the violation of academic integrity through promotional activities, but achieving 100 percent effectiveness of this tool is not possible. The reaction to academic integrity violation in the form of case consideration, according to the procedure approved in institution's regulatory framework and establishing the type of academic responsibility for the violator (in case of proof of violation) — a clear indication of internal quality assurance system's effectiveness. Establishing the fact of initiating and considering the case is a sign of openness, experts and Sectoral Expert Council perceive this as a positive example of change for the better.

It is unacceptable to equate the absence of academic integrity violations' facts with the absence of cases of violations consideration facts. Regarding the explanation of the third proposed reason, a survey of 60 universities' teachers conducted in 2020 within the framework of the Academic IQ project, is an illustrative example of assessing the state of understanding of certain manifestations of academic dishonesty. Here are some questions from this survey.

Indicate the cases in which you can turn a blind eye to plagiarism?

- If the student has an excessive workload.

- If the student was unaware of the consequences and sanctions for plagiarism.
- If the student does not understand what plagiarism is.
- If the student has an "Straight A-Student" syndrome.
- If the student claims that the task is too complicated.
- If the majority of students resort to plagiarism.
- If the amount of plagiarism was insignificant.
- Under no circumstances.

If a student copied one sentence from another source and used it in their work, under what conditions would you not consider it plagiarism?

- If several words are changed, even if there is no reference.
- If this sentence is taken from his/her other own work, even if there are no references.
- If this sentence is quoted and there is a reference to the author and the page of the work.
- If it is just one sentence, it is not enough to be considered as plagiarism.

Some of the above questions were slightly provocative. As we can see, in addition to the obvious correct answer, teachers also pointed out the options that are unacceptable. Why? The answer is a misunderstanding of the essence of academic integrity violation. For example, there are many classifications of plagiarism, and there is some competition between academic integrity professionals and software development companies, which are testing the uniqueness of text in inventing new types of plagiarism. However, some of the types of plagiarism proposed by the above developers are in fact a sign of «poor academic quality». Therefore, due to a large array of recommendations, teachers do not always clearly classify the type of plagiarism (and whether it is plagiarism in general).

Insufficient awareness also applies to the identification of other academic integrity violations. Still the situation for all violations, except plagiarism, is more

complicated. The point is that academic plagiarism is almost the only academic integrity violation, in the identification of which three entities are involved (potential violator, potential whistle-blower and content verification program).

Of course, the reasons for the absence of facts of academic integrity violations' consideration within the study programme may be different, but these conclusions characterize the state of development of the academic integrity system at the HEIs' level and at the national level.

In conclusion, a list of some of the expert groups' recommendations on improving the system of academic integrity. The recommendations are grouped by years, so that it is possible to trace the "deepening" of the subject and the transition to a new level of understanding of academic integrity phenomenon — not only in terms of theoretical principles, but also in terms of practical implementation of best practices.

Recommendations 2020:

- Introduction of the practice of signing the Declaration of Academic Integrity by academic staff and higher education applicants.
- Raising awareness of students and teachers in the procedures of academic integrity.
- Development of a formal procedure for monitoring higher education applicants' awareness with the principles of academic integrity.
- Determining the criteria for the borrowings' percentage, taking into account the specifics of the fields of knowledge.
- Gaining the fastest experience in using programs of checking the uniqueness of the text, accelerating the implementation of these programs at the stage of testing the work of students.
- Placement of applicants' full-text qualification works in the electronic repository after checking them for plagiarism.

Recommendations 2021:

- Improving the present regulations governing academic integrity, supplementing them with information on all major types of academic integrity.

- Internal monitoring of HEI's activities in relation to academic integrity observance, as the declared zero number of cases of academic dishonesty does not allow to assess the effectiveness of existing procedures.

- Development of HEI's normative act, that would regulate the academic integrity of academic staff.

- Explaining to students the issues of responsibility for non-compliance with academic integrity not only while performing qualification works.

- Introduction of a students' survey on the observance of academic integrity.

- Recommendations on why academic integrity policy is important not only for the institution but also for higher education applicants themselves.

Due to the introduction of a new paradigm of study programme's accreditation, HEIs are gradually moving in the direction of working out effective mechanisms of academic integrity assurance. This path is long, but in 2021 compared to 2020 there is a significant progress in the importance of academic integrity understanding in HEI's internal culture, questions from experts are becoming deeper, and the understanding that not only the regulatory framework ensure academic integrity appeared. Experts are increasingly meticulous about academic integrity culture, in response to NAQA recommendations: "Adherence to academic integrity is not limited to the existence of certain procedures and other institutional mechanisms. Academic integrity should be at the heart of HEI's institutional culture, and this should be seen. HEI should pay attention to bringing the values, policies and procedures of academic integrity to all participants in the educational process".

3.2. Academic   Integrity   Practices: analysis of information on study programmes' self-assessment

3.2.1. Principles of analysis

Adherence to academic integrity in the implementation of study and research programmes is an extremely important element of internal quality assurance processes in higher education institutions. Descriptions of relevant practices are a mandatory element of self-assessment reports submitted by institutions when accrediting their study programmes. Accordingly, the analysis of these reports can reveal the range of approaches and procedures available in the Ukrainian educational environment.

The analysis was based on the "public.naqa. gov.ua" system's data (hereinafter - the System), namely the information on self-assessment, provided by institutions. The basis of the analysis were study programmes, which were presented in the System as of April 30, 2021.

Based on the study's objectives, the information provided under Criterion 5 "Control measures, higher education applicants' assessment and academic integrity" was taken into account, paragraph 4.:

HEI has defined clear and understandable policies, standards and procedures for academic integrity observance, which are consistently followed by all participants in the educational process during the implementation of the study programme. HEI promotes academic integrity (primarily through the implementation of this policy in the internal quality culture) and uses appropriate technological solutions as tools to counteract academic integrity violations.

In the analysis of study programmes at the level of "Doctor of Philosophy", information on self-assessment provided under Criterion 10 "Learning through research" was additionally taken into account, paragraph 6:

HEI ensures academic integrity observance in the professional activities of academic advisors and post-graduate students (Adjuncts), in particular, takes measures to avoid academic advising by individuals who have committed academic integrity violations.

Based on this, the following blocks of information on self-assessment were used:

Section "5. Control measures, higher education applicants' assessment and academic integrity":

- What HEI's documents contain policies, standards and procedures for academic integrity?
- What technological solutions are used as tools to counteract violations of academic integrity on a study programme?
- How HEI promotes academic integrity among higher education applicants?
- How does HEI respond to academic integrity violations? Provide examples of relevant situations with higher education applicants on the relevant study programme;

For study programme at the level of "Doctor of Philosophy" — additional blocks of information of the section "10. Learning through research":

Describe the current academic integrity practices in the scientific activities of academic advisors and post-graduate students (Adjuncts).

- Demonstrate that HEI takes steps to eliminate the possibility of providing academic advising by individuals who have violated academic integrity principles.

The categories of analysis were:

- availability of documents that define policies, standards and procedures for academic integrity;

- the presence of a special body responsible for academic integrity observance in the institution;
- the presence of academic integrity violations' cases by higher education applicants (post-graduate students/adjuncts).

An additional category was introduced for study programmes of the "Doctor of Philosophy" level:

- the presence of academic integrity violations' cases by academic advisors of post-graduate students/adjuncts.

The units of analysis were:

- presence of a category;
- no category;
- no answer.

As the logic of providing information did not entailed the primary indication of the existence of a special body responsible for academic integrity in the institution, conclusions about the existence of such a structure were made, in particular, on the basis of information in self-assessment data on internal regulations/procedures for academic integrity assurance/responding to academic integrity violations that points out the exictence of such a body. Accordingly, as the lack of information about the existence of such a body, does not necessarily mean that it does not exist in the institution, the unit of analysis "no category" for category 2 was not recorded.

3.2.2. Study programmes of the degree "Doctor of Philosophy"

As of April 30, 2021, 551 study programmes of the degree of "Doctor of Philosophy" were presented in the System.

These programmes represent all fields of study. The biggest number of study programmes are from the following fields of study:

- 05 Social and Behavioural studies — 61;

- 03 Humanities — 55;

- 10 Natural sciences — 48;

- 07 Management and Administration — 44;

- 01 Education/Pedagogy — 41;

- 22 Health — 40.

The study programmes of the "Doctor of Philosophy" level, available in the System, represent 97 specialties. The biggest number of study programmes are in the following specialties:

- 051 Economics — 28;

- 081 Law — 26;

- 201 Agronomy — 22;

- 073 Management — 21.

In total, 160 higher education institutions and research institutions are represented in the System for this degree. The biggest number of "Doctor of Philosophy" study programmes are represented in the following institutions:

- Taras Shevchenko National University of Kyiv — 39;

- Lviv Polytechnic National University — 34;

- The Ivan Franko National University of Lviv — 22.

For one such program (National Academy of Security Service of Ukraine) there is no information (designated as service information), so the basis of analysis was formed by self-assessment information of 550 study programmes.

According to the first category — "availability of documents that define policies, standards and procedures for academic integrity" — the self-assessment information of almost all study programmes indicate that such documents are available in the institution (only for study programme "Culturology" of Kyiv National University of Culture and Arts there was no answer provided).

With the second category — "the presence of a special body responsible for academic integrity observance in the institution" — the situation is as follows: in the self-assessment information of 365 study programmes, it is stated that such a body exists and in 185 was not provided information about such a body (which, as noted above, does not necessarily mean the absence of such a unit).
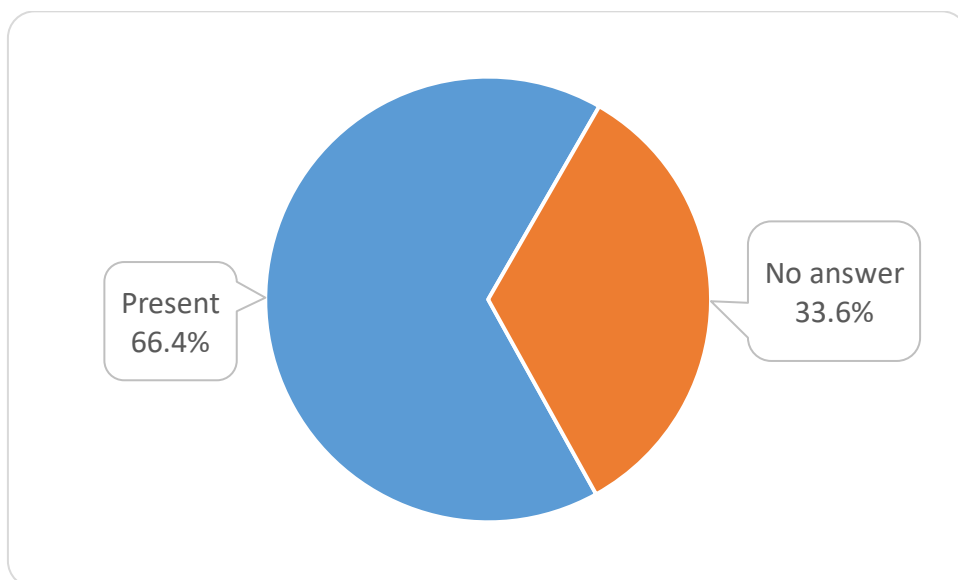
Fig. 3.2.1. Presence of a special body responsible for academic integrity observance in the institution (at the "Doctor of Philosophy" level)
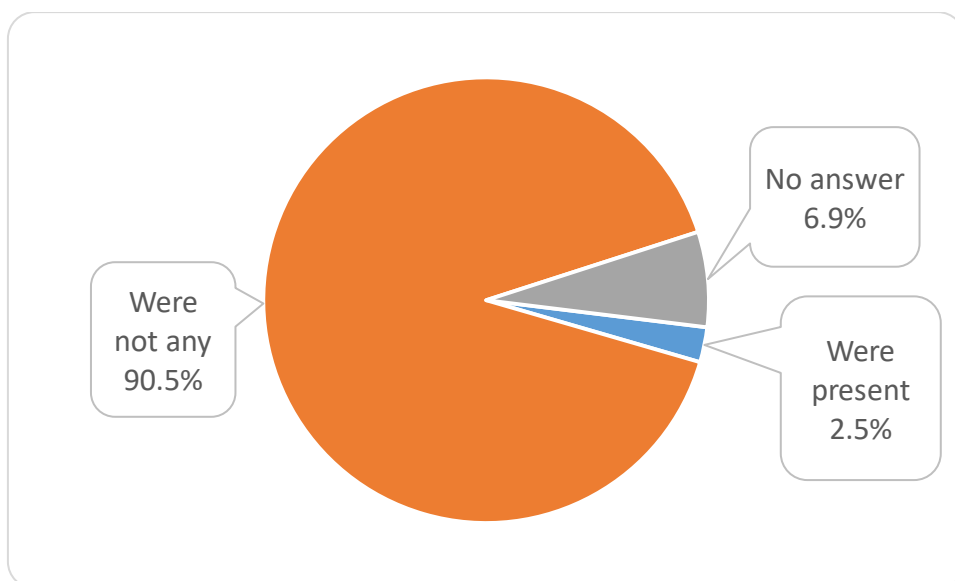
Fig. 3.2.2. Presence of academic integrity violations' cases by higher education

applicants   (post-graduate   students/adjuncts)
(at the "Doctor of Philosophy" level)

The analysis of the third category — "the presence of academic integrity violations' cases by higher education applicants (post-graduate students/adjuncts)" — gave the following results: in the self-assessment information of 14 study programmes, it was recognized that such cases were present, in 498 it was stated that there were no such cases present, and in 38 no answers were provided.

The fourth category — "the presence of academic integrity violations' cases by academic advisors of post-graduate students/adjuncts" — showed an almost idyllic picture: none of the study programmes "admitted" that such cases had taken place, while the vast majority (449) claimed that there were no such cases. In the information on self-assessment of 101 study programmes there is no answer about the presence of academic integrity violations by academic advisors.
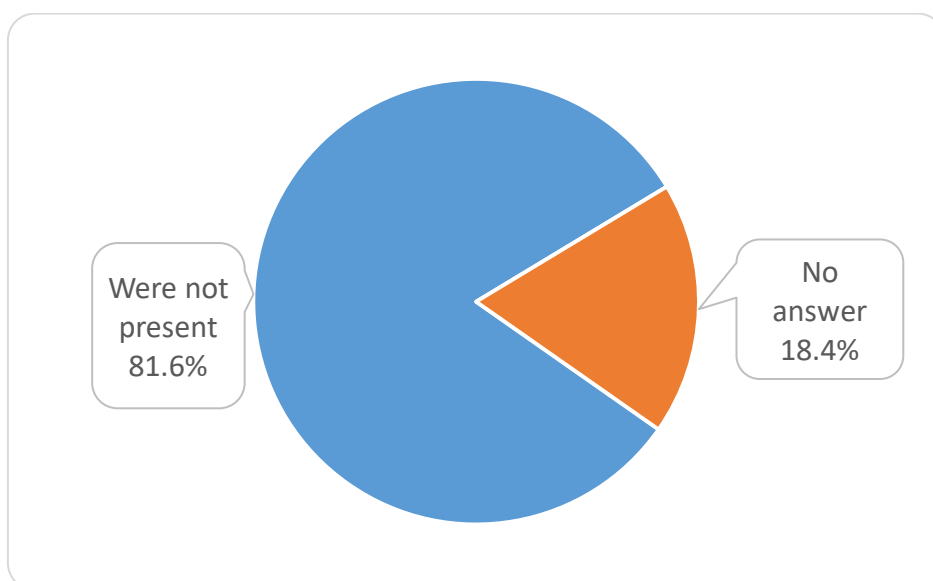
Fig. 3.2.3. Presence of academic integrity violations' cases by academic advisors of post-graduate students/adjuncts (at the "Doctor of Philosophy" level)

3.2.3. Study programmes of the level "Master"

As of April 30, 2021, 594 study programmes of the Master's degree were presented in the System.

These programmes represent all fields of study. The biggest number of study programmes are from the following fields of study:

- 01 Education/Pedagogy — 96;
- 07 Management and Administration — 66;
- 22 Health — 54.

The study programmes of the level "Master", available in the System, represent 103 specialties. The biggest number of study programmes are in the following specialties:

- 014 Secondary education — 41;
- 073 Management — 29;
- 281 Public management and administration — 24;
- 081 Law — 21.

In total, 175 higher education institutions are represented in the System at this level, in particular 7 separate structural units. Taras Shevchenko National University of Kyiv is a clear leader in the number of presented master's study programmes (33 Study programmes). Also, relatively high (more than 10) are represented study programmes of the following HEIs:

- Taras Shevchenko National University " Chernihiv Collegium" — 15;
- Donbass State Engineering Academy — 12;
- Vasyl Stefanyk Precarpathian National University — 12;
- University of the State Fiscal Service of Ukraine — 12;
- Zaporizhzhia Polytechnic National University — 11;
- Zhytomyr National Agroecological University — 11;
- Ukrainian Military Medical Academy — 11.

For the three study programmes of the National Academy of Security Service of Ukraine, the information on the self-assessment was not provided, so the analysis base was formed by the self-assessment information of 591 study programmes.

According to the first category — "availability of documents that define policies, standards and procedures for academic integrity" — as expected, all self-assessment information, without exception, indicate that such documents are available at the institution.

With the second category — "the presence of a special body responsible for academic integrity observance in the institution" — the situation is as follows: in the self-assessment information of 336 study programmes, it is stated that such a body exists and in 255 was not provided information about such a body (which, as noted above, does not necessarily mean the absence of such a unit).
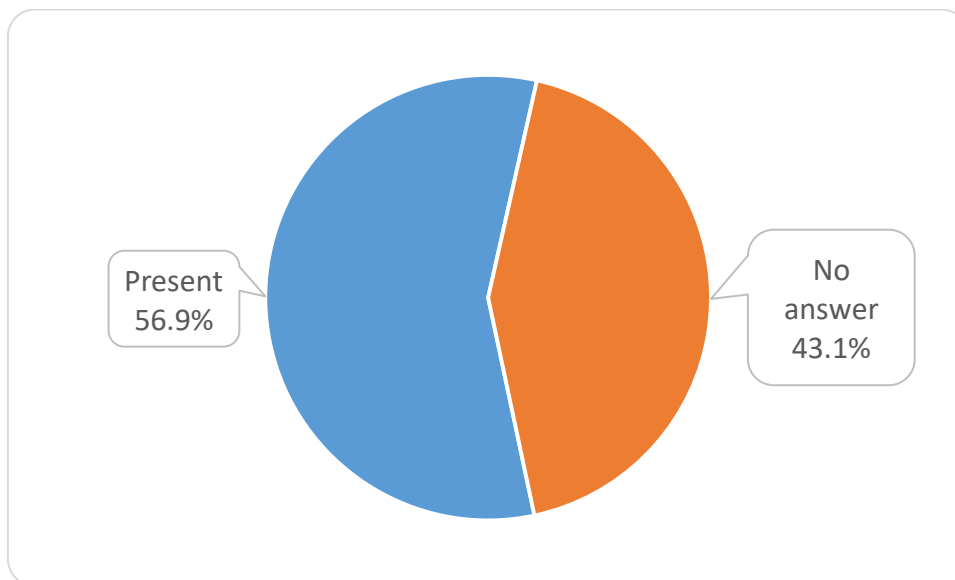
*Fig. 3.2.4. Presence of a special body responsible for academic integrity observance in the institution (at the level of "Master")*
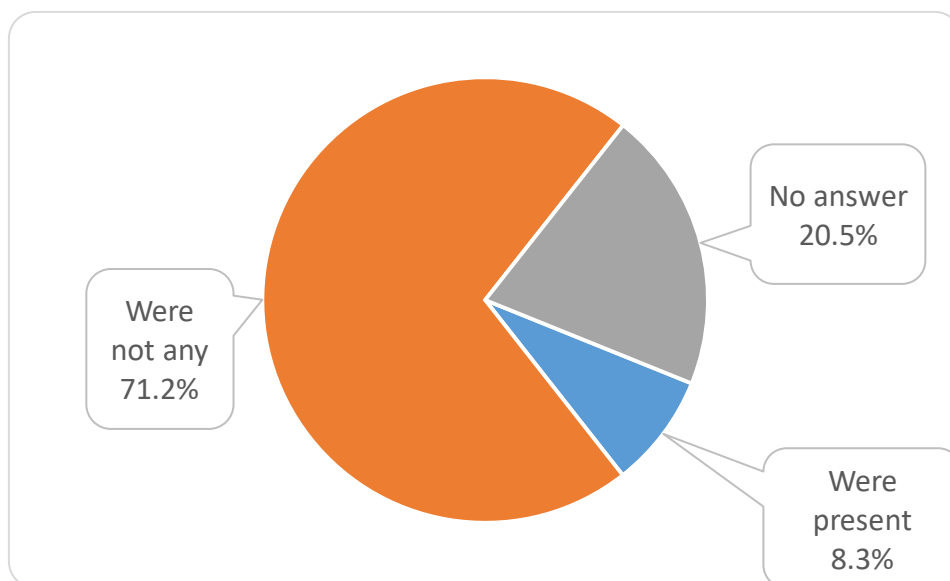
Fig. 3.2.5. Presence of academic integrity violations' cases by higher education applicants
(at the level of "Master")

The analysis of the third category — "the presence of academic integrity violations' cases by higher education applicants (post-graduate students/adjuncts)" — gave the following results: in the self-assessment information of 49 study programmes, it was recognized that such cases were present, in 421 it was stated that there were no such cases present, and in 121 no answers were provided.

3.2.4. Study programmes of the level "Bachelor"

As of April 30, 2021, 999 study programmes of the Bachelor's degree were presented in the System.

These programmes represent all fields of study. The biggest number of study programmes are from the following fields of study:

- 01 Education/Pedagogy — 172;
- 07 Management and Administration — 99;
- 12 Information technologies — 99;
- 05 Social and Behavioural studies — 65;
- 02 Culture and arts — 61;

- 03 Humanities — 52.

The study programmes of the level "Bachelor", available in the System, represent 111 specialties. The biggest number of study programmes are in the following specialties:

- 014 Secondary education — 104;
- 035 Philology — 35;
- 126 Information systems and technologies — 35;
- 053 Psychology — 32;
- 073 Management — 30;
- 081 Law — 30.

In total, 218 higher education institutions are represented in the System at this level, in particular 24 separate structural units. Leaders in the number of presented Bachelor's degree programs (more than 20) are:

- Zhytomyr Ivan Franko State University — 29;
- Lutsk National Technical University — 26;
- The Ivan Franko National University of Lviv — 26;
- Vasyl Stefanyk Precarpathian National University — 25;
- Taras Shevchenko National University " Chernihiv Collegium" — 23;
- Kherson State University — 23.

According to the first category — "availability of documents that define policies, standards and procedures for academic integrity" — as expected, all self-assessment information, without exception, indicate that such documents are available at the institution.

With the second category — "the presence of a special body responsible for academic integrity observance in the institution" — the situation is as follows: in the self-assessment information of 589 study programmes, it is stated that such a body exists and in 410 was not provided information about such a body (which, as noted above, does not necessarily mean the absence of such a unit).
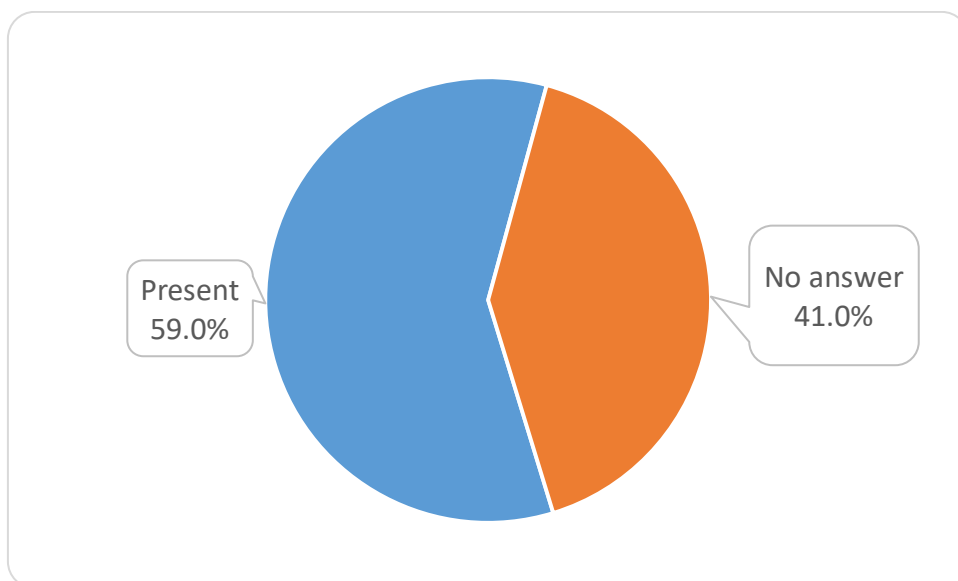
Fig. 3.2.6. Presence of a special body responsible for academic integrity observance in the institution (at the level of "Bachelor")

The analysis of the third category — "the presence of academic integrity violations' cases by higher education applicants (post-graduate students/adjuncts)" — gave the following results: in the self-assessment information of 117 study programmes, it was recognized that such cases were present, in 677 it was stated that there were no such cases present, and in 205 no answers were provided.
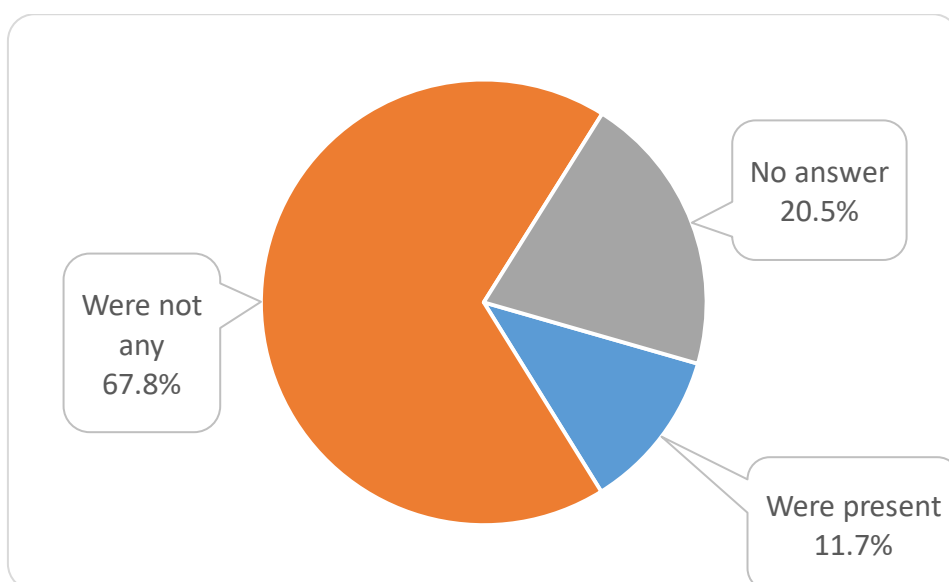
Fig. 3.2.7. Presence of academic integrity violations' cases by higher education applicants

(at the level of "Bachelor")

Resume

In total, the analysis was based on self-assessment information of 2,140 study programmes presented in the System as of April 30, 2021, including 550 Doctoral programmes, 591 Master's programmes, and 999 Bachelor's programmes.

According to the first category — "availability of documents that define policies, standards and procedures for academic integrity" — as expected, all self-assessment information, without exception, indicate that such documents are available at the institution. This result is quite natural, because paragraph 2 of the third part of Article 32 of the Law of Ukraine "On Higher Education" requires higher education institutions "to have an internal system of higher education quality assurance, including an approved policy to ensure academic integrity (academic integrity code)".

However, one can observe very different approaches in different institutions — from single documents such as codes of academic integrity, the emergence of which is rather due to the requirements of the Law of Ukraine "On Higher Education", to whole systems of documents governing various aspects of internal quality assurance and, in particular, academic integrity assurance.

As for the second category — "the presence of a special body responsible for academic integrity observance in the institution" — it should be noted that in self-assessment information of certain institutions there is a situation when in some documents the presence of a special body is indicated, and in others — no. Such cases, most likely, indicate that such bodies have not yet become significant participants in the processes of compliance with academic integrity principles in Ukrainian HEIs.

In general, the situation on all study programmes of these levels is as follows: out of 2,140 study programmes, in the information of 1,290 study programmes was indicated the existence of such a body (the rest do not contain answers).
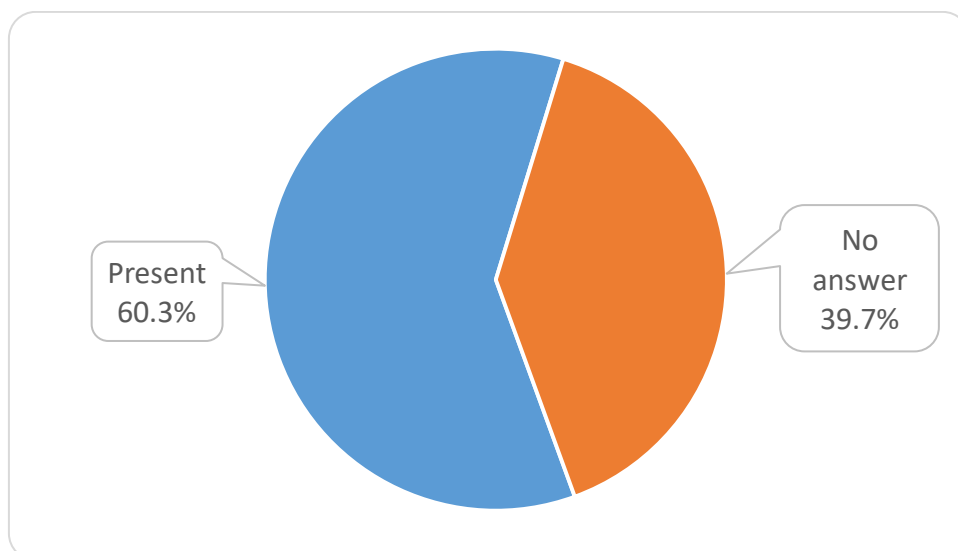
Fig. 3.2.8. Presence of a special body responsible for academic integrity observance in   the   institution (at the "Doctor of Philosophy", "Master" and "Bachelor" levels)

In some cases, there were made an attempt to avoid a direct answer to questions about academic integrity violations by higher education applicants and academic advisors, in particular, through verbal casuistry such as:

- "Academic advisors of post-graduate students are not those individuals, in respect of whom the NAQA decision established the fact of academic integrity violation" (such cases do not necessarily have to be considered by NAQA);
- "During the implementation of existing study programme, employees and students have not been prosecuted for academic integrity violations" (the absence of prosecution does not mean the absence of cases);
- "Facts of academic integrity violations, according to the students' survey results were not identified" (questionnaires are not the only way to identify such violations);
- Etc.

In general, the situation on all 2,140 study programmes of these levels is as follows: in self-assessment information of only 180 study programmes was stated

that academic integrity violations' cases by higher education applicants (post-graduate students/adjuncts) were present in institution, in 1 596 study programmes' self-assessment information was stated that there were no such cases, and in 364 study programmes' self-assessment information the answer was not provided.
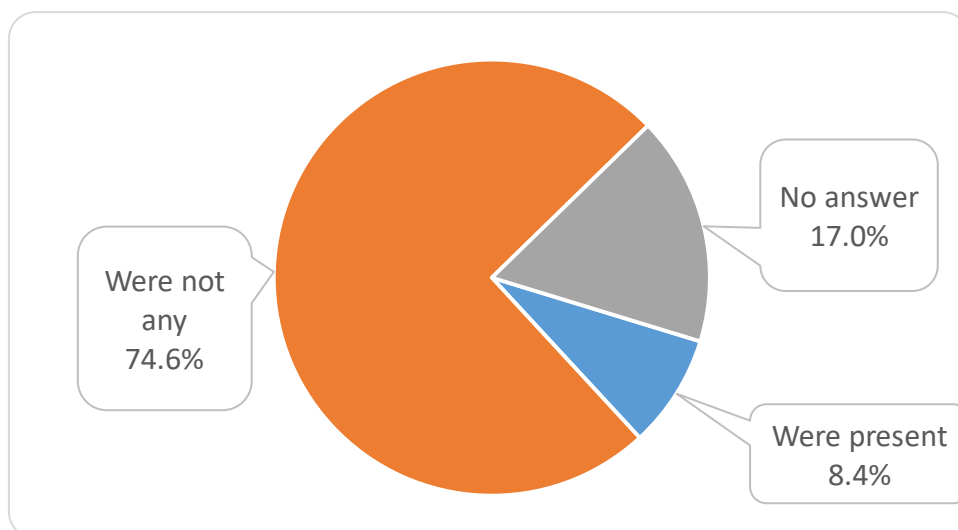
Fig. 3.2.9. Presence of academic integrity violations' cases by higher education applicants   (post-graduate   students/adjuncts) (at the "Doctor of Philosophy", "Master" and "Bachelor" levels)

Comparison of the situation with the answers for all categories by degrees is given in tables 3.2.1–3.2.4.

Table 3.2.1.

Comparison   by   the   category "Availability of documents that define policies, standards and procedures for academic integrity"

Degree \ Answer	Doctor of Philosophy	Master	Bachelor	TOTAL
Present	99,8 %	100 %	100 %	**99,95 %**

No answer	0,2 %	0 %	0 %	**0,05 %**

Table 3.2.2.

***Comparison   by   the   category
"The presence of a special body responsible for academic integrity observance in
the institution"***

Degree / Answer	Doctor of Philosophy	Master	Bachelor	TOTAL
Present	66,4 %	43,1 %	59,0 %	**60,3 %**
No answer	33,6 %	56,9 %	41,0 %	**39,7 %**

Table 3.2.3.

***Comparison   by   the   category
"The presence of academic integrity violations' cases by higher education
applicants (post-graduate students/adjuncts)"***

Degree / Answer	Doctor of Philosophy	Master	Bachelor	TOTAL
Were present	2,5 %	8,3 %	11,7 %	**8,4 %**

Were not any	90,5 %	71,2 %	67,8 %	**74,6 %**
No answer	6,9 %	20,5 %	20,5 %	**17,0 %**

Table 3.2.4.

Comparison by the category "The presence of academic integrity violations' cases by academic advisors of post-graduate students/adjuncts"

Degree / Answer	Doctor of Philosophy	Master	Bachelor	TOTAL
Were present	0,0 %	—	—	—
Were not any	81,6 %	—	—	—
No answer	18,4 %	—	—	—

Report on the activities of the National Agency for Higher Education Quality Assurance

- NAQA decisions on the study programmes' accreditation (2021)
- NAQA performance indicators in 2021
- Internationalization of higher education quality assurance in Ukraine

PART 1.

NAQA DECISIONS ON THE STUDY PROGRAMMES' ACCREDITATION 2021

Table 1.1

NAQA decisions on the study programmes' accreditation in terms of study fields and levels of education 2021

Field of study	Dicision on accreditation	Levels of education				
		Junior bachelor	First (Bachelor)	Second (Master)	Third (study and research/ Study and arts)	TOTAL
01 Education	Exemplary				3	3
	Accreditation	6	90	72	37	205
	Conditional	1	26	27	9	63
	Denied					0
	Returned to SEC		6	9	6	21
	Total for 01	**7**	**122**	**108**	**55**	**292**
02 Culture and arts	Exemplary		1			1
	Accreditation	2	33	14	19	68
	Conditional		9	3	3	15
	Denied				1	1
	Returned to SEC		2	5		7
	Total for 02	**2**	**45**	**22**	**23**	**92**
03 Humanities	Exemplary		1		4	5
	Accreditation		23	24	37	84
	Conditional		2	5	4	11
	Denied					0
	Returned to SEC		1	2	2	5
	Total for 03		**27**	**31**	**47**	**105**
04 Theology	Exemplary				1	1
	Accreditation		2	3		5
	Conditional					0
	Denied		1			1
	Total for 04		**3**	**3**	**1**	**7**

05 Social and Behavioral studies	Exemplary				1	1
	Accreditation	4	37	41	59	141
	Conditional	7	8	8	3	26
	Denied					
	Returned to SEC		3	3	4	10
	Total for 05	**11**	**48**	**52**	**67**	**178**
06 Journalism	Exemplary				2	2
	Accreditation		10	5	1	16
	Conditional		4			4
	Denied					0
	Returned to SEC		1			1
	Total for 06		**15**	**5**	**3**	**23**
07 Management and Administration	Exemplary				1	2	3
	Accreditation	19	64	76	29	188
	Conditional	3	6	8	1	18
	Denied		1			1
	Returned to SEC		1	8	2	11
	Total for 07	**22**	**72**	**93**	**34**	**221**
08 Law	Exemplary				1	1
	Accreditation	1	13	19	24	57
	Conditional	2	5	8	2	17
	Denied		2			2
	Returned to SEC		1	3	2	6
	Re-examination				1	1
	Total for 08	**3**	**21**	**30**	**30**	**84**
09 Biology	Exemplary				2	2
	Accreditation		2	4	19	25
	Conditional		1	2	3	6
	Denied					0
	Returned to SEC			2	4	6
	Total for 09		**3**	**8**	**28**	**39**
10 Natural sciences	Exemplary		1	1	2	4
	Accreditation		25	21	39	85
	Conditional		8	4	8	20
	Denied				1	1
	Returned to SEC		3	1	7	11
	Total for 10		**37**	**27**	**57**	**121**
11 Mathematics and statistics	Exemplary			2	2	4
	Accreditation		6	4	13	23
	Conditional			1	1	2
	Denied				1	1
	Returned to SEC		1			1

	Total for 11		7	7	17	31

Category	Status					Total
12 Information technologies	Exemplary					0
	Accreditation	1	60	24	40	125
	Conditional		16		3	19
	Denied		1	1		2
	Returned to SEC		7	4	1	12
	Total for 12	**1**	**84**	**29**	**44**	**158**
13 Mechanical engineering	Exemplary				2	2
	Accreditation		14	10	33	57
	Conditional		3		1	4
	Denied					0
	Returned to SEC				4	4
	Total for 13		**13**	**10**	**40**	**67**
14 Electrical engineering	Exemplary				2	2
	Accreditation	1	5	11	12	29
	Conditional	1	2	1		4
	Denied					0
	Returned to SEC		1			1
	Total for 14	**2**	**7**	**12**	**14**	**35**
15 Automation and instrumentation	Exemplary				1	1
	Accreditation		11	7	8	26
	Conditional	1	3	2	1	7
	Denied		1			1
	Returned to SEC			2		2
	Total for 15	**1**	**15**	**11**	**10**	**37**
16 Chemical and bioengineering	Exemplary		1		1	2
	Accreditation		1	2	4	7
	Conditional		3		1	4
	Denied					0
	Returned to SEC		1	1	1	3
	Total for 16		**6**	**3**	**7**	**16**
17 Electronics and telecommunications	Exemplary				1	1
	Accreditation		15	3	8	26
	Conditional			1	1	2
	Denied					0
	Returned to SEC			1		1
	Total for 17		**15**	**5**	**10**	**30**
18 Manufacturing and technology	Exemplary				1	1
	Accreditation		9	13	4	26
	Conditional		5	2	1	8
	Denied					0
	Returned to SEC	1	1	1	1	4
	Total for 18	**1**	**15**	**16**	**7**	**39**

19 Architecture and construction	Exemplary					1	1
	Accreditation			16	16	15	47
	Conditional			8	1		9
	Denied			1	1		2
	Returned to SEC			3	1		4
	Total for 19			**28**	**19**	**16**	**63**
20 Agricultural science and food	Exemplary					1	1
	Accreditation		2	18	13	24	57
	Conditional			9	4	3	16
	Denied						0
	Returned to SEC					2	2
	Total for 20		**2**	**27**	**17**	**30**	**76**
21 Veterenary medicine	Exemplary					2	2
	Accreditation				2	6	8
	Conditional					1	1
	Denied						0
	Returned to SEC						0
	Total for 21				**2**	**9**	**11**
22 Health	Exemplary			1	1	3	5
	Accreditation		1	18	36	34	89
	Conditional			1	11	7	19
	Denied		1		4	2	7
	Returned to SEC			3	2	4	9
	Total for 22		**2**	**23**	**54**	**50**	**129**
23 Social work	Exemplary					1	1
	Accreditation		1	8	7	4	20
	Conditional			1			1
							0
	Returned to SEC				1		1
	Total for 23		**1**	**9**	**8**	**5**	**23**
24 Services	Exemplary			2		3	5
	Accreditation		3	22	13	1	39
	Conditional		1	4	2		7
	Denied			1			1
	Returned to SEC			5			5
	Total for 24		**4**	**34**	**15**	**4**	**57**
25 Military science, national security, state border security	Exemplary						0
	Accreditation			7	6	14	27
	Conditional			1	4		5
	Denied			1			1
	Returned to SEC						0
	Total for 25			**9**	**10**	**14**	**33**

Category	Decision						Total
26 Civil security	Exemplary						0
	Accreditation			10	9	5	24
	Conditional			1	2	1	4
	Denied					1	1
	Returned to SEC						0
	Total for 26			**11**	**11**	**7**	**29**
27 Transport services	Exemplary						0
	Accreditation	3		16	12	12	43
	Conditional			2	2		4
	Denied			1		1	2
	Returned to SEC						0
	Total for 27	**3**		**19**	**14**	13	**49**
28 Public administration	Exemplary						0
	Accreditation			14	17	14	45
	Conditional			2	2	1	5
	Denied	1					1
	Returned to SEC			1			1
	Re-examination					1	1
	Total for 28	**1**		**17**	**19**	**16**	**53**
29 International relations	Exemplary				2	2	4
	Accreditation			26	17	8	51
	Conditional			10	4		14
	Denied						0
	Returned to SEC			2	2	1	5
	Total for 29			**38**	**25**	**11**	**74**

Table 1.2

NAQA decisions on the study programmes' accreditation 2021 (by Meetings' dates)

	Accreditation	Exemplary Accreditation	Conditional Accreditation	Denied Accreditation	Return to SEC	Re-examination	Remove from consideration	TOTAL
26.01.2021	140	4	35	1	9	1		190
02.02.2021								
23.02.2021	54	9	7		7			77
05.03.2021	3		3					6
08.04.2021	64		1					65
14.04.2021								
27.04.2021	117	2	43	2	16	1	1	182
18.05.2021	138	1	22	2	8			171
08.06.2021	130	1	40	2	16			189

22.06.2021	99		2					**101**
29.06.2021	58	4	49	5	4			**120**
20.07.2021	26							**26**
27.07.2021	109	10	22	5	8		1	**155**
27.08.2021	89	2	15	4	12			**122**
16.09.2021								
30.09.2021	199	13	15	3	4	1	2	**247**
03.12.2021								
09.12.2021								
14-15.12.2021	319	3	42	1	31		2	**398**
21.12.2021	100	4	18		10			**132**
TOTAL	**1645**	**53**	**314**	**25**	**125**	**3**	**6**	**2171**

PART 2.

NAQA PERFORMANCE INDICATORS IN 2021

The activities of the National Agency for Higher Education Quality Assurance are provided by the NAQA Secretariat. As of the end of 2021, NAQA Secretariat employed 64 people with a maximum number of 67 staff members.

Organizational structure of NAQA Secretariat:

- Accounting and Financial planning Department;
- Public Relations and International Cooperation Department;
- Legal Support and Appeals Department;
- Human Resources and Organizational Support Department;
- Study Programmes Accreditation Department;
- Institutional Accreditation Sector;
- Expert Service Department;
- Specialized Expert Council and Independent Higher Education Quality Assessment Institutions Department;
- Department of Research Degrees and Analytics;
- Analytics Department;
- Academic integrity Department;
- Department of Secretariat Activity Support;
- Records management Department .

2.1. Study Programmes' Accreditation Department

During the year, Study Programmes' Accreditation Department provided continuous accumulation and processing of materials related to Ukrainian HEIs' study programmes, in particular:

- processing of official notifications from HEIs and scientific institutions about the intentions to accredit study programmes;

- development, conclusion and coordination with Secretariat departments of the schedule of applications' submission for accreditation and information on HEIs study programmesself-assessment in 2021/2022 with further approval at NAQA meeting and promulgation by September 1, 2021;

- monitoring during the year of receiving of HEIs' official corrective notifications on the addition or exclusion of study programmes, as well as changes in the dates of accreditation materials' submission. Collection, accounting and information preparation based on the monitoring results for the NAQA meetings and appropriate updating of the schedule and maintenance of its database, in accordance with NAQA decisions results;

- registration and accounting of applications for acceptance of accreditation cases for NAQA examination, as well as comprehensive analytical, methodological and informational support of the processes of the relevant stage of accreditation of Ukrainian higher education institutions' study programmes;

- preparation of reasoned conclusions on the grounds presence or absence for re-issuance of study programmes accreditation certificates;

- entering of orders on expert groups' appointment in the NAQA information system;

- transfer of cases in NAQA information system to stage 11.1 "The case was submitted to the Sectoral Expert Council" in cases where HEI does not provide a response to the expert group's report;

- as a result of HEI's official appeals, preparation of materials for NAQA meeting for removal of cases from consideration and according to the NAQA decision results removal of cases from consideration in the information system.

Thus, during 2021, 2,259 cases were registered and preliminary analyzed. The form of Guidelines for Experts made by the study programmes accreditation department was constantly updated.

During 2021, a preliminary analysis of the draft expert groups reports was carried out and advisory assistance was provided on the descriptive, summary and recommendatory components of the report in terms of correlation of facts, evidence and justifications. At the same time, the level of compliance of the study programme with the requirements of the quality criteria determined by the expert group is not subject to adjustment, evaluation or other impact (there is no technical possibility to change it in the electronic system).

During the year, within the powers of the department, responses to official letters of inquiry from HEIs and scientific institutions are processed and submitted within the period established by law.

During the reporting period, conclusions were constantly drawn on the existence of grounds for re-issuance of study programmes accreditation certificates.

Throughout the year, the department provided informational and advisory support to study programmes leaders , as well as representatives of HEIs' authorities and administration and research institutions (processed and responded to more than 4,500 e-mails).

The following results were achieved in some areas of the department's work during the reporting period:

I. Formation of the Schedule of applications for accreditation acceptance in 2021/2022.

As of September 1, 2021, 655 e-mails from about 500 HEIs on the intention to accredit 2,132 study programmes in 2021/2022 were accumulated and processed. 97 of them — at the level of junior bachelor, 98 — at the level of bachelor, 672 — at the second level of master, 465 — at the third (study-research, study-arts) level.

On the basis of the processed HEIs' applications, the Schedule of applications for accreditation acceptance (hereinafter — Schedule), published on September 1, 2021, was drawn up and approved (Minutes № 14 of August 27, 2021).

Daily monitoring of official notifications from higher education institutions on changes in the Schedule and on their basis the formation of the submission for approval by NAQA decision and support in the current state of the database plan.naqa.gov.ua were ensured.

Periodically (once a month) information was updated in the Schedule on the basis of Ukrainian HEIs' notifications consideration. In total, during 2021, 412 study programmes were deleted, 125 study programmes were additionally included, the dates of submission of accreditation materials for 289 study programmes were changed.

Changes to that part of the Schedule's information, which is not public, but provides the use and processing of personal data (name, e-mail addresses of study programmes leaders, etc.), were constantly made in accordance with the HEIs' reports (279 notifications of leader' change).

II. Acceptance and registration of electronic accreditation files of HEIs' study programmes in the electronic system

For the period from January 4 to June 30, 2021, it was checked for completeness of forms and availability of all necessary attachments, adopted in accordance with the approved Schedule and registered 1,324 cases of study programmes submitted for accreditation of Ukrainian HEIs in 2020/2021.

During the period from September 1 to November 30, 2021, 935 cases of study programmes submitted for accreditation of Ukrainian HEIs in 2020/2021 were adopted and registered in accordance with the approved Schedule.

In total, the number of accepted cases in the reporting year was 2,259 (which is 71.6% more than in the previous year, 2020). Of these, 129 are cases of study

programmes that received a decision on conditional accreditation based on the results of NAQA consideration in the period 2020/2021 and 6 cases were withdrawn from consideration by NAQA decision.

In order to facilitate the further conclusion of agreements with higher education institutions that have submitted accreditation cases to NAQA, and to improve the efficiency of the accreditation process as a whole, throughout the entire reporting period, approval of acceptance of accreditation applications was constantly carried out with the Accounting and Financial planning Department and Legal Support and Appeals Department; work was coordinated regarding study programmes of those HEIs which had financial debts (up to 100 institutions).

In order to improve the efficiency of various stages of the accreditation process, at the end of September, an analytical study was carried out of 2,132 cases included in the 2021/2022 Schedule, regarding the passing of preliminary accreditation with a decision on conditional accreditation/denial of accreditation. Based on the results of the study, 257 study programmes were identified that had already undergone NAQA preliminary accreditation with a decision on conditional accreditation/denial of accreditation. At the same time, not only those study programmes whose ID in USEDE base coincides with the ID of study programmes that underwent previous accreditation were taken into account, but also those study programmes that were re-registered in USEDE base with a new ID number. The list also includes study programmes of the same specialty and level of education as other study programmes of the same higher education institution that underwent accreditation with the result of conditional accreditation/denial of accreditation. The results of the analysis were provided to NAQA members, as well as distributed among all Secretariat departments related to the accreditation process for use in the work during 2021/2022.

In order to improve the quality of accreditation examinations and deepen the content of expert opinions on them, timely processing of letters from legal entities

and individuals with complaints about non-compliance with the requirements of the law and other violations on the part of various higher education institutions, as well as information about the results of inspections of institutions by the commissions of the State Service of Education Quality of Ukraine was constantly ensured. On the basis of the letters received, 37 expert groups appointed by the agency to carry out an examination of the higher education institutions concerned by the complaints were informed in advance. Information was provided in several ways, first of all, directly through documentary appendices to methodological recommendations to experts from the accreditation department.

III. Analytical and methodological support of the first stage of study programmes accreditation

In accordance with the Regulation on Study Programmes Accreditation, the department provides methodological support and assistance for accreditation expertise. To ensure high-quality preparation and conduct of accreditation examinations, the department's employees created methodological recommendations for experts from the department of study programmes accreditation. The content and form of methodological recommendations were constantly improved, taking into account the results of surveys of study programmes leaders and NAQA experts, who have experience of participation in accreditation examinations during 2020 — the first half of 2021.

During the I-IV quarters of 2021, the materials of 2,259 electronic forms of cases of Ukrainian HEIs' study programmes were analysed. In particular, 933 — of the bachelor level, 622 — of the master's level, 618 — Ph.D., 83 — junior bachelor i 3 — doctor of arts.

During the reporting year, on the basis of analytical data, 2,259 methodological recommendations were made for experts regarding the consideration and compliance with the norms of the current legislation and the

requirements of quality criteria during the accreditation examination. This indicator is almost 72% higher than in 2020.

During the year, the department carried out a preliminary analysis of the draft reports of expert groups and provided methodological assistance in compiling the descriptive, summary and recommendation components of the report of expert groups in terms of correlation of facts, evidence and justifications (in the form of a written response to the draft report of the EG). At the same time, the level of compliance of the study programme with the requirements of the quality criteria determined by the expert group was not subject to adjustment, evaluation or other influence (there is no technical possibility to change it in the electronic system).

In total, during the reporting period, 2,259 draft reports of expert groups were analysed (442 of them are being processed currently) and written feedback on them was concluded in various forms, provided by NAQA information system. In terms of higher education levels of accredited programs, reports are distributed as follows:

- 83 — junior bachelor;
- 932 — bachelor;
- 622 — master;
- 618 — Ph.D.;
- 3 — doctor of arts.

129 of them, are for study programmes that are undergoing the process of subsequent accreditation after receiving a decision on conditional and 2 — on the denial of accreditation based on the results of NAQA consideration in the period of 2020/2021. Compared to 2020, the number of such cases increased insignificantly in case of study programmes after the decision on conditional accreditation — by 2%, while at the same time it significantly decreased in case of those that underwent an examination after the decision on denial — by 20%.

The total number of project reports processed by the department increased by 473.1% compared to the previous year of 2020.

A qualitative analysis of draft reports of expert groups was constantly carried out, and its generalized results were provided to NAQA. In total, during the reporting period, 1,817 draft reports were returned to the expert groups with feedback on the need for significant revision, in the feedback on 39 projects, recommendations related to single shortcomings, and 1 draft report was approved without being returned to the expert group for revision.

In order to increase the efficiency and quality of the department's work, the approaches to feedback on the draft reports of expert groups were constantly improved and its forms were differentiated (III-IV quarters of 2021) in accordance with NAQA information system.

During the 3rd quarter, within the framework of this direction of the department's activities, methodological development projects were created and presented to the management of the secretariat for improving the skills of experts in conducting accreditation examinations and writing reports of expert groups, as well as methods of qualitative assessment according to the criteria of the study programme (the total volume of presented projects of methodical development — 1.3 sheets).

During the year, responses to 304 official letters of inquiry from higher educational institutions and scientific institutions within the scope of the department's authority are processed and provided by ASKOD within the deadline established by the law.

IV. Consultative support of the process for reissuing certificates of study programmes accreditation

During 2021, in accordance with the provisions of Art. 25 of the Law of Ukraine "On Higher Education", a package of documents is checked and motivated conclusions are drawn up for reissuing certificates on study programmes

accreditation. During the reporting period, 94 packages of documents were processed, in accordance with which motivated conclusions were prepared and sent (including 4 conclusions with reasoned denial). This is twice as much as in 2020 compared to the corresponding overall performance of the department.

V. Participation in general organizational processes

During July 2021, employees of the department took part in remote monitoring of the organization and holding of 4 meetings of sectoral expert councils (fields of study 07, 10, 13, 15).

During the reporting period, there was constant monitoring and accreditation cases were transferred to the SEC stage (stage 11.1 in the electronic system) in which the higher education institution/scientific institution did not provide a response/comment on the report of the expert group within the set deadline.

During the I-IV quarters (except for the second half of September — the first half of October 2021), the department constantly ensured the provision of orders on the appointment of expert groups to NAQA information system and transferred cases to experts (at stage 5.1 in the information system).

During November 2021, employees of the department took part in the methodological preparation of the training for NAQA trainers, which took place on 24.11.2021.

Also, the employees of the department constantly cooperated with the Public Relations and International Cooperation Department:

1) submitted 5 posts to the FB section "NAQA comments";

2) took an active part in holding a number of webinars for heads of expert groups, etc.

2.2. Specialized Expert Council and Independent Higher Education Quality Assessment Institutions Department

Specialized Expert Council and Independent Higher Education Quality Assessment Institutions Department consists of 7 employees. Specialists of the department ensure the activity of 30 sectoral expert councils (hereinafter referred to as SEC), accompany and help in the organization of SEC meetings during public consideration of an accreditation case or a project of a higher education standard, etc.

Sectoral expert councils act in accordance with the Regulations approved by NAQA on May 21, 2019, protocol No. 5 (with amendments and revisions). Changes to this document based on the proposals of SEC members, stakeholders and, accordingly, to the needs of the working processes are accompanied by NAQA decision are carried out by the SEC department. During the reporting period, there were 4 revisions of the NAQA Regulation on sectoral expert councils. NAQA decision made changes to the quantitative composition of individual SECs, clarified the issue of conflict of interests, clarified the procedure for consideration of the case at the meeting, etc.

In order to implement NAQA decision of August 30, 2021 and within the scope of establishing the internal higher education quality assurance system, new editions of the documents regulating the work of the department and SEC were prepared: Regulation on NAQA sectoral expert councils and The Procedure for nominating candidates and electing members of NAQA sectoral expert councils. The drafts of these documents were discussed at meetings of the working group of NAQA members. The heads of SEC and their deputies were acquainted with separate provisions, which received positive feedback afterwards.

Sectoral expert councils: valid/full quantitative composition and competitive selection

Actual composition (actual number of members) of SEC is 332 individuals (as of December 22, 2021). The full composition of SEC (Fig. 2.2.1.).
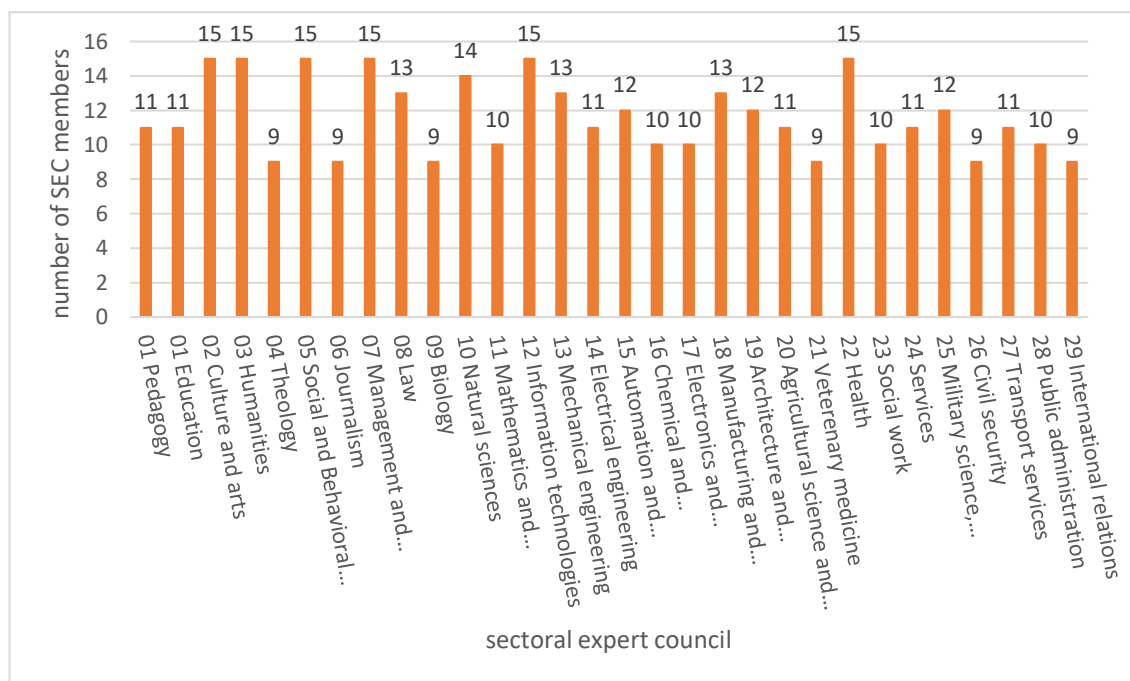
Fig. 2.2.1. Full composition of SEC

For the 2021 calendar year, 7 competitions were held for the filling of vacant positions for sectoral expert councils. Specialists of the department processed 144 packages of candidates' documents, 37 of them were rejected. According to the results of the contests, 12 people were appointed to various SECs during the year.

From October 1 to October 18, 2021, a competition was announced to fill vacant positions in eight SECs (protocol No. 16 of September 30, 2021). 22 applications with relevant documents were submitted to the competition, 16 of which were accepted for the competition. The NAQA competition commission was not authorized after the decision of the Supreme Court of Ukraine dated October 13, 2021 regarding the NAQA activities. At the NAQA meeting on December 9, 2021, the permanent and temporary composition of the competition commission was approved, so currently work has resumed on the cases of candidates for 10, 13, 21,

24, 29 SEC. The results of the work of the competition commission will be presented for approval by NAQA at the next meeting.

According to the NAQA decision (from December 9, 2021; December 21, 2021), another competition to SEC for the following vacancies has been announced: 02 02 Culture and arts — 024 Choreography — 1 academic worker/researcher;

- 02 Culture and arts — 026 Performing arts — 1 academic worker/researcher;
- 04 Theology — 2 academic workers/researchers;
- 06 Journalism — 1 academic worker/researcher, 1 employers' representative;
- 13 Mechanical Engineering — 1 higher education applicant;
- 20 Agronomy — 203 Horticulture and viticulture — 1 academic worker/researcher;
- 23 Social work — 1 academic worker/researcher;
- 26 Civil security — 1 academic worker/researcher.
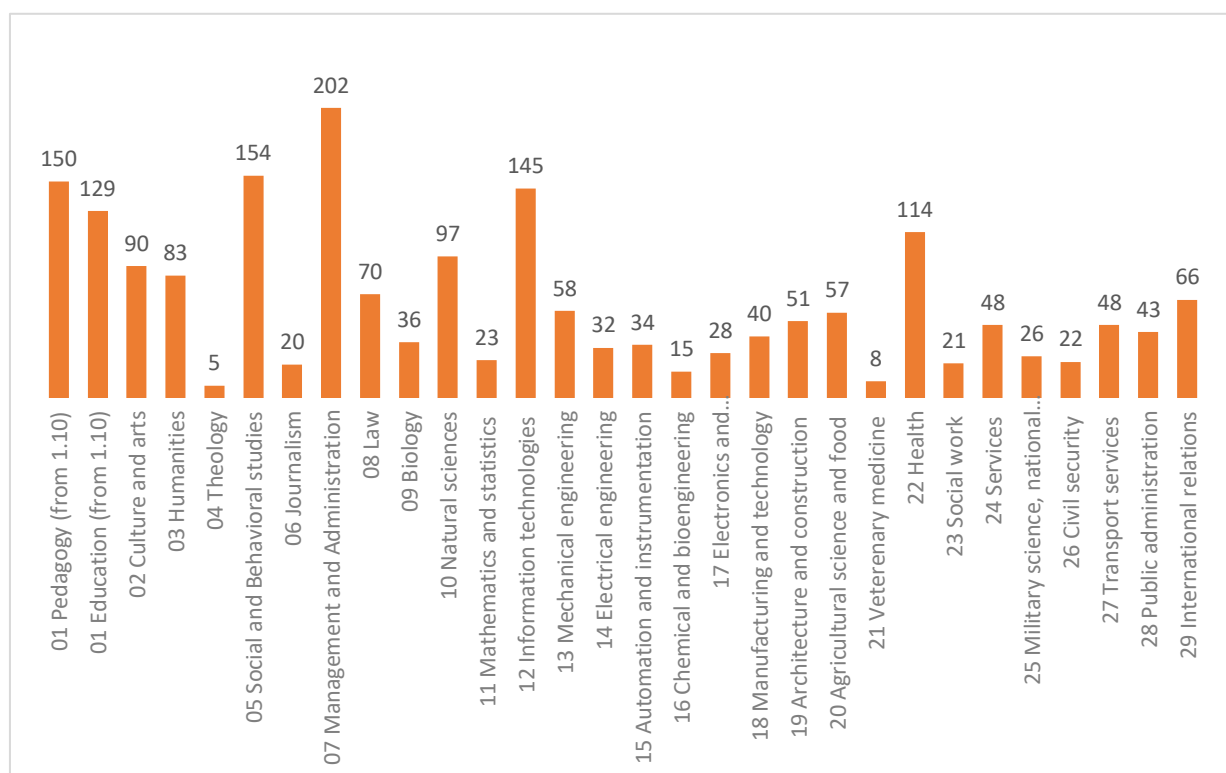
Consideration of accreditation cases

Fig 2.2.2. The number of accreditation cases in each SEC in 2021

During the reporting period — 2021 — SEC reviewed 1,821 accreditation cases (excluding cases returned for review by SEC). The number of cases ranged from 5 to 202; load on each GER (together with those returned for review) — Fig. 2.2.2.

The average workload per member of the SEC ranged from 0.6 share of the accreditation case to 13.1. SECs from such fields of study had the greatest workload for consideration of accreditation cases: 01 Education/Pedagogy (01 Education — 13,1, 01 Pedagogy — 10,5), 07 Management and administration (13,1), 05 Social and behavioural studies (9,7), 12 Information technologies (9,1), etc. The lowest workload per member of the SEC is in the sectoral councils from the fields of study 04 Theology (0,6), 21 Veterinary medicine (1), 11 Mathematics (1,1), 25 Military science, national security, security of the state border and Civil security (2,2). More detailed load on one member in each SEC — Fig. 2.2.3.
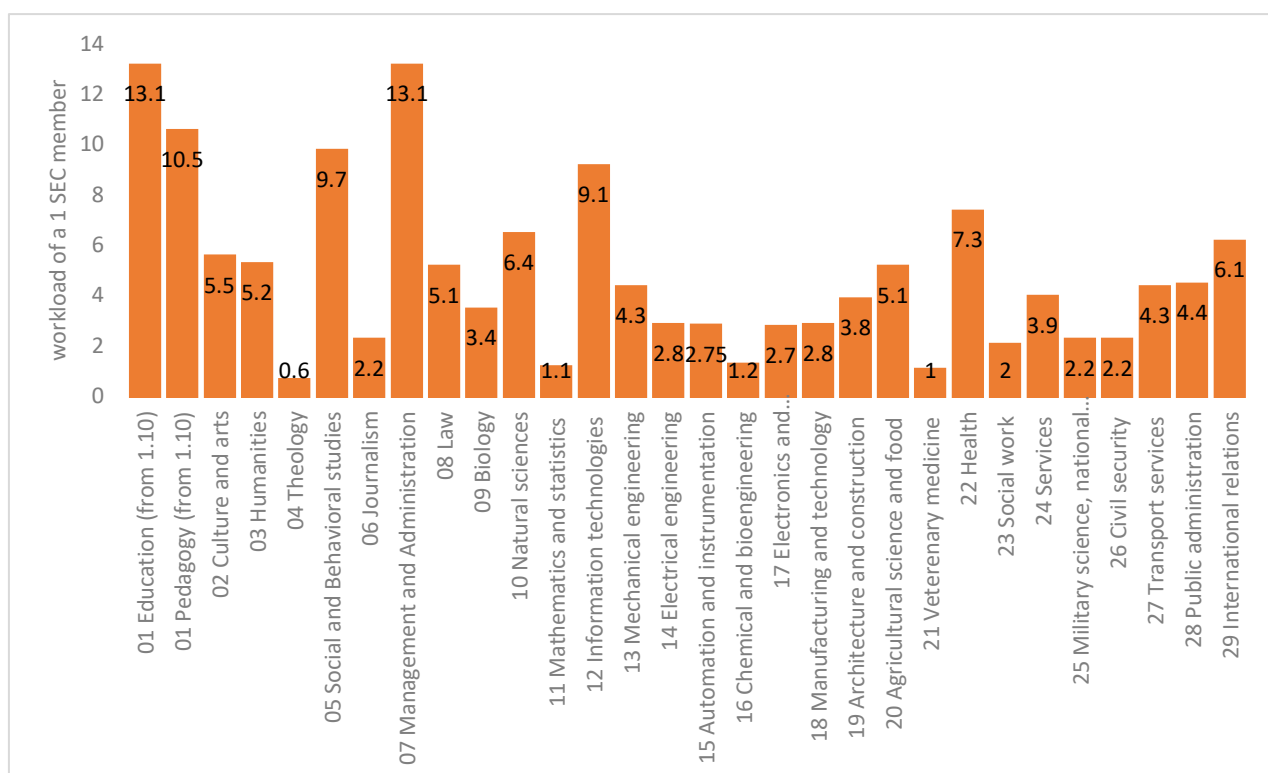
. Fig.2.2.3. Workload of the one member in each SEC in 2021

During the reporting period, 119 accreditation cases of 2021 were returned to SEC by NAQA decisions for revision, clarification of justifications and study of additional information, etc. In Fig. 2.2.4 the number of cases that were returned to certain SECs is indicated.
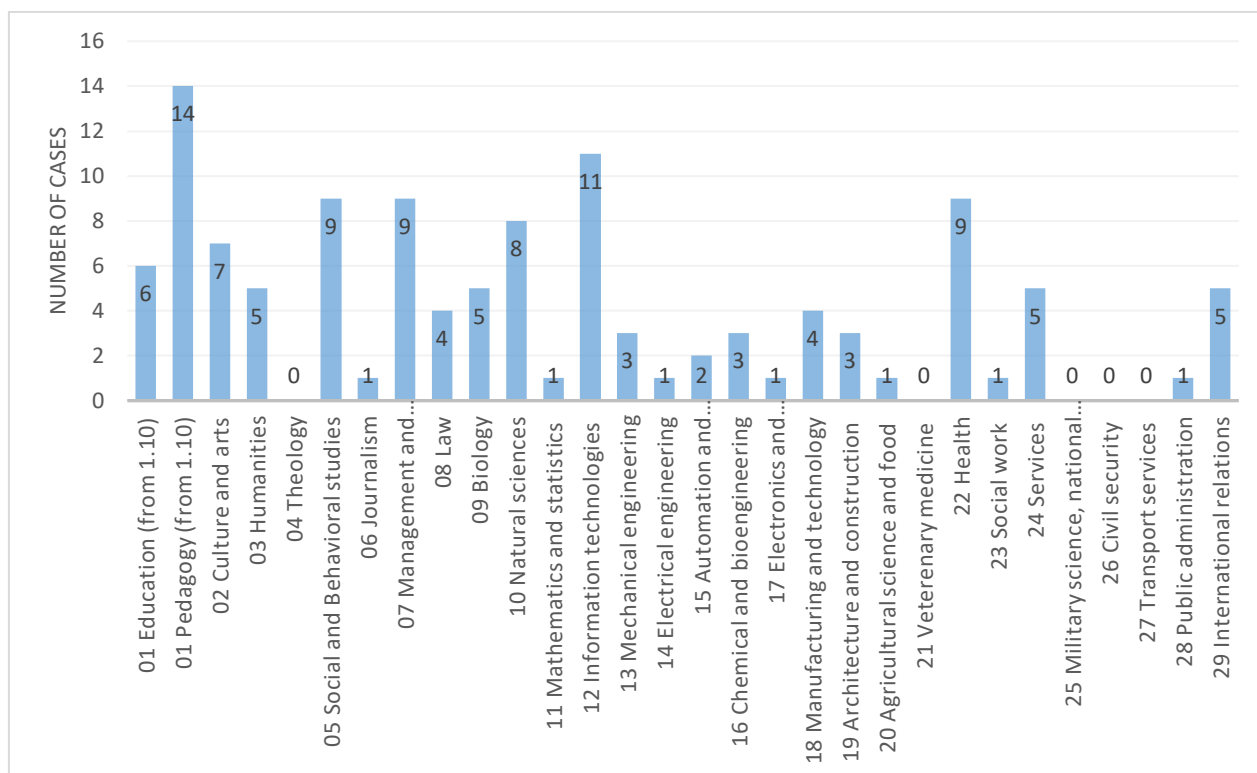
Fig. 2.2.4. The number of cases returned to SEC for revision in 2021

In terms of percentage, accreditation cases returned to SEC for revision — Fig. 2.2.5.
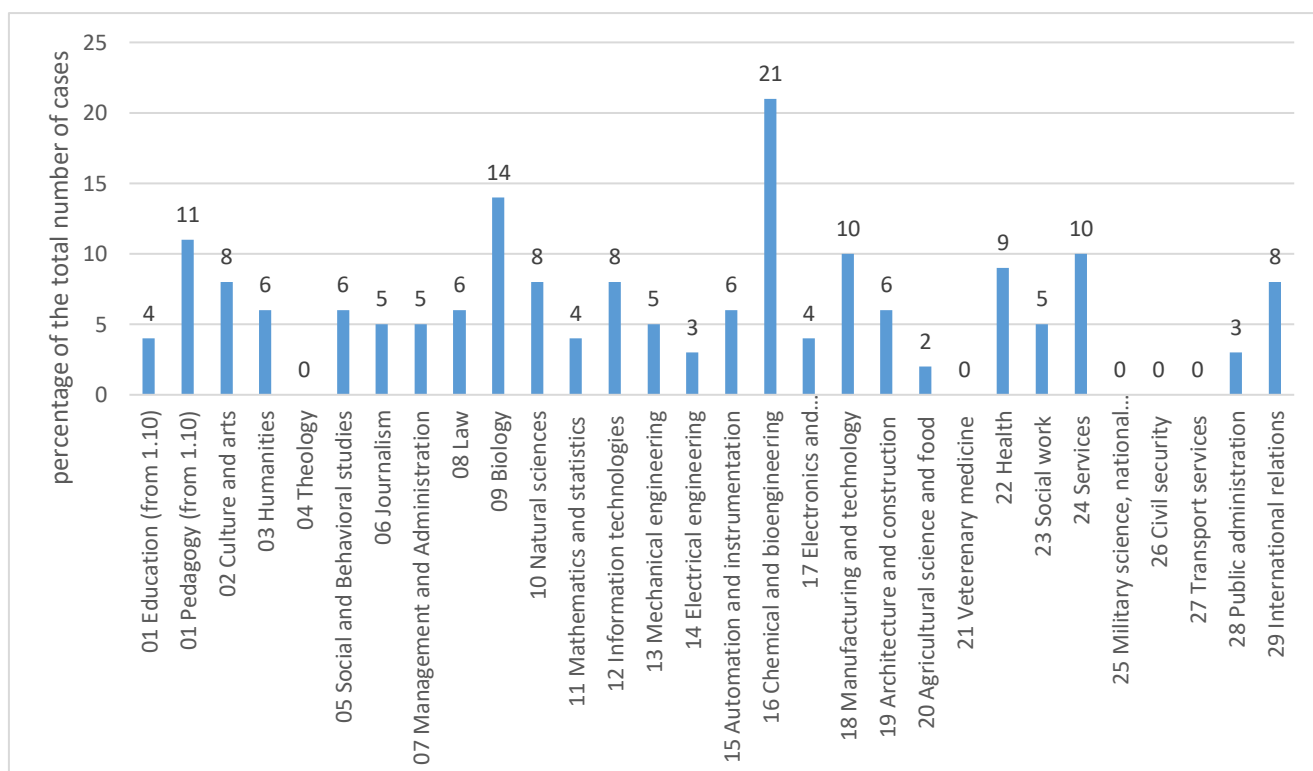
Fig. 2.2.5. The number of cases returned to SEC for revision in 2021, in % to the total number of SEC cases

Review of draft standards of higher education, revisions to approved standards and legislative changes to standards of higher education

During the reporting period, SEC developed 51 drafts of higher education standards (Fig. 2.2.6): of first (bachelor) higher education level — 10 drafts; second (mater) — 21 drafts; third — 20 drafts (Fig. 2.2.7).
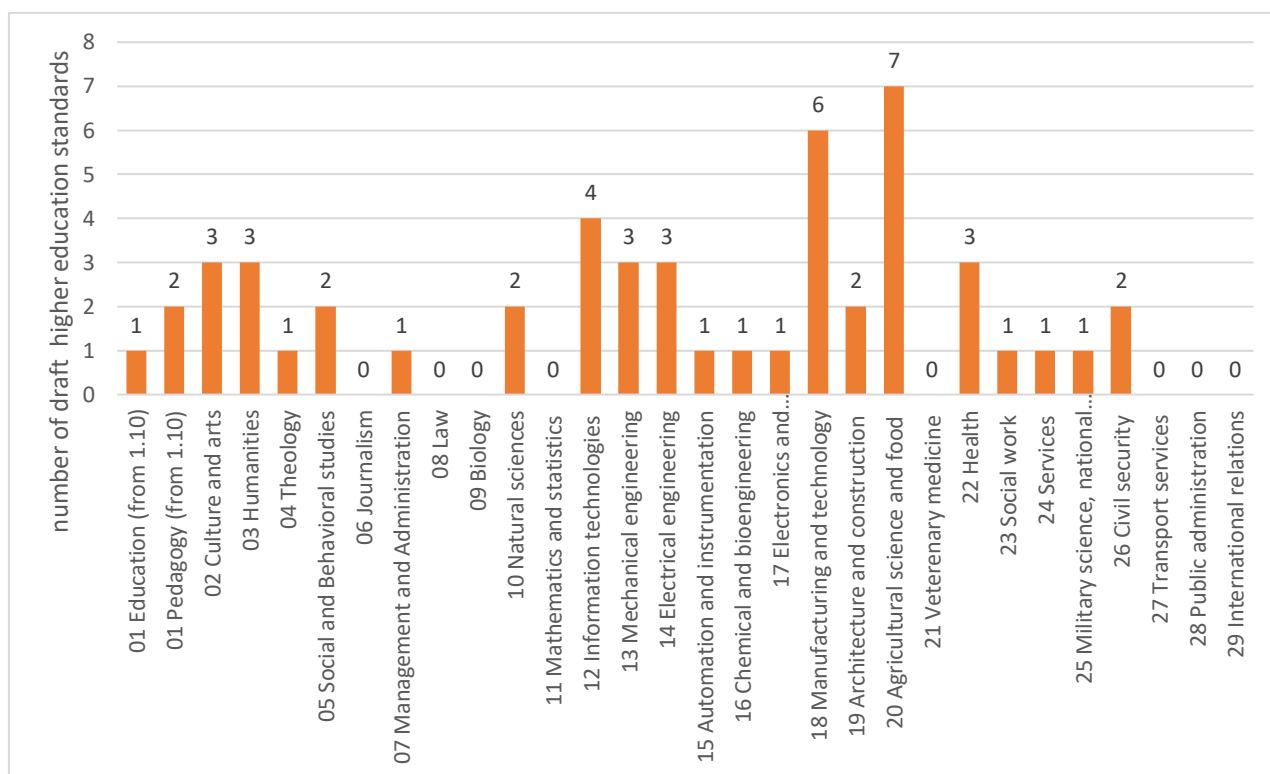
Fig. 2.2.6. The number of draft standards of higher education, considered by SEC in 2021
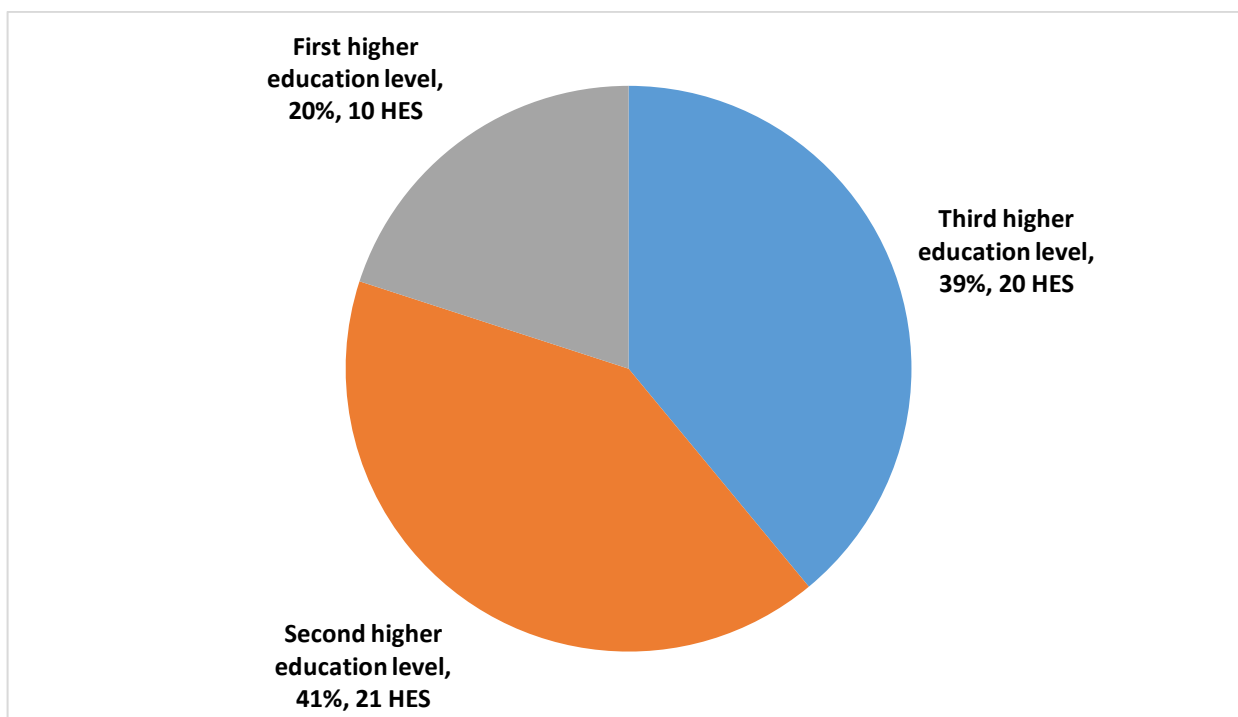
Fig. 2.2.7. The number of draft standards of higher education, considered by SEC in 2021
(by higher education levels)

For the year 2021, the following recommendations of the SEC regarding standards of higher education were adopted: approve the drafts — 21 (42%); to approve the drafts with proposals/additions — 36 (52%); return for revision — 3 (6%) (Fig. 2.2.8).

Standards of higher education drafts (master's level in specialties 222, 225, 256; Ph.D. in specialties 073, 101, 144, etc.), which during the year were returned to the Ministry of Education and Science of Ukraine for revision according to the recommendations of SEC, are currently re-examined by SEC and approved by NAQA.
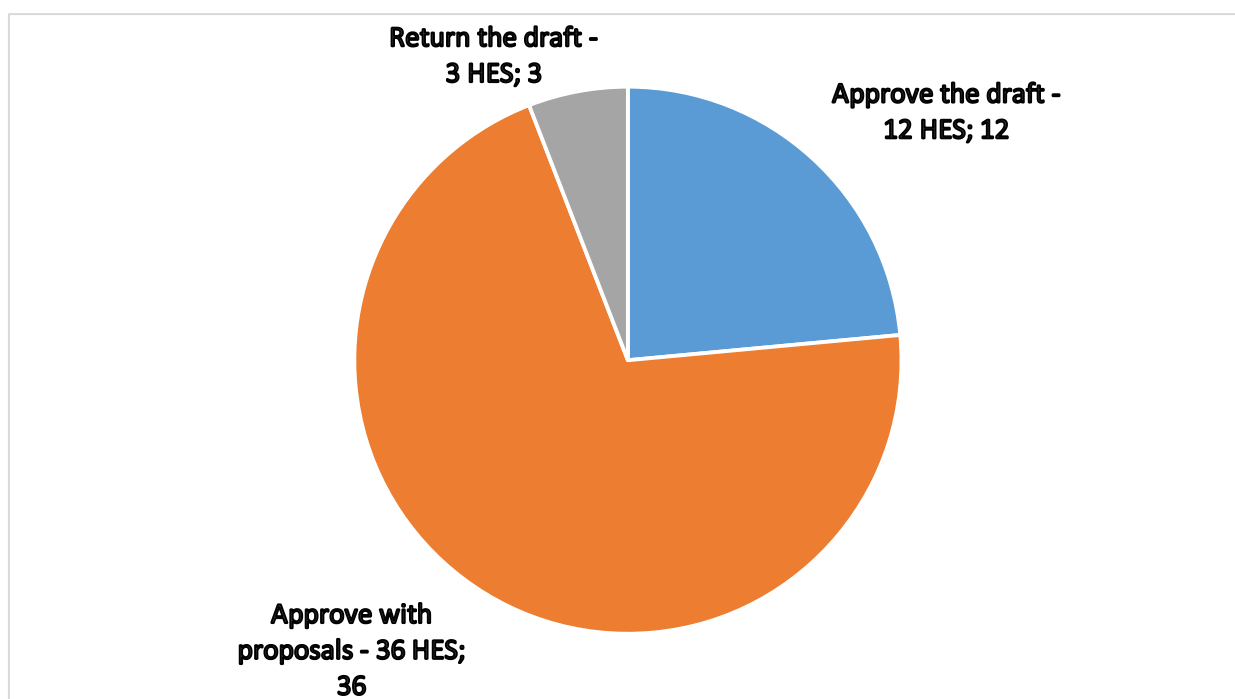
Fig. 2.2.8. SEC recommendations regarding standards of higher education drafts

It is worth noting that in 2021 several working meetings were held with representatives of the Ministry of Education and Science of Ukraine, the Federation of Employers of Ukraine representatives for the formation of common approaches to the consideration of educational standards. Thus, during the reporting period, three times met the working groups to finalize the draft standard of higher education in the specialty 222 Medicine and the group for preliminary review of the draft standard 225 Medical and psychological rehabilitation of the second (master) level with a participation of 22 SEC members, standard developers (representatives of the Ministry of Education and Science of Ukraine) and employers representatives (The Ministry of Healthcare of Ukraine). Also, similar meetings were held for a Ph.D. level before the final approval by SEC of the draft standard in specialities 073 Management, 101 Ecology.

During the reporting period, the SEC considered and gave proposals or recommendations on the approval of legislative changes to a number of approved higher education standards:

1) in accordance with the fourth part of Article 5 of the Law of Ukraine "On Higher Education", the addition to the standards of higher education of the first

(bachelor) level of education: "on the basis of the degree of "professional junior bachelor" the higher education institution has the right to recognize and re-enrol ECTS credits obtained under the previous study programme of professional preliminary education, the volume of no more than 60 ECTS credits";

2) in accordance with the resolution of the Cabinet of Ministers of Ukraine of May 19, 2021 No. 497 On the attestation of applicants for the degrees of professional preliminary education and degrees of higher education at the first (bachelor's) and second (master's) levels in the form of a single state qualification exam.

Throughout 2021, the consideration of higher education standards drafts at the meetings of the SEC takes place in presence of representatives of the Ministry of Education and Science of Ukraine. Such a constructive approach to work on standards contributed to a reduction in the number of drafts being returned for revision.

Communicative events with participation and for sectoral expert councils

In 2021, 11 communication events were held with the participation of SEC. In particular, 7 SEC webinars were held for educators, higher education applicants and the interested audience:

- On February 2, 2021, 10 SECs started the webinar season, sharing their experience and summarizing the work for 2019/2020, analysing the problems of the so-called exemplary study programmes, clarifying the peculiarities of the accreditation of study and scientific programmes in natural sciences;

- On March 9, 2021, the 12th SEC webinar was held, where the issue of standards in the "Information Technologies" field of the first (bachelor's) level of higher education was considered; requests from the IT industry to study programmes; highlighted the best practices of training specialists in the field by state and private HEIs; discussed the opportunities provided

by IT companies to improve the qualifications of HEIs' academic workers, etc.;

- On March 16, 2021, members of SEC 01 Pedagogy held a webinar and shared the experience of accreditation examinations, typical mistakes, and trends in the development of certain pedagogical specialties;

- On March 30, 2021, the webinar 09 SEC was held, which focused on the analysis of the accreditation experience, consideration of the 1st, 2nd and 4th accreditation criteria, the content and style of public information of higher education institutions, the importance of critical self-evaluation and the participation of higher education applicants in shaping the quality of education and training Ph. Ds, etc;

- On May 11, 2021, 02 SEC focused during the webinar on the quality of the educational process and influencing factors: from employers and field's experts to the quality of academic workers; outlined the specifics of the field and study programmes, etc;

- On May 25, 2021, the SEC 01 Education held webinar and highlighted the peculiarities of accreditation of study programmes in specialties 013, 014 and cross-cutting issues with other specialties of the field 01 Education/Pedagogy. SEC members shared their experiences and outlined requirements for study programmes in the absence of educational and professional standards;

- On April 13, 2021, at the webinar, 24 SECs considered the problematic aspects of study programmes accreditation in the field, in particular, the specifics of the problem of preparing programmes at the Ph.D. level. They highlighted the concept of building a study programme, outlined challenges, strategies for development and changes in the industry.

Three SEC webinars were held for NAQA experts in the fields of study 25 Military science, national security, state border security (February 8, 2021) and 26 Civil security (January 21, 2021) and 29 International relations (June 26, 2021).

On September 23, 2021, with the participation of members of the 22 SEC, the Forum on the quality of higher medical education was held, where the issues of implementation of higher education standards, international recognition of Ukrainian medicine, issues of medical education and the implementation of study programmes were discussed, etc.

In October 2021, NAQA held a series of webinars for members of sectoral expert councils on topical issues: study programmes accreditation and review of higher education standards drafts (October 7 and October 22, 2021).

The department's work plan for 2022

1. NAQA decision dated August 27, 2021, protocol No. 14, approved the schedule for accepting applications for study programmes accreditation for 2021/2022.

In accordance with this schedule, an indicative plan for consideration of accreditation cases was concluded in each SEC (Fig. 2.2.9).

01 Ped	01 Educ	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
137	167	87	106	2	190	22	250	68	28	106	35	159	66	44	42	33	24	55	50	73	6	90	28	66	15	31	41	38	72

Fig. 2.2.9. SEC plan for consideration of accreditation cases 2021/2022

Of these cases, SEC considered 494 cases in the fall of 2021, and 441 cases accepted in 2021 are scheduled for the first half of 2022.

2. NAQA Secretariat has planned two trainings for SEC members for the first half of 2022 with the participation of international certified trainers of the British Accreditation Agency QAA.

3. SEC webinars in the sectoral context of the development and accreditation of study programmes for an interested external audience.

2.3. Expert Service Department

Expert Service Department organizes the selection and training of experts who are included in the NAQA register of experts on study programmes accreditation,

and also organizes expert groups for conducting accreditation examinations of each study programme.

As of the end of 2021, NAQA register of experts included 4,426 people, of which 3,252 are academic, scientific workers and 1,174 are higher education applicants of various levels.
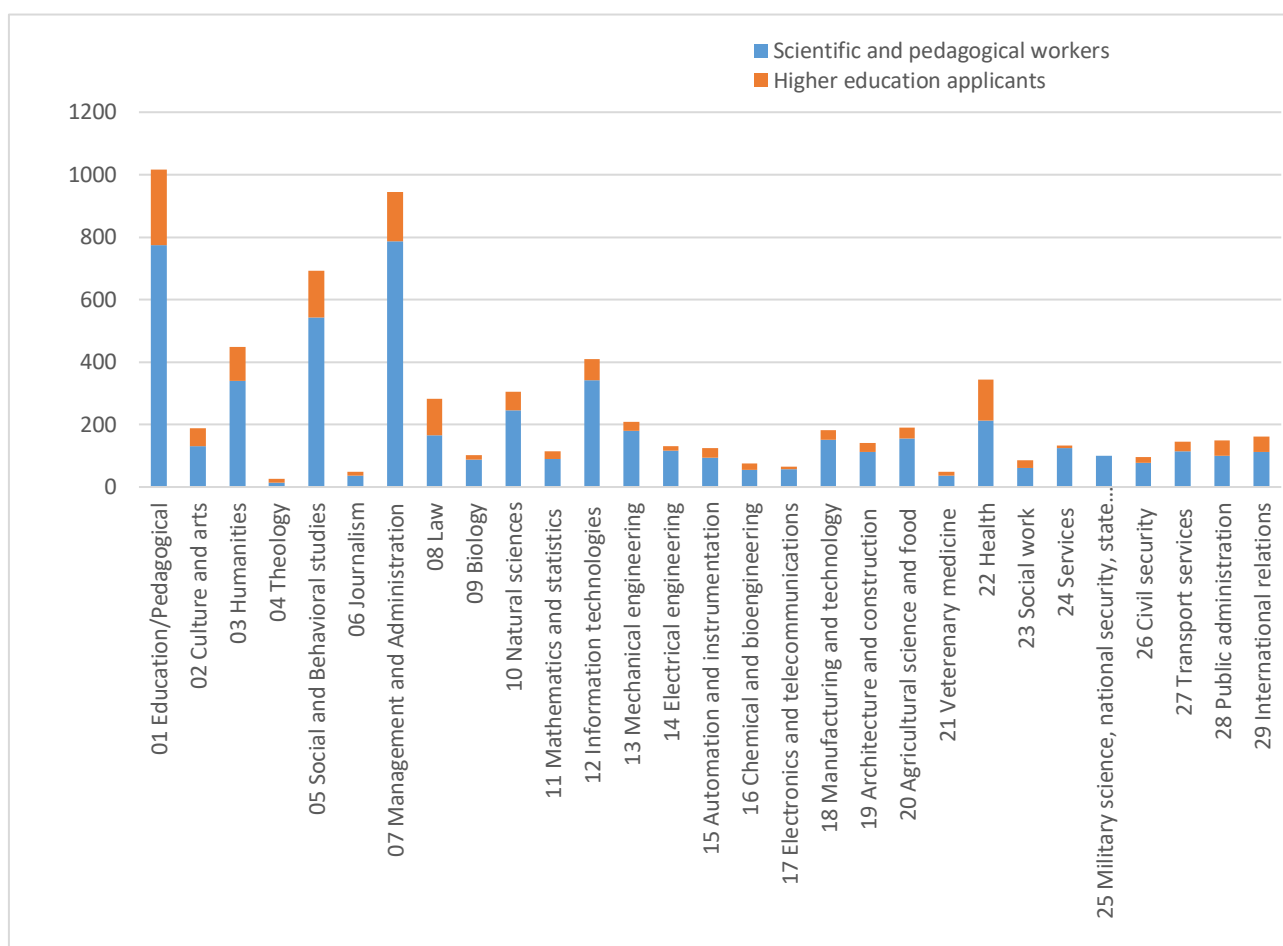
Fig. 2.3.1. The number of experts by the fields of study in the NAQA register as of the end of 2021

During 2021, NAQA register of experts was replenished by 1,495 people (1,094 scientific and academic workers and 401 applicants). Also, during the reporting year, 99 experts were removed from the register, 45 were academic, scientific workers, and 54 were higher education applicants.

Trainings for experts

All candidates for NAQA experts are required to successfully complete training for further approval in the register of experts, in particular two online courses on the Prometheus platform: "Expert on the study programmes accreditation" and "How to write a high-quality report on the results of the accreditation expertise of a study programme". At the end of the course, each candidate passes a test and, upon successful completion, receives an invitation to a two-day intensive training, which is mandatory for the possibility of consideration of the candidacy for further inclusion in NAQA's register of experts. During 2021, 1,672 new applications were received from candidates for NAQA experts, 1,198 applications were from scientific and academic workers and 474 were from higher education applicants.

All applications were carefully analysed, assessed, and accompanying documents were checked. As a result, 1,597 candidates were admitted to study in 2021: 1 079 and academic workers and 518 higher education applicants. In 2021, 52 trainings were held with pre-selected candidates. The total number of training participants was 1,497. Each training was conducted by two certified trainers who were trained by the British Accreditation Agency QAA and NAQA. Expert Service Department carried out the organizational support of each training. The training program involves two full days of classroom work (about 16 astronomical hours), including homework before the training and after the first day of work.

In the summer of 2021, the training for experts was updated. An innovation was the implementation of the form of preparation of examination results and work on writing a high-quality report on the results of the accreditation examination at the stage of expert training.

An important part of the training for experts is the delivery of the NAQA values and the ethical norms of the expert's behaviour. The program included:

- work with cases aimed at understanding the peculiarities of work within the EG, ethical behaviour of the expert, writing a report on the results of the accreditation examination;

- work with the form of preparation of examination results at all stages of the work of the expert group;

- work on forming the program of the visit, planning meetings with stakeholders, formulating questions during focus groups, forming a request for additional documents;

- simulation of the meeting of the EG with the academic workers and higher education applicants;

- work on writing the draft report;

- work with the review of the accreditation department on the draft report of experts.

A NAQA representative was involved in each training to ensure a two-way dialogue with candidates for experts and to provide the most comprehensive answers to all questions of the participants.

A guide for an expert to write a report and the Form for preparing the results of an examination

At the beginning of 2021, with the aim of improving the quality of writing a report on the results of an accreditation examination and organizing the work of an expert group, based on the tools used by the British Accreditation Agency QAA, an Expert Guide for writing a report and a Form for preparing examination results were developed.

Expert Guide for writing a report contains an explanation of the use of the form of preparation of examination results and recommendations on the preferred style of writing an expert report, its stylistic and linguistic design.

The form of preparation of examination results — it is an integrated tool that is recommended to be used step by step during the entire examination process:

1) from the moment of publication of the order on the appointment of the expert group until the moment of the visit to HEI, for drawing up a preliminary version of conclusions based on the analysis of information on self-assessment and available additional materials;

2) during the examination, provided that new facts are discovered;

3) after the visit, to formulate the conclusions that will form the basis of the draft report on the results of the accreditation examination.

The form of preparation of examination results makes it easier for experts to work with documents in such ways:

- provides a framework within which considerations for compliance with criteria (sub-criteria) can be recorded and facilitates recording of requests for additional information (documents) required;

- structures the EG's request regarding the necessary meetings during the visit and records the list of possible questions during the meetings in the HEI.

Practical usage of the form of preparation of examination results was implemented during trainings for heads of expert groups.

Trainings for heads of expert groups

In March 2021, NAQA developed and launched a two-day training for heads of expert groups to improve the qualifications of experts.

The training was introduced in order to improve the understanding of the role and responsibility of the head of the expert group, the formation of practical skills of the head of the expert group, the exchange of experience regarding the biggest challenges in the work of the head of the expert group. The form of preparation of examination results was tested as part of the training for the organization of work

during the accreditation examination and optimization of the work on qualitative writing of the report on the results of the accreditation examination.

The main emphasis of the training is the determination of the main points in the organizational work of the head of the expert group:

- how to start the work of EG as soon as possible and in the most optimal way;
- how to distribute responsibilities within the EG and monitor the work of experts;
- how to plan an accreditation visit;
- how to plan the work of writing a draft report on the results of the accreditation examination;
- how to organize the work of the EG with a review on the draft report;
- how to accompany the accreditation case until NAQA makes a decision on it;
- how to communicate with the participants of the accreditation process: the study programme leader, HEI's representatives at the on-site or online expertise, with the sectoral expert council, the Secretariat and NAQA members.

The participants who successfully completed the training received NAQA certificates for Advanced Training in the amount of one EKTS credit (30 hours).

In 2021, 25 trainings were held, in which 585 NAQA experts took part.

Accreditation examinations

In 2021, the National Agency conducted accreditation examinations in online, mixed and on-site formats. The mixed (combined) form of examination involves the partial presence of the expert group directly in HEI (in particular, for the inspection of the material and technical base, familiarization with documents with limited access, etc.), while the other part of the expert group must work online. The on-site form was used in the case when the study programme contained documents with

confidential information and provided for the presence of the entire expert group at the HEI.

In 2021, 1,844 accreditation examinations were conducted, 1,809 were conducted in a remote format, 24 in a mixed format, and 11 in an on-site format.

Table 2.2.1

Format of accreditation examinations conducted in 2021	Number of examinations
On-site	11
Mixed (combined)	24
Online (remote)	1 809
Total:	**1 844**
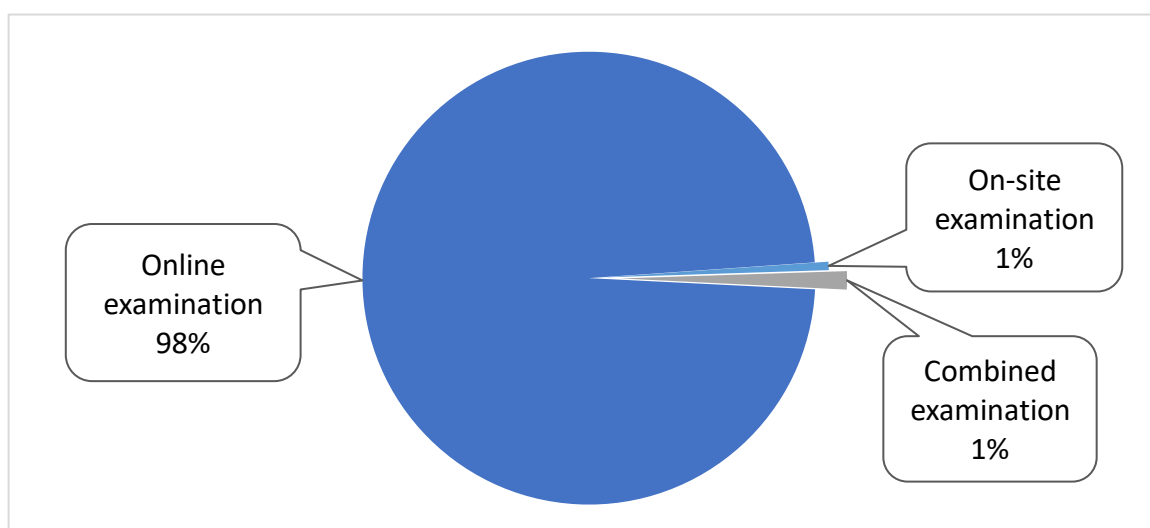
Fig. 2.2.2. Format of accreditation examinations conducted in 2021

Every week, Expert Service Department, the management of the Secretariat and NAQA conducted technical briefings for experts and HEI's representatives on the eve of the relevant remote expertise with the aim of maximally preparing the participants, ensuring a high-quality result and solving all technical and organizational issues. 44 such briefings were conducted.

Survey of study programme leaders

In October 2021, Expert Service Department introduced a weekly survey of study programmes leaders with the aim of obtaining feedback on the quality of the work of the expert group, support of NAQA, as well as possible ways of further development.

Surveys of the leaders were conducted once a week, after the completion of the expert examinations, which made it possible to receive answers before the publication of the report and to avoid the possible influence of expert conclusions in the final report on the objective assessment of the work of the expert group by the study programmes leaders. As of the beginning of December 2021, responses were received from 137 leaders.

The results of the surveys showed a high assessment by the leaders as HEIs' representatives of the new accreditation process (8.6 points) and the quality of the work of expert groups (9.3 points out of 10 possible). Also, 98.5% of respondents noted that they did not have any conflict situations while working with the expert group.

Table 2.2.2

	Average score
Evaluation of the new accreditation process	8,6
Evaluation of the work of the expert group	9,3

One of the important stages of high-quality preparation for an accreditation visit is the stage of agreement of the visit program between the members of the expert group and the study programme leader. The program of the visit is a plan for holding meetings of the expert group with representatives of the institution involved in the development and functioning of the study programme, as well as various stakeholders of the educational process under this program. Given the importance of the visit program as an organizational document, one of the main tasks of the survey was to find out what the vision of the process of approval of the visit program is from the HEI's representatives. The obtained data indicate that the assessment of the process of agreeing the visit program between the expert group and the HEI's representatives corresponds to the NAQA values, namely, it is a two-way dialogue and the result of high-quality preparation of both parties.

Approval of the visit program	Number of answers	%
There was a lack of communication with experts regarding program correction	2	1,46 %
There was not enough time to prepare for the visit according to the program	5	3,65 %
There was not enough time to prepare for the visit according to the program There was a lack of communication with experts regarding program correction	1	0,73 %
There was not enough time to prepare for the visit according to the program There were technical difficulties with approving the program in the system	1	0,73 %
The process was completely unstructured and/or not understood by the expert group	1	0,73 %
It was a two-way dialogue and there was enough time for appropriate preparation	127	92,70 %
Total result	**137**	**100,00 %**

The main purpose of the examination is to provide professional and thorough recommendations regarding the improvement of the study programme by the higher education institution. 88% of respondents noted that they received comprehensive, useful and high-quality advice from the expert group regarding the strengths of the study programme and possible ways of improvement.

Among the common problems faced by the study programmes leaders during the accreditation process is a heavy workload (38.69%) and a large volume of necessary documents (26.28%), 14% of respondents noted that typical problems for them are at the same time and a large volume of documents and a heavy workload.

At the same time, 36.50% of respondents noted that at the end of the visit of the expert group, no problems had arisen.
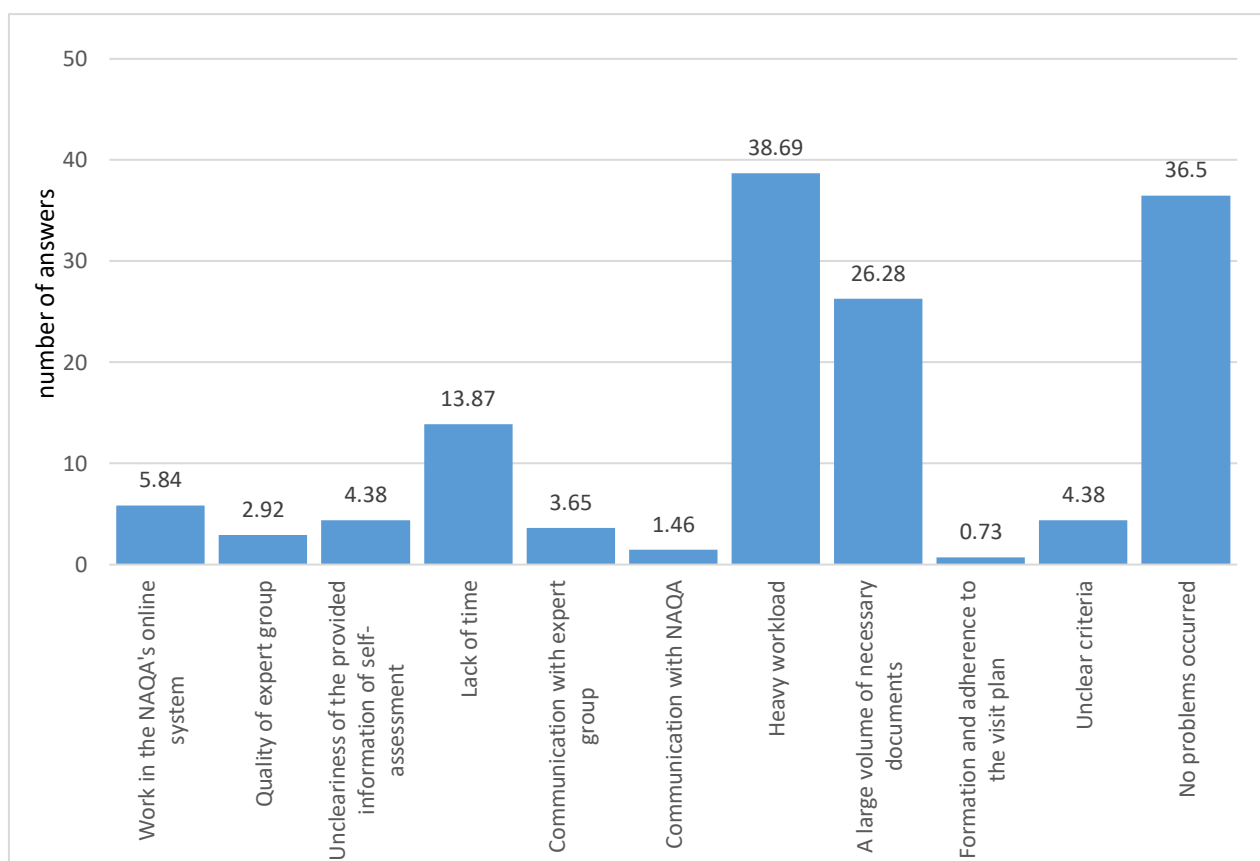
Fig. 2.3.3. Common problems faced by the study programmes leaders during the accreditation process

Having analysed the obtained results, we can draw a conclusion about the overall positive assessment of the quality of the work of expert groups by representatives of higher education institutions, the perception of the process of agreeing the visit program as established cooperation, the absence of conflict situations between the expert group and representatives of the institution during the work, as well as receiving high-quality consultations as the result of cooperation.

Survey of experts

During 2021, three waves of regular surveys of experts on the accreditation of study programmes were conducted in order to receive feedback, identify possible suggestions for ways of improvement, system self-analysis, as well as receive feedback from experts regarding the work of their colleagues in expert groups.

During the first wave of the survey, which included the examination period from January to April 2021, 1,299 questionnaires were received and analysed. In the second wave, questionnaires were received and processed from 702 experts who

participated in accreditation examinations from May to August 2021. The third survey was conducted from September to November 2021, 925 questionnaires were received for processing.

The obtained information makes it possible to talk about the increase in the assessment of the perception of the accreditation process by experts compared to the results obtained after the surveys of the previous year.

The evaluation of the training offered to experts and this year's innovations: training for heads of expert groups and updated training for experts remains consistently high throughout 2021.

It is worth noting that the percentage of respondents who note the absence of any problematic moments has been steadily increasing since the survey was introduced. From the middle of 2020 to the end of 2021, this indicator increased from 23% to 48%, and therefore, NAQA generally manages to respond quickly and solve most of the actual problematic aspects of the work of experts.

NAQA also continues reviewing the report, first proposed in September 2020. On the part of the experts, we see a sufficiently high positive assessment and recognition of the feedback-review as useful. The new format of the training and the established practice of reviewing expert reports were reflected in the decrease in the relevance of the problem of "writing a report" among the respondents: from 12% at the beginning of the year to 6% as of the end of 2021.

Taking into account the constant cooperation of experts with the departments of the NAQA Secretariat, it is important to understand the assessment of the quality of the support provided. This assessment remained consistently high throughout 2021.

The most common problems experienced by experts during 2020 are "lack of time" and "heavy workload". Therefore, at the beginning of 2021, NAQA increased the time of preparation for the examination (10 working days), which made it

possible to more thoroughly process the materials of accreditation cases and prepare the program of the visit in a high-quality way. A new system of deadlines for preparing reports was also introduced. 5 working days are allotted for the submission of the draft expert report, 3 working days for the review by the accreditation department of the proposed draft, and 4 working days for the finalization of the report after receiving the reviews. A clear distribution of time and compliance with the set deadlines made it possible to plan and carry out high-quality preparation for the examination, as well as to systematize, improve and make writing the report of the expert group less stressful. As a result of the work carried out, it was possible to reduce the percentage of respondents who mention "lack of time" and "heavy workload" as a problem, from 31% and 26% to 20% for both criteria, respectively.

Table 2.2.4

	2021		2021		2021	
	I wave		II wave		III wave	
Describe the main problems you encountered during participation in the accreditation	1 299		702	66 %	925	71 %
Openness of HEI	80	6 %	38	5 %	45	5 %
Passive students	134	10 %	43	6 %	130	14 %
Lack of time	222	17 %	101	14 %	182	20 %
Heavy workload	260	20 %	105	15 %	181	20 %
Financial	48	4 %	35	5 %	26	3 %
Unclear process after sending expert report	57	4 %	15	2 %	19	2 %
Communication with NAQA	1	0 %	3	0 %	1	0 %
Unclear criteria	35	3 %	15	2 %	10	1 %
Writing a report	151	12 %	59	8 %	55	6 %
Cooperation with experts	63	5 %	31	4 %	28	3 %
Compilation and adherence to the visit plan	21	2 %	2	0 %	0	0 %
Work in the accreditation system	43	3 %	15	2 %	15	2 %
Unclearness of the decision of the SEC on the case	102	8 %	53	8 %	48	5 %
Unclearness of the NAQA's decision on the case	14	1 %	10	1 %	2	0 %
Incomprehensibility of the review of the draft EG report			46	7 %	39	4 %
Other	75	6 %	38	5 %	47	5 %
No problems	549	42 %	366	52 %	447	48 %

2.4. Legal Support and Appeals Department
Human rights and judicial work

Throughout 2021, the legal support and appeals department represented the interests of NAQA in 16 court cases that were considered in civil, administrative and economic proceedings.

In the court proceedings in 2021, there were 5 court cases at the stage of appeal and cassation appeal of court decisions, in which NAQA acts as a defendant. Claims for these cases were filed back in 2020. They relate to the field of activity of the ethics committee regarding the consideration of appeals on the detection of academic integrity violations.

The courts issued two decisions in favour of NAQA, which became legally binding, in particular, in the case of K. M. Kyrylenko's lawsuit against NAQA for recognition as illegal and annulment of the decision of the ethics committee, which recognized that the decision of the NAQA's ethics committee was not violating the plaintiff's rights.

In the case of I. S. Hrytsenko's claim to NAQA for recognition as illegal and annulment of the decision of the ethics committee, the court of first instance upheld this claim. However, NAQA appealed the said decision of the court, which, according to the decision of the Sixth Administrative Court of Appeal, was made in violation of the rules of procedural law, which led to an incorrect decision of the case, therefore the decision of the court of first instance should be cancelled, and the proceedings in this case should be closed.

Other cases regarding the appeal of the decisions of the ethics committee (according to the lawsuits of V. D. Mishalov, A. V. Portnov, S. M. Shkarlet) were resolved in the courts of first instance and partially resolved by the courts of appeal with the conclusion that the ethics committee, by making the disputed decisions, went beyond its own authority. Currently, 2 cases are under consideration in the Supreme Court (Cassation Administrative Court). One NAQA's cassation appeal was rejected by the Supreme Court.

It should be noted that in all the mentioned cases, the decision-making procedure and the scope of the committee's powers were challenged, and not the absence or presence of academic plagiarism in the scientific works of the mentioned authors.

During 2021, HEIs appealed to the courts with lawsuits to declare illegal NAQA decisions regarding the granting of conditional (delayed) accreditation or denial of accreditation of the relevant study programme and the obligation to take certain actions.

Appeals against NAQA decisions were related to the disagreement of higher education institutions with the results of the evaluation of the study programme by NAQA members, who made decisions not only on the basis of the expert opinion of the sectoral expert council, but also on the basis of information on the HEI's self-assessment and the report of the expert group, taking into account all the materials contained in the accreditation case.

An exceptional case was when the HEI provided unreliable information to the NAQA in the documents submitted for accreditation, as a result of which NAQA made a decision of denied accreditation. Since, in accordance with paragraph 3, item 4 of the Regulation on the study programme accreditation for training of higher education applicants, approved by the order of the Ministry of Education and Science of Ukraine dated 11.07.2019, No. 977, regardless of the established level of compliance with the criteria, NAQA makes a decision about the denial of accreditation, in particular in case of detection of unreliable information in the documents submitted for accreditation.

NAQA has submitted two claims to the courts. The first one — regarding debt collection under the agreement on study programme accreditation, which was approved by the Kherson District Administrative Court. The second is about declaring illegal and canceling the prescription of the National Agency on Corruption Prevention (issued in accordance with Clause 53, Part 1, Part 6 of Article 12 of the Law of Ukraine "On Corruption Prevention"), which is under consideration in the court of first instance.

In addition, on October 13, 2021, the Supreme Court passed a decision to cancel the Decree of the Cabinet of Ministers of Ukraine No. 1063-r on approving the NAQA composition following the lawsuit of M. I. Andreev.

In the mentioned process, NAQA was involved as a third party without independent claims to the subject of the lawsuit. The trial lasted almost 3 years. The 1st and 2nd instances made a decision not in favour of the plaintiff, but the Supreme Court partially satisfied the cassation appeal. When passing the court decision, the Supreme Court assumed that the competition for the selection of NAQA members was held in violation of the principle of field representation in the selection of candidates from higher education applicants and employers.

This situation arose as a result of the fact that the Competition Commission for the selection of NAQA members acted in accordance with the Regulation on the competition for the selection of NAQA members, approved by the Resolution of the Cabinet of Ministers of Ukraine dated August 29, 2018, No. 703, which does not fully meet the requirements of the Law of Ukraine "On higher education".

Thus, NAQA has lost the opportunity to exercise its powers and make any decisions until the state resolves this issue and approves the temporary NAQA composition for the period of election of a new composition. Not only such global goals as the further reform of the higher education system in Ukraine, its European integration, recognition of Ukrainian diplomas, introduction of a modern quality assurance system based on the trust of the Ukrainian educational environment and wide international recognition were put under attack, but also the interests of HEIs, which had to conduct graduations in December 2021, and higher education applicants who risked not receiving diplomas on time.

Thanks to the NAQA operational actions, effective cooperation with legislative and executive authorities and other stakeholders, the crisis was overcome by the development, approval and adoption of Law of Ukraine No. 1838-IX dated

November 2, 2021. This made it possible to unblock and resume the NAQA work in a short period of time.

Contractual work

The main tasks of the contractual work of the department of legal support and appeals of the NAQA Secretariat are aimed at the correct application and compliance with the requirements of legislation when concluding contracts.

At the beginning of 2021, the contracts on accreditation of study programmes and additional agreements to them were updated.

Based on the Schedule of study programmes accreditation, in 2021 the department prepared and sent 2,658 contracts on accreditation to HEIs and scientific institutions. Compared to 2020, the number of contracts on study programmes accreditation increased by 992 agreements. The reason for the increase in the number of contracts was the increase in the number of submitted applications for accreditation. Also, in connection with changes in details, name, head, reorganization of the higher education institution, changes in the procedure for providing services, more than 200 additional agreements were concluded to the current contracts on accreditation.

During the reporting period, systematic work was carried out with debtors for the provided services for the accreditation. As part of this activity, relevant letters and claims were sent to debtors for pre-trial dispute settlement. In most cases, the sending of letters and claims had a positive result, debts were reimbursed.

Anti-corruption activity

According to paragraph 10 of its Statute, NAQA is obliged to ensure the implementation of measures to prevent corruption. In order to fulfil the stated obligation and implement the NAQA Anti-Corruption Program in 2021:

- 7 law enforcement and training events were held on the prevention, detection and countering of corruption in accordance with the approved

Timetable Plan on the following topics: "Complying with anti-corruption prohibitions and restrictions", "Basic provisions of financial control", "Declaration 2021", "Assessment of corruption risks and preparation of anti-corruption programs", "Mechanisms for notification of possible facts of corruption offenses in the organization and protection of whistle-blowers", "Prevention and settlement of conflicts of interest", "Types of declarations, their characteristics and submission deadlines";

- 10 reports on possible facts of corruption or corruption-related offenses were processed in compliance with the procedure and deadlines specified by the Law of Ukraine "On Corruption Prevention", 4 of them were anonymous;

- 1 internal investigation into a possible corruption or corruption-related offense was conducted;

- during the reporting period, the submission of declarations by NAQA officials to the Unified State Register of Declarations was constantly checked, in particular, the National Agency on Corruption Prevention was notified of 1 fact of non-submission of the declaration;

- the records of NAQA officials, who are the subjects of the declaration, were constantly carried out;

- 17 consultations were provided on issues related to anti-corruption legislation;

- local regulations on anti-corruption activities in NAQA were developed, in particular, regarding the procedure for consideration of reports on corruption and corruption-related offenses, protection of the confidentiality of whistle-blowers, regarding the implementation of mechanisms to encourage whistle-blowers and the formation of a culture of reporting possible facts of corruption or corruption-related offenses, other violations of the Law of Ukraine "On Corruption Prevention", etc.;

- the information in the "Corruption Prevention" section posted on the official NAQA website was constantly updated;

- other necessary measures provided by the Anti-corruption program and current legislation were taken in the event of a real or potential conflict of interest among NAQA officials.

NAQA has received one order issued by the NACP, which is currently being contested in court. The National Agency on Corruption Prevention carried out a planned inspection of the organization of work on the prevention and detection of corruption in NAQA.

2.5.   Public Relations and International Cooperation Department

The main task of the Public Relations and International Cooperation Department is organizational support for the informational and educational work of NAQA.

The department's activities include coordination of internal and external communication processes, including full technical and informational support: registering participants, announcing events on social networks, reminding potential participants about their participation in events, conducting and recording streams, cooperating with mass media and receiving feedback from participants and speakers, which is necessary for the continuous improvement of the NAQA's events.

During 2021, considerable attention was paid to the topics of accreditation, training and defence of Ph.Ds. During January-March, a series of webinars was held for study programmes leaders and quality assurance groups "Accreditation: how to prepare and avoid mistakes?". In September, the webinar "Accreditation: a brief overview of the important" was held.

In March, a webinar was held on the agency's Facebook page for all interested parties "Doctors of philosophy as an educational and scientific level: current state, challenges, prospects." It discussed the mission of PhD programs in Ukraine and specific issues related to this educational and scientific level. In May, a webinar was

held for experts "Problems of the analysis of the educational and scientific programme of the Doctor of Philosophy: 10 criteria". In June, the webinar "PhD - 01 Education/Pedagogy. Challenges and prospects".

In view of the great importance of communication with future generations of students, a public discussion was held at the end of June "Choosing higher education institutions. What to focus on during the enrolment campaign?" A separate direction is the organization of events, the topic of which is the standards of higher education. Thus, at the beginning of September, the seminar "Formation of the standards of the third level of education (PHD)" was held.

Cooperation with organizations that provide services for checking the originality of the text is important. In September, together with Unicheck Ukraine, a webinar "Academic integrity and preparation of educational and methodological materials" was held. And in October, together with StrikePlagiarism, a round table "Maintaining Academic Integrity in Higher Education Institutions" was organized.

In September, the Forum on the Quality of Higher Medical Education brought together relevant specialists from all over the country, and the round table "NAQA 2019-2021: the key achievements, challenges and prospects" was held with a participation of NAQA international Advisory Board members, and other stakeholders. In October, regional seminars "Quality Higher Education. Stakeholder Discussion" were held (in the cities of Kharkiv, Dnipro, Lviv) and two webinars for sectoral expert councils.

The department also organizes online events at the request of higher education institutions and scientific institutions. Thus, in 2021, webinars were held for the National University "Chernihiv Collegium" and the Ukrainian Engineering and Pedagogical Academy regarding the accreditation procedure, the National Academy of Sciences of Ukraine regarding the peculiarities of the accreditation of the Doctor of Philosophy. The webinar "European Quality Standards of Higher Education in

the Context of Cross-Border Accreditation" was held together with the Alfred Nobel University.

Employees of the department support the NAQA presence in the public space, informing the public about the activities of its members and NAQA in general through the NAQA website and its Facebook page. Online webinars have not lost their relevance: during the reporting period, 7 SEC webinars were organized with a total of more than 69.1 thousand views; 6 online events called "School of Quality" with the involvement of invited guests from higher education institutions, which were viewed by 70.6 thousand people. 13 online broadcasts with various event topics were organized, together they reached 110.2 thousand people. NAQA Meetings are broadcasting on the NAQA's Facebook page. Such NAQA public activity reached an audience of over 63,900 people.

Analytics of the NAQA's website is interesting. In 2021, the site was visited by 109.2 thousand active users who made 812.7 thousand web page views. The "Accreditation" page was the most visited, it was viewed 118,300 times. The "Experts" page was viewed 72.8 thousand times, and the "Meeting minutes" page - 30.9 thousand times.

Table 2.5.1

NAQA Activity on the Internet

Genres	Number of events	Covered audience (thousands of people)	Views (thousand times)
School of quality NAQA. FB	6	124,6	70,6
SEC webinars. FB	7	127,9	69,1
Online events on various topics. FB	13	164,8	110,2
Broadcasting of meetings. FB	9	111,1	63,9
Website traffic	all pages	109,2	812,7

The department also provides communicative support for the NAQA cooperation with international partners, in particular the European Association for Quality Assurance in Higher Education (ENQA) and other international organizations, detailed information on this is contained in Part 3.

2.6. Financial reporting for 2021

NAQA, as a budgetary institution, carries out its activities with the funds of the general and special funds of the state budget:

- general fund — financing of the NAQA's activities at the expense of the State budget;
- special fund — funds received from HEIs and scientific institutions as payment for study programmes accreditation.

This section presents generalized information on the distribution of the NAQA's expenses by relevant sources of income. Full financial statements (in particular, Balance Sheet, Statement of Financial Results, Statement of Cash Flows) for 2021 are available on the NAQA website together with statements for previous years — from the moment of the NAQA official registration as a legal entity.

General fund

The number of appropriations from the State budget for the NAQA maintenance, in particular, the amount of expenses for the wages of its employees, is established every year by the Verkhovna Rada of Ukraine. For the 2021 budget year, funding of the NAQA's general fund (including changes) was planned in the amount of UAH 37,724,340.00. In fact, 36,865,943.33 UAH were spent.

Table 2.6.1

Expenses	Estimated amount, UAH	Amount of expenses, UAH
Total	37 724 340,00	36 865 943,33
Salaries	30 109 784,00	30 107 196,77
State taxes 22 % for salaries	6 624 134,00	6 107 057,82
Purchase of goods not more expensive than UAH 6,000 (stationery, chairs, tables and other materials)	88 700,00	88 502,98
Service payment	543 322,00	395 190,86
Business-trips	60 000,00	17 078,79
Payment of heat supply	156 800,00	86 414,86
Payment of water supply	5 500,00	4 426,73

Payment of electricity	130 800,00	55 396,01
Payment of other energy carriers and other communal services	5 300,00	4 678,51

Special fund

As of December 31, 2021, the amount of income to the special fund of NAQA amounted to UAH 109,578,735.14. The cost of the accreditation procedure depends on the level of the minimum wage and the size of the official salary established by the Verkhovna Rada of Ukraine according to the unified tariff grid.

During January-December, the estimated cost of accreditation of one study programme was UAH 61,900.74, not including the cost of reimbursement for the experts' trip to a higher education institution for the on-site part of the examination.

From December 1, 2021, the amount of the minimum wage was changed, which led to a change in the cost of the NAQA accreditation procedure. Accordingly, the cost of accreditation of one study programme is UAH 67,066.84.

In the project of amendments to the Regulations on Study Programmes Accreditation, prepared by NAQA and sent to the Ministry of Education and Science of Ukraine, a reduction in the cost of accreditation services is provided. Such a cost for one study programme will amount to 23 amounts of the subsistence minimum for working-age individuals, calculated per month. In case of remote accreditation examination, an additional 10% cost reduction is provided.

Table 2.6.2

Expenses	Estimated amount, UAH	Amount of expenses, UAH
Total	**120 657 376,48**	**120 207 362,00**
Salaries	95 861 192,00	95 569 749,46
State taxes 22 % for salaries	20 614 589,48	20 458 957,64
Purchase of goods not more expensive than UAH 6,000 (stationery, chairs, tables and other materials)	346 205,00	346 204,87
Service payment	3 592 883,00	3 592 882,63
Business-trips of experts	60 900,00	60 828,49

Payment of water supply	6 000,00	4 194,57
Payment of other energy carriers and other communal services	2 200,00	1 138,79
Payment of membership fees to international organizations	135 402,00	135 401,39
Payment of court fees	38 005,00	38 004,16

The components of costs spent on salaries are given in table 2.6.3.

Table 2.6.3

Category	Amount per year, UAH	% from the total amount of expenses
Total	**95 569 749,46**	**100**
Full-time employees	8 747 400,15	9
Experts	74 453 342,28	78
SEC members	5 609 301,00	6
NAQA members and others	5 103 706,03	5
Trainers	1 656 000,00	2

Within the project of the EU Erasmus+ Program: OPTIMA, according to grant agreement No. 618940-EPP-1-2020-1-UA-EPPKA2-CBHE-JP NAQA received funds in the amount of EUR 15,123.15 (as of December 31, 2021, is UAH 467,647.12).

In the reporting year, non-monetary grants in the amount of UAH 2,824,200.05 were attracted (Table 2.6.4).

Table 2.6.4

Donor	Name	Amount per year, UAH
American Councils for International Education: ACTR/ACCELS	System for automating the process of study programmes accreditation in the field of higher education (refined prototype)	2 346 372,00
Chemonics International Inc.	Computer accessories (monitors, laptops, BFP, router, UPS, telephones)	365 707,05
	Stationery	79 500,00

The total amount of debt of higher education institutions for the provided services for the study programmes accreditation as of the end of the reporting period amounts to UAH 3,891,376.44.

PART 3.

INTERNATIONALIZATION OF NAQA'S ACTIVITIES

In 2021, the internationalization of higher education of Ukraine in general and NAQA activities in particular were under the influence of the next waves of the pandemic, as well as such trends as the stability and flow of quality assurance processes under any conditions, the growing demand for cross-border quality assurance and mutual recognition qualifications, strengthening the role of higher education in ensuring the global goals of sustainable development.. In such conditions, NAQA continued to demonstrate positive dynamics in all directions of foreign cooperation and activities on the international arena.

3.1.   Membership in international organizations

In 2021, NAQA not only extended its membership in four international QA and academic integrity organizations (in three of them — INQAAHE, CEENQA, ICAI — full membership, in ENQA — associate), but also expanded its presence and influence within them. Thus, in September 2021, NAQA Vice-Head Nataliia Stukalo was elected to the Board of Directors of the International Network for Quality Assurance Agencies in Higher Education — INQAAHE, which is an authoritative global association of more than 350 QA organizations from about 150 countries of the world. In addition, NAQA continues to actively use the opportunities provided by INQAAHE membership, constantly publishes information about its activities in the periodic bulletins of this global organization, takes an active part in decision-making during the General Assembly, and also presents Ukraine at all INQAAHE events. Within the membership of this organization, NAQA also prepared a project for receiving a grant within the INQAAHE Funding Scheme.

No less actively, the National Agency releases its full membership in Central and Eastern European Network of Quality Assurance Agencies in Higher Education — CEENQA by using the CEENQA information platform to disseminate information about NAQA activities; receiving consultations; publications in newsletters issued several times a year; participation in regular webinars and seminars on the most relevant issues of higher education quality assurance; expanding the network of contacts. In July 2021, NAQA presented its activities and achievements during the regular meeting of representatives of CEENQA member organizations.

NAQA's full membership in these organizations not only proves the recognition of Ukraine's achievements in the development of the culture of quality in higher education, but also expands the opportunities to study the best international practices, obtain up-to-date information and expand the network of contacts.

NAQA also continues cooperation with specialists and organizations on academic integrity, in particular with the International Center for Academic Integrity — ICAI, which promotes a culture of integrity in academic communities around the world. NAQA representatives participated in webinars and conferences of this institution , exchanged best practices and shared experience of shaping a culture of academic integrity and fighting against its violations.

An important area of NAQA activity is cooperation within the affiliated membership in European Association for Quality Assurance in Higher Education — ENQA, partnership in joint projects (in particular, project submission within the Erasmus+ program, where ENQA is the coordinator), participation in events organized by ENQA (for example, the European Quality Assurance Forum EQAF-2021, regular webinars on the most relevant issues of higher education development in the EHEA). NAQA continues to work on creating conditions for full ENQA membership and inclusion in the EQAR register.

In 2021, NAQA also started consultations with WFME (World Federation for Medical Education) regarding the prospects of the acquisition WFME Recognition Status. The agency's recognition programme is aimed at ensuring patient safety through the training of competent doctors, as well as protecting students from studying at low-quality programmes.

Such global recognition for representatives of medical education, students, employers around the world is an indicator that the quality of medical programmes accredited by the relevant agency is high and meets the standards. An important advantage of NAQA recognition within the WFME program is the fact that the ECFMG (the US Educational Commission for Graduates of Foreign Medical Programmes) has announced that starting in 2024, only graduates of medical schools accredited by an agency recognized within the WFME Recognition Program will be eligible for employment in the US. Therefore, obtaining recognition of WFME will be one of the priorities of NAQA international activities for the up-coming years.

3.2.   Cooperation with foreign quality assurance agencies and consultations with international experts

In 2021, NAQA continued to cooperate with foreign partner agencies with which cooperation agreements were concluded during 2020. For example, within the framework of the memorandum on cooperation with IAAR (Kazakhstan), a joint accreditation project of the medical study programme of Sumy State University was approved, which began in 2021 and to be completed in 2022.

In 2021, memorandums of cooperation were signed with the Croatian Agency (ASHE) and the German Agency FIBAA (Foundation for International Business Administration Accreditation).

ASHE — is a state independent agency, which is aimed at the continuous development of the higher education and science quality assurance systems,

improving the quality of higher education institutions and scientific institutions of Croatian higher education and science within the European Higher Education Area.

FIBAA — it is a European, internationally oriented agency for higher education quality assurance. FIBAA belongs to the EQAR European Register and has twenty years of expertise and accreditation experience.

A memorandum of cooperation with QAA, the British quality assurance agency, is in the final stage of agreement.. The QAA is the independent higher education quality assurance body in the UK. QAA was founded in 1997 and works with stakeholders and students from all four of the UK's political and administrative divisions.

NAQA cooperation with the British agency began in 2019. QAA provided expert support in the training of NAQA trainers. Until now, NAQA has 45 trainers who have successfully trained more than 4,000 accreditation experts in Ukraine. Also, during 2020–2021, other events, webinars, and forums were held, in which Ukrainian and British agencies took part. Among the directions of further cooperation, the work on the popularization and provision of the principles of academic integrity, as well as the development of the optimal model of institutional accreditation for Ukraine, was singled out.

The meetings of NAQA representatives with colleagues from Wanderwelk — the internal quality assurance centre of the University of Applied Sciences Münster (Germany) were also useful and fruitful. Since 2019, Wanderwelk has been coordinating the THEA-Ukraine project, Training for Higher Education Administrators in Ukraine, funded by the German Academic Exchange Service (DAAD). The project is an educational course aimed at internationalization and management in the field of science, in which 32 Ukrainian HEIs have participated so far.

Quality managers Petra Pistor and Sonia Mikeska presented Wandelwerk, as well as the project, outlined its results and impact on Ukrainian higher education.

According to the results of the meeting, the participants agreed on further cooperation aimed at strengthening the skills of Ukrainian academic staff in the field of management and administration, the development of the internal higher education quality assurance system in institutions, as well as the internationalization of the Ukrainian higher education system.

In July 2021, NAQA representatives also had an online meeting with EQAR Director Colin Tyuk, EQAR Chief Policy Analyst Melinda Sabo. At this meeting, issues of national legislation and policy on the higher education quality, features of institutional accreditation, accreditation of joint programmes, recognition of accreditation results of other agencies were discussed.

During the meetings of NAQA members with the Director of ENQA, Maria Kelo, and the President of ENQA, Douglas Blackstock, the peculiarities of NAQA's activities in the conditions of the pandemic, the prospects of acquiring full membership in ENQA were discussed, in addition, issues of organization of work and composition of expert groups, work of the information system supporting the accreditation process. The management of ENQA positively evaluates NAQA activities, the transparency of all stages of the accreditation process, the informational openness of processes and procedures.

The meeting of the NAQA members with Patrick Van den Bosch, policy advisor of the Flemish Agency for Quality Assurance (Belgium) was also meaningful. The discussion concerned issues of quality culture formation, evaluation of the quality of study programmes vs. institutional accreditation, structure of the expert commission, interaction and responsibility of experts, aspects of internationalization during accreditation. Important for further implementation of European approaches in the NAQA activities was the discussion of the European Approach for Quality Assurance of Joint Programmes.

In addition to the European vector, cooperation with agencies from other regions of the world is increasing. So, during 2021, webinars were held with representatives of accreditation agencies of India, Morocco, and Turkey.

3.3. Participation in international forums, conferences, congresses and international publication activity

Active participation of NAQA representatives in numerous international forums, conferences, seminars, webinars, analysis of achievements and discussion of modern challenges, presentation of research results in the field of quality assurance is an integral daily activity. Among the large number of large-scale events in 2021, the annual European Forum on the Quality of Higher Education EQAF-2021 should be noted, Going Global 2021 conference of international education leaders, QAA annual conference "Quality: sustainability, innovation and improvement" (Great Britain), annual conference ICAI, V Central Asian International Forum on Education Quality Assurance (Kazakhstan), International Congress on Education and Accreditation (Turkey), International Conference on Academic Integrity "Honesty, Trust, Unity: Academic Integrity & Education in a Globalized World". Due to the pandemic, such events were held in a hybrid and online format. At all these events, NAQA presented the results of its activities in the conditions of a global pandemic and received positive feedback and recognition from foreign colleagues.

In October 2021, INQAAHE held a series of face-to-face events, including the International Workshops on Doctoral Program Evaluation and Pandemic Quality Assurance, the General Assembly and the grand opening of its headquarters in Barcelona, Spain, which were attended by NAQA representatives.

In addition to scientific and practical activities, NAQA took part in the General Assemblies of associations for the quality of higher education CEENQA, INQAAHE, ENQA and, as a member of these organizations, was involved in

making strategic decisions, choosing the leadership of these organizations, solving key issues of their further development.

An important direction of the NAQA's internationalization is international publication activity both in periodical bulletins of associations and in scientific journals and educational Internet resources. In 2021, NAQA joined the international project to publish the special issue "Higher Education Quality Assurance" of the MDPI Education Sciences magazine, which is indexed in SCOPUS. International publications of NAQA representatives are listed in the list of sources included in this annual report.

3.4.   International projects and support of international donors

NAQA continues to be actively engaged in project activities and develops cooperation with the National Erasmus Office, the British Council, the American Councils, the OSCE Project Coordinator in Ukraine and other international organizations and institutions.

In 2021, NAQA as one of the partners of the project Erasmus+ EDUQAS reported on the results of this project. Active work has begun on the project OPTIMA "Open Practices, Transparency and Integrity for Modern Academia", where NAQA is one of the partners.

NAQA is a recipient of the Project "Improving Human Rights-Based Approaches in the Higher Education System", implemented by the OSCE Project Coordinator in Ukraine and aimed at improving human rights-based approaches, as well as quality standards in the higher education system. Within the framework of this project, with the aim of studying the specifics of external and internal quality assurance procedures, a study visits of NAQA delegation took place in the summer of 2021 to the Croatian ASHE agency and to several institutions of higher education in Croatia, in particular the universities of Zagreb and Rijeka.

Continues the work on the project Academic Integrity and Quality Initiative — Academic IQ, which is implemented by the American Councils for International Education in cooperation with the Ministry of Education and Science of Ukraine and NAQA with the support of the US Embassy in Ukraine. The activities of the Academic IQ project are aimed at supporting Ukrainian higher education institutions for the development of the internal academic integrity and higher education quality assurance system.

Throughout 2021, the Project team provided assistance to selected universities and their academic structural subdivisions (faculties / institutes) in building the infrastructure to ensure the quality of education and academic integrity.

NAQA continues to actively develop project activities and other project applications.

3.5.   Recognition of foreign accreditations

Cross-border quality assurance remains one of the most important directions of internationalization of Ukrainian higher education and a NAQA priority.

In 2021, higher education institutions submitted documents to NAQA for accreditation examinations in the following foreign agencies: ASHE (Croatia), SKVC (Lithuania), FIBAA (Germany), AIKA/AIC,(Latvia), Accreditation Agency in the Fields of Health Care and Social Sciences (Germany), Central Agency for Evaluation and Accreditation (ZEvA, Germany). Accreditation results are published on the website in the "Cross-Border QA" section after the relevant information has been submitted to USEDE base. NAQA recognizes the significant positive effects of cross-border quality assurance, in particular benchmarking against European study programmes, exchange of best practices, involvement of foreign experts in the evaluation of Ukrainian study programmes. But at the same time, there are certain caveats and features of this process that should be paid attention to:

- in accordance with the recommendations of EQAR on cross-border quality assurance, as well as the legislation of Ukraine, foreign agencies and HEIs

must respect and comply with national legislation and other regulatory documents, in particular, language legislation and standards of higher education of Ukraine;

- NAQA is authorized to submit only accreditation certificates, not assessment or audit results, to USEDE base. The accreditation certificate submitted to USEDE base must certify the results of the expert evaluation of the study programme, approved by the decision of the independent collegial body of the relevant foreign agency;

- NAQA warns foreign accreditation agencies and other stakeholders against the risk of accreditation of "diploma mills" and "fake educational programs", as well as the possibility of misleading, providing false data in self-assessment reports, especially during the pandemic, when face-to-face examinations are mostly unavailable.

3.6. Advisory Board

At the end of 2020, an international NAQA Advisory Board was established, which included leading foreign specialists — recognized experts in the field of higher education quality assurance and academic integrity from Great Britain, Sweden, France, Poland, the Czech Republic, Cyprus, Georgia, USA. Three members of the Advisory Board are members of the working group on accreditation of independent higher education quality assurance institutions in Ukraine, the composition of which is approved by the Ministry of Education and Science of Ukraine.

Since January 2021, when the first welcoming meeting of the Advisory Board had been held, four plenary meetings and three working meetings in subgroups were held. Subgroups of the Advisory Board consist of several members of the Board (experts in a specific field), NAQA members and employees of NAQA Secretariat. The subgroups work on the development of policies and procedures related to the NAQA activities and the improvement of existing practices. Thus, a subgroup

working on issues of academic integrity was formed, the subject of which was, among other things, the draft Law of Ukraine "On Academic Integrity".

The second subgroup focused on work on institutional accreditation in Ukraine. The third subgroup dealt with the issue of accreditation of independent higher education quality assurance institutions in Ukraine. Working in subgroups makes it possible to study a specific issue in more depth, get expert opinions from the members of the Advisory Board and form a general concept of further movement in a certain direction. The results of the work of the subgroups are also discussed at the meeting of the Advisory Board.

Members of the Advisory Board willingly give their comments and suggestions on issues that are included by NAQA in the Agenda of the Advisory Board. Topics for consultation included: analysis of the NAQA self-assessment report; involvement of foreign experts in expert groups; NAQA membership in ENQA and other possibilities of NAQA and Ukrainian higher education system internationalization; NAQA institutional independence according to the ESG standard; cross-border higher education quality assurance; work in pandemic conditions; NAQA sustainable development, etc. Consultations of the members of the Advisory Board provide an opportunity to see one problem (or aspect of activity) from different angles and to develop the most optimal solution under the existing conditions, as well as to receive an external evaluation of the procedures, processes, draft documents developed by NAQA.

The members of the Advisory Board also joined the discussion of the results and summary of NAQA activities for the period 2019–2021, which took place in September 2021. They highly appreciated NAQA achievements over the years of activity and outlined recommendations for further work.

APPENDIX.

INTERNATIONAL PUBLICATIONS

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Helesh, A., Eremenko, O., & Kryshtanovych, M. (2021). Monitoring the quality of the work of experts when they conduct accreditation examinations of educational programs. *Revista Tempos e Espaços em Educação*, 14(33), e16535. http://dx.doi.org/10.20952/revtee.v14i33.16535

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Kvit, S., & Stukalo, N. (2021). FIDES FACIT FIDEM: Building Trust-Based QA through Supportive Communication and Transparency. *Quality Assurance Review for Higher Education (QAR),* 1–2. Peer-Reviewed.

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