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REVIEW ON HIGHER EDUCATION QUALITY IN UKRAINE AND ITS COMPLIANCE WITH THE TASKS OF SUSTAINABLE INNOVATIVE DEVELOPMENT OF SOCIETY IN 2023

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The concept of quality of higher education is a subject of ongoing debate in both the European and Ukrainian educational space.

Understanding this important category is essential for understanding quality assurance processes and procedures. Each of the proposed definitions has its obvious advantages and disadvantages. The determining factor in the choice of the concept is the person's expectations from education: acquired skills and abilities, promotion of scientific progress, meeting production needs and economic development in general, stability and standardisation of educational technologies, understanding by participants of the educational process of the need for its systematic and constant updating, socio-cultural influences.

The authors of the Law of Ukraine "On Higher Education" tried to combine all these approaches in a single provision. According to paragraph 23 of Article 1 of the Law, the quality of higher education is the compliance of the conditions of educational activities and learning outcomes with the requirements of legislation and standards of higher education, professional and/or international standards (if any), as well as the needs of stakeholders and society, which is ensured through the implementation of internal and external quality assurance procedures. At the same time, the QAA emphasises that the quality of higher education means how well students are supported in the continuous achievement of positive learning outcomes, personal development and career progression, meeting the reasonable expectations of these students, employers, government and society as a whole. ESG 2015 emphasises that the term "quality assurance" is used to describe all activities within the cycle of continuous improvement (i.e. quality assurance and improvement activities)¹.

Thus, it is not a fixed definition, but rather a broad concept that includes criteria whose priority and understanding vary depending on circumstances and conditions.

Quality of higher education is a key concept of the Bologna Process. The transition to the requirements of the Bologna Process in most European countries place twenty years ago, so the emphasis and problems of quality assessment and its understanding in different countries are at different levels depending on the development of quality assurance systems and the responsibility of institutions (higher education institutions, research institutions, colleges, etc.) in these systems.

The report on the state of quality of higher education includes basic information about the higher education system of Ukraine, statistics, results and analysis of external quality assurance of higher education carried out by the National Agency and European agencies included in the List approved by the Decision of the Cabinet of Ministers of Ukraine of 10 July 2019 No. 554 p "On Approval of the List of Foreign Accreditation Agencies and Higher Education Quality Assurance Agencies that Issue Certificates of Accreditation of Educational Programmes Recognised in Ukraine".

¹ URL: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf#page=9

Ukraine's higher education is currently experiencing challenges due to the war and economic difficulties. There is an obvious imbalance between the needs of the labour market and the ability of universities to meet them. It can be stated that the urgent need for change has become a priority, but at the same time it has caused a heated debate in the educational environment about models, criteria and approaches. The vast majority of participants in the discussion rely on emotions and use value judgements.

Accordingly, the availability of clearly structured information and an understanding of the real state of higher education, including statistics on higher education institutions, higher education students by level and study programmes, will to understand the challenges and prospects. We hope that our material will help to transparently assess the elements of the system and move the discussion to a rational direction.

The analysis of the processes of the external quality assurance system of higher education demonstrates certain positive changes in the organisation and implementation of the educational process. In particular, higher education institutions have realised the need to develop and consistently implement internal quality assurance policies, continuously monitor educational programmes, study best practices, analyse typical problems and comply with the basic principles and guidelines of ESG 2015. However, this is not always caused by the desire for self-improvement, but rather by the need for formal compliance with the procedures.

Even in these challenging financial, organisational, psycho-emotional conditions, many higher education institutions decided to undergo a full external evaluation procedure without using the opportunity to receive conditional accreditation under the CMU Resolution 295 for free, which indicates an understanding of the need for external audit of processes and procedures and the need for professional discussion to further improve educational programmes and quality assurance processes.

The report also analyses the work of the National Agency for the Formation of the Expert Environment, which includes, in particular, training of ex-perts in the evaluation of educational programmes, members of sectoral expert councils and guarantors of educational programmes, and other representatives of higher education institutions, improving their work, intensifying information and targeted communication, as this is an important element of changes in the field of higher education quality assurance.

We hope that the materials we have prepared will help all interested parties to better understand the state of quality of higher education and use them to design and develop their educational programmes and universities, as well as to understand the role of Ukrainian higher education in achieving sustainable development goals.

I. HIGHER EDUCATION IN UKRAINE: STRUCTURE AND TRENDS



I.1. Relevance of higher education to the goals of sustainable development of society

Russia's ongoing military aggression against Ukraine not only causes enormous losses and challenges for our people, nature, and the environment, but also undermines the foundations of sustainable development in the world.

On 9 January 2024, the European Association of Universities published the "Renewed Social Contract of Europe and its Universities"², a document that declares the pivotal role of universities in Europe's future and defines how higher education can better serve society and help address global challenges, including geopolitical conflicts, war, terrorism, climate change and sustainable development.

There is no doubt that higher education already plays an important role in the sustainable development of individual countries and the world. Since 1993, the International Association of Universities⁽³⁾ has been advocating for the key role of higher education for sustainable development and supporting higher education leaders who are committed to integrating sustainable development principles into strategic planning, academic and organisational activities.

At the same time, the "Renewed Social Contract of Europe and its Universities" aims to strengthen the role of higher education institutions in addressing economic, social and environmental challenges as key independent players that unite and interact with stakeholders, politicians and society in this regard for the sustainable future of Europe and the world.

In turn, higher education quality assurance systems should respond to the needs of key stakeholders and contribute to strengthening the role of higher education in addressing the challenges of our time.

Since the beginning of its activities in 2019, the National Agency for Higher Education Quality Assurance has been paying attention to the mechanisms of aligning the development strategy of higher education in Ukraine with the tasks of sustainable innovative development of society and the UN Sustainable Development Goals. The year 2023 was no exception, and systematic and consistent activities in this direction were implemented in the regulatory framework. Thus, in response to legislative changes in connection with the adoption of the Law of Ukraine "On Amendments to Certain Laws of Ukraine" on 2 May 2023 of the Law of Ukraine "On Amendments to Certain Laws of Ukraine on Ensuring the Quality of Higher Education", a draft updated Regulation on Accreditation of Educational Programmes for Higher Education Students was developed, which has already been discussed and approved by the Ministry of Education and Science of Ukraine. In particular, the criteria for evaluating educational programmes include sub-criterion 2.9 "The educational programme ensures that higher education students acquire competencies aimed at achieving the global sustainable development goals by 2030, proclaimed by the United Nations General Assembly resolution

²https://eua.eu/downloads/publications/unife_policy_messages.pdf

³<https://www.iau-aiu.net/HESD?lang=en>

of 25 September 2015". The introduction of the evaluation of the educational programme for compliance with this sub-criterion in the process of internal quality assurance, filling in self-assessment information, as well as at the stage of external quality assurance by experts of the National Agency and sectoral expert councils will allow for a systematic analysis of the steps taken by universities and each educational programme to ensure the sustainable innovative development of our country on an ongoing basis. It is positive that some Ukrainian universities are taking a proactive

position in achieving the UN Sustainable Development Goals (SDGs). Thus, in 2023, 33 Ukrainian HEIs were included in the Times Higher Education Impact Rankings⁴, the only global ranking that assesses the effectiveness of universities in achieving the UN SDGs based on carefully calibrated indicators in four broad areas: research, governance, outreach, and teaching. Among Ukrainian universities, Sumy State University traditionally holds the top spot, ranking 301-400 among 1,705 universities from 115 countries. Other leaders among Ukrainian universities are Lviv Polytechnic, Kyiv National Economic University, Kharkiv Polytechnic, Uzhhorod National University, and Zhytomyr Polytechnic. For comparison: in 2022, this ranking included 26 Ukrainian universities⁵, and in 2019 - 5⁶.

Another progressive initiative on the part of higher education institutions was the "Green Transformations in Ukrainian Universities"⁷, which was launched by seven Ukrainian universities: Sumy State University, National Technical University "Dnipro Polytechnic", Kharkiv National University of Radio Electronics, Lutsk National Technical University, National University Odesa Polytechnic", Khmelnytsky National University, Lviv Polytechnic National University under the coordination of Wroclaw University of Technology in partnership with the National Agency for Higher Education Quality Assurance and support of the Polish National Agency for Academic Exchange. This project, which was implemented in 2023, resulted in development of green standards and the assessment of universities for compliance with them according to four groups of criteria: green research, green education, green campus, and green transformation. An expert evaluation of the self-assessment reports of the project partner universities with the involvement of experts from the National Agency demonstrated the following. Firstly, various initiatives are being implemented in the field of green research, mainly within the framework of international grants and projects, partnerships between HEIs and external stakeholders, including business, and active publication activities. At the same time, little attention is paid to the development of practical recommendations for improving policies, and there is rarely

⁴<https://bit.ly/3TBz2Qd>

⁵<https://bit.ly/3vz8t62>

⁶<https://bit.ly/3J1qs8i>

⁷<https://bit.ly/49ijG8M>

direct impact of scientific developments on local communities, production and society as a whole.

Secondly, the vast majority of universities have educational programmes that study the problems of achieving the UN Sustainable Development Goals, but there is insufficient methodological support and specific mechanisms that would provide practical skills in applying sustainable development tools to higher education students, and the material and technical base of universities often does not meet modern standards.

Thirdly, Ukrainian universities have made some progress in developing green campuses, in particular in the areas of water conservation, waste recycling, and the gradual use of renewable energy. Universities are also actively developing infrastructure for cycling, sports, safe spaces for students, and engaging students in various events and projects related to the sustainable development of the country and the world as a whole.

Also, at the institutional level, HEIs introduce bodies and positions that coordinate activities in the field of green transformations, implement relevant goals and objectives in the strategy, introduce multidisciplinary courses, study foreign experience and develop partnerships with government, business and foreign universities.

More information about the project results and the developed green standards can be found on the websites of the National Agency⁸) and Wroclaw University of Technology⁹.

Obviously, Ukrainian higher education institutions understand the role of higher education for sustainable development of society and have certain achievements and achievements in this area, but at the systemic level, such initiatives and activities in this area are characterised by some sporadic and localised nature. Improving the internal and external quality assurance system of higher education will be a catalyst for progress and systemic activities of universities in solving economic, social and environmental problems, serving society for the sustainable future of Ukraine, Europe and the world.

1.2. Information on the national higher education system in Ukraine: quantitative indicators

Experts of the National Agency analysed the data received in response to a request to the SE "Inforesource". They also analysed the official website of the Ministry of Education and Science of Ukraine, the Entrance.OSVITA.UA information system and other open sources containing information about the higher education system.

1.2.1. Educational institutions that implement educational programmes in the field of higher education

This year, the approach to preparing the statistical component of the report was changed. We analysed the institutions where, according to the EDEBO, the following students are studying

⁸<https://bit.ly/49ijG8M>

⁹<https://bit.ly/3U1RFyg>

applicants for Bachelor's, Bachelor's, Master's, Doctor of Philosophy, Doctor of Arts and Specialist degree programmes. As of 1 January 2024, there were 633 such institutions, of which 121 were separate structural units. It is worth noting that the list includes 5 institutions that were temporarily blocked as of 01 January 2024.

By type of ownership, educational institutions implementing higher education programmes were distributed as follows: 444 - state-owned, 42 - municipal and 147 - private (see Figure 1).

By category, educational institutions that implement educational programmes in the field of

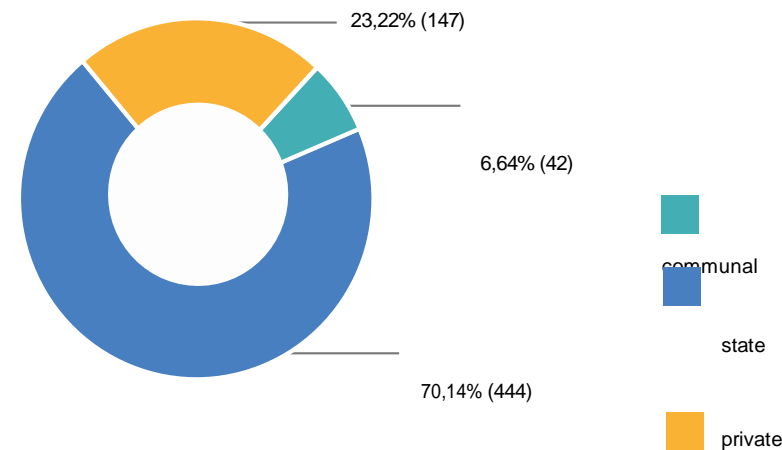
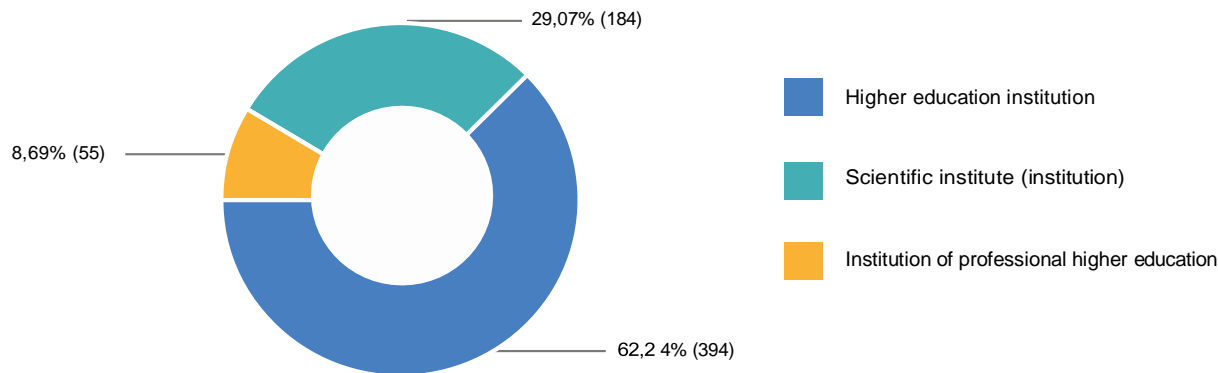


Figure 1. Breakdown of educational institutions implementing higher programmes by type of ownership

higher education institutions are distributed as follows: 394 - higher education institutions, 55 - institutions of professional pre-higher education, 184 - research institutes (institutions) (see Figure 2).

The regional distribution¹⁰ shows the concentration of the vast majority of



1.2.2. Figure 2. Breakdown by category of educational institutions implementing higher education programmes of higher institutions in the city of Kyiv, as well as in Dnipropetrovs'k, Lviv, Odesa and Kharkiv regions (see Figure 3).

¹⁰Hereinafter: the regional distribution was determined by the legal location of the institution; the data for Kyiv region excludes the city of Kyiv

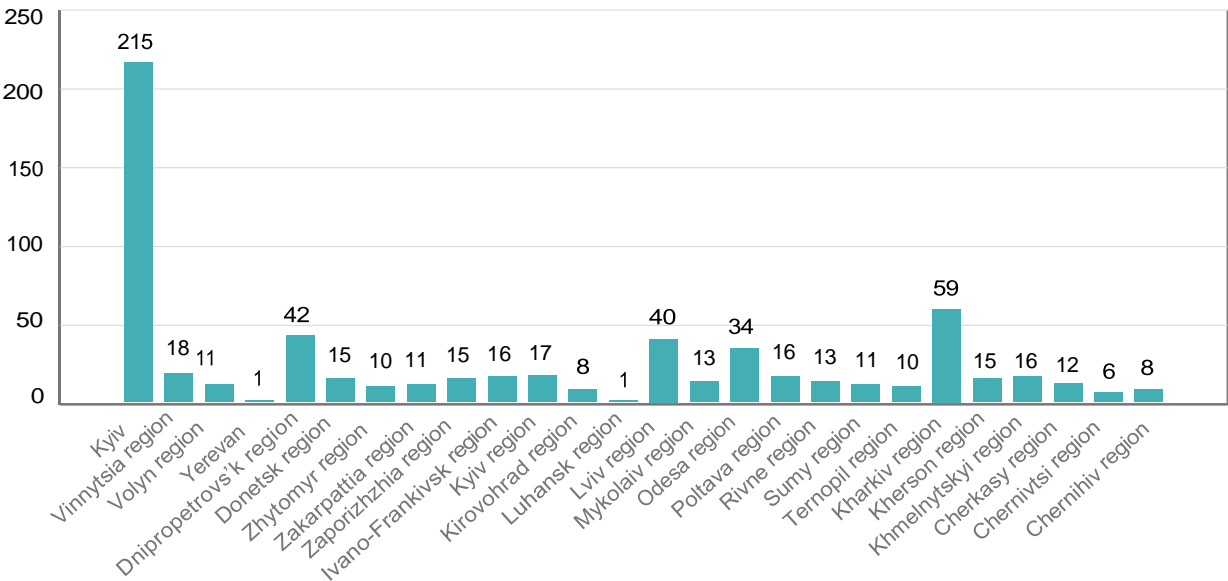


Figure 3. Regional distribution of educational institutions implementing higher education programmes

A more detailed analysis shows that most of the educational institutions that

the largest number of higher institutions in Ukraine is concentrated in five cities: Kyiv, Kharkiv, Lviv, Odesa and Dnipro (see Figure 4).

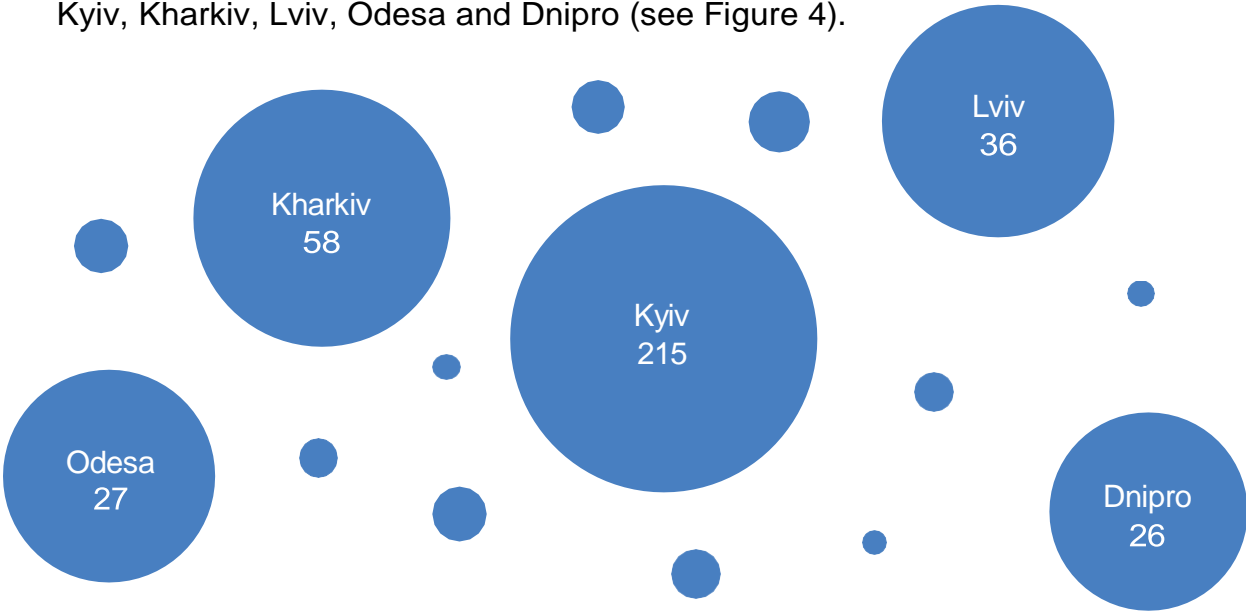


Figure 4. Concentration of institutions implementing higher education programmes in cities

Higher education institutions

Higher education institutions by type of ownership have the following distribution:

- state-owned - 220:
 - ◊ "main " - 180,
 - ◊ separate structural units - 40;
- municipal - 29;
- private - 145:
 - ◊ "main " - 97,
 - ◊ separate structural units - 48 (see Figure 5).

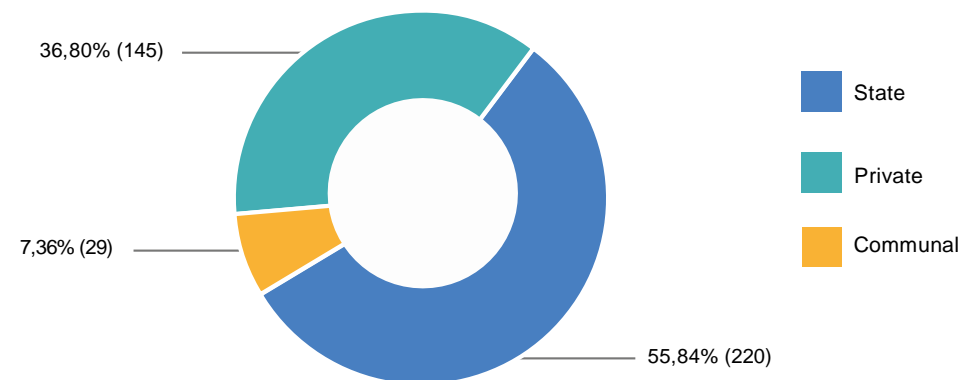


Figure 5. Distribution of higher education institutions by type of ownership

The regional distribution shows a concentration of the majority of educational institutions in Kyiv, as well as in Dnipropetrovs'k, Lviv, Odesa and Kharkiv regions (see Figure 6).

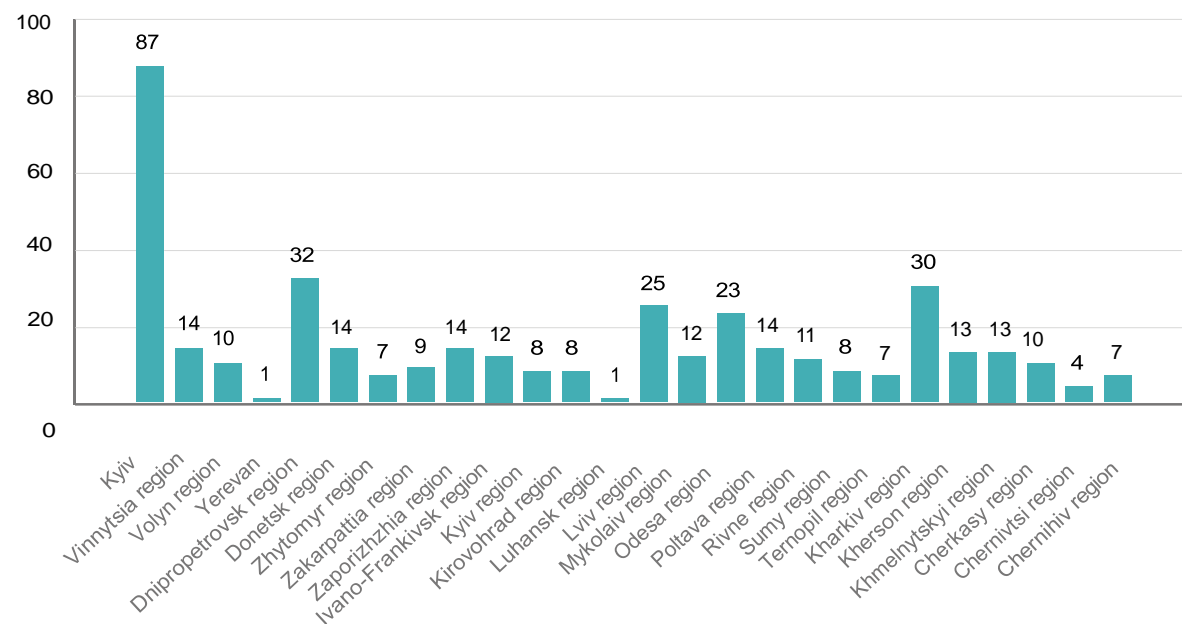


Figure 6. Regional distribution of higher education institutions

A more detailed analysis shows that there are five cities that are university centres: Kyiv, Kharkiv, Lviv, Odesa and Dnipro (see Figure 7).

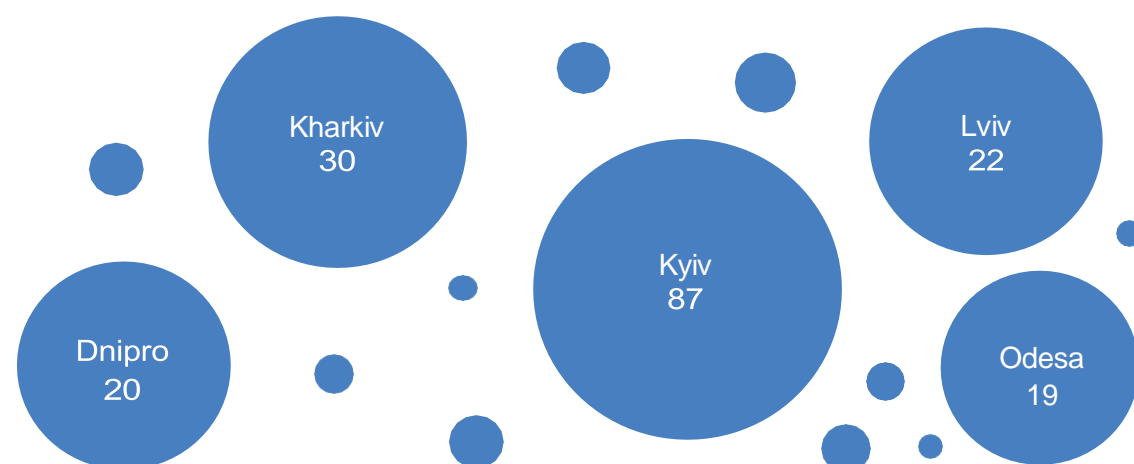


Figure 7. Largest cities - university centres

Thus, the regional and city distribution of higher education institutions correlates with the situation of educational institutions that implement higher education programmes.

1.2.3. Scientific institutions

Scientific institutions are distributed by form of ownership as follows: 183 are state-owned and 1 is private¹¹.

Two thirds of this category of institutions (119) are located in Kyiv. The remaining institutions are located in Kharkiv (27), Lviv (11), Odesa (7), Dnipro and Kyiv regions (6 each). The remaining regions have 1 scientific institution.

new or have none at all (see Figure 8).

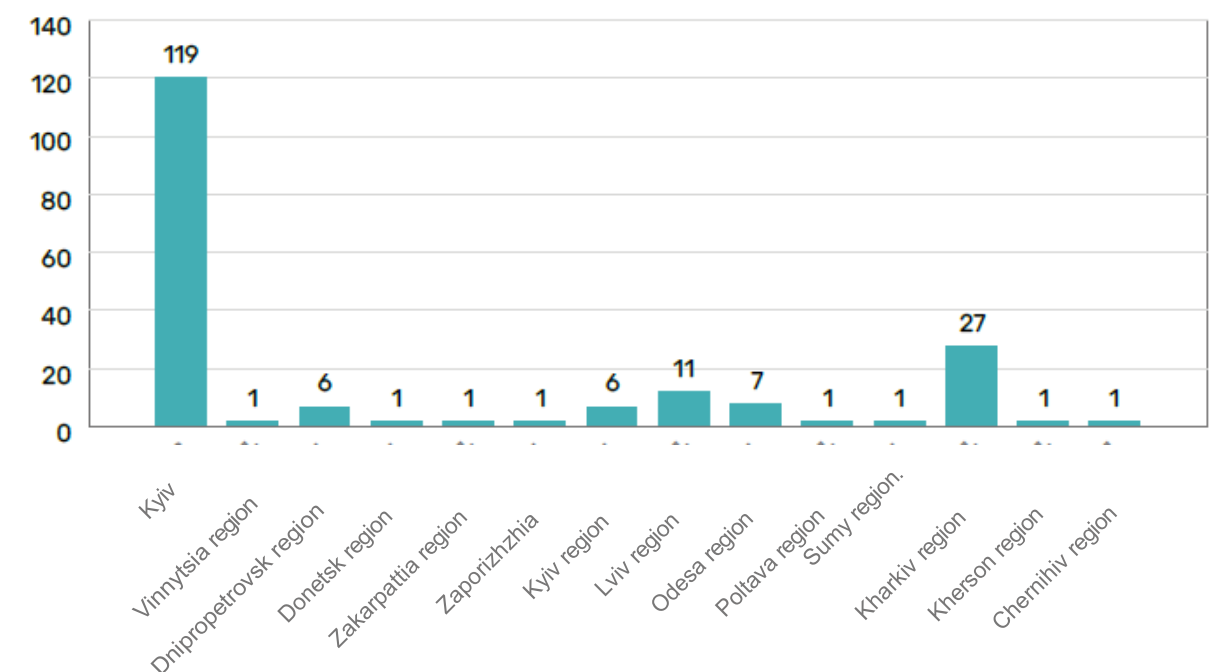


Figure 8. Regional distribution of research institutions

The largest number of establishments is concentrated in Kyiv (119), Kharkiv (26), Lviv (10), Dnipro (6) and Odesa (5) (see Figure 9).

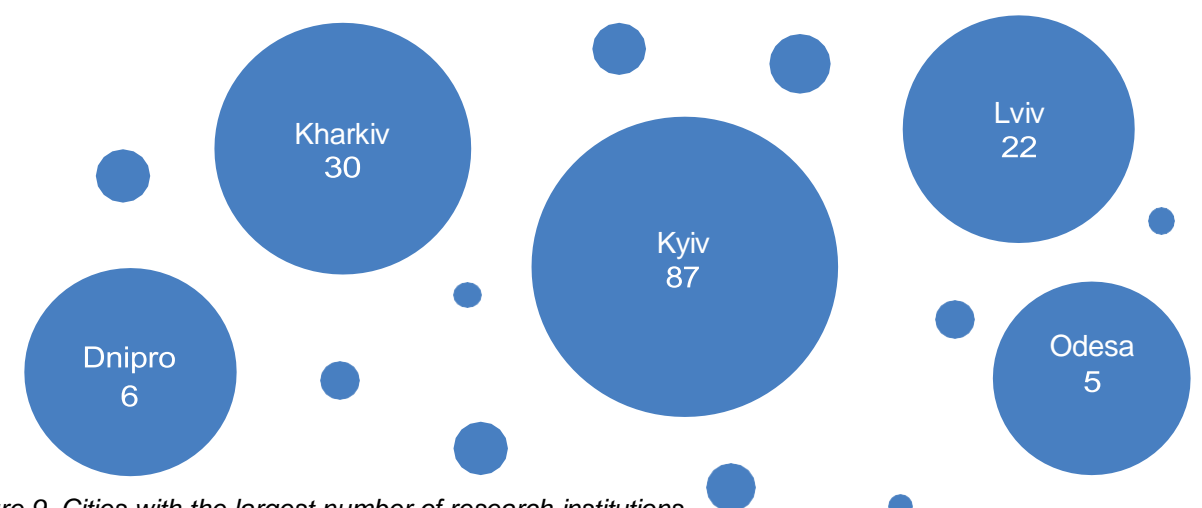


Figure 9. Cities with the largest number of research institutions

¹¹Private institution "Research Institute of Public Law"

Thus, the regional distribution and distribution of scientific institutions by city correlates with statistics on educational institutions that implement educational programmes in higher education.

1.2.4. Higher education institutions providing training in the field of higher education

Higher education institutions ¹²are distributed by ownership as follows: 41 are state-owned, 13 are municipal, and 1 is private (see Figure 10).

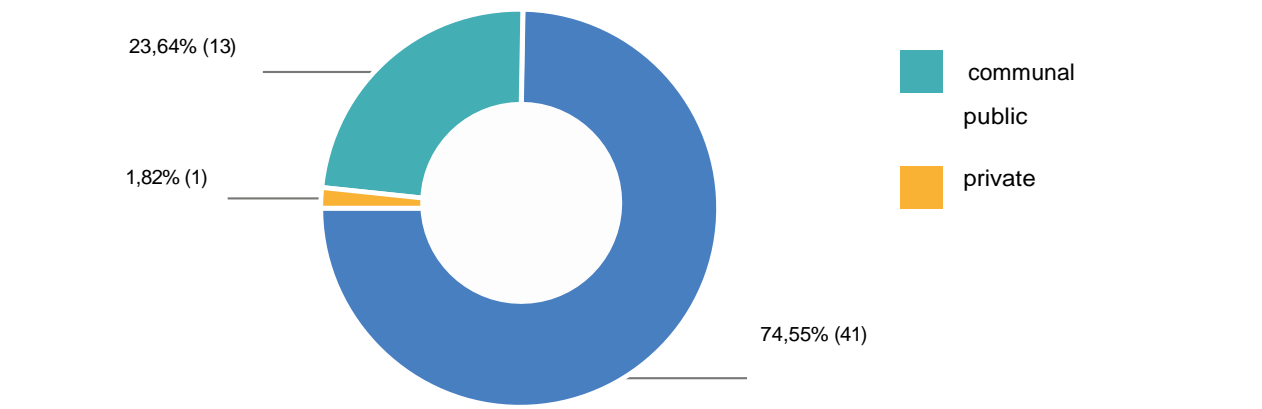


Figure 10. Distribution of higher education institutions by type of ownership

The regional distribution is shown in the diagram (see Figure 11).

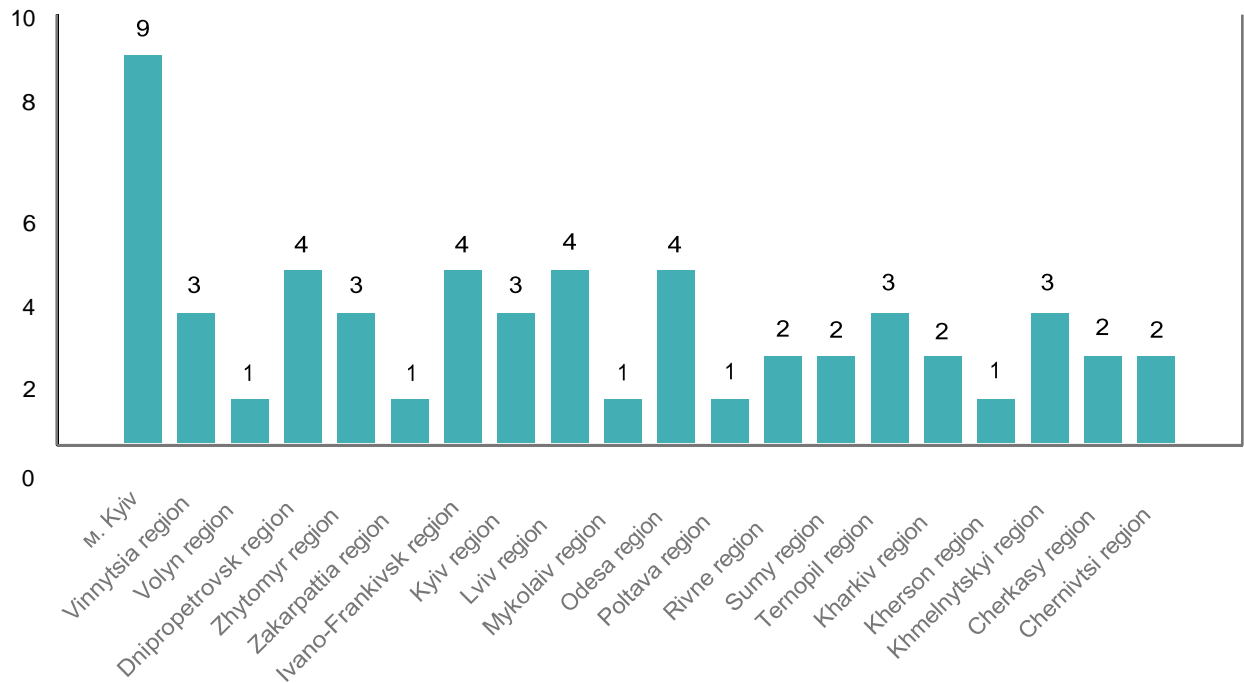


Figure 11. Regional distribution of higher education institutions

1.3 Higher education students

1.3.1. General indicators

This year, to prepare the statistical component of the report, the

analysed the number of higher education students enrolled in educational programmes at the levels of "junior bachelor", "bachelor", "master", "doctor of philosophy", "doctor of arts" and "specialist" in higher education institutions, research institutions and institutions of professional higher education. According to the response of the State Enterprise "Inforesource" to the request of the National Agency, as of 1 January 2024, there were 1,169,209 students enrolled in higher education institutions and research institutions in Ukraine, and according to open data from the EDEBO, there were 7,518 students enrolled in professional higher education institutions. So, in total, there are 1,176,727 applicants. Of these, 1,878 students are enrolled in educational programmes with codes in accordance with the List of specialties in which specialists are trained in higher education institutions at the specialist and master's levels, approved by the Cabinet of Ministers of Ukraine on 27 August 2018.

No. 787 of 2010, which expired on 24.06.2015. Given the small number of such applicants, they were not taken into account in the statistical calculations, but 12 applicants from 10 institutions that were blocked as of 01.01.2024 were taken into account, which does not affect the results of the analysis in percentage terms due to the small number.

At the expense of the state or local budgets (hereinafter referred to as the budget), the higher

a little more than a third of applicants - 401,578 (34.) - study on a state-funded basis, as opposed to 771,381 (65.66%) who study at the expense of and legal entities (hereinafter referred to as a contract). Also, less than 1% of applicants study with a voucher - 1,870, with a preferential long-term loan - 18, and with a targeted preferential state loan - 2 (see Figure 12).

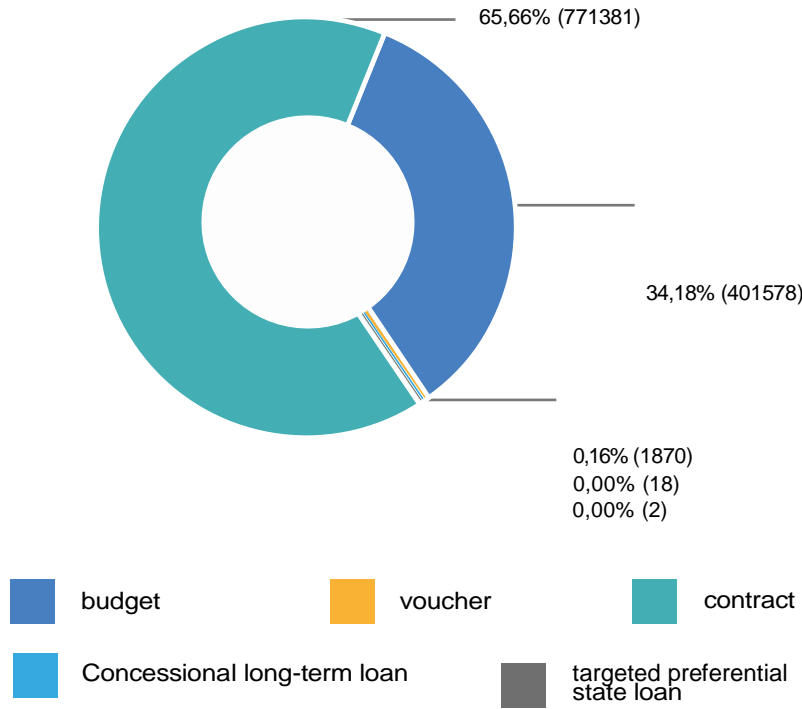


Figure 12. Ratio of students by sources of funding

The distribution of forms of education is as follows: more than three quarters of students study full-time - 907,961 (77.28%) as opposed to 259,771 (22.11%) of students study part-time. Also, less than 1% of students studying in the evening - 4,082, remotely - 2,307, outside the postgraduate ranking - 728 (see Figure 13).

¹²Hereinafter referred to as VET institutions providing training in higher education

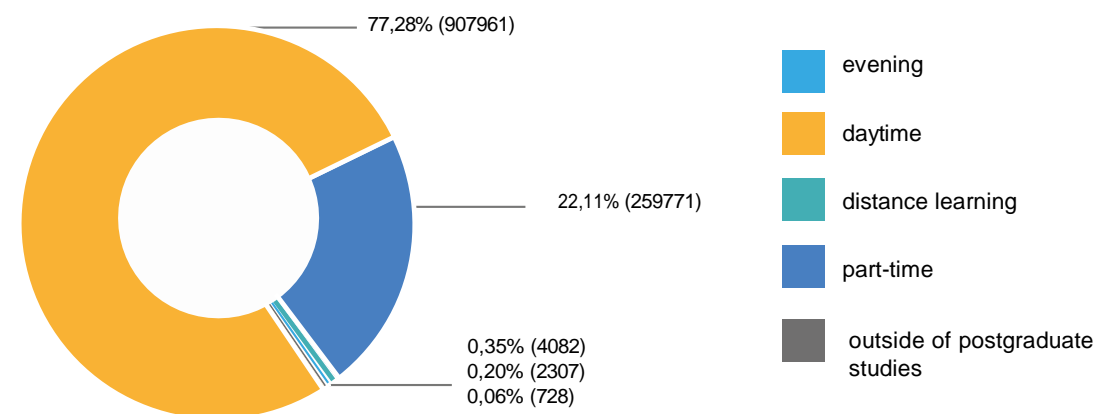


Figure 13. Distribution of students by form of study

The quantitative indicators are shown in Figure 14.

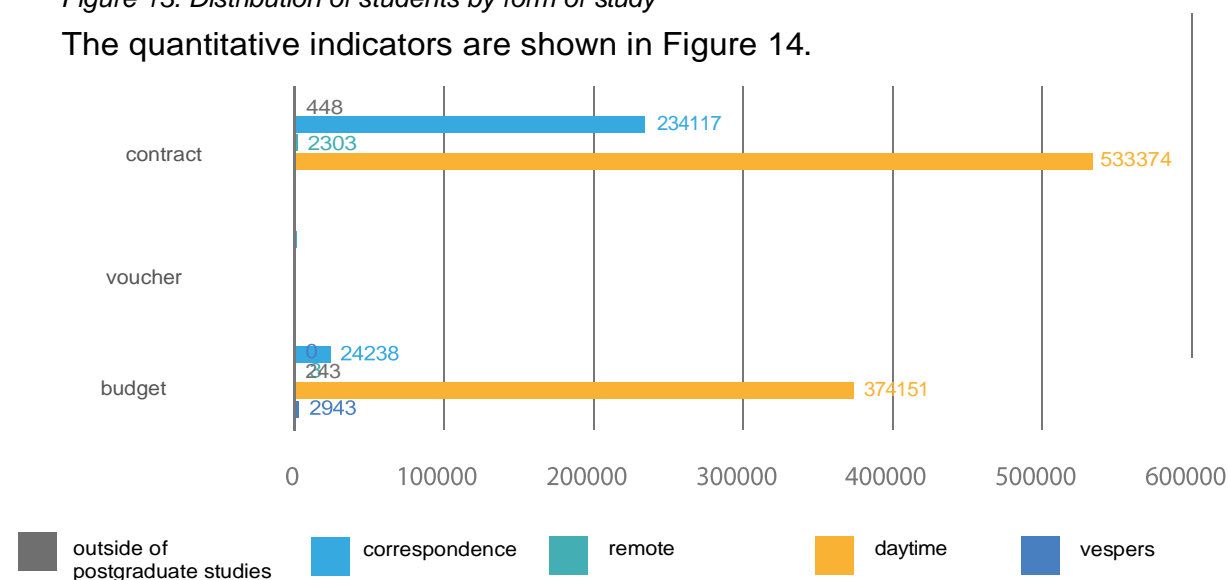


Figure 14. Number of students by different forms of education

1.3.2. Students by levels of higher education

The distribution of students by levels of higher education is as: 1,617 people (< 1 %),) are studying for a junior bachelor's degree, 781,286 people (67 %) for a bachelors degree,

specialist degree - 159 people (< 1 %), master degree - 343,772 people (29 %), doctor of Fine Arts - 162 people (< 1 %), Doctor of Philosophy - 47,853 people (4 %).

The current distribution of students by level of higher education is shown in Figure 15.

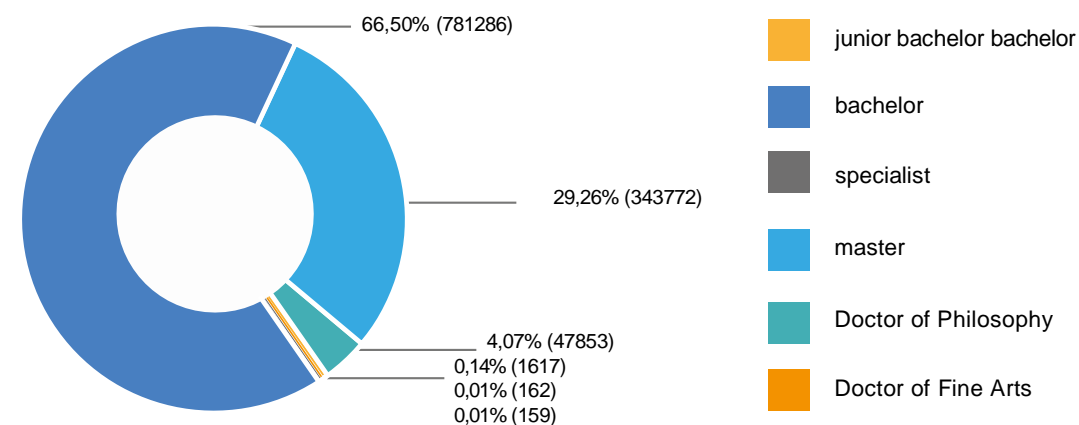


Figure 15. Distribution of students by level of higher education

Students are distributed by form of study as follows: 88.8% of students for a junior bachelor's degree study full-time and 11.2% study part-time; 79% of applicants for a bachelor's degree study full-time and 20.7% study part-time (the share of evening and distance learning students is less than 1%); 73.1% of master's degree holders study full-time and 26.6% study part-time (the share of evening and distance learning students is less than 1%); 79.1% of

"Doctor of Philosophy" study full-time, 12.7% - part-time, 6.7% - evening, 1.5% - outside of postgraduate studies; 87% of degree holders

"Doctor of Fine Arts" degree are studying full-time, 4.3% - part-time, and 8.6% - outside of postgraduate studies (see Figure 16).

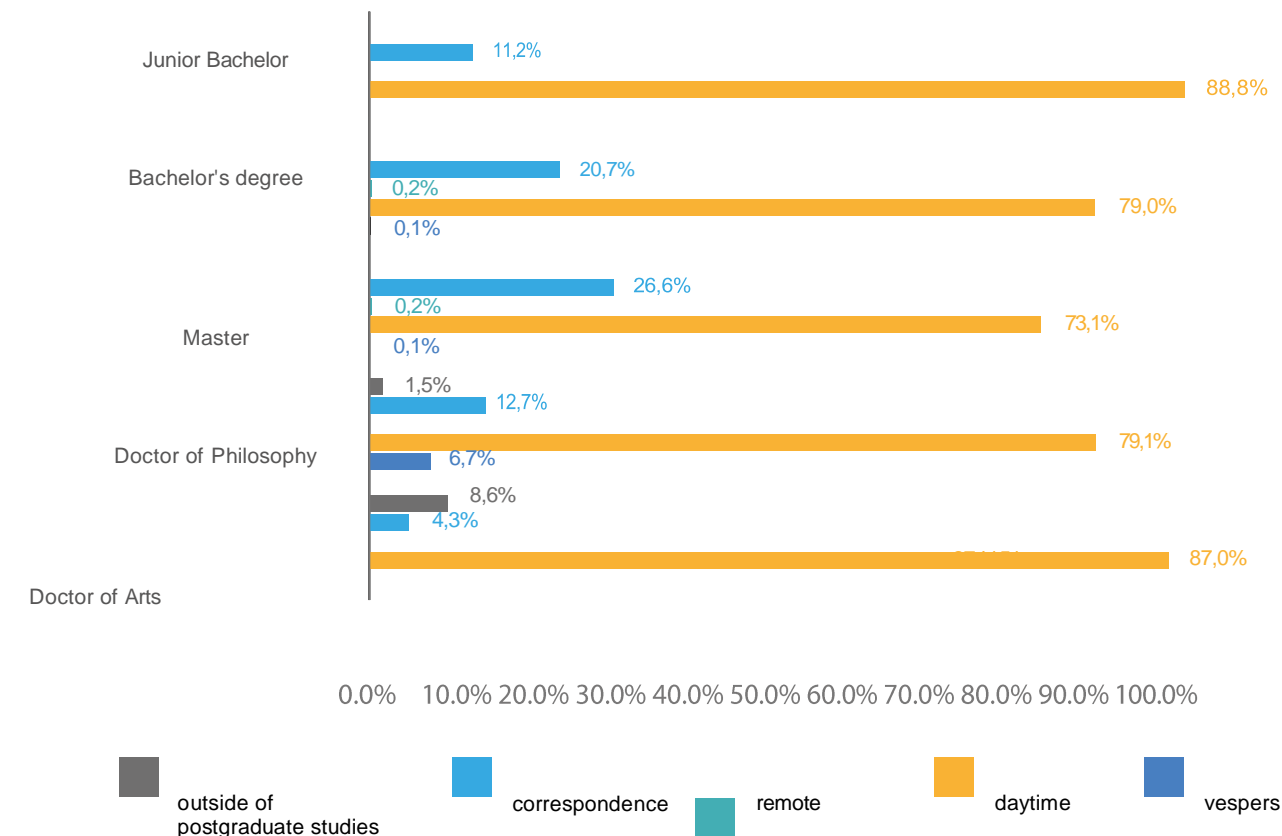


Figure 16. Number of students by level of higher education and form of study

The distribution of applicants by sources of funding for higher education is as follows: 58% of applicants for a junior bachelor's degree study on a contract basis and 42% - at the expense of the budget; 63% of applicants for a

"Bachelor's degree students study on a contract basis and 37% - at the expense of the budget (the share of students studying on a voucher or with a preferential long-term loan is less than 1%); 71% of Master's degree students study on a contract basis and - at the expense of the budget (the share of students studying on a voucher is 1%, and the share of students with a preferential long-term loan is less than 1%); 65% of students of

"D. degrees are studied on a contract basis and 35% are funded from the budget (the share of students studying on a voucher or with a preferential long-term loan is less than 1%); 56% of PhD students study on a contract basis and 44% are funded from the budget (see Figure 17).

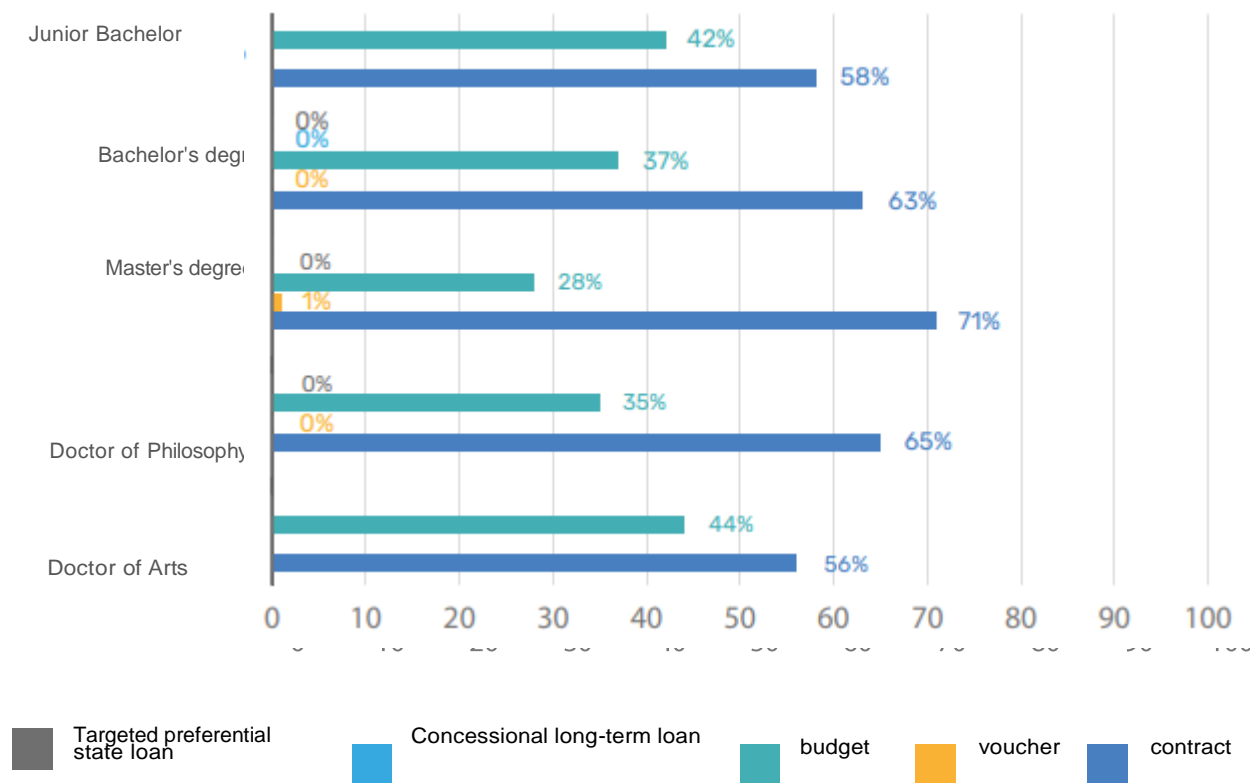


Figure 17. Number of applicants by level of education and source of funding

1.3.3. Applicants by speciality

The distribution of applicants by speciality shows that the most popular specialities are the following: 081 Law (85,866 applicants / 7.31% of the total number), 073 Management (66,101 / 5.63%), 014 Secondary education (60,551 / 5.15%), 053 Psychology (51,061 / 4.35%), 222 Medicine (41,739 / 3.55%), and 3.) (see Figure 18).

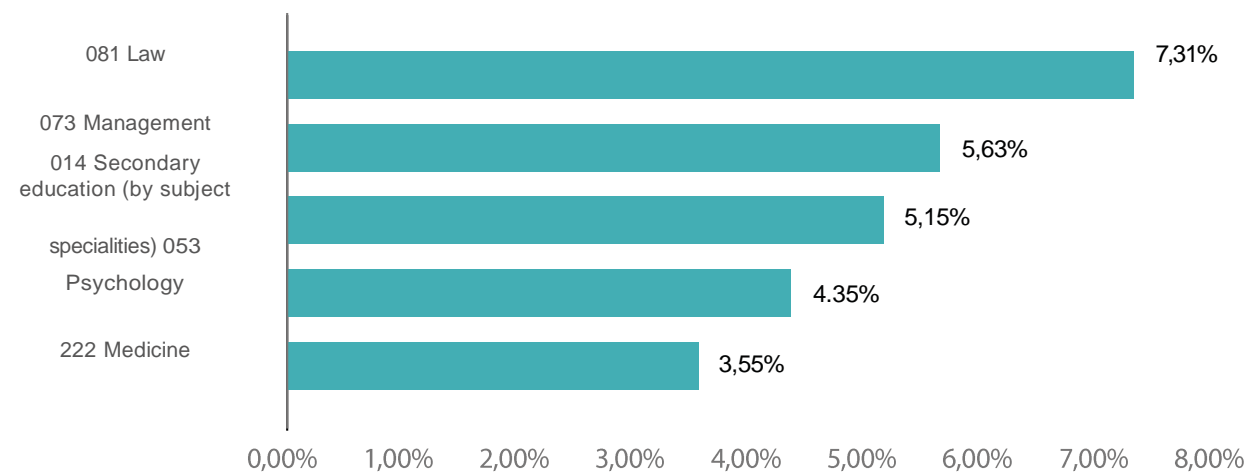


Figure 18. 5 most popular specialities

The analysis of the distribution of applicants by specialities and levels of education shows the following picture. At junior bachelor's level, the majority of applicants study in the specialty 226 Pharmacy, Industrial Pharmacy (227 / 14.), while in the overall ranking of specialities, this speciality takes 24th place (1.23%); the second place is occupied by 073 Management (137 / 8.47%), which correlates with the overall ranking of specialities - also 2nd place (5.); the third place is occupied by 071 Accounting and Taxation (122 / 5.63%).

7.), while in the overall ranking of specialities this speciality ranks 17th (1.47%); the fourth and fifth places are occupied by 015 Vocational Education (113 / 6.99%), which is 32nd (0.93%) in the overall ranking of specialities, and 133 Industrial Engineering (87 / 5.), while in the overall ranking of specialities this speciality ranks 26th (1.16%) (see Figure 19).

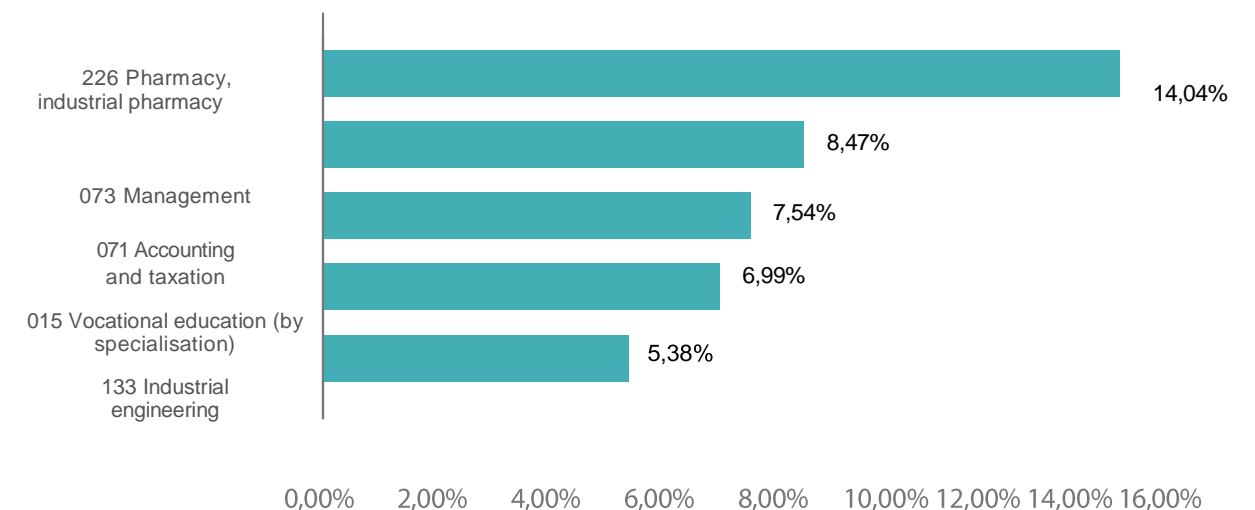


Figure 19. 5 most popular specialities by level of higher education "junior bachelor"

At bachelor's level, most applicants study in the speciality 081 Law (61,310 / 7.85%), which correlates with the overall ranking of specialities - also 1st place (7.); the second place is occupied by the speciality 073 Management (43,746 / 5.60%), which correlates with the overall ranking of specialities - also 2nd place (5.); the third place is occupied by the speciality 014 Secondary Education (43,393 / 5.55%), which also correlates with the overall ranking of specialities - 3rd place (5.15%); the fourth place is occupied by the speciality 053 Psychology (32,023 / 4.10%), the same as in the overall ranking (4.35); while in the overall ranking of specialities this speciality is ranked 7th (3.19%) (see Figure 20).

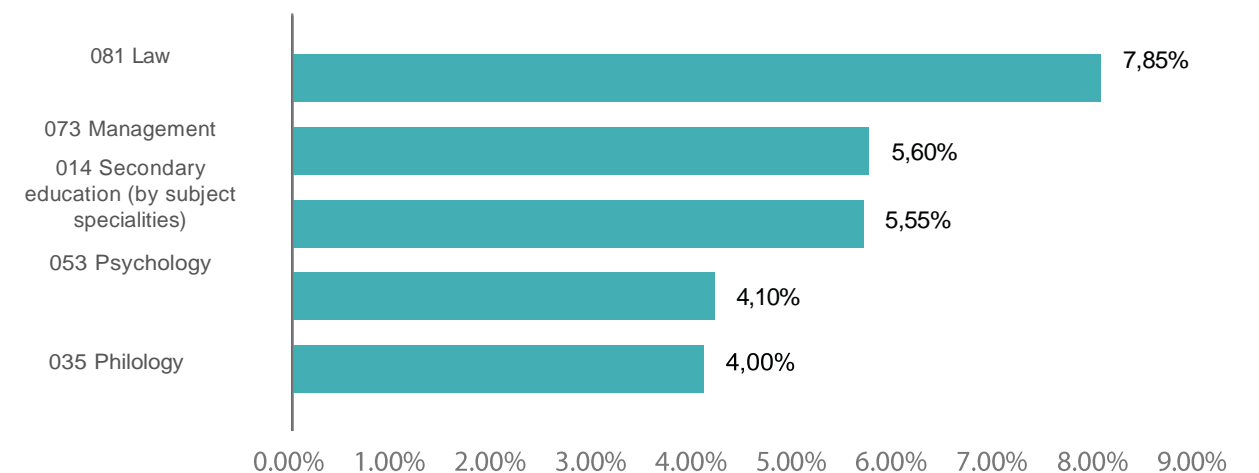


Figure 20. 5 most popular specialities by bachelor's degree

At the master's level, the majority of applicants study in the speciality 222 Medicine (39,597 / 11.), while in the overall ranking of specialities

This speciality takes the 5th place (3.); the second place is occupied by the speciality 073 Management (19,414 / 5.), which correlates with the overall ranking of specialties - also the 2nd place (5.63%); the third place is occupied by the speciality 081 Law (19 268 / 5.60%), while in the overall ranking of specialties this speciality takes the 1st place (7.); the fourth place is occupied by the speciality 053 Psychology (17 701 / 5.15%), the same as in the overall ranking

(4.35%); the fifth place is occupied by the speciality 014 Secondary Education (16,764 / 4.88%), while in the overall ranking of specialties this speciality ranks 3rd (5.15%) (see Figure 21).

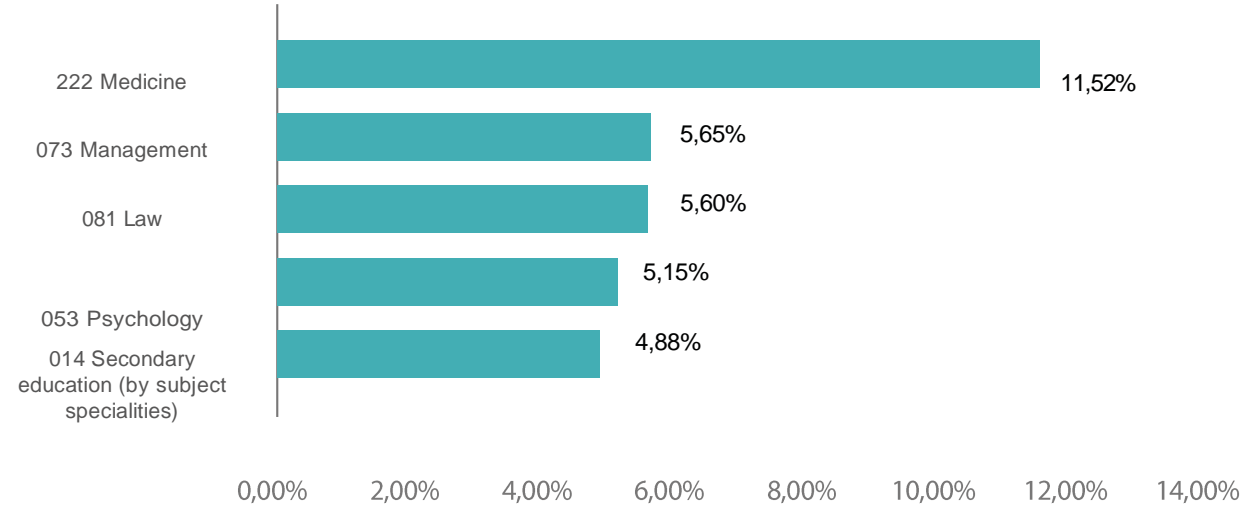


Figure 21. 5 most popular specialties by master's degree level

At the Doctor of Arts level, the majority of applicants study in the speciality 025 Musical Art - 98 people, which is 60.49% of the total number of applicants for this level (see Figure 22).

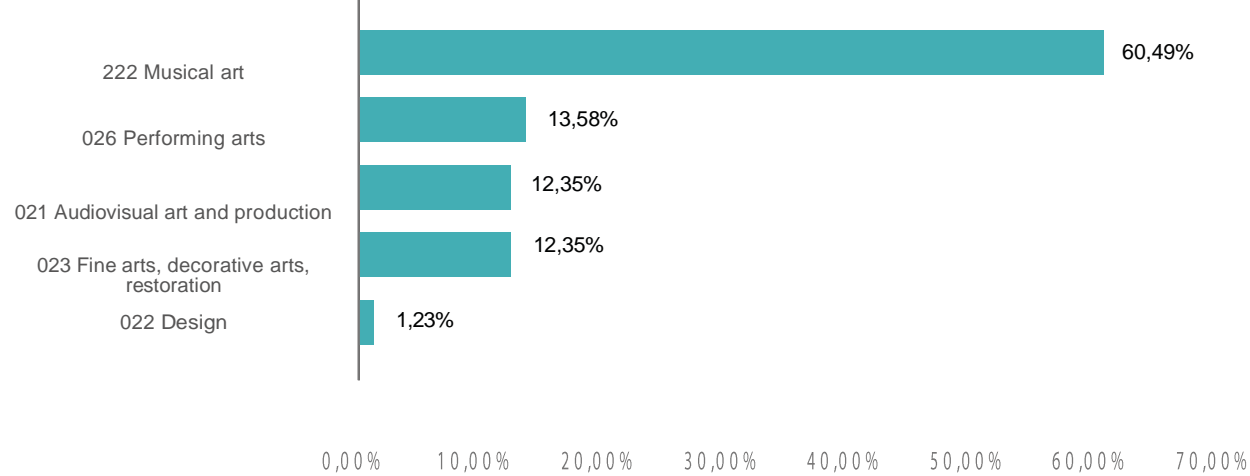


Figure 22. 5 most popular specialties by level of higher education "Doctor of Arts"

At the level of Doctor of Philosophy, the largest number of applicants study in the speciality 081 Law (5,267 / 11.01%), which correlates with the overall ranking of specialties - also 1st place (7.); the second place is occupied by the speciality 051 Economics (4,106 / 8.), while in the overall ranking of specialties this speciality ranks 8th (2.55%); the third place is occupied by the speciality 073 Management (2,804 / 5.86%), and in the overall ranking of specialties this speciality ranks 2nd (5.); the fourth place is

222 Medicine (2,142 / 4.48%), and in the overall ranking of specialties this specialty ranks 5th (3.55%); the fifth place is occupied by 281 Public Administration (2,109 / 4.), while in the overall ranking of specialties this specialty ranks 19th (1.40%) (see Figure 23).

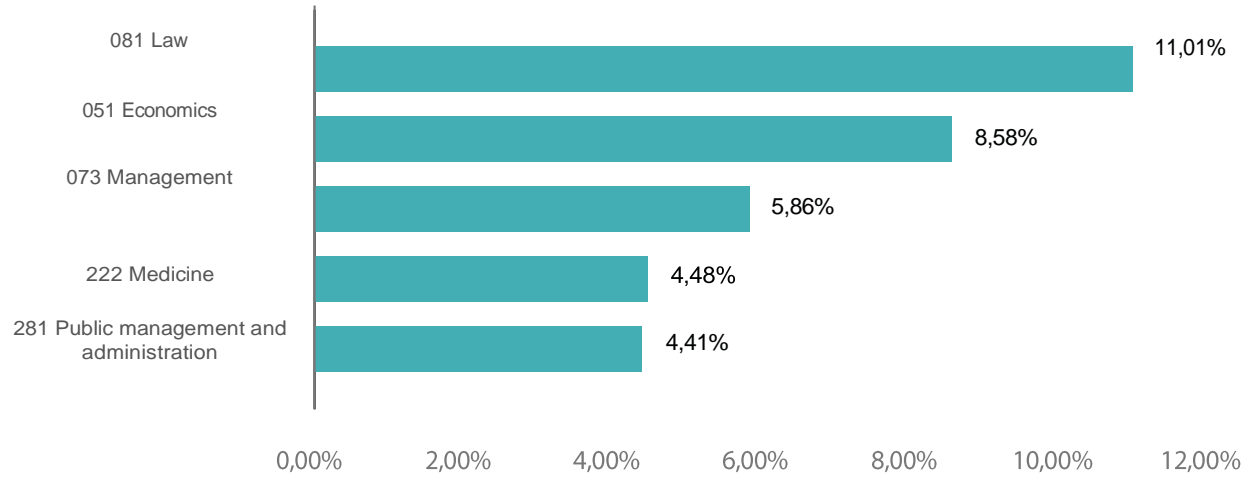


Figure 23. 5 most popular specialties by level of higher education "Doctor of Philosophy"

The analysis of the distribution of applicants by specialties in private institutions shows the peculiarities of this category. In particular, the share of applicants studying in the speciality 073 Management

in private higher education institutions, is 13.3%, while in public ones - 4.8%; in speciality 081 Law - 12.6% (in public ones - 6.7%); in speciality 053 Psychology - 8.8% (in public ones 3.8%); in 072 Finance, Banking, Insurance and Stock Market - 4.5% (state-funded - 2%); in 051 Economics - 3.6% (state-funded - 2.5%); in 122 Computer Science - 3.3% (state-funded - 3.);

in the speciality 022 Design - 3.1% (in public institutions - 1.1%). Private higher education institutions have an extremely low number or no applicants for specialties in the following fields: 10 Natural Sciences, 11 Mathematics and Statistics, 13 Mechanical Engineering, 14 Electrical Engineering, 15 Automation and Instrumentation, 16 Chemical and Bioengineering, 17 Electronics and Telecommunications, 18 Production and Technology (except for speciality 181 Food Technology), 20 Agricultural Sciences and Food, 21 Veterinary Medicine, 27 Transport. It is worth noting that in private higher education institutions

occupied by the speciality only students majoring in 223 Nursing and 226 Pharmacy are trained in state-owned educational institutions, while students majoring in one speciality - 081 Law - are trained in private educational institutions.

The distribution of applicants by speciality in the communal national higher institutions. It should be noted that there are no scientific institutions among the municipally owned institutions, while the share of higher education students in vocational higher education institutions is 5%, for state higher education institutions this figure is only 0.6%. The largest share of applicants studying in the field 01 Education, Pedagogy in institutions of professional higher education is 27.7%, while in state institutions this figure is 11.8%.

In particular, in the specialty 014 Secondary Education, the share of applicants is higher compared to institutions other forms of ownership and is 9.1% (5.4% in state-owned institutions); in the specialty 013 Primary Education - 8.29% (1.3% in state-owned institutions); in the specialty 012 Preschool Education 7.2% (1.1% in state-owned institutions); in the specialty 016 Special Education - 3.1% (0.8% in state-owned institutions). At the same time, there are no applicants in the speciality 015 Vocational Education all. In addition, there is a significant share of higher education applicants in the following specialties: 081 Law - 7.6% (6.7% in state-funded programmes); 035 Philology - 6.2% (3.3% in state-funded programmes); 025 Musical Art - 6.04% (0.6% in state-funded programmes); 061 Journalism - 4.4% (1% in state-funded programmes); 281 Public Administration and Management - 3.3% (1.4% in state-funded programmes). In the specialty 223 Nursing, the share of higher education students in municipal institutions is 5.1% (in state institutions - 0.1%), and 21.5% of these students study in professional higher education institutions. Instead, there are no or very few applicants in the following specialties: 10 Natural Sciences, 11 Mathematics and Statistics, 13 Mechanical Engineering, 14 Electrical Engineering

Engineering, 15 Automation and Instrumentation, 16 Chemical and Bioengineering, 17 Electronics and Telecommunications, 18 Manufacturing and Technology, 19 Architecture and construction, 20 Agricultural sciences and food, 21 Veterinary medicine, 25 Military sciences, national security, state border security, 26 Civil security, 27 Transport.

1.3.4. Applicants by higher education institutions and research institutions

According to the analysis of data obtained from the EDEBO, as of 1 January 2024, applicants for a junior bachelor's degree were studying in 39 institutions, a bachelor's degree in 428 institutions, a master's degree in 321 institutions, doctor arts in 9 institutions, and a doctor of philosophy in 405 institutions.

The distribution of students by type of ownership is as follows: the majority are 88% study at state-owned institutions⁽¹³⁾ (1,030,169 people), 10% (120,434 people) study at private institutions¹⁴, 2% (24,246 people) study at municipal institutions⁽¹⁵⁾ (see Figure 24).

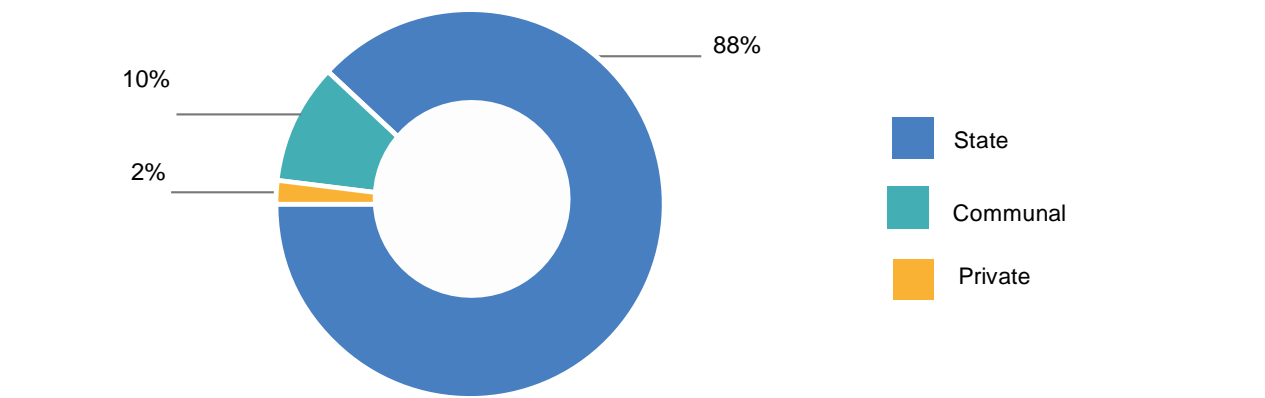


Figure 24. Distribution of applicants by higher education institutions of different forms of ownership

¹³Nextare state educational institutions.
¹⁴Nextare private educational institutions.
¹⁵Nextare municipal educational institutions.

The distribution of students by institutions of different forms of ownership and sources of funding is as : most students study at the expense of the state or local budget in state and municipal educational institutions, most students study at the expense of individuals or legal entities in state and private educational institutions, most students study with a voucher in state institutions, and several students have preferential long-term loans in state and private institutions (see Figure 25).

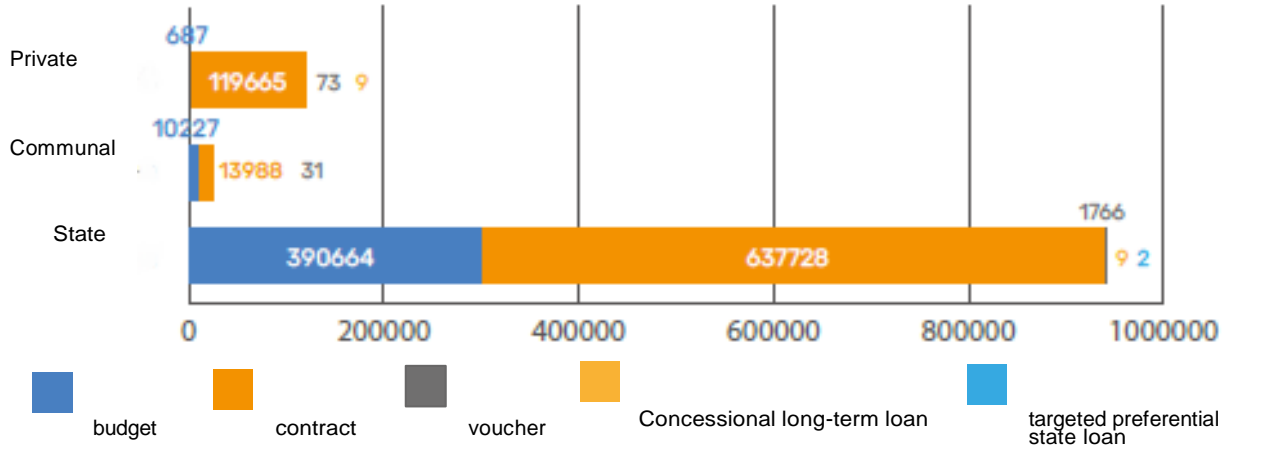


Figure 25. Number of applicants for different sources of education funding

The majority of applicants (97.) for a junior bachelor's degree study at state educational institutions, while the share of applicants for this level is insignificant in municipal and private institutions. The distribution of bachelor's degree holders by state, municipal and private institutions is 87%, 2.4% and 10.6%, respectively, master's degree holders - 88.9%, 1.4% and 9.7%, doctoral degree holders - 89.6%, 1.4% and 9%, and doctor of arts - 94.4% and 5.6%. There were no significant changes compared to the previous year (see Figure 26).

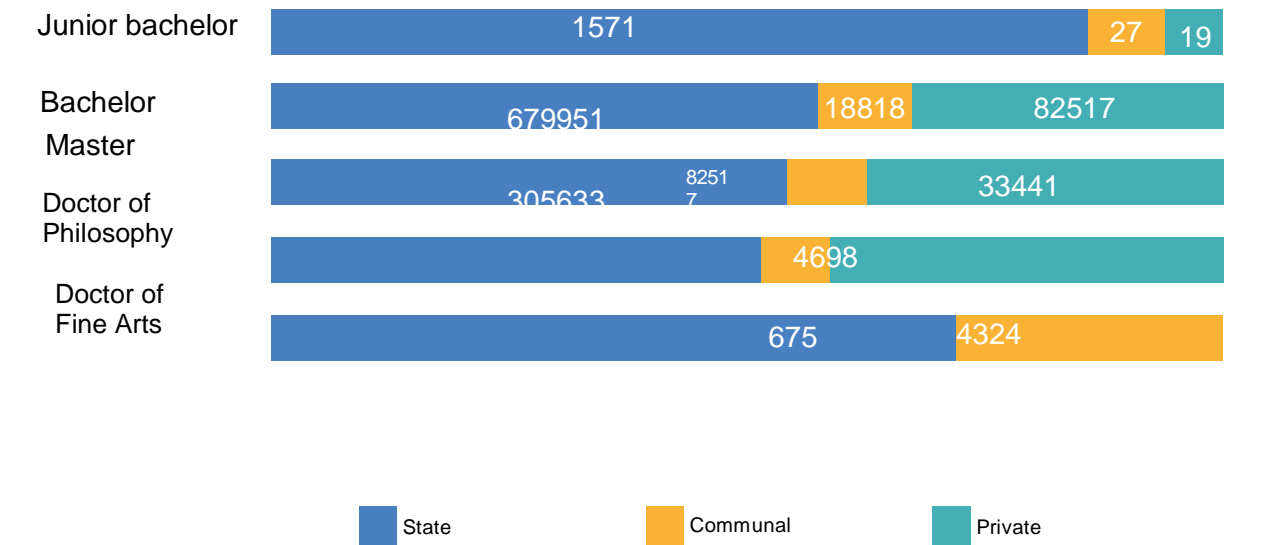


Figure 26. Number of students with different degrees of higher education

1.3.5. Regional distribution of applicants

The regional distribution of applicants correlates with the regional distribution of educational institutions - 25.3% study in Kyiv, 10.6% - in Kharkiv

9.4 per cent in Lviv, 6.8 per cent in Dnipro and 6.4 per cent in Odesa regions (see Figure 27).

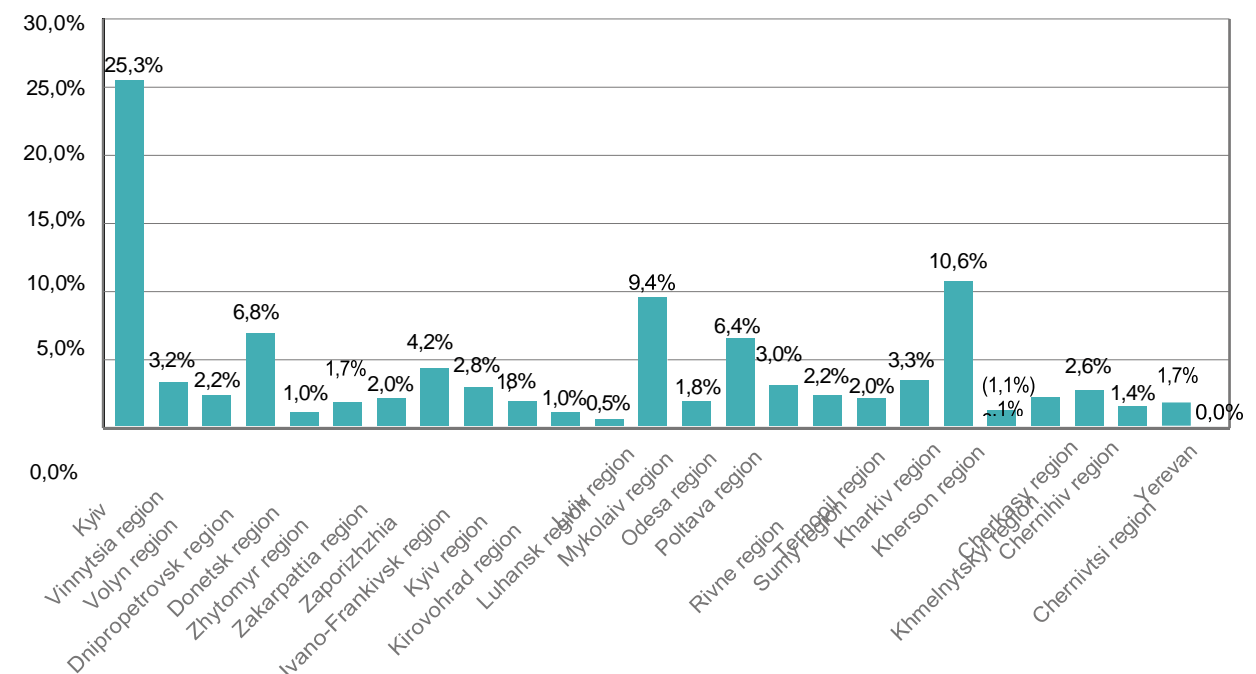


Figure 27. Regional distribution of students by place of study

1.3.6. Admission campaign - 2023

According to the EDEBO⁽¹⁶⁾ 1,379,350 electronic applications (531,440 applicants) and 66,620 paper applications (56,417 applicants) were submitted during the 2023 admission campaign, in particular:

- at the educational level of "junior bachelor", where admission was made on different grounds (complete general secondary education, professional junior bachelor, junior bachelor, junior specialist), a total of 1,508 applications were submitted, including 1,270 electronic (1,096 applicants) and 238 paper (271 applicants);
- at the bachelor's level, where admission was also made on various grounds, 856,710 applications were submitted, of which 820,049 were electronic (250,412 applicants) and 36,661 paper applications (31,962 applicants);
- 329,709 applications were submitted for the Master's degree, which also included admission on various grounds, including 314,421 electronic applications (164,592 for admission to and 15,288 paper applications (13,363 applicants);

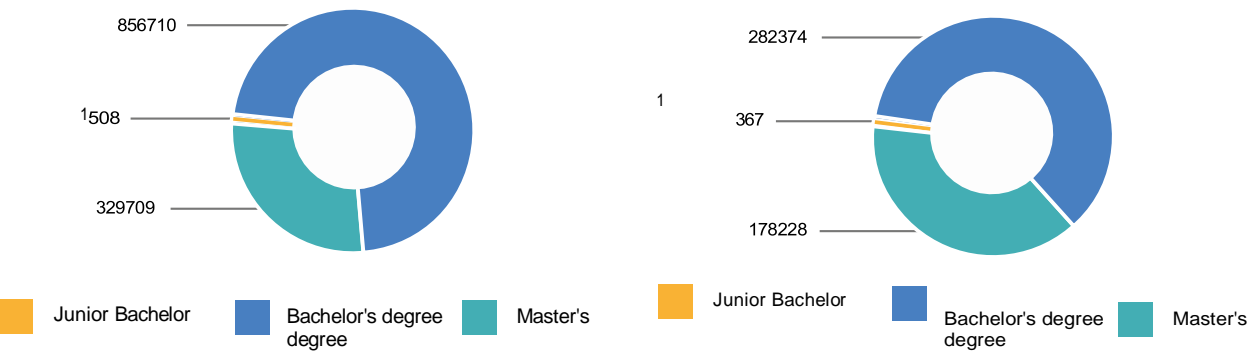


Figure 28. Breakdown of students by level of education

Figure 29. Distribution of students by level of education

- information on the admission campaign for educational levels of Doctor of Philosophy and Doctor of Arts is not reflected in the EDEBO.

1.4. Teaching staff

As of the beginning of 2024, the USES database contained 82,091 records of scientific and pedagogical, teaching or research workers. Among the teaching staff, women (57%) outnumber men (43%) (see Figure 30).

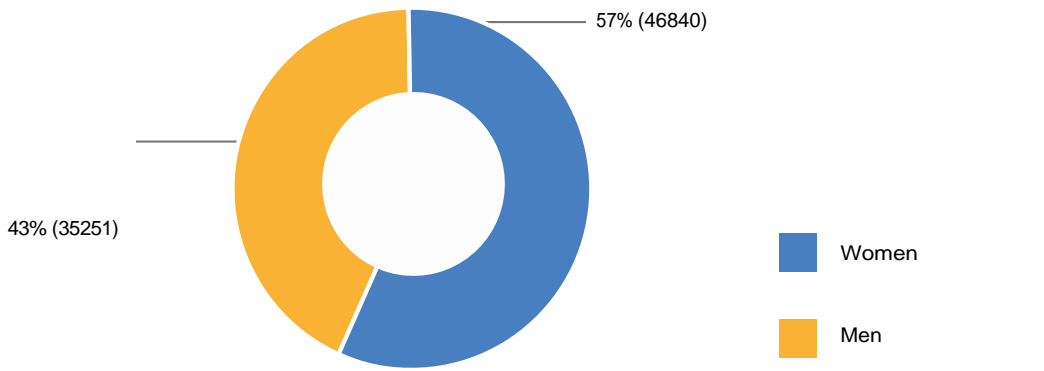


Figure 30. Gender balance

86.2% of employees have academic degrees: 20.4% of employees have a doctorate, 65.8% have a doctorate of philosophy / doctor of arts / candidate of science and 13.8% of employees have no academic degree. Of the men, 27.9% have a doctorate, 59.8% have a doctorate in philosophy/philosophy/philosophy in art/philosophy in science, and 12.3% of men do not have a degree. Among women, 14.7% have Doctors of Sciences, 70.4% have Doctors of Philosophy / Doctors of Arts / Candidates of Sciences, and 14.9% of women do not have a degree (see Figure 31).

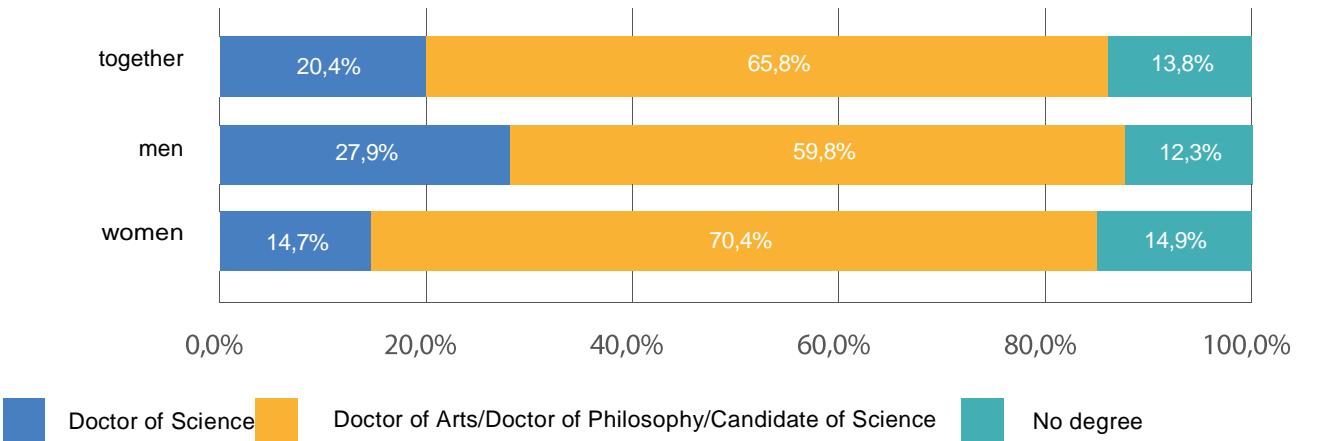


Figure 31: Share of employees with academic degrees

This situation is well illustrated by the diagram of the gender balance of academic degrees: among Doctors of Sciences, the proportion of men is 58.8%, among Doctors of Arts - 76.2% of men and 23.8% of women,

At the same time, among PhDs, 39% are men and 61% are women, and among Doctors of Philosophy, the situation is similar - 38.9% are men and 61.1% are women. Among teachers without a degree, 38.3% are men and 61.7% are women (see Figure 32).

¹⁶ URL: <https://vstup.edbo.gov.ua/statistics/date/>

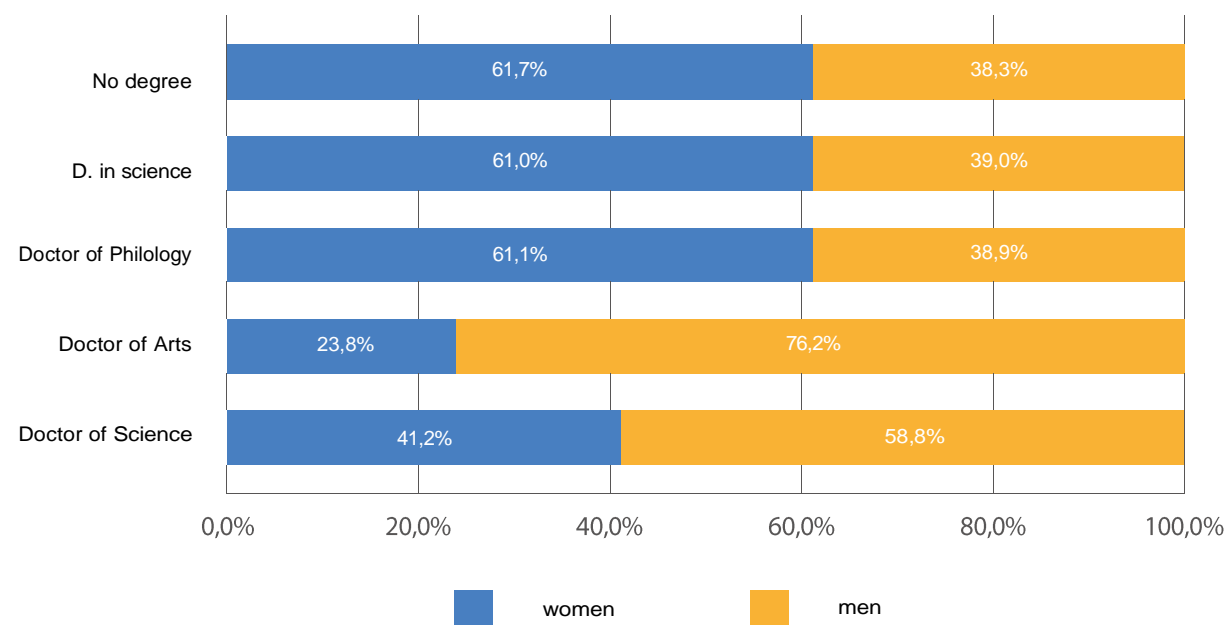


Figure 32. Gender balance of academic degrees

62.4% of employees have an academic title: 15.5% have a professor's degree (1.4% of them also have a senior researcher's degree), 43.8% have an associate professor's degree, and 3.1% have a senior researcher's degree (0.4% of them also have an associate professor's degree). 37.6% do not have academic titles.

The gender balance is as follows: 21.8% of men and 10.7% of women have a professor's degree, 39.8% of men and 46.8% of women have an associate professor's degree, 4.3% of men and 2.2% of women have a senior researcher's degree, and 31.1% of men and 40.2% of women have no academic title (see Figure 33).

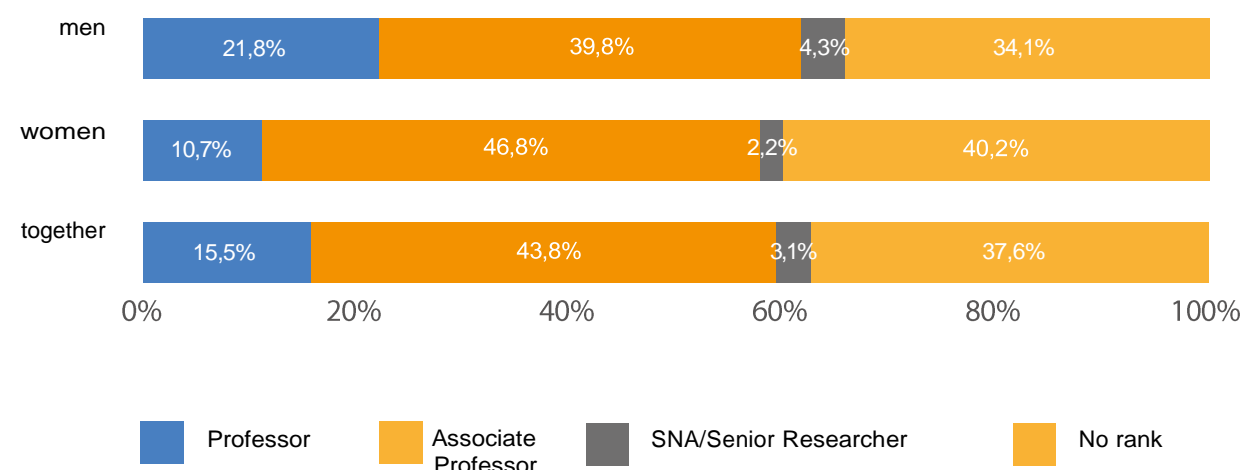


Figure 33. Share of employees with academic degrees

The gender balance for each category shows that 61.1% of women do not have an academic title, while 38.9% men do not have a title. A minority of women hold the rank of senior researcher, while 59.5% of men do. The situation with the academic title of professor is approximately the same - 39.5% of women and 60.5% of men. In the case of the rank of associate professor, we have the opposite figures. 61% of women have titles, as opposed to 39% of men (see Figure 34).

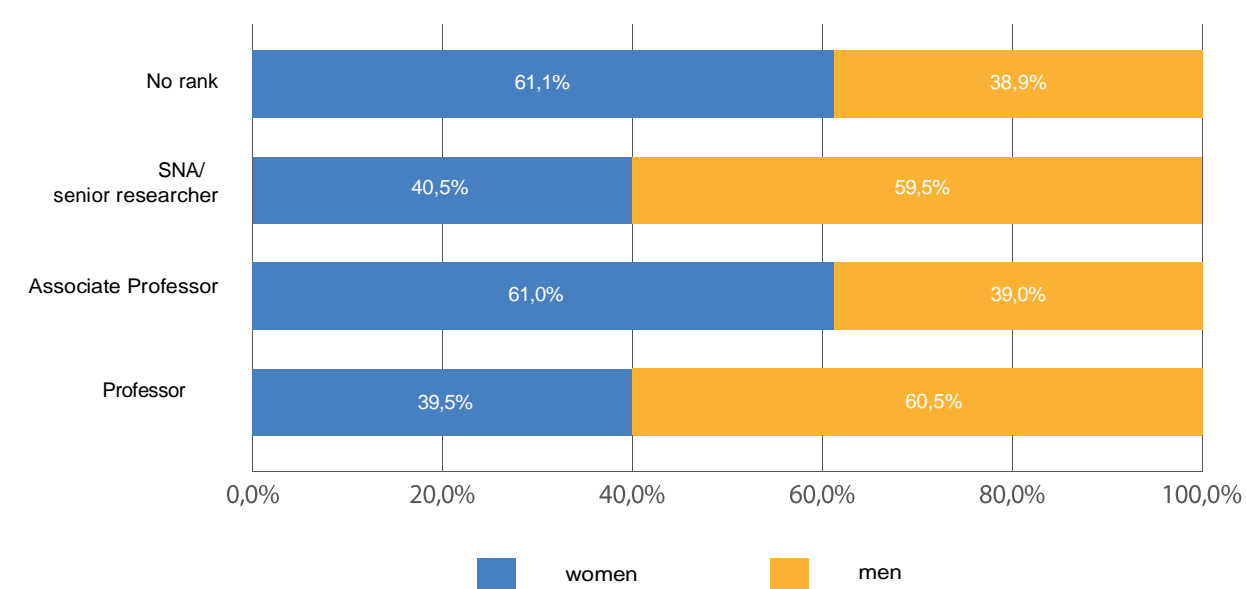


Figure 34. Gender balance of academic titles in the NPD

1.5. Educational programmes

As of the beginning of January 2024, 43,881 educational programmes (hereinafter referred to as EPs) were presented in the USES database. 3,767 EPs belong to 121 blocked institutions. 40,114 EPs belong to institutions that were not blocked as of the beginning of January 2024. Among these programmes, 14,173 belong to active institutions, but they themselves are blocked. It is worth noting that the analysis did not include educational programmes for which there is no information about applicants, such as OP 692 (information is not available due to the temporary blocking of the institution as of 01.01.2024 or if the institution is subordinated to the Ministry of Defence of Ukraine or the Ministry of Internal Affairs of Ukraine). For the analysis, 25,249 study programmes were selected that are not blocked and are implemented in 633 active institutions by level of higher education:

- Bachelor's degree - 11,686;
- Master's degree - 9,794;
- Doctor of Philosophy - 2,717;
- Doctor of Fine Arts - 13;
- Junior Bachelor - 302;
- specialist - 737 (see Figure 35).

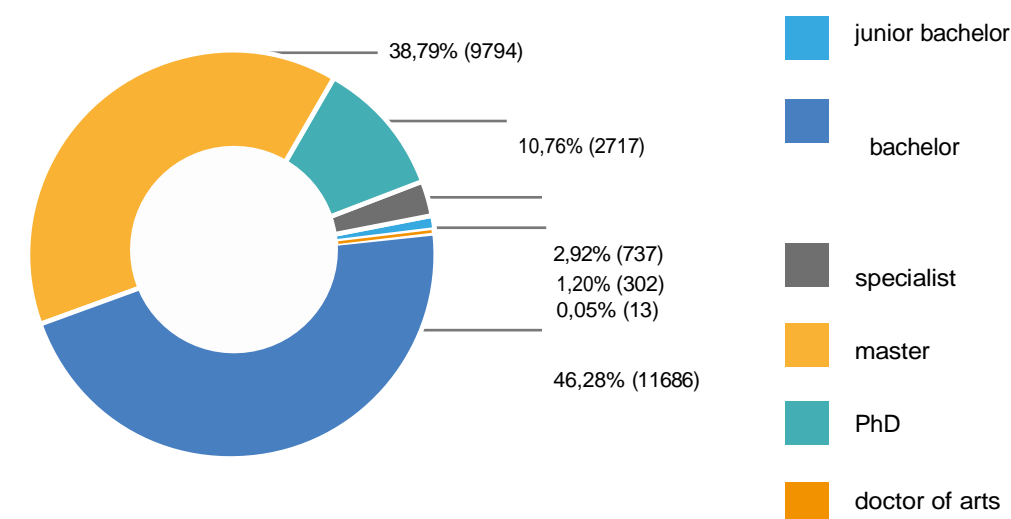


Figure 35. Distribution of study programmes by level of higher education

It is worth noting that out of 25,249 HEIs, 19,060 HEIs have a certificate of accreditation of an HEI or speciality, of which 6,879 HEIs have a certificate from the National Agency (including those certificates that were reissued or extended to newly created HEIs due to a change in the name of the speciality). Thus, from 2019 to 2023, the National Agency issued certificates to 27.24% of EPs out of the total number of EPs in Ukrainian HEIs. The share of certificates issued by the National Agency is 36.09% of all certificates of accreditation of a study programme or speciality valid as of 1 January 2024.

It is also worth noting that for the entire period of its activity, the National Accreditation Agency accredited 5380 (21.31%) IPs under the full procedure. Since some of the accreditation bodies received several decisions on accreditation (for example, the Electronic Multimedia Publishing , 186 Publishing and Printing received three decisions on conditional accreditation under the full procedure (27.04.21, 14.04.22, 25.04.23), there are 8011 accreditation decisions.

The largest number of study programmes is represented in the field of study 07 Management and Administration (15.), slightly less in the field of study 01 Education/Pedagogy (15.06%), and in third place is 05 Social and Behavioural Sciences (7.04%).

By level of higher education and field of study, we have the following distribution of the largest number of EPs:

- Bachelor's degree - 17.55% of the study programmes are in the field of knowledge 01 Education/Pedagogy, 15.22% - 07 Management and Administration, 7.61% - 02 Culture and Arts;
- Master's degree - 16.40% of the study programmes are in the field of knowledge 07 Management and Administration, 14.51% - 01 Education/Pedagogy, 6.67% - 05 Social and Behavioural Sciences;
- Doctor of Philosophy - 11.78% of the study programmes are represented in the field of knowledge 07 Management and Administration, 9.72% - 05 Social and Behavioural Sciences, 8.- 03 Humanities;
- Doctor of Arts - all educational programmes are presented in the field of knowledge 02 Culture and Art;
- Junior Bachelor - 28.15% of the study programmes are represented in the field of knowledge 07 Management and Administration, 9.60% - 01 Education/Pedagogy, 8.28% - 20 Agricultural Sciences and Food.

Table 1

Row labels	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	Specialist	General result
01 Education/Pedagogy	2051 (17,55%)		220 (8,10%)	1421 (14,51%)	29 (9,60%)	81 (10,99%)	3802 (15,06%)
02 Culture and art	889 (7,61%)	13 (100,00%)	46 (1,69%)	380 (3,88%)	3 (0,99%)	31 (4,21%)	1362 (5,39%)
03 Humanities	806 (6,90%)		221 (8,13%)	603 (6,16%)	3 (0,99%)	22 (2,99%)	1655 (6,55%)

Table 1

Row labels	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	Specialist	General result
04 Theology	11 (0,09%)		4 (0,15%)	11 (0,11%)			26 (0,10%)
05 Social and behavioural sciences	784 (6,71%)		264 (9,72%)	653 (6,67%)	20 (6,62%)	57 (7,73%)	1778 (7,04%)
06 Journalism	132 (1,13%)		19 (0,70%)	103 (1,05%)	1 (0,33%)	5 (0,68%)	260 (1,03%)
07 Management and administration	1779 (15,22%)		320 (11,78%)	1606 (16,40%)	85 (28,15%)	103 (13,98%)	3893 (15,42%)
08 Law	241 (2,06%)		103 (3,79%)	199 (2,03%)	13 (4,30%)	21 (2,85%)	577 (2,29%)
09 Biology	99 (0,85%)		126 (4,64%)	126 (1,29%)	2 (0,66%)	1 (0,14%)	354 (1,40%)
10 Natural sciences	311 (2,66%)		159 (5,85%)	339 (3,46%)	5 (1,66%)	13 (1,76%)	827 (3,28%)
11 Mathematics and statistics	100 (0,86%)		66 (2,43%)	101 (1,03%)		7 (0,95%)	274 (1,09%)
12 Information technology	780 (6,67%)		179 (6,59%)	603 (6,16%)	10 (3,31%)	55 (7,46%)	1627 (6,44%)
13 Mechanical engineering	356 (3,05%)		139 (5,12%)	419 (4,28%)	11 (3,64%)	66 (8,96%)	991 (3,92%)
14 Electrical engineering	247 (2,11%)		56 (2,06%)	259 (2,64%)	6 (1,99%)	46 (6,24%)	614 (2,43%)
15 Automation and instrumentation	219 (1,87%)		52 (1,91%)	236 (2,41%)	8 (2,65%)	48 (6,51%)	563 (2,23%)
16 Chemical engineering and bioengineering	204 (1,75%)		61 (2,25%)	205 (2,09%)	5 (1,66%)	16 (2,17%)	491 (1,94%)
17 Electronics, automation and electronic communications	419 (3,59%)		114 (4,20%)	421 (4,30%)	9 (2,98%)	29 (3,93%)	992 (3,93%)
18 Production and technology	210 (1,80%)		52 (1,91%)	204 (2,08%)	13 (4,30%)	18 (2,44%)	497 (1,97%)
19 Architecture and construction	236 (2,02%)		37 (1,36%)	280 (2,86%)	8 (2,65%)	32 (4,34%)	593 (2,35%)
20 Agricultural sciences and food	194 (1,66%)		83 (3,05%)	162 (1,65%)	25 (8,28%)	3 (0,41%)	467 (1,85%)
21 Veterinary medicine	16 (0,14%)		44 (1,62%)	56 (0,57%)	1 (0,33%)		117 (0,46%)
22 Healthcare	358 (3,06%)		137 (5,04%)	394 (4,02%)	7 (2,32%)	34 (4,61%)	930 (3,68%)

Table 1

Row labels	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	Specialist	General result
23 Social work	158 (1,35%)		21 (0,77%)	113 (1,15%)	3 (0,99%)	8 (1,09%)	303 (1,20%)
24 Service area	381 (3,26%)		18 (0,66%)	237 (2,42%)	16 (5,30%)	8 (1,09%)	660 (2,61%)
25 Military sciences, national security, state border security	43 (0,37%)		16 (0,59%)	44 (0,45%)	1 (0,33%)		104 (0,41%)
26 Civilian security	82 (0,70%)		20 (0,74%)	70 (0,71%)		3 (0,41%)	175 (0,69%)
27 Transport	257 (2,20%)		43 (1,58%)	184 (1,88%)	15 (4,97%)	30 (4,07%)	529 (2,10%)
28 Public management and administration	115 (0,98%)		58 (2,13%)	187 (1,91%)			360 (1,43%)
29 International relations	208 (1,78%)		39 (1,44%)	178 (1,82%)	3 (0,99%)		428 (1,70%)

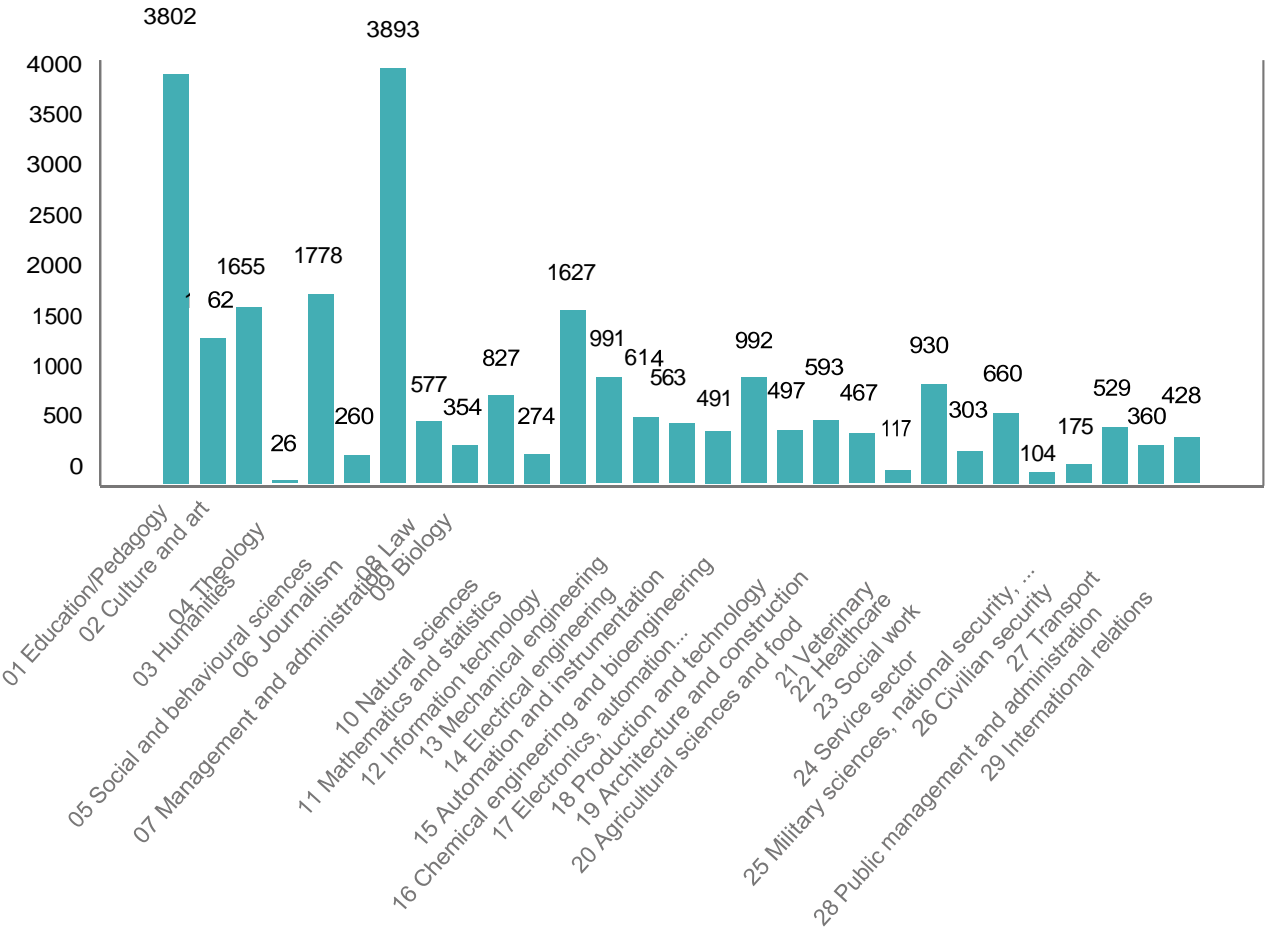


Figure 36. Distribution of study programmes by field of study

I.6. Temporarily relocated HEIs (relocated after 24.02.2022)

Table 2

Name of the school	Category of school	Type of school	Applicants for the EI	Number of teachers	Form of ownership	Management body
Private Higher Educational Institution "Kherson Economic and Law Institute"	Higher education institution	Institute	93	26	Woolle n	No subordination
State Higher Educational Institution "Donetsk National Technical University"	Higher education institution	University	1665	240	State	Ministry of Education and Science of Ukraine
Private Higher Educational Institution "Donetsk University of Economics and Law"	Higher education institution	University	145	62	Woolle n	No subordination
State Higher Educational Institution "Priazovsky State Technical University"	Higher education institution	University	2946	463	State	Ministry of Education and Science of Ukraine
State Higher Educational Institution "Donbas State Pedagogical University"	Higher education institution	University	2140	566	State	Ministry of Education and Science of Ukraine
Luhansk State University of Internal Affairs named after E.O. Didorenko	Higher education institution	University	651	110	State	Ministry of Internal Affairs of Ukraine
Luhansk National Agrarian University	Higher education institution	University	834	234	State	Ministry of Education and Science of Ukraine
Berdiansk State Pedagogical University	Higher education institution	University	3776	363	State	Ministry of Education and Science of Ukraine
Berdiansk Institute of State and Municipal Administration of the Classical Private University	Higher education institution	Institute	8	0	Woolle n	No subordination
Enerhodar Institute of State and Municipal Administration named after R.G. Henokh of the Classical Private University	Higher education institution	Institute	123	47	Woolle n	No subordination
Bohdan Khmelnytsky Melitopol State Pedagogical University	Higher education institution	University	2798	364	State	Ministry of Education and Science of Ukraine
Melitopol Institute of State and Municipal Administration "The classic private university tetu"	Higher education institution	Institute	186	33	Woolle n	No subordination
Tavria State Agro-Technological University named after Dmytro Motornyi	Higher education institution	University	4024	525	State	Ministry of Education and Science of Ukraine
LLC "Technical University "Me- tinvest Polytechnic"	Higher education institution				Woolle n	No subordination

Table 2

Name of the school	Category of school	Type of school	Applicants for the EI	Number of teachers	Form of ownership	Management body
Donbas National Academy of Civil Engineering and Architecture	Higher education institution	Academy	436	83	State	Ministry of Education and Science of Ukraine
Religious organisation "Higher Educational Institution "Tavriya Christian Institute"	Higher education institution	Institute	16	13	Woolle n	No subordination
Kherson State University	Higher education institution	University	3807	876	State	Ministry of Education and Science of Ukraine
Mariupol State University	Higher education institution	University	4056	416	State	Ministry of Education and Science of Ukraine
Limited Liability Company "Berdiansk University of Management and Business"	Higher education institution	University	547	58	Woolle n	No subordination
Volodymyr Dahl East Ukrainian National University	Higher education institution	University	3820	450	State	Ministry of Education and Science of Ukraine
Private higher education institution Novokakhovka Polytechnic Institute	Higher education institution	Institute	85	55	Woolle n	No subordination
Donetsk State University of Internal Affairs	Higher education institution	University	1129	200	State	Ministry of Internal Affairs of Ukraine
Donetsk National Medical University	Higher education institution	University	2301	754	State	Ministry of Health of Ukraine
Kherson State Agricultural and Economic University	Higher education institution	University	2552	273	State	Ministry of Education and Science of Ukraine
Higher education institution "International University of Business and Law"	Higher education institution	University	85	63	Woolle n	No subordination
Private institution "Rear Admiral Fedir Ushakov Maritime Institute Postgraduate Education"	Higher education institution	Institute	66	111	Woolle n	No subordination
Kherson State Maritime Academy	Higher education institution	Academy	3083	386	State	Ministry of Education and Science of Ukraine
State Institution "Luhansk Taras Shevchenko National University"	Higher education institution	University	6058	722	State	Ministry of Education and Science of Ukraine
State Institution "Luhansk State Medical University"	Higher education institution	University	1549	407	State	Ministry of Health of Ukraine

Table 2

Name of the school	Category of school	Type of school	Applicants for the EI	Number of teachers	Form of ownership	Management body
Donbass State Engineering Academy	Higher education institution	Academy	1435	251	State	Ministry of Education and Science of Ukraine
Kherson National Technical University	Higher education institution	University	2083	375	State	Ministry of Education and Science of Ukraine

Thus, the temporarily displaced higher education institutions continue to operate even in the face of a full-scale invasion, with a total of 52,497 students enrolled in them as of 2023.

II. EXTERNAL QUALITY ASSURANCE HIGHER EDUCATION IN UKRAINE

II.1. Accreditation of study programmes as an important part of the higher education quality assurance system

In 2023, Ukrainian higher education continued to operate in the challenging conditions of martial law, when all regions of the country were in danger. Nevertheless, the educational process was carried out, international activities did not stop but intensified, and scientific research received new directions. Academic mobility opportunities were used, unprecedented experience in ensuring inclusion and creating a safe environment was gained, and the experience of online learning accumulated since the beginning of the covid pandemic was developed. Higher education institutions continued to develop their internal quality assurance systems. Thanks to the activity of our universities and the support of our partners, the National Agency carried out accreditation procedures in conditions that no other European or global quality assurance institution has ever experienced

II.1.1. Decisions of the National Agency on accreditation of educational programmes made under the full procedure

In 2023, the National Agency reviewed 1,561 study programmes under the full procedure (904 in 2022, 57% more in 2023), of which 746 were at the master's level (422 in 2022), 609 at the bachelor's level (422 in 2022.), 609 - at the bachelor's degree (306 in 2022), 191 - at the doctor of philosophy and doctor of arts degree (148 in 2022), 28 - at the junior bachelor's degree (15 in 2022)⁽¹⁷⁾.

Most of the study programmes were reviewed in the field of 03 Humanities: 168 EPs (10.76%), while last year 130 EPs were reviewed in the field of 01 Education / Pedagogy. The lowest number, as in 2022, was in the field of 04 Theology: one study programme.

We can observe some dynamics among the educational programmes that were accredited under the full procedure. The number of submitted study programmes in certain fields has increased: almost three times in the fields of 02 Culture and Arts, 03 Humanities, 06 Journalism; almost twice in the fields of 08 Law, 10 Natural Sciences, 11 Mathematics and Statistics, 12 Information Technologies, 13 Applied Engineering, 14 Electrical Engineering, 24 Service Sector and some others. Given that in 2023 the number of study programmes submitted for accreditation under the full procedure increased overall, this growth correlates with the general trend. This is shown in Table 3.

In 2023, a total of 22 study programmes (1.4%) received accreditation with the definition of "exemplary", 1,391 study programmes (87.4%) were accredited, 163 (10.4%) received conditional accreditation, and four study programmes were denied accreditation (0.). The following is noteworthy: although the number of EPs in general

¹⁷Information on the accreditation of HEIs by HEIs is disclosed in the appendix (Table 12).

Table 3

Industry.	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	General result	%
01 Education/Pedagogy	56		14	71	1	142	9,10%
02 Culture and art	45	2	2	24		73	4,68%
03 Humanities	59		15	94		168	10,76%
04 Theology				1		1	0,06%
05 Social and behavioural sciences	40		18	58	1	117	7,50%
06 Journalism	16			15		31	1,99%
07 Management and administration	60		20	69	3	152	9,74%
08 Law	21		6	18		45	2,88%
09 Biology	6		6	12		24	1,54%
10 Natural sciences	31		13	36		80	5,12%
11 Mathematics and statistics	11		7	16		34	2,18%
12 Information technology	64		19	68	2	153	9,80%
13 Mechanical engineering	19		10	21	1	51	3,27%
14 Electrical engineering	28		5	24		57	3,65%
15 Automation and instrumentation	15		5	15		35	2,24%
16 Chemical engineering and bioengineering	10		5	10		25	1,60%
17 Electronics, automation and electronic communications	12		5	13		30	1,92%
18 Production and technology	10		6	28		44	2,82%
19 Architecture and construction	12		1	18	1	32	2,05%
20 Agricultural sciences and food	13		9	10	3	35	2,24%
21 Veterinary medicine			1	3		4	0,26%
22 Healthcare	12		14	20	2	48	3,07%
23 Social work	11		2	13		26	1,67%
24 Service sector	20			21	1	42	2,69%
25 Military sciences, national security, state border security				2		2	0,13%
26 Civilian security	6		1	6		13	0,83%
27 Transport	8		1	20		29	1,86%
28 Public management and administration	7		4	20		31	1,99%
29 International relations	17			20		37	2,37%
General result	609	2	189	746	15	1561	

increased, the percentage either did not change or changed slightly. Thus, there were 103 conditionally accredited CBs (11.3%).

Out of the total number of educational programmes by educational, educational-scientific and educational-creative levels that have undergone the full procedure, the vast majority of EPs have been accredited: 87.5% for Doctor of Philosophy, 100% for Doctor of Arts, 87.4% for the total number of programmes submitted for the procedure, and 87.2% for Master's and Bachelor's degrees, respectively, and slightly less - 86.6% for Junior Bachelor's degree programmes.

In terms of sectoral distribution, the number of sectors in which 100% of the EPs are accredited has decreased (from six last year to three in 2023). All submitted study programmes in the fields of 04 Theology, 15, 25 Water Sciences are fully accredited. The number of study programmes that have been accredited in accordance with the decision of the National Agency is shown in Table 4.

Table 4

Areas of expertise	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	General result	%
01 Education/Pedagogy	45		11	55		111	8,13%
02 Culture and art	41	2	2	24		69	5,05%
03 Humanities	49		13	81		143	10,48%
04 Theology				1		1	0,07%
05 Social and behavioural sciences	37		15	53	1	106	7,77%
06 Journalism	15			15		30	2,20%
07 Management and administration	51		18	58	3	130	9,52%
08 Law	18		6	18		42	3,08%
09 Biology	5		5	12		22	1,61%
10 Natural sciences	28		12	33		73	5,35%
11 Mathematics and statistics	10		4	16		30	2,20%
12 Information technology	54		16	53	2	125	9,16%
13 Mechanical engineering	19		10	20	1	50	3,66%
14 Electrical engineering	26		4	22		52	3,81%
15 Automation and instrumentation	15		5	15		35	2,56%
16 Chemical engineering and bioengineering	10		4	9		23	1,68%
17 Electronics, automation and electronic communications	12		5	11		28	2,05%

Table 4

Areas of expertise	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	General result	%
18 Production and technology	8		5	26		39	2,86%
19 Architecture and construction	11		1	17	1	30	2,20%
20 Agricultural sciences and food	10		9	9	3	31	2,27%
21 Veterinary medicine			1	1		2	0,15%
22 Healthcare	10		12	17	2	41	3,00%
23 Social work	9		2	12		23	1,68%
24 Service sector	17			19		36	2,64%
25 Military sciences, national security, state border security				1		1	0,07%
26 Civilian security	5			5		10	0,73%
27 Transport	8		1	17		26	1,90%
28 Public management and administration	6		4	15		25	1,83%
29 International relations	15			16		31	2,27%
General result	534	2	165	651	13	1365	

Compared to the previous year, the number of study programmes that received conditional accreditation increased in 2023 (163). However, we note that in terms of percentage, this is slightly less than 2022 (10.4% in 2023 and 11.3% in 2022).

Out of the conditionally accredited HEIs, 9.8% of PhD programmes (6.8% in 2022) received conditional accreditation. A much higher percentage - 50.9% and 38.7% - for master's and bachelor's degrees (40.8% and 45.6% in 2022), and only one junior bachelor's degree programme (0.6%, 6.8% in 2022, 7). Thus, there is a certain decrease in their number. There are no conditionally accredited educational programmes at the creative level of Doctor of Arts, which is explained by their generally small number. It is noteworthy that the assessment of the level of compliance "E" according to criterion 2 "Structure and content of the educational programme, which resulted in the decision of the National Agency to grant conditional accreditation" took place in 132 cases. This indicates the need to clarify the parameters of compliance with the sub-criteria under criterion 2 and a broad discussion of this issue for higher education institutions to understand the requirements and further improve their educational programmes.

According to the sectoral principle, the largest number of EPs - 18.4% - are conditionally accredited in the field of 01 Education / Pedagogy. As mentioned above, there are no conditionally (deferred) accredited EPs in five fields.

Table 5

Areas of expertise	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	General result	%
01 Education/Pedagogy	10		3	16	1	30	18,40%
02 Culture and art	4					4	2,45%
03 Humanities	5		1	13		19	11,66%
05 Social and behavioural sciences	3		3	5		11	6,75%
06 Journalism	1					1	0,61%
07 Management and administration	6		1	8		15	9,20%
08 Law	3					3	1,84%
09 Biology	1					1	0,61%
10 Natural sciences	3			3		6	3,68%
11 Mathematics and statistics	1		3			4	2,45%
12 Information technology	9		1	14		24	14,72%
13 Mechanical engineering				1		1	0,61%
14 Electrical engineering	1		1			2	1,23%
16 Chemical engineering and bioengineering			1	1		2	1,23%
17 Electronics, automation and electronic communications				2		2	1,23%
18 Production and technology	2			2		4	2,45%
19 Architecture and construction	1			1		2	1,23%
20 Agricultural sciences and food	3			1		4	2,45%
21 Veterinary medicine				1		1	0,61%
22 Healthcare	2		2	1		5	3,07%
23 Social work	2			1		3	1,84%
24 Service sector	3			1		4	2,45%
26 Civilian security	1			1		2	1,23%
27 Transport				3		3	1,84%
28 Public management and administration	1			4		5	3,07%
29 International relations	1			4		5	3,07%
General result	63		16	83	1	163	

As in the previous year, 14 out of 29 fields have educational programmes accredited with the "exemplary" designation. This is a rather small number of them, as in 2022: from 1 to 3 EPs in a field, which is in line with the National Agency's vision of the uniqueness of such programmes (in 2022, 20 EPs were accredited with the "exemplary" designation). Among the exemplary practices are a high level of IPE in the educational programme, exemplary involvement of stakeholders, uniqueness of equipment directly used in the educational process, etc.

Table 6

Areas of expertise	Bachelor's degree	Doctor of Arts	Doctor of Philosophy	Master	Junior Bachelor	General result	%
03 Humanities			1				4,55%
07 Management and administration	2		1	3		6	27,27%
09 Biology			1			1	4,55%
10 Natural sciences			1			1	4,55%
12 Information technology			1			1	4,55%
14 Electrical engineering	1			2		3	13,64%
18 Production and technology			1			1	4,55%
21 Veterinary medicine				1		1	4,55%
22 Healthcare				1		1	4,55%
24 Service sector				1	1	2	9,09%
25 Military sciences, national security, state border security				1		1	4,55%
26 Civilian security			1			1	4,55%
28 Public management and administration				1		1	4,55%
29 International relations	1					1	4,55%
General result	4		7	10	1	22	

In 2023, the National Agency denied accreditation to four study programmes (unlike the previous year, when one study programme was denied accreditation): three bachelor's degree study (017 Physical Culture and Sports, 035 Philology, 075 Marketing) and one master's degree study programme (125 Cybersecurity). These educational programmes had significant shortcomings that made it impossible to implement the EPs in a quality manner.

II.1.2. Decision of the National Agency for Accreditation of Educational Programmes: full procedure and conditional procedure according to the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022 № 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law", comparative aspect

In 2022, 852 HEIs received conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of 16.03.2022 № 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants in Martial Law", which is 48.5% of the total number of HEIs for which the National Agency made decisions. 43.7% of HEIs took the opportunity to obtain such conditional (deferred) accreditation in 2023. Given the general trend towards a stable percentage of The comparison of educational programmes approved in accordance with the Resolution of the Cabinet of Ministers of 16.03.2022 № 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law" and EPs reviewed under the full procedure raises the problem of analysing the ratio of their number and dynamics of changes by field of knowledge.

The overall picture is shown in Figure 37.

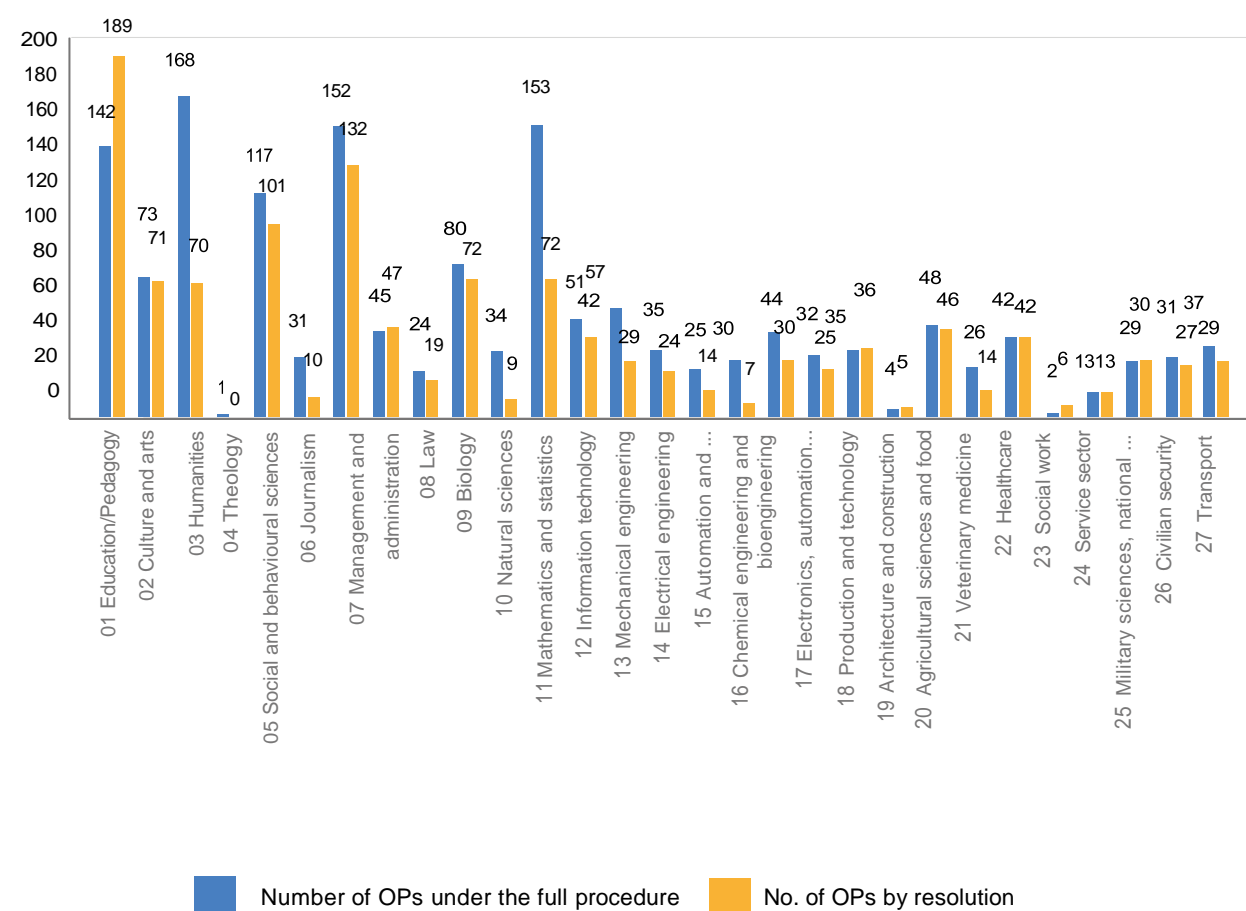


Figure 37

The comparison shows that the ratio of OPs is quite diverse.

In 2022, the National Agency increased the number of educational programmes that received a decision on conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022 № 295 "On Peculiarities of Accreditation of Educational

of programmes under which higher education students are trained under martial law", considered the following fields of knowledge: 01 Education, Pedagogy - 136 (), 07 Management and Administration - 90 (), 05 Social and Behavioural Sciences - 63 (7%). Less than 5% of the total number of study programmes were submitted for accreditation in the following fields: 21 Veterinary medicine, 25 Military sciences, national security, security of the state border. One study programme was submitted in the field of knowledge 04 Theology.

In 2023, these numbers changed somewhat, especially in relation to the number of full procedure cases.

It is striking that in most fields, the ratio of educational programmes approved in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022 № 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education in Martial Law" and the considered under the full procedure does not show a significant difference between these positions. This is either the same number of OPs or the difference between them is very small. We are talking about the POs in the fields of 02 Culture and Arts (73 POs were reviewed under the full procedure, 71 POs - under the conditional procedure according to the Resolution), 08 Law (45 and 47 POs, respectively), 20 Agricultural Sciences and Food (35 and 36 EP), 21 Veterinary Medicine (4 and 5 EP), 22 Health Care (48 and 46 OPs), 24 Service sector (42 and 42 OPs), 26 Civil security (13 and 13 EP), 27 Transport (29 and 30 EP), 28 Public management and administration (31 and 27 OPs).

In some fields, the difference between the approved in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022 No. 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law" and EPs considered under the full procedure is quite significant - the former is twice or even three times as many: 03 Humanities - 168 and 70 EPs, 06 Journalism - 31 and 10, 11 Mathematics and Statistics - 34 and 9, 12 Information technology - 153 and 73, 14 Electrical engineering - 57 and 29, 17 Electronics, automation and electronic communications - 30 and 7.

Finally, in only one field is the number of HEIs accredited under the full procedure significantly lower than the number of HEIs that received conditional accreditation under the simplified procedure. This is the field 01 Education / Pedagogy: 142 and 189 HEIs respectively, which received conditional accreditation under the Resolution of the Cabinet of Ministers, 57% of the total number in the field¹⁸.

Thus, taking into account both quantitative indicators and the relative stabilisation of the educational activities of Ukrainian HEIs, it is clear that the issue of clarity of the criteria for granting conditional accreditation under the Resolution of the Cabinet of Ministers of Ukraine, which the National Agency has already begun to address in 2024, is relevant.

II.2. Accreditation of educational programmes in Ukraine by foreign agencies

The quality assurance system in Ukraine stipulates that 46 foreign accreditation agencies included in the Cabinet of Ministers' Resolution № 554-r of

¹⁸More detailed information on the decisions of the National Agency on accreditation of educational programmes is provided in the Appendix - Table 13.

10 July 2019, have accreditation rights similar to those of the National Agency for Higher Education Quality Assurance. In the period from 2019 to 2023, 9 foreign agencies from 6 countries carried out accreditation in Ukraine. In 2023, cross-border quality assurance remains an important area of work for the National Agency for Quality Assurance.

of higher education.

Thus, in 2023, data on foreign accreditation certificates for 9 educational programmes of seven Ukrainian higher education institutions were entered into the EDEBO. This data includes:

- 3 educational programmes, the accreditation certificates of which were submitted to the National Agency for first time, at the Private Higher Education Institute "Ukrainian-American Concordia University" and the National University of Life and Environmental Sciences of Ukraine;
- 3 educational programmes that have had their accreditation extended for a year in accordance with clause 1 of the Resolution of the Cabinet Ministers of Ukraine of 16 March 2022.
No. 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law", at the Augustine Voloshyn Carpathian University, which had previously been included in the USEQS by a court decision, and the Kharkiv Institute of Medicine and Biomedical Sciences Private Higher Education Institution¹⁹;
- 2 study programmes, the accreditation certificates of which are issued annually for a period of 1 year based on one expert group report, at Private Higher Education Institution Kyiv Medical University and the Private Higher Education Institution Dnipro Institute of Medicine and Public Health;
- 1 educational programme, which was accredited on the basis of a new certificate and one report of the expert group in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16 December 2022 No. 1392 "On Amendments to the List of Fields of Knowledge and Specialities in which Higher Education Applicants are Trained" 2 at Bila Tserkva National Agrarian University²⁰.

The accreditation certificates of these POs were issued by such foreign quality assurance agencies as:

- Accreditation Agency for Healthcare and Social Sciences (AHPGS, Germany);
- European Association of Veterinary Education Institutions (EAEVE, Austria);
- Centre for Quality Assessment in Higher Education (SKVC, Lithuania);
- Foundation for International Business Administration Accreditation (FIBAA, Germany);
- The Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany) (see Table 7).

¹⁹Resolution of the Cabinet of Ministers of Ukraine of 16 March 2022. № 295 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law". URL: <https://bit.ly/3TZQ9ML>

²⁰Resolution of the Cabinet of Ministers of Ukraine of 16 December 2022 No. 1392 "On Amendments to the List of Fields of Knowledge and Specialities in which Higher Education Applicants are Trained". URL: <https://bit.ly/3VOLtdU>.

Table 7

Foreign quality assurance agency	Higher education institution	Educational programme	Educational level
Accreditation agency in the fields of healthcare and social sciences (AHPGS, Germany)	Private higher education institution "Kharkiv Institute of Medicine and Biomedical Sciences"	Medicine	Master
Centre for Quality Assessment in Higher Education (SKVC, Lithuania)	Augustine Voloshin Carpathian University	Psychology	Bachelor's degree
		Psychology	Master
Accreditation agency in the fields of healthcare and social sciences (AHPGS, Germany)	Private higher education institution Kyiv Medical University	Pharmacy, industrial pharmacy	Master
Foundation for Accreditation of International Business Administration (FIBAA, Germany)	Private higher educational institution-institute "Ukrainian-American Concordia University"	International economic relations	Bachelor's degree
		International business	Bachelor's degree
European Association of Veterinary Education Institutions (EAEVE, Austria)	Bila Tserkva National Agrarian University	Veterinary medicine (GP)	Master
Accreditation agency in the fields of healthcare and social sciences (AHPGS, Germany)	Private higher education institution "Dnipro Institute of Medicine and Public Health"	Medicine	Master
Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany)	National University of Life and Environmental Sciences of Ukraine	Administrative management	Master

In total, from 1 September 2019 to 31 December 2023, the National Agency entered 94 information on the accreditation of educational programmes by foreign agencies into the EDEBO.

Their distribution by level of education is shown in Figure 38.

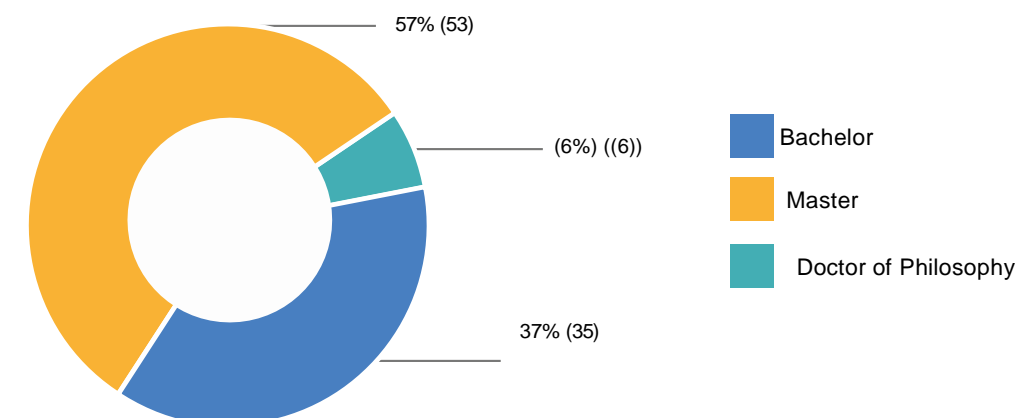


Figure 38. Foreign certificates of accreditation of educational programmes by level of education, 2019-2023

The certificates of such accreditations are available on the National Agency's website in the section "Accreditation in International Agencies"⁽²¹⁾, which are published after the relevant information is entered into the USREOU.

In order to comply with Ukrainian legislation in the field of higher education quality assurance, the national accreditation procedure and national standards during cross-border accreditations, the National Agency provides consultations at the request of foreign agencies. In 2023, these and other aspects were discussed with the Estonian Agency for Quality Assurance in Education (HAKA, Estonia), the Quality Assurance Agency of the University of Catalonia (AQU Catalunya, Spain), the Romanian Agency for Quality Assurance in Higher Education (ARACIS, Romania), the Central Agency for Evaluation and Accreditation (ZEvA, Germany) and the Commission for Engineering Education (CTI, France).

The National Agency supports and appreciates the positive effects of cross-border quality assurance, as it provides a number of benefits for both higher education institutions and the system as a whole, and allows to draw on the experience of other countries and take it into account for national transformations.

Positive practices include those where cross-border quality assurance in the European Higher Education Area "enables higher education institutions to work with a quality assurance agency that best meets their needs, can help strengthen the internal quality assurance system, ensure better involvement of institutional actors and promote self-reflection"⁽²²⁾, and those where educational programmes are accredited by foreign accreditation agencies, having a valid accreditation of the speciality from the Ministry of

For example, the Bila Tserkva National Agrarian University applied to the European Association of Establishments for Veterinary Education (EAEVE, Austria), a subject-oriented agency, to accredit its educational programme "Veterinary Medicine. In addition to the existing Ukrainian accreditations, the University received accreditation of a number of study programmes from the Central Evaluation and Accreditation Agency (ZEvA, Germany).

At the same time, the National Agency is concerned about the situation when the liberal mechanism is sometimes used to circumvent Ukrainian legislation, conceal non-compliance with the Licence Conditions for Educational Activities and avoid meeting national higher education standards.

Thus, when analysing foreign accreditations of study programmes in Ukrainian higher education institutions in 2023, cases were identified when:

- there no online or offline visit of the expert group during quality assurance procedures. In 2021-2022, several private medical universities received 6-year certificates of accreditation of educational programmes

²¹URL: <https://bit.ly/43lB7hE>

²²URL: <https://www.eqar.eu/kb/cross-border-qa/>

only on the basis of the results of the examination of documents, without an on-site or online visit of the expert group. In 2023, on various grounds, they received certificates of accreditation extension of educational programmes for 1 year;

- accreditation certificates are issued to educational programmes that do not conduct educational process and do not have any students. For example, a Ukrainian higher education institution received a 7-year accreditation from a German agency for an educational programme that does not conduct educational activities, as no students are enrolled.

II.3. Response of the quality assurance system to the evaluation of educational programmes during the accreditation procedure and after the IA review

II.3.1. Response of the external quality assurance system

In 2023, the National Agency established a level of compliance with the educational programme different from that proposed by the sectoral expert councils for 26 study programmes. This is 1.6 % of all study programmes that have passed the accreditation procedure in full. Of these, the levels of conformity were upgraded for 15 (57.), and the remaining 11 were downgraded. Changes in the level of compliance related to the provision of conditional accreditation prevail: the number of changes in the level of evaluation of educational programmes from conditional (deferred) accreditation to accreditation for 5 years is 14 EPs, changes in the evaluation of educational programmes from accreditation for 5 years to conditional (deferred) accreditation is 7 EPs. The largest number of changes occurred in the PLOs in the fields of 22 Healthcare (5) and 03 Humanities (4).

Assessments of the level of compliance changed mainly in relation to criterion 2 "Structure and content of the educational programme" (for 18 PLOs).

It is obvious that this practice is a quantitatively insignificant but very important component of the quality assessment of educational programmes, which contributes to the fairness and validity of decisions.

In order to analyse the levels of compliance "A" and "E" in making decisions on the accreditation of educational programmes at different levels of their consideration, the National Agency conducted a quantitative and qualitative analysis of 1,561 educational programmes in the context of 2023.

In particular, for the analysis for 2023, 746 educational programmes at the master's degree level, 609 at the bachelor's degree level, 15 at the junior bachelor's degree level, 189 educational and research programmes at the doctor of philosophy degree level, and 2 educational and creative programmes at the doctor of art degree level are presented.

The highest number of agreements between the EG, the PI and the IA on the level of compliance "A" was recorded for criterion 7 - 196, criterion 6 - 150. The lowest number of agreements was recorded for for criteria 2 - 11, and criteria 10 - 17 educational programmes.

According to criterion 1, the agreement between the EG and the SEG on the level of compliance was recorded at "A" for 58 EPs. The change of grades from "A" to "B" occurred in 38 EPs, and the downgrade from "A" to "E" - in 1 EP, Master, 03 Humanities. An increase in criterion 1 from "B" to "A" was recorded in 15 EPs.

The largest increase from "B" to "A" was recorded for criterion 6 - 26 POs and criterion 7 - 25 POs. And the largest number of downgrades from "A" to "B" was recorded for criterion 7 - 83 TSOs, criterion 9 - 72 TSOs, and criterion 6 - 53 TSOs.

In terms of compliance level "E", the agreement between the EG and the PIU was most pronounced

63 POs under criterion 2 and 16 POs under criterion 6. The smallest number was determined by criteria 3, 7 and 9 - 1 OP each.

The largest decrease in the level of compliance from "B" to "E" was recorded for criterion 2 - 71 educational programmes, the smallest number is recorded for criterion 5 - 4, criterion 7 - 5 EPs. Criteria 3, 9 and 10 do not show a decrease in the level of compliance from "B" to "E".

Analysing the data, we can see the following:

- downgrading of the level of compliance from "A" to "E" according to criterion 1 under the programme "General translation from German and English" at Taras Shevchenko National University of Kyiv (programme ID in the USEDE), Master's degree in 035 Philology;

- according to criterion 6, a downgrade from "A" to "E" was recorded in two HEIs, in particular at Dnipro State Technical University (ID of the programme in the USESE - 47734), Doctor of Philosophy, speciality 161 Chemical Technology and Engineering, and Yuriy Fedkovych Chernivtsi National University (ID of the programme in the USESE - 2926), Master of Science, speciality 073 Management;

- according to criterion 8, a downgrade from "A" to "E" was found at the National University Kyiv-Mohyla Academy (ID of the programme in the EDEBO - 50071), Master's degree, speciality 281 Public Administration and Management. The analysis of criterion 10 revealed a decrease in the level of compliance from "A" to "E" in one educational and research programme by level of education "D. in Philosophy from Vasyl Stefanyk Precarpathian National University (ID of the programme in the EDEBO - 25889), speciality 051 Economics, programme title - Economics.

The analysis revealed that under criterion 6, 5 POs changed the decision of the National Agency with the prior consent of the EG and the PIU, in particular from the level of compliance "B" to "E".

II.3.2. Response of the internal quality system of the HEI to the decision to grant conditional accreditation: background

The granting of conditional (deferred) accreditations by the National Agency under the full procedure due to the presence of deficiencies that can be corrected in one year and further monitoring of the quality of the CAA that received such accreditations, in particular, for the second time, require the analysis carried out in this subsection.

In 2020-2023, 30 study programmes that had previously received conditional accreditation were granted conditional accreditation for the second time. In addition, one programme received conditional accreditation three times in row - in 2021, 2022 and 2023. In 2020/2021 academic year, a decision was made to grant conditional accreditation to 8 IPs that were undergoing the accreditation procedure after the conditional accreditation. In 2021/2022 there were 14 such study programmes; in 2022/2023 - 8 (including one study programme for the third time); in the first semester of 2023/2024 - 2 programmes.

Of these educational programmes, 16 are bachelor's degree programmes (including an educational programme that has received conditional accreditation three times in a row), 11 are master's degree programmes, 3 are PhD degree programmes, and one is a junior degree programme.

Bachelor's degree. These are study programmes in the following specialities: 011 Educational and pedagogical sciences (1 EP), 014 Secondary education (2 EP), 015 Vocational education

(3 PL), 017 Physical Culture and Sports (1 PL), 025 Musical Art (1), 034 Culturology (1 EP), 051 Economics (1 EP), 053 Psychology (2 EP), 073 Me-Management (1 EP), 101 Ecology (2 EP), 111 Mathematics (1 EP), 123 Computer Engineering (1 EP), 125 Cybersecurity (2 EP), 126 Information Systems and Technology (2 PL), 186 Publishing and printing (1 PL), 193 Geodesy and Land management (1 PL), 205 Forestry (2 PL), 222 Medicine (2), 241 Hotel and Restaurant Management (1 EP), 242 Tourism (1 EP), 291 International Relations, Public Communications and Regional Studies (1 EP), 281 Public Administration and Management (1 EP).

Of the 31 study programmes that received conditional accreditation twice (three times), 29 (94%) were assigned the level of compliance "E" according to criterion 2 "Structure and content of the study programme". Of these, 19 () were found to have significant deficiencies based on the results of both the first and second accreditations; 4 (13%) - based on the results of the second accreditation; 6 () had significant deficiencies corrected and were assigned the level of compliance "B". In addition, the correction of significant deficiencies under criterion 2 is also monitored at the IP that has undergone the accreditation procedure for the third time in a row.

For the educational programmes that have the level of compliance "E" according to the results of the first accreditation, but the results of the second accreditation stated the correction or partial correction of significant deficiencies and determined the level of compliance "B", the most characteristic comments were failure to ensure the educational components of the programme learning outcomes (6 PLOs); imperfection of the structural and logical scheme of the educational programme (5 PLOs); inconsistency with the subject area of the speciality (5 PLOs); limitation of the possibility of forming an individual educational trajectory (4 PLOs); shortcomings in the organisation of practical training (3 PLOs); non-compliance with the legal requirements for the academic workload (2 PLOs).

In the educational programmes that have been assessed as "E" twice in a row under Criterion 2, most often significant deficiencies were identified under sub-criterion 2.2 (16 PLOs), in particular in the context of ensuring that the programme learning outcomes are provided with mandatory educational components (16 PLOs), the content of the educational components corresponds to the stated learning outcomes (11 PLOs), and the quality of the structural and logical scheme of the educational programme (11 PLOs). It should be noted that the results of the second accreditation either stated that there was no work on their elimination (6 PLOs) or partial elimination of deficiencies that did not lead to an overall improvement in the quality of the educational programme (10 PLOs).

Also, significant shortcomings for 13 of these study programmes were identified under sub-criterion 2.4 in the context of insufficient provision of opportunities for the formation of an individual educational trajectory. As for 8 EPs, the results of the second accreditation show no realistic changes for the better, while for 5 EPs it was noted that measures had been taken to improve the possibility of individual choice of academic disciplines by higher education students and no significant comments were made. For 11 study programmes, the presence of significant deficiencies under sub-criterion 2.3 was stated twice in a row in the context of compliance with the subject area of the speciality defined for the study programme. For 7 EPs, according to the results of the

The second accreditation report stated that there were no actions taken to correct the deficiency, and that 4 OPs were partially eliminated.

Most often, measures to correct the shortcomings of such educational programmes are observed under sub-criterion 2.5 in the context of practical training and sub-criterion 2.1 in the context of the scope of the educational programme. In 6 out of 8 study programmes, for which the first accreditation results showed significant deficiencies in the organisation of practical training, the second accreditation results showed changes for the better and elimination of deficiencies. As for two EPs, where the academic workload of students was found to be inconsistent with the requirements of the legislation for the organisation of the educational process for the relevant level of higher education, the results of the second accreditation stated that the shortcomings had been eliminated.

It is also worth paying attention to those educational programmes for which significant deficiencies were identified during the second accreditation. According to the results of the first accreditation, these programmes had deficiencies in practical training, the structure of the educational programme, in particular, partial inconsistency of the content of educational components with the stated programme outcomes, partial inconsistency with the subject area of the speciality. However, all these shortcomings were treated as insignificant and the criterion was assigned a level of compliance of "B". In each of these cases, the results of the second accreditation stated that the recommendations provided were not implemented and that there was no realistic work to eliminate the shortcomings, and the level of compliance was downgraded to "E".

Thus, most often, the prerequisites for re-determining the level of compliance "E" with the requirements of criterion 2 were significant shortcomings in the structure of the educational programme, its inability to provide the defined programme learning outcomes and the lack of realistic remedial measures. For 11 (35%) of the analysed study programmes, significant shortcomings were also noted under Criterion 6, Human Resources. For 9 of them, significant deficiencies were found and the level of compliance with the requirements of criterion E was determined based on the results of both the first and second accreditations. In two cases, significant deficiencies were corrected according to the criterion. For each of these educational programmes, significant deficiencies were identified under the sub-criterion

6.1 in the context of inadequate academic and/or professional qualifications of teachers. It was the lack of realistic actions to ensure the staffing of the educational programme that was a prerequisite for determining the level of compliance

"E" for the second time. It should be noted that for 5 of these study programmes, significant shortcomings were found under sub-criterion 6.2, in particular, the procedure for competitive selection of academic staff that meets the needs of the EP. In addition, significant deficiencies were found under sub-criterion 6.3 in the context of employers' involvement in the educational process (4 HEIs), as well as 6.5 in the context of promoting the professional development of teachers in accordance with the needs of the HEIs.

Significant deficiencies were identified in 6 EPs (19%) that received conditional accreditation twice (three times) under Criterion 7 "Educational environment and material resources". Two study programmes were assessed as compliant

"E" based on the results of both the first and second accreditations - remarks on sub-

criterion 7.1 on the lack of adequate material and technical support necessary to achieve the programme learning outcomes, the shortcomings were not eliminated. As for two PLOs, it was noted that significant deficiencies were eliminated and measures were taken to improve the material and technical, educational and methodological support of educational components. As for three EPs, the absence of significant deficiencies was noted in the first accreditation, but the second accreditation was assigned the level of compliance "E".

It is worth paying attention to the example of the last two study programmes, since in both cases it was a question of the lack of adequate material and technical support for the quality organisation of the educational process and ensuring the programme outcomes. Obviously, these shortcomings were also evident during the first accreditation. However, in one case, the clearly defined lack of material and technical resources was treated as a minor deficiency (the level of compliance with the criterion was defined as "B"), while in another case, the EG report mentioned the lack of adequate laboratory equipment and laboratory facilities necessary to ensure the implementation of the EP. In fact, the deficiency was identified under criterion 4 "Learning and teaching in the curriculum", in particular in the context of insufficient laboratory classes. According to criterion 7 "Educational environment and material resources", the report of the EG did not analyse the provision of the HEI with the necessary laboratory equipment. During the next accreditation, the aspect covered in detail in the report under Criterion 7 as a significant deficiency, and the lack of real actions by the HEI to remedy the situation was noted.

According criterion 4 "Learning and teaching in the educational programme", we can trace the identification of significant shortcomings in 6 educational programmes and the determination of the level of compliance with the requirements of the criterion as "E" based on the results of the first (2 EP) or second (4 EP) accreditation. Significant shortcomings of these educational programmes were mainly related to sub-criterion 4.2 in the context of the informativeness of syllabi

/ work programmes of the educational components and sub-criterion 4.4 in the context of timely updating the content of the educational components based on scientific achievements and current trends in the industry. In cases where significant deficiencies were clearly identified under the relevant criterion and clear recommendations were made based on the results of the first accreditation, the results of the second accreditation indicate that the deficiencies have been corrected.

The common feature for the study programmes that were assigned the level of compliance with the fourth criterion as "E" based on the results of the second accreditation is that the first accreditation examination did not identify any shortcomings or clear recommendations for this criterion. Instead, comments on the informative content of syllabi and the relevance of the content of educational components are mentioned mainly in criterion 2 "Structure and content of the EP" (for each of these 4 EPs the level of compliance with criterion 2 was determined as "E"). For example, in the report of the EG on the results of the first accreditation examination, the lack of complete and structured information about the educational components in the syllabi was identified as a shortcoming under the second criterion. During the next accreditation, this aspect was covered in detail in the report under the criterion

4 "Learning and Teaching in the EP", the lack of clear information on the goals and content of training in silabuses, outdated and irrelevant literature, and the lack of updating the content of educational components were noted. Thus, the lack of a clear formulation of the essence of the deficiency and the absence of recommendations on the relevant criterion lead to the ignoring of the HEI's comments.

For 5 EPs (16%), for which we can trace the level of compliance with the requirements of criterion 1 "Design and objectives of the educational programme", significant deficiencies were mainly identified under sub-criterion 1.4 in the context of the inconsistency of the programme learning outcomes defined by the EP with the requirements of the higher education standard or the National Qualifications Framework for the relevant qualification level (in the absence of a standard). Clearly defined recommendations for three of these study programmes were a prerequisite for correcting the deficiency. Instead, for one EP, the lack of clear recommendations and the definition of the same deficiency as insignificant led to a lack of response to it in the HEI and thus a decrease in the level of compliance to "E" according to the results of the second accreditation. With regard to another EP, we can see the determination of the level of compliance "E" based on the results of both the first and second accreditations due to the lack of realistic actions to ensure that the learning outcomes meet the requirements of the National Qualifications Framework.

As for one of the analysed study programmes, we can trace the identification of significant deficiencies under criterion 3 "Access to the study programme and recognition of learning outcomes" based on the results of both the first and second accreditations. The deficiency concerned sub-criterion 3.2 in the context of taking into account the peculiarities of the programme in the admission rules, in particular, violation of the requirements of the higher education standard. We also recorded one case of reduced compliance with criterion 5 "Control measures, assessment of higher education students and academic integrity" based on the results of the first accreditation. The comments on the definition of clear evaluation criteria were taken into account by the HEI, and the deficiency was corrected. We can also observe the correction of deficiencies identified as significant for 2 study programmes in the first accreditation under criterion 9 "Transparency and Publicity". In each of these cases, the results of the second accreditation resulted in the correction of deficiencies.

Of the three educational and research programmes of the third level of higher education that have received conditional accreditation twice in a row, one of them has identified significant shortcomings in the context of the inconsistency of the content of the EP with the scientific interests of graduate students (sub-criterion 10.1) and the inconsistency of the activities of graduate students with the research direction of their supervisors (sub-criterion 10.2) and determined the level of compliance with the requirements of the criterion as "E". It should be noted that according to the results of the first accreditation of the educational programme, the same shortcomings were identified as insignificant, while the second criterion identified significant shortcomings in the incomplete provision of programme learning outcomes with educational components.

In the context of the analysis of educational programmes that have received conditional accreditation twice in a row, special attention should be paid to the approach of expert groups to the assessment of criterion 8 "Internal quality assurance of the educational programme". Only in 9 cases

(29%) determined the level of compliance with the requirements of the criterion as "E", and the EG report itself contained clearly formulated significant deficiencies in the EP and recommendations for their elimination. In each of these cases, it was the shortcomings in meeting the requirements of sub-criterion 8.6 - taking into account the results of external quality assurance in the review of the curriculum - that led to the lowering of the grade.

At the same time, a thorough analysis of the state of fulfilment of the requirements of sub-criterion 8.6 is present in 15 reports of expert groups (). In , they partially disclose this aspect in the analysis of sub-criterion 8.5 - response of the internal quality assurance system of higher education to identified shortcomings, as well as 8.7 - the state of development of the quality culture in the HEI. As mentioned above, 9 such reports determine the level of compliance "E", state the presence of significant deficiencies and provide clear recommendations. In the final part of three reports (including the report of the EG on the results of the accreditation examination of the HEI, which received conditional accreditation for the third time), based on the analysis, the shortcomings are clearly identified and recommendations are made, but the level of compliance is not lowered. Two reports noted a lack of response to the results of external quality assurance procedures, but recommendations were provided in the context of other criteria, and the level of compliance was not downgraded. In one report, despite a thorough analysis of sub-criterion 8.6, full compliance with the requirements of the criterion was stated, no deficiencies were identified, and recommendations were not related to sub-criterion 8.6.

Thirteen (42%) of the reports of EG focused on the description of the work done to address the deficiencies under sub-criterion 8.6, but only analysed the measures taken by the HEI to address the deficiencies, did not identify weaknesses and determined the overall compliance with the requirements of the criterion. In two (6 per cent) of the reports, the analysis of sub-criterion 8.6 contains general statements, such as that "a lot has been done" and that remedial actions "will be implemented in the future". One report of the EG does not contain any analysis under sub-criterion 8.6 at all. Accordingly, the summary part of such reports contains only general comments without clearly formulated deficiencies of the EP and recommendations. Two reports state that no weaknesses and deficiencies under Criterion 8 were identified at all.

As for 3 HEIs (10%), after receiving two consecutive conditional accreditations in 2020-2022, the higher education institutions no longer applied to the National Agency for accreditation. As of the end of 2023, these HEIs did not have a valid accreditation certificate.

It should be noted that in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 of 16 March 2022 "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law", in accordance with the "Temporary Procedure for Accreditation of Educational Programmes for Higher Education Applicants under Martial Law" (Minutes of the meeting of the National Agency for Quality Assurance in Higher Education No. 6 (11) of 14 April 2022, as amended, Minutes No. 19 (24) of 2 October 2022), higher education institutions were able to apply to the National Agency for accreditation

under a simplified procedure with a decision on conditional (deferred) accreditation without or with partial accreditation examination.

As for 6 HEIs () that received conditional accreditation twice in a row under the full procedure, after the first conditional accreditation in 2020/2021 or 2021/2022, the HEIs applied to the National Agency for conditional (deferred) accreditation under a simplified procedure. Accordingly, the second accreditation under the full procedure took place in 2023, in fact, two years later.

The simplified accreditation procedure was also used by HEIs for study programmes that had received conditional accreditation under the full procedure twice in a row. In total, there were 22 such study programmes (). In particular, for 7 out of 8 that received the second conditional accreditation in 2020/2021, the HEIs applied for conditional accreditation under the simplified procedure (3 EPs twice - in 2022/2023 and 2023/2024; 2 EPs in 2022/2023; 1 EP three times - in 2021/2022, 2022/2023 and 2023/2024). Of 14 that received the second conditional accreditation in 2021/2022, there were 12 such educational programmes (1 in 2021/2022; 4 EPs in 2022/2023 (2 of them are undergoing the full accreditation procedure in 2023/2024); 6 EPs twice - in 2021/2022 and 2022/2023; 1 EP twice - in 2022/2023 and 2023/2024). Of the 8 HEIs that received the second conditional accreditation in the academic year 2022/2023, there were 3 such study programmes (applied for conditional accreditation in 2023/2024).

Thus, the analysis shows that the external and internal quality systems respond to the shortcomings of educational programmes, but the issue of harmonising approaches to assessment remains relevant.

III. INTERNAL QUALITY ASSURANCE SYSTEM OF THE NATIONAL AGENCY IN ACTION

III.1. Providing feedback to key stakeholders

In June 2023, the National Agency developed and launched a general survey of higher education institutions on the content and features of all stages of the external evaluation procedure of the higher education quality assurance system. The survey aimed to find out how people directly involved in this activity as representatives of higher education institutions understand the specific processes and procedures for accrediting study programmes that underwent external quality assurance in the academic year 2022/2023 and to identify areas for their improvement.

For the first time, the survey covered different categories of HEI employees responsible for implementing quality assurance policies: guarantors of educational programmes, representatives of the administration and structural units responsible for implementing quality assurance policies in higher education. The survey was completed in August 2023 and presented at the roundtable "Quality of Higher Education: Content and Formal Parameters of Assessment" on 12 September 2023.

The survey involved 867 participants, the vast majority of whom are guarantors of educational programmes (over 700 people).

Representatives of structural subdivisions responsible for the functioning of the internal system of quality assurance in higher education took part in the survey quite actively - about 100 people. There were somewhat fewer representatives of the administration (rectors, vice-rectors, heads of departments, etc.) - about 60 people. The percentage of participants is shown in Figure 39.

Representation of the survey participants - guarantors of the OP in accordance with

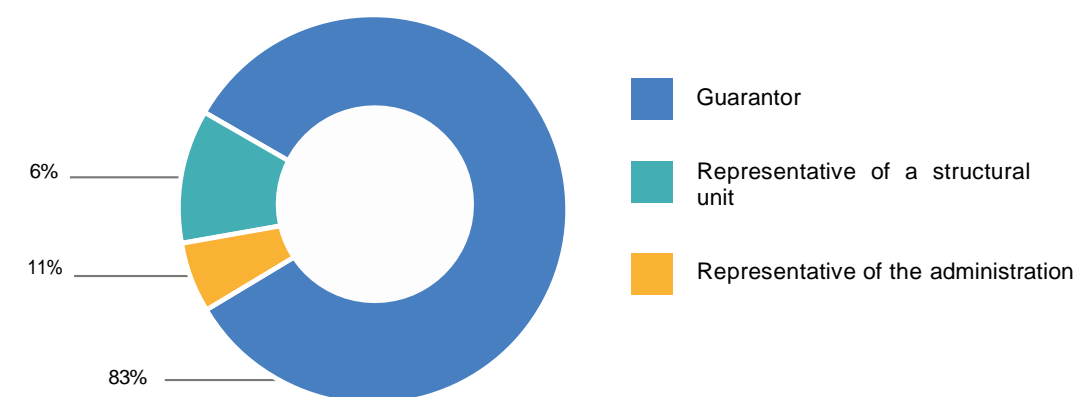


Figure 39. Survey participants

levels of higher education, accreditation procedures for which took place in the last academic year, is shown in Figure 40. The representation of higher education levels generally correlates with the total number of study programmes by level.



Figure 40. Representation of higher education levels

The following diagram shows the number of survey participants - graduate students by field of study, among which the most active were representatives of 03 Humanities, 01 Education and Pedagogy, 07 Management and Administration. Representatives of fields of study 04 Theology and 25 Military Sciences did not participate in the survey. In general, the number of participants by field of study number of study programmes correlates with the

full accreditation procedure (see Figure 41).

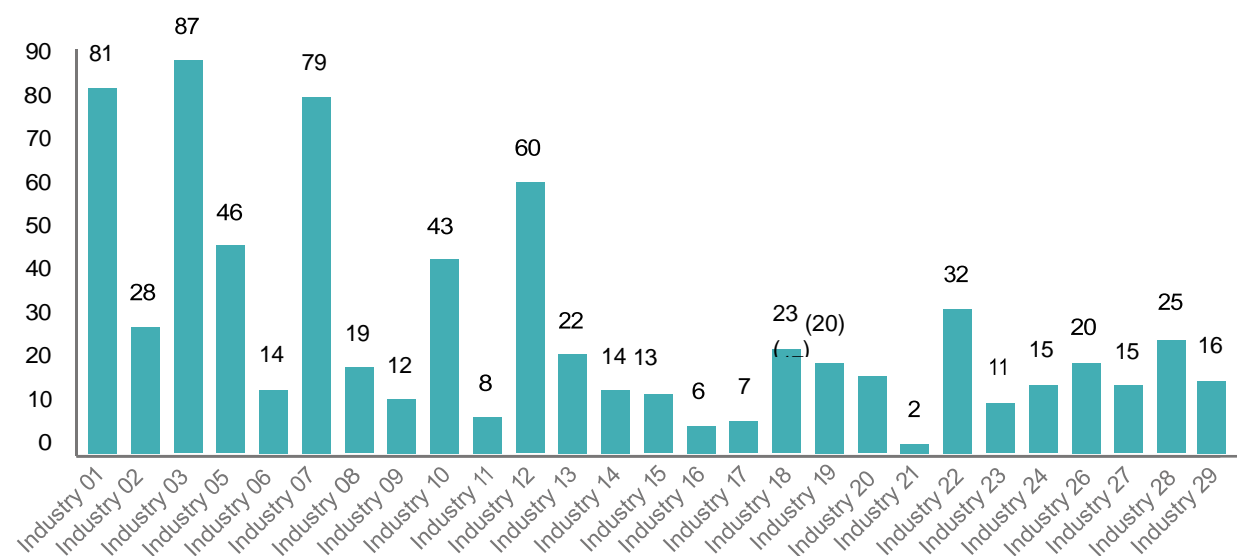
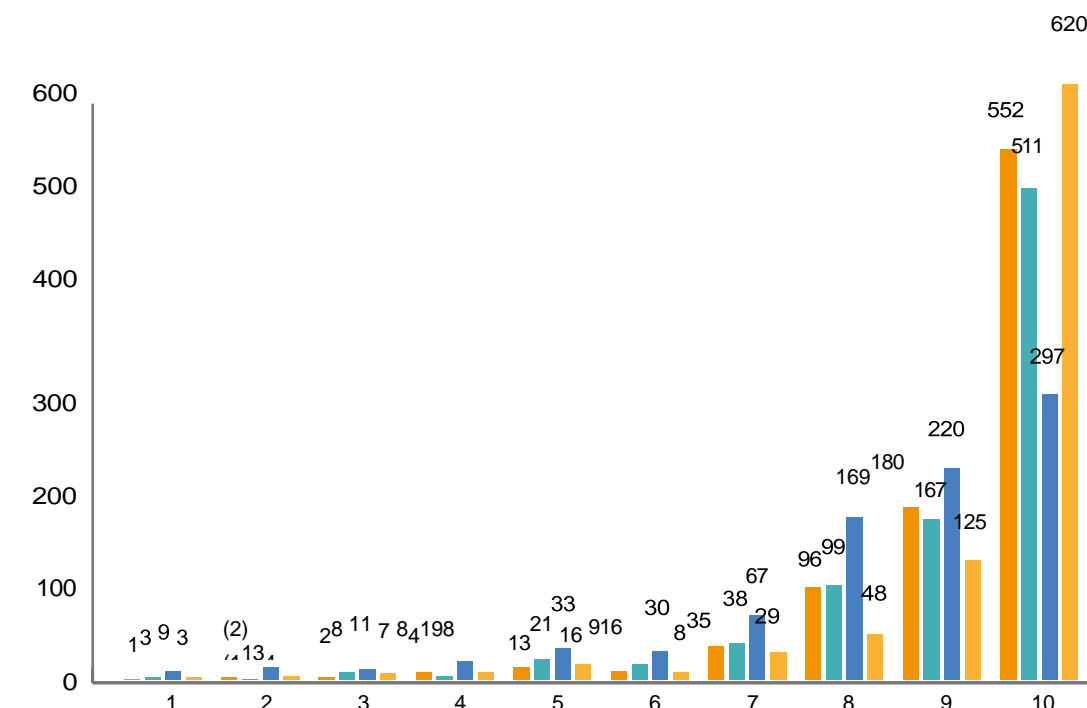


Figure 41. Representation of participants by field of higher education

In the first part of the survey, the respondents were asked to evaluate the parameters of the accreditation procedure *at the stage of review by the expert group* in points from 1 to 10, where 1 is a complete non-compliance, 10 is a complete compliance.

The average score for each parameter is as follows (see Figure 42):

- compliance with the procedure in the process of consideration of the accreditation case - 9.23;
- awareness of the possibility to provide additional materials and arguments to improve the level of compliance with the criteria - 9.12;
- satisfaction with the quality of recommendations provided in the EG report - 8.36; 0 compliance with business communication standards - 9.34.



- Compliance with the procedure in the process of reviewing the accreditation case.
- Awareness of the possibility to provide additional materials and arguments to improve the level of compliance with the criteria.
- Satisfaction with the quality of recommendations provided in the EG report.
- Compliance with business communication standards.

Figure 42

It is noteworthy that there is a certain difference between the estimates of these parameters, which differ by groups of respondents. Satisfaction with the quality of recommendations given in the EG report by representatives of the administration (7.36) and structural units responsible for the functioning of the internal system of quality assurance in higher education (7.68) is somewhat lower than that of the guarantors of educational programmes (8.55), which indicates a more critical attitude of these groups of respondents to the work of expert groups.

In the second part of the survey, respondents were asked to assess the parameters of the accreditation procedure *at the stage of review by the sectoral expert council* in points from 1 to 10, where 1 is a complete non-compliance, 10 is a complete compliance.

The average score for each parameter (see Figure 43) is as :

- compliance with the procedure in the process of consideration of the accreditation case - 9.11; 0 awareness of the possibility to provide additional materials, arguments
- The score for improving the level of compliance with the criteria is 8.91;
- Satisfaction with the quality of recommendations provided in the expert opinions of the PIU - 8.40;
- compliance with business communication standards - 9.28.

As in the previous part, satisfaction with the quality of recommendations provided in the

of the expert opinion of the State Expertise is somewhat lower among representatives of the administration (7.40) and structural units responsible for the functioning of the internal system of quality assurance in higher education (7.86) than among guarantors of educational programmes (8.53).

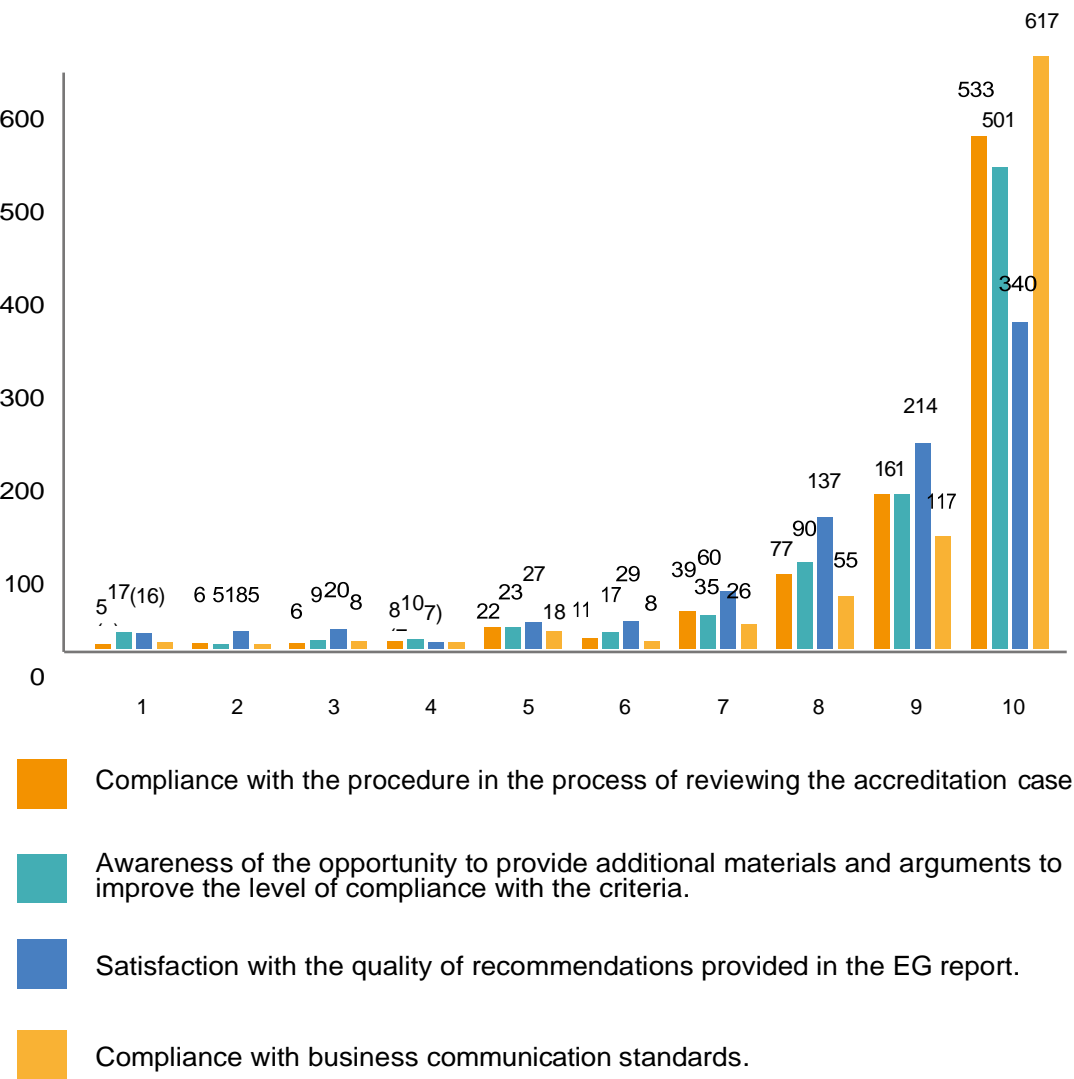


Figure 43

Assessing the parameters of the accreditation procedure holistically - from submission of the notification of intent to the decision of the National Agency

— In points from 1 to 10, where 1 is a complete non-compliance and 10 is a complete compliance, the recipients showed the following results.

The average score for each parameter:

- compliance with the procedure in the process of consideration of the accreditation case - 9.35; 0 effectiveness of communication with representatives of the National Agency - 9.35
- 9.18;
- Satisfaction with the National Agency's information and communication system - 9.10;
- compliance with business communication standards - 9.48.

The overall high level of assessment of the procedure as a whole is positive - above 9 on a 10-point scale. There is a small number of respondents who rated one of the indicators.

Representatives of the administration showed lower scores on all parameters.

than other groups: transparency and accessibility of information on the procedure during the accreditation case review - 8.98, effectiveness of communication with the National Agency representatives - 8.73, satisfaction with the National Agency information and communication system - 8.69, compliance with business communication standards - 8.96.

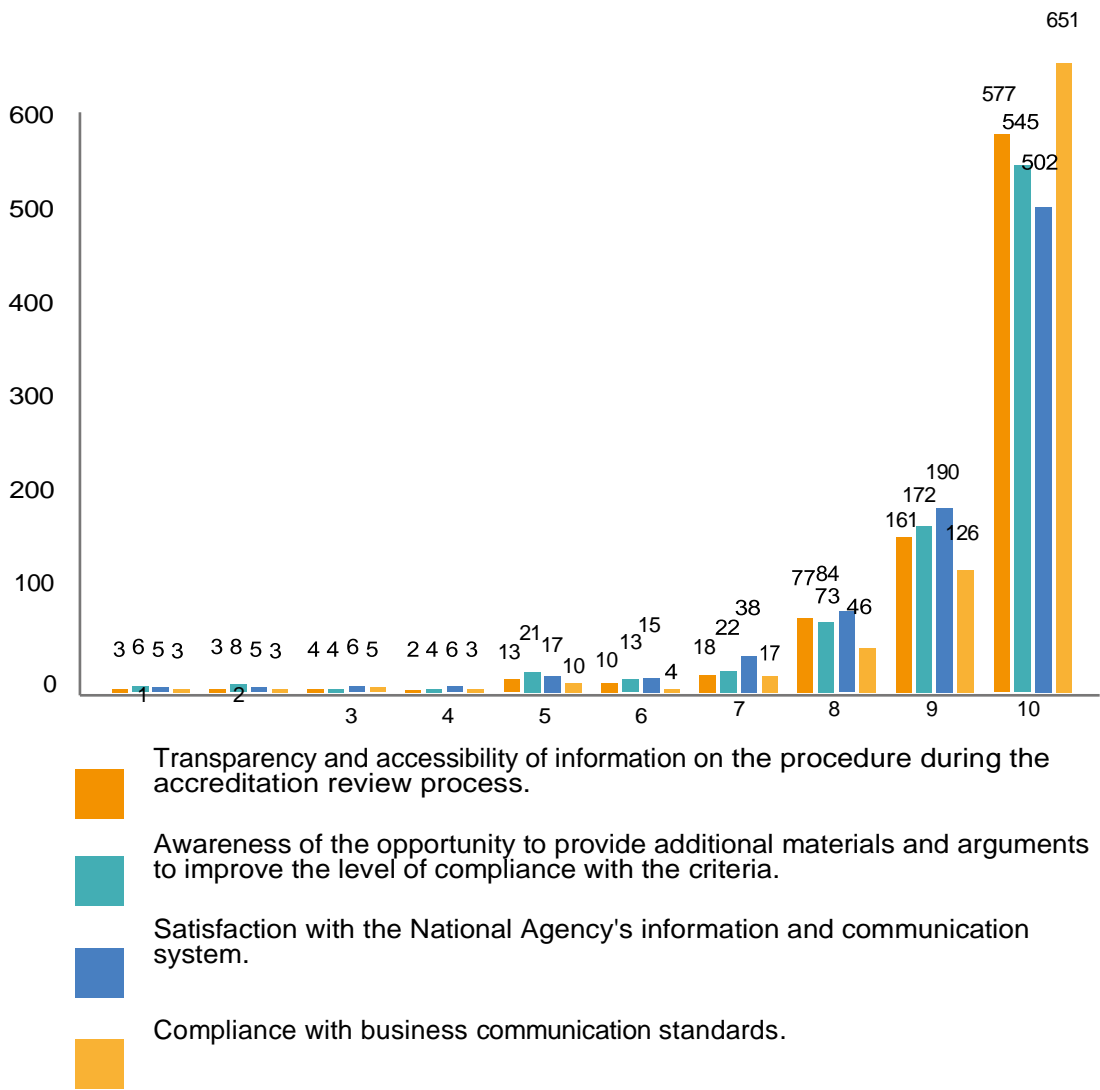


Figure 44

Comments and suggestions collected in open-ended questions on proposals for improving the process of external evaluation of the quality of educational programmes generally demonstrate a positive perception of the procedure by the participants. The desire to improve the evaluation of educational programmes is positive, resulting in proposals for certain problematic issues in the activities of expert groups and sectoral expert councils of the National Agency. The survey participants drew attention to the need to return to face-to-face accreditation in regions where the security situation allows it, and stressed the need to comply with educational legislation and other norms related to the educational process and activities of higher education institutions. They also suggested specific cases that could be used to train experts and members of sectoral expert councils. Despite the extremely active educational and media activities of the National Agency, representatives of higher education institutions would like to communicate even more

ion on problematic issues. The statements of some HEIs about the fairness of the decision in 2023 are indicative, as they eliminated deficiencies in the EP based on the recommendations of the previous accreditation. Some comments, unfortunately, indicate that representatives of higher education institutions are not aware of the regulatory documents, procedures, and essence of external evaluation.

Thus, the survey makes it possible to identify certain areas for improving the activities of the National Agency for Quality Assurance in Higher Education in terms of evaluating educational programmes and clarifying the understanding of the role of the guarantor and the relevant structural unit in improving the quality of higher education. It is equally important to involve the management of higher education institutions in understanding the quality assurance processes.

In accordance with the control and diagnostic function of ensuring the quality of activities (clause 8, paragraph 10.4 of the Regulations on the EQA), monitoring of communication mechanisms with guarantors of educational programmes as important participants in the accreditation procedure from HEIs that directly cooperate with the expert groups plays an important role. In 2023, the Secretariat continued the practice of weekly surveys of programme guarantors. This year, we managed to significantly expand the number of survey participants, with a total of 936 people taking part in the survey (for comparison: in 2022, a total of 341 guarantors were surveyed). In particular, 539 guarantors of educational programmes that were accredited in January-May took part in the winter-spring series of surveys, and 397 guarantors of educational programmes that were accredited in September-November 2023 took part in the autumn series.

The majority of the guarantors surveyed in 2023 (51%) indicated that they had not any problems during the accreditation procedure. It should be noted that in the first half of the year the figure was 46 %, while in the second half of the year it increased to 57 %. The overall average score of the accreditation process in 2023 was 9 points, which indicates a positive trend in the assessment of the accreditation procedure by the guarantors of educational programmes (in 2022, the accreditation process was rated at 8.8 points, in 2021 - at 8.6 points). We also see a consistently high assessment by the guarantors of the work of expert groups, which for the second year in a row

reaches 9.4 points.

Table 8. Assessment of the accreditation process and the work of expert groups by the guarantors of the OP

	2021 p.	2022 p	2023 p.
Evaluation of the accreditation process	8,6	8,8	9
Evaluation of the work of the expert group	9,3	9,4	9,4

99% of respondents indicated that they had no conflicts with the expert groups. 97% noted the constructive approach of the expert groups in agreeing on the visit programme. 92% of respondents confirmed that they had received quality consultations on the strengths and ways to improve their educational programmes. In particular, the guarantors emphasised the professionalism of the expert groups, their constructive approach to the organisation of the group's work, tolerant

and friendly attitude to the participants of the meetings during the visit to the HEI.

Table 9. Assessment of the procedure for approval of the visit programme by the guarantors

Approval of the visit programme	2022 p		2023 p.	
	number of responses	%	number of responses	%
We had technical difficulties with the approval of the programme in the system	3	1%	7	1%
The process was fully established and/or understood by the expert group	0	0%	4	0,4%
There was a lack of communication with experts on how to adjust the programme	5	1%	11	1%
There was not enough time to prepare for the visit according to the programme	9	3%	21	2%
It was a bilateral dialogue and there was enough time for appropriate preparation	326	95%	905	96%
Overall result	341	100%	936	100%

The most common problems identified by the CB guarantors during the accreditation process were a heavy workload (35% of respondents in the first half of the year / 26% of respondents in the second half of the year), a large volume of required documents (27% /), preparation and adherence to the visit programme (2% in both halves of the year), and lack of time (12% / 8%). Also, the guarantors of the CBs indicated that they had problems when working with the accreditation system (6 % / 5 %), the process of filling in the self-assessment information was unclear (2 % in both halves), the requirements of the assessment criteria were unclear (4 % in both halves) or the accreditation procedure in general (1 % in both halves). It is worth noting that only 2% of the guarantors expressed dissatisfaction with the organised communication with the expert group, the quality of the EG composition - 4% in the first half of the year and 2% in the second half of the year. Among the individual problems expressed, the guarantors pointed to the insufficient professionalism of the experts (2 responses) and unfriendly communication with participants in the educational process in the HEI (6 responses).

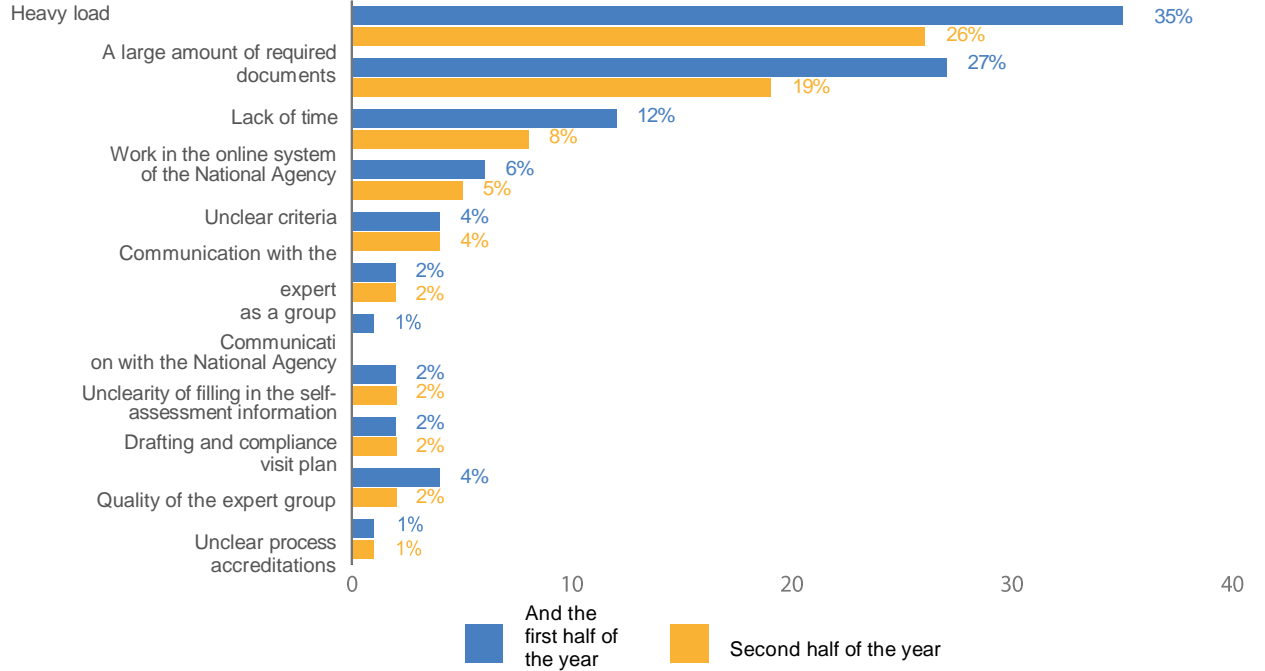


Figure 45. Challenges faced by the guarantors of the CBs during the CB accreditation in 2023

Thus, in 2023, the number of guarantors involved in the survey almost tripled. The results show a consistently high assessment of the accreditation procedure, including the work of expert groups, with which most guarantors managed to establish constructive interaction. In the future, it is planned to continue the practice of surveying guarantors of educational programmes, as well as to expand the range of guarantors participating in these surveys.

III.2. Activities to ensure the quality of work of the National Agency's experts

Improvement of higher education quality assurance systems is impossible without special attention to the quality of work of those who ensure this quality, in particular, experts in assessing the quality of educational programmes of the National Agency. According to the Regulation on the Quality Assurance System of the National Agency, preservation of reputational capital is an integral part of management at the strategic level (clause 9.1), which is implemented at the operational level (clause 9.3) through continuous improvement of the monitoring processes of experts involved in the accreditation of educational programmes.

In 2023, based on the results of the analysis of the adequacy and balance of the accreditation procedure's resources (clause 6, clause 10.1 of the NWF Regulations), the Secretariat announced 49 competitive recruitments of experts in various specialities to ensure the professionalism of the expert groups. As a result, 2,190 new questionnaires were received from candidates for experts of the National Agency: 1,191 questionnaires from research and teaching staff and 999 from higher education students. In 2023, 1,749 candidates were admitted to the training: 835 SPEs and NPs and 914 higher education students.

In 2023, 34 one-day online trainings were held with pre-selected candidates. The total number of training participants was 932.

In 2023, online trainings for existing experts were held in three main areas:

- training for experts on writing a report on the results of an accreditation examination;
- training for heads of expert groups on accreditation of educational programmes;
- training for experts who have not been involved in accreditation examinations for a long time.

A one-day training for experts on writing an accreditation review report was piloted in August 2023. Based on the analysis of reviews of drafts of the EG report, as well as feedback from participants in the accreditation process, the need to improve the skills of experts in writing an accreditation review report was identified.

The training covers key aspects of the expert group's report, including:

- requesting additional documents;
- defining a list of questions for meetings;
- writing the analytical part of the report;
- Identification of the strengths and positive practices of the OP;

- formulation of shortcomings and recommendations for their elimination using the SMART approach.

Preparation for the training involves reading the "List of and Supporting Documents, the Content of Which is Recommended for an Expert of the National Agency for Quality Assurance in Higher Education", watching training videos and completing practical homework.

In 2023, 18 trainings were held, as a result of which 333 participants received the relevant certificates of the National Agency for Advanced Training (1 ECTS credit).

In 2023, 5 trainings were held for the heads of expert groups for the accreditation of educational programmes, as a result of which 145 participants received certificates of the National Agency for Advanced Training (1 ECTS credit). The training programme includes consideration of organisational aspects of the expert group's activities, in particular:

- organising the work of experts (communication, division of responsibilities, etc.);
- work in the form of preliminary examination results;
- Interaction with the guarantor of the OP (approval of the visit programme, request for additional documents);
- Planning the visit of the expert group;
- writing a report on the results of the accreditation examination.

In May 2023, 6 one-day trainings were organised for experts who had not been involved in accreditation examinations for a long time. The purpose of the training was to update the experts' knowledge in accordance with the methodological materials updated in 2020-2023 to assist experts during the accreditation process. In particular, the training covered the following issues:

- analysis of self-assessment data and other documents of the accreditation file;
- Preparing for the visit of the EG (requesting additional documents, the visit programme, working with questions for the meetings, etc;)
- conducting an accreditation visit (including remote and modified formats);
- formulating recommendations for improving the quality of the educational programme;
- evaluation of the educational programme in accordance with the requirements of the criteria;
- writing a report on the results of the accreditation examination.

In total, 111 experts included in the register of experts took part in the training.

In September 2023, as part of its regulatory and advisory function (clause 10.3 of the Regulations on the EQA), the Secretariat developed and approved the Instruction for experts of the National Agency for Higher Education Quality Assurance on the organisation of the work of the expert group in the process of conducting an accreditation examination. The Instruction contains detailed instructions on the actions of the expert group at the stages of preparation for the visit, study and analysis of the accreditation file, preparation of the visit programme and requests to

The main tasks of the expert are to conduct a visit, write a report and participate in the meetings of the SEG and IA. Particular attention is paid to practices that are not recommended or prohibited for the National Agency's experts during the accreditation examination.

An integral part of the implementation of the control and diagnostic function (clause 10.4, sub-clause 5 of the Regulations on the NWF) of the Secretariat is to receive feedback from experts, which takes the form of regular surveys (semi-annually). The surveys allow to identify current challenges that arise during accreditation examinations and to respond to the identified problems in a timely manner.

In 2023, experts who participated in the work of the expert groups in the first and second halves of the year were surveyed. In particular, 1,313 experts took part in the survey in the first half of the year, and 773 experts in the second half of the year.

According to the survey results, the experts' assessment of the accreditation procedure in general (9.1), the work of the expert support department (9.6) and technical support (9.6) remain consistently high. The usefulness of the briefing was rated by the surveyed experts at 9 points. The most critical assessment was given to the usefulness of the review of the report by experts (8.5), which is the third year in a row (8.5 in 2022; 8.6 in 2021).

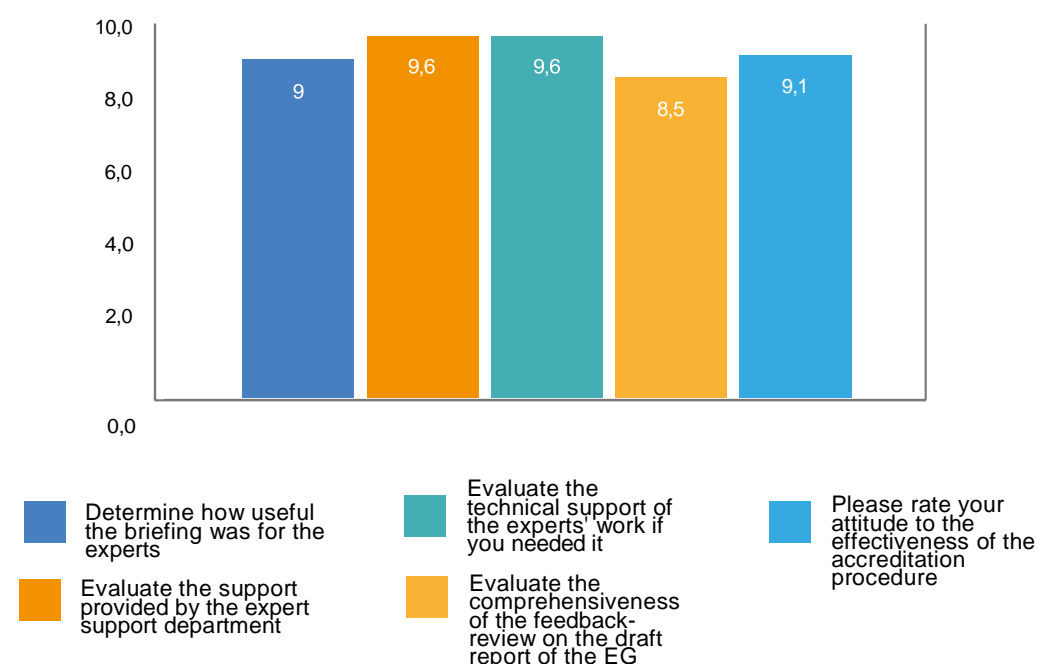


Figure 46. Experts' assessment of the quality of instruction, support from the expert support department, technical support, feedback and review, and the accreditation procedure in general

It is worth noting that the percentage of respondents who stated that there were no problems has increased significantly compared to the results of 2022 (42%) and 2021 (). Among the respondents, 59% said that they did not have any problems during the accreditation procedure. In particular, fewer experts complain about the lack of time (8% 2023, compared to in 2022 and in 2021). This year, only 1 expert noted that excessive workload was a problem for him/her. The positive dynamics of the experts' assessment of their workload can be explained by the sufficient supply of experts in the relevant specialties to the registry.

The main problems for the experts in 2023 were the openness of higher education institutions, the unwillingness of their representatives to communicate frankly with the experts (an increase from 6% in 2021 and 4% in 2022 to 8% in 2023), and the lack of activity of higher students during meetings with the EG (an increase from 10% in 2021 and 6% in 2022 to 12% in 2023).

Table 10

Describe the main challenges you faced while participating in the accreditation of the OP?	2019 p.		2020 p.		2021 p.		2022 p.		2023 p.	
	Number of responses	%	Number of responses	%	Number of responses	%	Number of responses	%	Number of responses	%
Openness of higher education institutions	6	2%	93	6%	163	6%	25	4%	164	8%
Passive students	14	5%	120	7%	307	10%	39	6%	251	12%
Lack of time	74	29%	395	24%	505	17%	79	13%	175	8%
Heavy load	88	35%	415	26%	546	19%	82	13%	1	0%
Unclear criteria	11	4%	68	4%	60	2%	0	0%	52	2%
Writing a report	55	22%	148	9%	265	9%	17	3%	2	0%
Cooperation with experts	11	4%	49	3%	122	4%	15	2%	65	3%
Preparing and following a visit plan	12	5%	28	2%	23	1%	7	1%	41	2%
Work in the accreditation system	-	-	105	7%	73	2%	5	1%	33	2%
Unclear decision of the PIU in the case of	-	-	188	12%	203	7%	16	3%	142	7%
Unclear decision of the agency in the case	-	-	42	3%	26	1%	0	0%	20	1%
Unclear review of the draft report of the EG	-	-	-	-	85	3%	16	3%	100	5%
Other	26	6%	91	6%	160	5%	53	8%	96	5%
There were no problems	7	2%	471	29%	1362	47%	265	42%	1230	59%
Total number of participants	255		1614		2926		482		2086	

The survey also asked the experts to indicate knowledge or skills they lacked while working in the EG. According to the results of the surveys in the first and second halves 2023, 57% of experts (out of 2,086 respondents) indicated that they did not lack knowledge and skills during the accreditation examination. The knowledge that was most often reported by experts was

to highlight the knowledge of the regulatory framework and the limits of autonomy of higher education institutions (166 responses). Experts also pointed to a lack of accreditation experience (148 responses), including the experience of accrediting "cartoon" institutions (34 responses). Some experts feel the need to improve their report writing skills (51 responses) and formulate SMART recommendations (62 responses). It is worth noting that only a few survey participants pointed to a lack of conflict resolution, time management, and morale management skills. The identified needs of experts to develop the skills necessary to prepare a quality report, as well as the analysis of feedback on the quality of expert group reports, became a prerequisite for the development of a report writing training. Starting in August 2023, this training became the main focus of professional development for existing experts.

In 2023, accreditation examinations continued under martial law. The expert groups had to work under air alerts due to missile attacks on the territory of Ukraine. Despite this, not a single accreditation examination was cancelled during calendar year. At the same time, 26% of respondents in the first half of the year had to make changes to the visit programme due to air raids (17%) and power outages (9%); in the second half of the year, this figure dropped to 9% (7% and 1% respectively). It is worth noting that in 2022, the same figure was . We can also see a decrease in the number of respondents who indicated that they were forced to miss the deadline for submitting their report due to air raids (2%) and power outages (4%) - 2022, these figures were 3% and 12%, respectively. In their responses, the experts also indicated that despite their ability to comply with the programme of visits to higher education institutions and submit the report in a timely manner under martial law, they were concerned about their tense psycho-emotional state.

Table 11

Please indicate the main problems you faced during the accreditation of the CB due to martial law or power outages:	2022 p.		2023 p.			
			And the first half of the year		Second half of the year	
	Number of responses	%	Number of responses	%	Number of responses	%
Need to amend the visit programme due to air raid alerts	123	26%	222	17%	51	7%
The need to amend the visit programme due to power outages	86	18%	113	9%	6	1%
Failure to comply with the deadline for submitting a report due to air raid alarms	14	3%	27	2%	2	0,2%
Missing the deadline for submitting a report due to a power outage	57	12%	49	4%	7	1%

Table 11

Please indicate the main problems you faced during the accreditation of the CB due to martial law or power outages:	2022 p.		2023 p.			
			And the first half of the year		Second half of the year	
	Number of responses	%	Number of responses	%	Number of responses	%
No problems have arisen	197	41%	881	68%	670	88%
Total number of respondents	477	100%	1305	100%	763	100%

In order to systematise the consideration of problematic issues identified as a result of monitoring the resource provision of the accreditation procedure (sub-clause 6 of clause 10.1), it was proposed to establish a special commission whose powers would include analysis and decision-making on the of violations in the work of expert groups (in particular, the preparation of low-quality reports, inconsistency of the assessment of EP and/or educational activities in EP). The activities of the commission correlate with the procedures for monitoring the compliance of experts with the standards of higher education quality assurance and academic integrity (clause 5, paragraph 10.4) and monitoring the quality of the content of the expert database (clause 6, paragraph 10.4), defined within the control and diagnostic function.

After lengthy discussions, thorough planning, regulation of approaches and development of documents, in June 2023, a commission was established to ensure the quality of work of experts of the National Agency for Quality Assurance in Higher Education, whose purpose is to improve the quality of accreditation expertise and prevent improper assessment of the quality of educational programmes by experts of the National Agency. The commission includes both members of the National Agency and the Secretariat.

It is important that the commission's activities are also based on the Code of Academic Integrity of the National Agency for Higher Education Quality Assurance, approved at a meeting of the National Agency for Higher Education Quality Assurance, which means that one of the essential requirements for experts is that they understand the goals and values of the modern quality assessment procedure, and violation of these principles may lead to exclusion from the Register of Examiners of the National Agency.

To date, the commission has reviewed a variety of cases, resulting in decisions that have been made and sent to the National Agency's meeting, on the basis of which 90 experts have been excluded from the National Agency's Register of Experts.

However, the commission's activities are primarily aimed at improving the work of experts, in most cases we seek to obtain from experts an explanation of their position on the evaluation of educational programmes, for which they are invited to a meeting of the commission or sent letters of inquiry. In , the Commission may, by its decision, initiate additional measures to improve the selection and training of experts in the accreditation of educational programmes. To date, 20 experts will be invited to special trainings prepared by the Department for Support of Experts.



IV. COMPLIANCE WITH STANDARDS AND RECOMMENDATIONS FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG 2015)

Achieving full compliance of the higher education quality assurance system with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and obtaining full membership in ENQA by the National Agency remains one of the strategic goals. In 2023, due to the relevant legislative changes, the National Agency's cooperation with European partners and the consolidation of efforts of all stakeholders, significant progress was made in this direction, which is reflected in the analysis of the compliance of external quality assurance processes with the criteria of the second part of ESG 2015.

2.1 Consideration of internal quality assurance

Standard: External quality assurance shall address the effectiveness of the internal quality assurance processes described in ESG Part 1.

In accordance with clause 2, part 3, article 32 of the Law of Ukraine "On Higher Education" dated 01.07.2014 No. 1556 VII, "higher education institutions are obliged to have an internal system for ensuring the quality of higher education, including an approved policy for ensuring compliance with academic integrity (code of academic integrity) by participants in the educational process" and are responsible for the quality of their educational programmes, educational services and ensuring this quality.

In accordance with Standard 1.1 "Quality Assurance Policy", Standard 1.9 "Continuous Monitoring and Periodic Review of Programmes" and Standard 1.10 "Cyclical external quality assurance" ESG 2015 The national agency assesses the effectiveness of internal quality assurance systems during the accreditation procedure of educational programmes, in particular, assessment of criterion 8 "Internal quality assurance of the educational programme".

1,561 educational programmes were accredited under the full procedure, 1,365 educational programmes were accredited, 22 were accredited with exemplary accreditation, 163

- conditional (deferred) accreditation, refusal - 4, conditional accreditation - 1,211 CABs. Also in 2023, 5 foreign agencies accredited HEIs, namely: Accreditation Agency for Healthcare and Social Sciences (AHPGS, Germany), European Association of Veterinary Education Institutions (EAEVE, Austria), Centre for Quality Assessment in Higher Education (SKVC, Lithuania), Foundation for Accreditation of International Business Administration (FIBBA, Germany), Institute for Accreditation, Certification and Quality Assurance (AQUIN, Germany), which carried out external quality assurance of 9 EPs in 7 Ukrainian HEIs.

2.2 Developing methodologies that are fit for purpose

Standard: An external quality assessment should be defined and designed to ensure that it is fit for purpose and meets the goals and objectives set out for it, while taking into account relevant regulatory requirements. Stakeholders should be involved in its development and continuous improvement.

The main goals of the National Agency are set out in the Strategy of the National Agency, which was approved in 2019. Due to the full-scale military invasion of Ukraine by Russia, the Strategy was extended until the end of the martial law period during the meeting of the National Agency on 25 October 2022.

Today, the main document is the Regulation on Accreditation of Educational Programmes for Higher Education. This regulation defines the following accreditation objectives:

- 1) determining the compliance of the quality of the educational programme and educational activities under this programme with the criteria set out in these Regulations;
- 2) Assisting higher education institutions in identifying the strengths and weaknesses of the educational programme and educational activities within this programme;
- 3) providing all stakeholders with information about the quality of the educational programme and educational activities under the educational programme;
- 4) strengthening trust in higher education in Ukraine;
- 5) facilitating the integration of Ukrainian higher education institutions into the European Higher Education Area.

Achievement of these goals is ensured by strict adherence to the procedure described in the Regulations on Accreditation of Educational Programmes for Higher Education, as well as compliance with the ESG 2015 Regulations.

The criteria for assessing the quality of an educational programme consist of 9 criteria and an additional tenth criterion for assessing Level 3 programmes. In turn, the criteria consist of 48 sub-criteria (54 sub-criteria for level 3 programmes).

In response to external changes and the needs of stakeholders in times of war, the National Agency is adapting its procedures and processes of external quality assurance. Thus, the Temporary Procedure for Accreditation of Educational Programmes for Higher Education was extended under martial law. This makes it possible to adapt the processes to emergency conditions and at the same time maintain their sustainability and quality.

Despite the extraordinary working conditions and the ongoing military aggression of the Russian Federation against Ukraine, the National Agency resumed on-site accreditations in November 2023, which was also requested by stakeholders.

The updated quality assurance procedures contribute to the continuous improvement of educational programmes, in particular through post-accreditation monitoring, which the National Agency introduced in 2023 in accordance with the amendments to the educational legislation adopted in May 2023.

The National Agency improves the processes of external quality assurance in higher education to meet the needs and expectations of both internal and external stakeholders. All provisions of the National Agency are based on current legislation, have clear goals and wording and are published on the official website.

2.3 Implementation processes

Standard: External quality assurance processes shall be effective, useful, predefined, consistently implemented and published. They include:

- *self-assessment or its equivalent;*
- *external assessment, which usually includes a visit to the institution;*
- *report on the results of the external assessment;*
- *Consistent follow-up on the results of the assessment.*

The accreditation process includes self-assessment of higher institutions, external evaluation by an expert group, a report on the results of the external evaluation by an expert group, consideration of the accreditation case and the expert opinion of the sectoral expert council, consideration of the case and the decision of the National Agency.

In previous years, post-accreditation monitoring took place in the form of annual conditional accreditations, after which the HEIs underwent a repeat accreditation procedure to demonstrate their achievements over the year.

On 2 May 2023, the Law of Ukraine "On Higher Education" was amended to include post-accreditation monitoring at the initiative of the National Agency. According to the amendments made to part 8 of Article 25, "The National Agency for Quality Assurance in Higher Education carries out post-accreditation monitoring of its accredited educational programmes free of charge. The grounds and procedure for post-accreditation monitoring of accredited study programmes are determined by the regulations on accreditation of study programmes". It should be noted that some higher education institutions have expressed their willingness to participate in the piloting of post-accreditation monitoring, which is to begin in 2024.

Adoption of legislative changes and their implementation in the accreditation process will ensure full compliance of the National Agency's activities with ESG Standard 2.3.

2.4 Independent (external) experts

Standard: External quality assurance should be carried out by a team of independent (external) experts, including a student representative(s).

Within the framework of the accreditation examination, all procedures are carried out by independent experts who are included in the register of experts of the National Agency and have no conflict of interest in relation to each other, a particular educational programme and the higher education institution where it is implemented. In order to ensure reliable and consistent work of experts, they are carefully selected and trained by the National Agency, after which they receive the status of an expert of the National Agency and are included in the register; have the necessary skills and competencies to perform their functions; undergo periodic training to improve their skills and are briefed before each accreditation examination.

In 2023, the Commission for Quality Assurance of Experts of the National Agency for Higher Education Quality Assurance started its work. The main purpose of the Commission is to improve the quality of accreditation examinations and prevent improper assessment of the quality of educational programmes by the National Agency's experts. The commission includes both members of the National Agency and the Secretariat.

Expert groups and sectoral expert councils include one member from among higher education students, except for those involved in the evaluation of programmes related to the military or security sector (sectoral expert councils 25 and 26). As of the end of 2023, the register of experts included 888 higher education students of various levels. Each sectoral expert council also includes a representative of employers.

In 2023, the work on involvement of international experts in the PIC and the register of experts continued. In 2023, the composition of the included 19 international experts, and the register of experts in 2023 included 41 international experts, so as of 31 December 2023, the total number of international experts was 60 specialists, and 33 international experts were involved in the accreditation of educational programmes in 2023. All experts from the SEG and the register of experts have foreign experience in such countries as Austria, England, Belgium, Croatia, France, Germany, Lithuania, the Netherlands, Poland, Spain, Slovakia, Switzerland, the United Kingdom, the United States, and others.

2.5 Criteria for the results

Standard: Any conclusions or judgements reached as a result of external quality assurance should be based on clear and defined criteria that are consistently applied, regardless of whether the process leads to a formal decision.

The Regulations on the accreditation of educational programmes contain specific criteria for their external quality assurance. These criteria (and relevant sub-criteria) form the basis for the self-assessment report, the expert report and the expert opinion of the sectoral expert council. Each criterion is assessed on a 4-point scale:

A - innovative/exemplary implementation of this criterion; B - satisfactory implementation;

E - unsatisfactory implementation, but improvement is possible within one year;

F - unsatisfactory implementation.

The above rating scale is applied consistently.

The conclusions and recommendations provided in the process of external quality assurance have an impact on the quality of educational programmes and higher education institutions in general.

2.6 Reporting

Standard: Full peer-review reports should be published and made understandable and accessible to the academic community, external partners and other stakeholders. If the agency takes any formal decision based on these reports, the decision should be published along with the report.

All documents related to each accreditation case (including expert reports) are available online in the National Agency's information system <https://public.naqa.gov.ua/>. The user can filter data by parameters (ID of the educational programme, level of higher education, field of study, stage of the case). The decision of the National Agency is also published in the system and placed on the same page with all the materials of the accreditation case.

The National Agency pays special attention to the quality of expert group reports so that they can be used as a basis for further actions and decision-making. To this end, experts from the Accreditation Department of the National Agency's Secretariat review the reports of expert groups to ensure that they meet the requirements, are complete and . Thus, in 2023, 1,593 draft expert reports were processed. Training and professional development of experts is also carried out to improve their skills in preparing high-quality reports. In 2023, 18 advanced training sessions were held for the National Agency's experts, and 256 experts received National Agency certificates of advanced training (1 ECTS credit).

2.7 Complaints and appeals

Standard: Complaints and appeals processes should be clearly defined as part of the external quality assurance process model and communicated to institutions.

In accordance with the Procedure for Appealing the Decision of the National Agency Higher Education Quality Assurance, adopted in May 2021, higher institutions have the right to appeal against the decisions of the National Agency. The decision of the National Agency may be appealed by filing a complaint (appeal) with the Appeals Committee of the National Agency. The Appeals Committee consists of the National Agency's members (currently 5 people) and is approved at a meeting of the National Agency. 2023, the Appeals Committee considered 4 appeals.

In order to achieve full compliance with Standard 2.7, the National Agency has been systematically working on amendments to Ukrainian legislation in this area. Thus, in accordance with the amendments to the Law of Ukraine "On Higher Education" 2 May 2023, initiated by the National Agency and introduced to Part 10 of Art. 19, "The National Agency for Quality Assurance in Higher Education shall establish an Appeals Chamber consisting of five members who have a higher education, academic degree and/or academic title and at least five years of professional experience in the field of quality assurance in higher education. The members of the Appeals Chamber are elected for a two-year term on a competitive basis and perform their functions on the basis of civil law contracts concluded with them. Members of the National Agency for Higher Education Quality Assurance and its sectoral expert councils may not be members of the Appeals Chamber. The same person may not be a member of the Appeals Chamber for more than two terms.

The procedure for forming the composition of the Appeals Chamber, its powers and the procedure for their exercise shall be determined by the regulation on the Appeals Chamber approved by the central executive body in the field of education and science.

The Appeals Chamber considers appeals against decisions of the National Agency for Higher Education Quality Assurance in accordance with the procedure established by the Regulations on the Appeals Chamber.

Upon consideration of the appeal, the Appeals Chamber issues a reasoned decision, which may cancel the contested decision of the National Agency for Higher Education Quality Assurance. In case of cancellation of the decision of the National Agency for Higher Education Quality Assurance, the relevant issue is reconsidered at its next meeting. In case of disagreement with the decision of the Appeals Chamber, the National Agency for Higher Education Quality Assurance may confirm its previous decision by two-thirds of the votes of the National Agency for Higher Education Quality Assurance. Such a decision shall come into force from the date of its adoption and shall not be appealed to the Appeals Chamber."

As of December 2023, the Regulation on the Appeals Chamber was under consideration by the Cabinet of Ministers. After its approval, the National Agency will be able to start working on the formation of a selection panel. Until the Appeals Chamber is formed, the current Appeals Committee will consider complaints and appeals against the National Agency's decisions.



V. EDUCATIONAL ACTIVITIES OF HIGHER MILITARY EDUCATIONAL INSTITUTIONS OF THE MILITARY EDUCATION SYSTEM OF THE SECURITY AND DEFENCE SECTOR OF UKRAINE

The system of military education in the security and defence sector of Ukraine consists of the management bodies and the network of higher education institutions of the Ministry of Defence of Ukraine (two universities, four academies, six military institutes, three military colleges, 32 military training departments, 10 departments of disaster medicine and military medicine), higher education institutions under the management of the Ministry of Internal Affairs of Ukraine (five universities and one academy; the National Guard of Ukraine - one academy and one institute; the State Border Guard Service of Ukraine - one academy and one institute; the - one academy; the State Emergency Service of Ukraine - two universities and one institute). The Security Service of Ukraine is represented by the National Academy. The State Service for Special Communications and Information Protection has an Institute of Special Communications and Information Protection within the KPI. The Department of State Protection includes the Institute of State Protection of Ukraine at the Taras Shevchenko National University of Kyiv. Thus, the security and defence sector includes more than 30 higher education institutions and 42 departments belonging to higher education institutions in other fields of knowledge. This is a significant and powerful component the educational space of higher education in Ukraine.

The system of military education in the security and defence sector provides training for bachelor's, master's and doctoral degrees in the fields of 25 Military Science, National Security, State Border Security and 26 Civil Security, as well as in twenty additional fields of knowledge in 38 specialities and 148 specialisations. In addition, higher education institutions of the MIA system provide training in 25 specialities. Additionally, all of the above-mentioned universities and higher education institutions provide training for officers in the system of multi-level professional military education (without higher education), as well as training for reserve officers, retraining and advanced training, language training for military and civilian personnel, training of scientists, advanced training of research and teaching staff, etc.

In the context of the Russian-Ukrainian war, the system of military education in the security and defence sector proved to be resilient, flexible, capable of changing its configuration (structure) and continued to develop on the path training a new generation of specialists. Almost all education institutions and higher education establishments of the MoIA system were concentrated in certain places and districts, restored (some of them built up) the necessary MTB and organised the educational process in full on a dispersed basis. This contributed to the development of a joint unified training system based on professional military education (leadership courses from L1 to L5). The new flexible system of professional military education allowed for more effective training of the Armed Forces of Ukraine and other components of the defence forces at all levels of military education in wartime and timely response to the needs of the Ukrainian defence forces for qualified officers.

The introduction of NATO-standard planning and military decision-making procedures into the educational process has become a powerful source of knowledge that helps to analyse and make non-standard decisions, plan and conduct operations using the latest equipment, and thus contribute to the professional development of military personnel, as well as the professionalisation of all participants in the process, and improve interoperability with partners from member states. This harmoniously takes into account the specifics of training for all components of the defence forces in accordance their role and place in joint operations.

The National Defence University of Ukraine, which has become a leader in the military education system of Ukraine's security and defence sector, is an example of successful transformation towards a common NATO military education space. 2023, the university trained students at the strategic, operational and tactical levels in six fields of knowledge in 10 specialities and 52 educational programmes, and PhD students in 9 specialities. At the end of 2023, the university's professional military education institute, the Leaders' School, became operational. It implements a fundamentally new approach to the quality of military training and is

"new philosophy" of professional military education, namely:

- the nomenclature and staffing of positions are carried out in accordance with NATO approaches (course directors, tutors are officers from the military with combat experience, teachers have been trained in foreign educational institutions);
- New structures for mentoring and quality assurance of education have been introduced; 0 leadership courses function as independent units based on the principles of institutions of NATO member states.
- The final stage of this work was the implementation of the developed course on top-level strategic management and public policy (L5).

Thus, from 28 November to 5 December, 16 heads of structural units of the Ministry of Defence of Ukraine, the General Staff of the Armed Forces of Ukraine, command and control bodies of other components of the defence forces, and state authorities were trained in this pilot course.

The training was organised in the form of innovative discussions in the political and strategic spheres with the involvement of civilian and military leadership of Ukraine, partner and NATO countries, and leading academics. The speakers of the course included the Secretary of the National Security and Defence Council of Ukraine, the Minister of Defence of Ukraine, the First Deputy Minister of Defence of Ukraine, the Commander-in-Chief of the Armed Forces of Ukraine, the Chief of the General Staff of the Armed Forces of Ukraine, the Director of the Military Education and Science Department of the Ministry of Defence of Ukraine, commanders and representatives of the command and control units. of branches of the Armed Forces of Ukraine and other defence forces.

Stasys Paldūnas, Adviser on Professional Military Education, Linas Antanas Linkevičius, twice Minister of Defence of Lithuania, Martin Molloy, Special Adviser on Defence of the United Kingdom, and others were able to join the course.

The institute has developed new educational programmes for leadership L- courses, which take into account the experience of the Ukrainian defence forces in combat operations in the Russian

The Baltic Defence College, with the participation of our partners. In October 2023, the final synchronisation of the new operational-level educational programmes of the L3 course and the L4 course for civil servants took place at the Baltic Defence College with the participation of our partners.

Thus, the university has launched educational programmes of leadership courses of operational and strategic levels L3, L4 and L5, which provide a common "language of communication" for all heads of security and defence sector management bodies, which helps to unite the defence forces of Ukraine into a single system.

The final assessment of the university on the way to continuously improving the quality of education and educational activities was the accreditation of the educational and scientific programme in the speciality 256 National Security by the National Agency for Higher Education Quality Assurance of Ukraine as "exemplary". This is the first time such a high rating in 25 and 26 fields of knowledge for the accreditation period 2019. In parallel with the implementation of these tasks, the university staff was involved in combat work in the military command and control bodies of the Armed Forces of Ukraine, branches of the armed forces and military units. This work was headed by the Head of the University, Doctor of Military Sciences, Colonel-General Mykhailo Volodymyrovych Koval, who performed combat missions in the area of Bakhmut. Researchers and academic staff from almost all departments were involved in the combat missions: servicemen and women of the Armed Forces of Ukraine, students of strategic and operational levels. In total, more than 812 university servicemen and women took part in the activities to repel the armed aggression of the Russian Federation on a rotational basis (this practice continues today). For the successful completion of combat missions to repel the large-scale armed aggression of the Russian Federation, the personnel were awarded state awards and departmental insignia. In total, since the beginning of the Russian-Ukrainian war, 69 officers of the Armed Forces of Ukraine and 4 National Guards of Ukraine who studied at the National Defence University of Ukraine have been awarded the title of "Hero of Ukraine", and 457 servicemen have been made holders of the Orders of

Bohdan Khmelnytsky and "For Courage" of the 1st, 2nd and 3rd degrees.

The insignia of the Minister of Defence of Ukraine was awarded to 1,531 people, and the insignia of the Commander-in-Chief of the Armed Forces of Ukraine to 806 people.

The practice of education and training of all levels of government, military units and subdivisions by mobile groups, individual academic and research staff of university, including territorial defence, the National Guard of Ukraine, executive authorities, etc. continues. Such an organisation of the educational process (in certain specialities) is close to dual education in its content, as academic staff and students perform combat missions at a certain time on the basis of the competencies formed (developed) during the educational process. Upon returning to the university, they continue the educational process, adjusting its content to reflect the practice of war. This was especially evident in the course of students' creative works, individual and group projects. This way, the combat experience gained by military units and command and control bodies is immediately validated in the educational process.

The university continues to work on creating conditions for acquiring, maintaining and developing English language skills through distance learning courses on the university platform, flexible online and offline consultations, and speaking clubs in accordance with the professional activities of teachers. The university continues to work on the introduction of English-language educational courses. The pilot project was a course on the experience of the Russian-Ukrainian war, developed with the support of the Ministry of Defence of Ukraine. To date, the course has been delivered to six countries and organisations: The Republic of Lithuania, the Republic of Latvia, the Kingdom of Sweden, the Kingdom of Denmark, the French Republic, Japan, experts from the NATO DEEP-Ukraine programme, and the Kyiv Association of Military Attacks "KAVA". The course is adapted to the needs of the customer country, which ensures its relevance.

The focus on creating an English-language learning environment for all participants in the university's educational process was its international activity. During the year, 85 foreign delegations came to the university, more than 350 university representatives visited more than 20 military educational institutions of foreign countries, where they took part in international exercises, seminars, conferences and courses. In December 2023, the university delegation took part in the leadership seminar "Changes in Leadership in the Time of Changing the Focus of Military Operations to Internal and Collective Defence" at the General Jonas Žemaitis Lithuanian Military Academy.

During the year, cooperation in education, science and research was established with five foreign institutions by signing memorandums of cooperation, namely

- Swedish University (Stockholm, Sweden);
- Baltic Defence College (Tartu, Estonia);
- The General Jonas Žemaitis Lithuanian Military Academy of the Republic of Lithuania (Vilnius);
- The Academy of Military Arts (Warsaw, Poland).

An important component of the university's activities is scientific, scientific, technical and innovative activity, focused on obtaining fundamental and applied results aimed at supporting decision-making by the military and political leadership of the state, developing capabilities, resource provision of the security and defence sector and their implementation in the educational process. To perform these tasks, the university has a strong scientific potential: 84 doctors of sciences, professors, 374 candidates of sciences and doctors of philosophy. There are 187 people with the academic rank of associate professor and senior researcher. In total, 76 research projects and operational tasks were conducted over the year to solve problems:

- DG. Defence Governance - 19 , six operational tasks; 0 FDR. Planning of development and readiness of troops (forces) - 14 R&D, eight operational tasks;
- C2. Command and control - three RDTs, two operational tasks; 0 I. Intelligence - one RDT, one operational task;

- E. Use of forces and means - five GDRs, six operational tasks; 0 S. Comprehensive support of troops and forces - three , one operational task task;
- CIS. Communications and Information Systems - two projects;
- P. Protection and survivability - three R&D projects, two operational tasks.

The results of scientific research and operational tasks were implemented in the processing, development and submission of proposals for 47 draft regulatory legal acts of Ukraine, information and analytical materials on national security and defence.

The University held 71 events (conferences, forums and scientific seminars, including eight international ones) to discuss the problems of military theory and practice and to test the results obtained in the course of research. Together with partners, the university's researchers identified ways to address a wide range of problematic issues, including the training and conduct of operations of groups of troops (forces) of the Armed Forces of Ukraine based on the experience of the Russian-Ukrainian war.

The company published 14 monographs, 54 textbooks, manuals, and 30 issues of scientific and professional publications, which were re-registered and received state media identifiers.

Based on an intergovernmental agreement in cooperation with the NATO Science and Technology Organization (NATO STO), the university is implementing the project "Countering Hybrid Warfare: Military Aspects" with the participation of interested partner countries: The United States, the United Kingdom, Canada, Croatia, Turkey, and Finland.

In the format of bilateral cooperation, a joint research project was developed with the Norwegian University College of Defence on "Ukraine and Total Defence", with the Swedish Defence University - the project "SLP for UKRAINE", in the format of multilateral cooperation - the international research project "Socio-centric struggle in Ukraine: military patriotism, Russian influence and implications for European security" ("Contested Ukraine"), for which a grant from the Research Council of Norway was received.

The University is being patronised by the National Defence University of the United States of America (Washington, USA).

In 2023, the university continued to develop modern information resources, including the distance learning platform of the Armed Forces of Ukraine, an electronic library and a video conferencing service. These resources are already used by more than 50 thousand subscribers of military education institutions, structural subdivisions of the Ministry of Defence of Ukraine and the General Staff of the Armed Forces of Ukraine, and military units. This year, access to distance learning resources of NATO member states and partner countries was organised - the NATO distance learning platform, the Tidepedia information resource, and the US government distance learning platform. Work continued on creating a comprehensive training architecture for the security and defence forces with the integration of time-tested and new technologies

learning logic into the ecosystem of educational services.

A professional video studio was created to develop modern interactive training materials and podcasts.

Automated workstations for training command posts have been set up, and specialised military command and control systems such as Virage-Planet, Delta, Dzvyn, and Kropyva have been installed and are in use.

Thus, in 2023, the activities of the National Defence University of Ukraine were carried out taking into account the needs of the battlefield of the Russian-Ukrainian war, the fulfilment of traditional tasks of educational, scientific and methodological work and its development in accordance with the Concept of Transformation of the Military Education System. The results of its activities convincingly prove that the university has come a long way towards interoperability with NATO military educational institutions and member states.

A similar approach was introduced in 2023 in the HEIs subordinated to the Ministry of Internal Affairs of Ukraine. They trained students in accordance with the Laws of Ukraine "On the National Police" and "On the National Guard". For police cadets in all specialities, the first year of study includes the disciplines provided for in the primary military and professional training programmes. The practical component of specialised physical, firearms, tactical and specialised training was significantly increased in the practice of the MoIA higher education institutions. Practitioners of law enforcement agencies and persons who took part in were systematically involved in the educational process. Educational components on war crimes investigation were developed and introduced into the training programmes. The quality of psychological training of all law enforcement officers was significantly improved.

In the higher education system of the Ministry of Internal , the Department of Education, Science and Sports headed the work in the field of higher education quality assurance in 2023, which established a department for higher education quality assurance, which is an independent structural unit (Order of the Ministry of Internal Affairs "On Organisational and Staff Changes in the Ministry of Internal Affairs" of 2 May 2023 No. 370).

As of December 2023, higher education institutions under the jurisdiction of the Ministry of Internal Affairs and educational institutions under the jurisdiction of central executive authorities, whose activities are directed and coordinated by the Cabinet of Ministers of Ukraine through the Minister of Internal Affairs of Ukraine, and the National Guard of Ukraine, were training bachelor's, master's and doctoral degree holders.

In 2023, the majority of applicants studied full-time (82.). Accordingly, 17.8% of applicants were educated part-time (Fig. 1). At the same time, the majority of them receive education at the first ('s) level (almost 90%). At the second (master's) level, 9% of applicants study, and only 1% of applicants study educational and research programmes at the

the third (educational and scientific) level.

One of the most important tools in the field of quality assurance in higher education is the Order "On Approval of Professional, Educational and Qualification Requirements for Police Officers to Hold Vacant Positions in Higher Education Institutions that Train Police Officers" of 13.02.2020 No. 123. The Order provides for a number of criteria that determine the "specificity" of the requirements for holding positions in higher education institutions that provide police training, taking into account

their practical experience. Police officers seconded to the positions of research and teaching staff in higher education institutions of the Ministry of Internal Affairs shall have at least three years of work experience in the police or the apparatus of the Ministry of Internal Affairs of Ukraine, higher education degree not lower than a doctorate in philosophy; police officers seconded to the positions of lecturers and senior lecturers shall have a higher education degree not lower than a master's degree.

In addition, this order provides for a maximum term of five years of service in the MoIA HEI. Further service in a similar position in an HEI is possible after at least three years of service in the police or the MoIA apparatus. This creates relevant conditions for the acquisition of practical knowledge by academic staff of MoIA HEIs and constantly maintains their knowledge at the current level.

At the same time, among the innovative approaches to implementing quality assurance mechanisms in terms of gaining practical experience in educational institutions of the MoIA system, a continuous training process for academic staff is provided. Thus, in 2023, the academic staff of the police training cycle (departments of criminal procedure, criminalistics and operational and investigative activities) took part in one-day practical seminars "Peculiarities of recording and investigating crimes related to armed aggression against Ukraine" held in the de-occupied territories of Ukraine and in the frontline area, with a total number of participants of about 100 people.

Higher military educational institutions of the National Guard of Ukraine actively use the training facilities of the International Interagency Training Centre for the National Guard of Ukraine and military units of the National Guard of Ukraine to provide practical training for students, which is used for practical classes, military practice and internships.

Considerable attention is paid to the study and implementation of combat experience in the educational process. To this end, officers of the NGU's higher education institutions undergo internships in combat (special) mission areas to gain combat experience and further implement it in the educational process, and the positions of research and teaching staff are filled by officers who have participated in combat missions.

At the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi, practical skills of higher education students are formed during practical classes using the field training base and in specially equipped laboratories, where simulators, simulators and training models are actively used, as well as during internships and training in the state border guard agencies in positions based on the educational programmes in which students are enrolled.


Last year, the National University of Civil Defence of Ukraine continued to build its educational capacity after changing its location. The objectives and programme outcomes of its updated EPPs are in line with the

The training process is designed to meet the needs of the SES as the main state customer, taking into account the needs of the units' actual actions in the context of the Russian-Ukrainian war. The organisation of the educational process involves classroom training for at least 50 per cent of each discipline. In the event of a prolonged alert, additional classroom training is provided, meaning that the learning process continues after the forced suspension of classes. The university has introduced powerful professional elective educational components. Close cooperation with the SES units contributes to improving the quality of training. Thus, academic staff are systematically involved in conducting field classes at industrial and construction facilities, as well as participating in working groups to develop legislative and regulatory acts and policy documents, requirements for machinery and special equipment. The students are also involved in the fire and rescue unit with visits to real fires, accidents, etc. A good tradition at the University is the systematic completion of educational and industrial practice in the SES units, at the places of their potential employment.

Similar features of constant updating of educational programmes and components, changes in the organisation of the educational process have been introduced at the Lviv State University of Life Safety (LSUBS). There, too, cadets and teachers are constantly involved in emergency response, including the aftermath of shelling of civilian and critical infrastructure, and improve their practical skills with further integration into the educational process. An interesting and effective practice introduced by the university is the expansion of academic cooperation with other higher education institutions. This helps to establish communication between researchers, users and teachers and is the basis for creating a single educational space for the defence forces. Within the framework of the Cooperation Agreement between the National Defence University of Ukraine and LRUCA, 14 November 2023, Roman Yakovchuk, Head of the Department of Civil Protection and Mine Action of LRUCA, Doctor of Technical Sciences, Associate Professor, Lieutenant Colonel of the Civil Protection Service, delivered a guest online lecture on "Problematic Issues of Functioning of Subsystems of the Unified State Civil Protection System of Ukraine" for the adjuncts of the National Defence University of Ukraine. In 2023, the university's international activity became practical. Lecturers and cadets of LSUHSC took part in such international trainings as EURO-MED REACT 2023 (July 2023) and Search and Rescue in Urban Areas (August 2023).

It should be noted that these universities are the main elements of the unified system of military education in the security and defence sector, while they have preserved the peculiarities of their activities in the war, timely graduated students and recruited applicants in accordance with the state order, as well as performed the required amount of scientific, educational and methodological work, ensured the functioning of internal systems of quality assurance of education and educational activities as the basis for their development.

Thus, in 2023, the military education system of the Ukrainian defence forces proved its ability to perform the following tasks at the current level



in the context of repulsing the armed aggression of the Russian Federation, successfully focusing on the key elements of self-development to create a single unified system of personnel training for the defence forces of Ukraine, using the standards and experience of NATO member states and achieving full compatibility with them.

VI. LEGISLATIVE CHANGES IN THE HIGHER EDUCATION QUALITY ASSURANCE SYSTEM IN 2023: INITIATIVES OF THE NATIONAL AGENCY



In 2023, the National Agency adjusted the directions of further development of its activities, in particular in the development of amendments to legislation based on the results of an assessment of the totality of objective circumstances. Despite the continuation of the full-scale war, higher education institutions and research institutions engaged in educational activities have demonstrated the desire and ability to conduct educational and research activities in compliance with all quality requirements stipulated by both Ukrainian legislation and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). Accordingly, the National Agency abandoned the idea of approving the Temporary Procedure for Accreditation of Educational Programmes for Higher Education in the Conditions of Martial Law, developed in 2022, and focused on the implementation of the tasks and measures envisaged by the National Action Plan for External Quality Assurance of Higher Education of Ukraine for the period 2022-2023, namely: participation in the development of legislative changes in the field of higher education, research, implementation of all types of accreditation, formation of the space for academic excellence.

As part of this work, a critical self-analysis was carried out and feedback from national and foreign stakeholders was monitored, which confirmed that certain issues of the national higher education quality assurance system need to be changed and improved in order to bring Ukraine's education and science legislation in line with the European Union.

In connection with the above, the National Agency made the following proposals:

- introduce post-accreditation monitoring;
- to enable the involvement of all groups of stakeholders (including academic staff, researchers and higher education students engaged by the National Agency on a paid basis) in accreditation; to include expert work on quality assessment in the types of academic work; to regulate the issue of remuneration of international experts;
- to regulate the procedure and grounds for appealing against the decisions of the National Agency and to establish the Appeals Chamber of the National Agency for this purpose;
- Limit the application of civil service legislation to members of the National Agency and employees of the Secretariat;
- continue work on the regulation of academic integrity in higher education.

In order to implement the above proposals in practice, the National Agency for Quality Assurance in Higher Education has developed appropriate amendments to the legislation of Ukraine.

Following extensive work with stakeholders and MPs, amendments were made to Ukrainian legislation.

1. The Law of Ukraine "On Higher Education" defines *post-accreditation monitoring* and establishes that post-accreditation monitoring is carried out by the National Agency on a free of charge basis and in two forms: based on the results of accreditation of educational programmes and institutional accreditation of higher education institutions. The legal basis for the establishment and functioning of the *Appeals Chamber* has been formed to ensure that complaints against the decisions of the National Agency can be considered in order to avoid situations of potential conflict of interest. The *institutional accreditation* of higher institutions was introduced. The requirements for persons who may be members of the National Agency were supplemented and its internal structure was optimised to reflect the realities of the present and changes in Ukrainian legislation. Some processes within the framework of the National Agency's powers and tasks were adjusted. For example, the accreditation period for educational programmes was extended from three months to four months. The requirements for the period for which the certificate of accreditation of an educational programme is issued have been optimised. As before, it is still possible to obtain a certificate of accreditation of an educational programme for five years or one year. A certificate for 10 years can now be issued only if the higher education institution has institutional accreditation and accreditation of the educational programme with the definition of "exemplary". The National Agency has been granted the right to become a member of international organisations in the field of quality assurance in higher education, to undergo their accreditation, and, upon agreement with the Cabinet of Ministers of Ukraine, to pay the relevant entrance, membership and other types of mandatory fees, including in foreign currency. And educational and research institutions are allowed to pay for accreditation services at the expense of the general budget fund for the training of specialists, research and teaching staff.

2. Amendments were made to the *Law of Ukraine "On Prevention of Corruption"* that the Head, deputy Heads, other members of the National Agency for Quality Assurance in Higher Education, except for those elected from among higher education students and representatives of all-Ukrainian associations of employers' organisations, as well as officials of the Secretariat of the National Agency for Quality Assurance in Higher Education, are equated with persons authorised to perform the functions of the state or local self-government (clause 2, part 1, Article 3). And part 3 of Article 25 of the Law was supplemented by a provision according to which a number of restrictions were lifted on academic staff, researchers and students, including military educational institutions (higher education institutions with specific conditions of study, military educational units of higher education institutions), which made it possible for the National Agency to involve them in accreditation.

3. In order to clarify the legal status of the National Agency, its members and employees of the Secretariat, the *Law of Ukraine "On Civil Service"* was amended to state that the Head, Deputy Heads and other members of the National Agency, as well as employees of the Secretariat of the National Agency are not civil servants (part 3 of Article 3).

4. The *Law of Ukraine "On Education"* was also amended. Thus, the concept of institutional accreditation was improved, which is now defined as an assessment

quality of educational activities of a higher education institution and its internal quality assurance system.

It is worth reminding that the National Agency has consistently and reasonably defended the position of the need to develop and adopt the *Law of Ukraine "On Academic Integrity"*. In May 2023, an alternative draft of the Law of Ukraine "On Academic Integrity" appeared in the public space, which representatives of the National Agency had the opportunity to review. Based on the analysis of the content of the alternative draft law, it could be concluded that it, like the draft law of the National Agency, was intended to take into account modern world requirements for the quality of education and the educational process, to create conditions for real, not declarative, compliance with the requirements and principles of academic integrity as a mandatory component of educational and scientific activities, to correct the shortcomings of domestic legislation on these issues, which would contribute to the objectivity of assessing the results of education, cultural and scientific activities. The alternative draft law also had the same structure, logic and list of issues to be addressed as the National Agency's draft law. The main difference between the alternative draft law was a different attitude to the types of violations of academic integrity, the types of liability for of the violations identified, the rules of their application and the scope of their spread.

Given the importance of the issue and the need to consolidate efforts to address the shortcomings of regulatory regulation in the field of academic integrity, representatives of the National Agency took an active part in further work as part of a joint working group to improve the draft Law of Ukraine "On Academic Integrity". The result was the preparation of an agreed text of the draft law, which was supported by MPs and officially registered in early 2024, which goes beyond the reporting year 2023, but is evidence and proof of the National Agency's continued work on legislative changes necessary to recognise and uphold the values, principles and rules of academic integrity in educational and scientific activities.

PLANS AND PROSPECTS IN THE FIELD OF QUALITY ASSURANCE IN HIGHER EDUCATION

The material presented in the report on the quality of higher education allows us to state the following. The higher education system in Ukraine is a wide network of higher education institutions of different forms of ownership, with different numbers of higher education students, diverse capabilities and resources, including different focuses on specialities and, within them, study programmes. At the same time, we can state that there are practically no higher education institutions with a clearly defined focus on training higher education students (except for medical institutions, institutions with specific learning conditions, higher military education institutions and research institutions). This obviously requires HEIs to develop an extensive internal quality assurance system and involve more specialists in it.

It is clear that the vast majority of HEIs have established internal systems for ensuring the quality of higher education. These systems have different administration, organisational features, local regulatory frameworks and university policies. It should be noted that the implementation of automated quality management systems has been successful, as they not only accumulate information but also facilitate the necessary algorithms for monitoring and summarising information. The use of such systems simplifies external evaluation procedures and reporting to stakeholders.

At the same time, the external quality assurance system has revealed that the activities of quality assurance units of Ukrainian higher education institutions are largely focused on passing the accreditation procedure, rather than on the compliance of educational programmes and educational activities with the guidelines of the Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015). This is explained by the relatively late "start" of quality assurance processes in Ukraine, the difficulties caused by the pandemic and military aggression, and the inertia of some of them in adopting best practices.

We are confident that the strategy of evolutionary development of quality assurance systems proposed by the National Agency is effective, as it is aimed at targeted training of academic staff, guarantors of educational programmes, experts, and higher education students and concerns both the processes and procedures of external and internal quality assurance, as well as understanding the need for these processes, and the interaction of all participants in the external quality assessment of educational programmes. In total, more than 250 events were held, including an all-Ukrainian forum, 14 webinars, 63 trainings, 12 workshops and roundtables, useful meetings with foreign agencies, etc. However, the demand for such communication is still significant.

The analysis and experience gained indicate that the national quality assurance system needs to be revised and improved. Over the four years of its operation, the quality assessment processes affected 5,380 study programmes, which is 21% of the 25,249 study programmes that were analysed.

This indicates that the design of the external quality assurance system requires structural changes. Its vision and development involve a broad public discussion about the modern quality assurance system. Given that quality assurance systems in different countries have different structures and stages, the task for Ukraine is to choose the best one or develop its own based on the solutions already developed. The feasibility of introducing regional or sectoral quality assurance agencies, their legal status and powers should be discussed in future. An equally important issue is the components of the quality assurance system and its stages, which also have different implementation options in different countries. In particular, it is clear that accreditation of educational programmes alone is not sufficient for effective system change. The experience of national quality assurance systems involving agencies from the ENQA network demonstrates accreditation of conceptual, primary, cluster, intermediate, thematic assessment and other models that are unusual for us today.

Let us not forget that accreditation is intended to conduct a dialogue about the quality of the educational programme and the implementation of the basic requirements of the legislation, the balance between which is a subject of discussion for the entire European educational area as a balance between control and improvement.

At the same time, in the Ukrainian context, there is a clear need for stricter control over compliance with educational legislation beyond accreditation procedures. This will make it possible to maintain the above-mentioned balance in the work of the National Agency.

Reports of expert groups, conclusions of sectoral expert councils, decisions of the National Agency, which often mention non-compliance with the Licensing Conditions for Educational Activities, have not received a proper response from the authorised state bodies. And this makes us shift the balance of procedures towards control. Therefore, we hope that systematic control over compliance with legislation and licensing requirements will be applied not only to the accreditation procedures, but also to the accreditation procedures, which will shift the balance of accreditation towards monitoring and consulting.

Possible solutions to the problem of insufficient participation of higher education institutions in the development of the national higher education quality assurance system are to intensify the involvement of their representatives in working groups to develop regulations and procedures for specific processes. A positive example is the active participation of leading higher education institutions in the development of procedures for the introduction of post-accreditation monitoring.

Attention should also be paid to the discussion of the need to update higher education standards to meet the real needs of the time and apply them to the design and implementation of educational programmes. Another important issue is the integration of professional standards in the design and implementation of educational programmes. The proactive participation of universities, employers and other stakeholders in this is essential, as the economic and scientific sectors are quite dynamic and have undergone significant changes as a result of martial law.

Emphasising the need to update the legislation governing the quality assurance of higher education, we cannot ignore the following issues

resolving the situation with academic integrity. It is worth reminding that the establishment of a culture of academic integrity is an important component of the quality assurance system. Without responsible and honest research, universities will not be able to fulfil their function as centres of worldview formation, public service and scientific progress. Therefore, emphasising their responsibility for violations of academic integrity is an equally important component of the further development of legislation in the field of higher education.

Taking into account the European experience of many years of development of the higher quality assurance system, Ukrainian teachers and students strive for excellence in professional and academic aspects. Our successful higher education institutions provide a relevant and practice-oriented educational process, which is facilitated by the most important prerequisite: when every participant in the educational process strives to improve the quality of higher education. Thus, understanding the patterns of formation of the modern system of quality assurance in higher education is a common cause for Ukrainian educators.



Table 12

The institution	No. of POs accredited under the resolution	Number of CBs accredited under the full procedure
Academy of Labour, Social Relations and Tourism		3
Berdiansk State Pedagogical University	5	
Bila Tserkva National Agrarian University	2	3
Bukovinian State Medical University		1
Vasyl Shkriblyak Vyzhnytsia Professional College Arts and Design	1	
Private Joint Stock Company Lviv Institute of Management Higher Education Institution		1
Higher educational institution "University of Economics and Law "KROK"	4	1
Higher educational institution "Alfred Nobel University"		2
Higher Education Private Institution "Dnipro Humanitarian University"		3
Separate structural subdivision "Humanitarian and Pedagogical College of Mukachevo State University"	1	
A separate structural unit "Ivano-Frankivsk Vocational College of Lviv National University of Environmental Management	1	
Separate structural subdivision "Kryvyi Rih Professional College of the National Aviation University"	1	
Separate structural subdivision "Dnipro Professional College of Engineering and Pedagogy" of the State Higher Educational Institution "Ukrainian State University of Chemical Technology"	2	
Separate structural subdivision "Institute of Innovative Education of Kyiv National University of Construction and Architecture"	1	
Separate structural subdivision "Classical College of Sumy State University"	1	
Separate structural subdivision "Pedagogical Specialist College of Ivan Franko National University of Lviv"	1	
Separate structural subdivision "Rivne Technical Professional College of the National University of Water and Environmental Engineering"	1	
A separate structural subdivision of the higher education institution Open International University of Human Development "Ukraine" Zhytomyr Institute of Economics and Humanities	2	

Table 12

The institution	No. of POs accredited under the resolution	Number of CBs accredited under the full procedure
Separate structural subdivision of the higher education institution "Open International University of Human Development "Ukraine" Khmelnytsky Institute of Social Technologies	1	
Military Institute of Telecommunications and Informatisation named after Heroes of Kruty		1
Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University	11	3
Vinnytsia Cooperative Institute	1	
Vinnytsia National Agrarian University		2
Vinnytsia National Agrarian University (separate structural subdivision "Ladyzhyn Professional College of Vinnytsia National Agrarian University")		1
Pirogov Vinnytsia National Medical University		1
Vinnytsia National Technical University	2	9
Yevhenii Berezhniak Military Academy	1	
Vyacheslav Lypynskyi Volyn Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	1	
Lesya Ukrainka Volyn National University	20	38
Vyacheslav Chornovil Galician College		1
Hlukhiv Oleksandr Dovzhenko National Pedagogical University		4
State Scientific Institution "Institute of Information, Security and Law of the National Academy of Legal Sciences of Ukraine"		1
State Scientific Institution "Kyiv Academic University"		3
State Scientific Institution "Scientific and Practical Centre for Preventive and Clinical Medicine" of the State Administration of Affairs		1
State Scientific Institution "Centre for Innovative Medical Technologies of the National Academy of Sciences of Ukraine"	1	
State Institution "Institute of World History of the National Academy of Sciences of Ukraine"	1	
State Institution "Institute of Otolaryngology O.S. Kolomyichenko National Academy of Medical Sciences of Ukraine"	1	
State Institution "Academician O.M. Lukyanova Institute of Paediatrics, Obstetrics and Gynaecology of the National Academy of Medical Sciences of Ukraine"	2	

Table 12

The institution	No. of POs accredited under the resolution	Number of CBs accredited under the full procedure
State Institution "Institute of Dentistry and Maxillofacial Surgery of the National Academy of Medical Sciences of Ukraine"	1	
State Institution "Amosov National Institute of Cardiovascular Surgery of the National Academy of Medical Sciences of Ukraine"		1
State Institution "Institute of Gastroenterology of the National Academy of Medical Sciences of Ukraine"	1	
State Institution "V.P. Komisarenko Institute of Endocrinology and Metabolism of the National Academy of Medical Sciences of Ukraine"	1	
State Institution "Filatov Institute of Eye Diseases and Tissue Therapy of the National Academy of Medical Sciences of Ukraine"	1	
State Institution "Danilevsky Institute of Endocrine Pathology Problems of the National Academy of Medical Sciences of Ukraine"	2	
State Institution "Institute of Food Biotechnology and Genomics of the National Academy of Sciences of Ukraine"	1	
State Institution "Scientific Centre for Aerospace Research of the Earth of the Institute of Geological Sciences of the National Academy of Sciences of Ukraine"	3	
State Institution "Scientific and Practical Medical Centre of Paediatric Cardiology and Cardiac Surgery of the Ministry of Health of Ukraine"	2	
State Institution "Shalimov National Institute of Surgery and Transplantation" of the National Academy of Medical Sciences of Ukraine	1	
State Enterprise "Design Bureau "Pivdenne" named after M.K. Yangel"	1	
State Biotechnological University	11	2
State Higher Educational Institution "Donbas State Pedagogical University"	2	
State Higher Educational Institution "Donbas State Pedagogical University" (Horlivka Institute of Foreign Languages of the State Higher Educational Institution "Donbas State Pedagogical University")	2	
State Higher Educational Institution "Priazovsky State Technical University"	2	
State Higher Educational Institution "Uzhhorod National University"	11	24
State Higher Educational Institution "Ukrainian State University of Chemical Technology"	13	
State Higher Educational Institution "Donbas State Pedagogical University"	4	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
State Higher Educational Institution "Donetsk National Technical University"	5	
State Institution "State Environmental Academy of Postgraduate Education and Management"	1	
State Institution "Luhansk Taras Shevchenko National University"	18	13
State Institution "South Ukrainian National Pedagogical University named after K.D. Ushynsky"	4	2
State Higher Education Institution "University of Educational Management" (Bila Tserkva Institute of Continuing Professional Education)	4	
State Higher Education Institution "University of Education Management"	1	
State Tax University	15	
State University of Trade and Economics		8
State University of Trade and Economics (Vinnytsia Institute of Trade and Economics of the State University of Trade and Economics)	1	10
State University Zhytomyr Polytechnic	18	13
State University of Economics and Technology	11	
State University of Intellectual Technologies and Communications	1	
State University of Information and Communication Technologies (State University of Telecommunications - n)	3	
State University of Infrastructure and Technology	12	3
Dnipro State Agrarian and Economic University	4	6
Dnipro State Technical University	3	4
Dnipro Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	3	
Oles Honchar Dnipro National University	19	
Dnipro State University of Internal Affairs	9	
Donbass State Engineering Academy	7	
Donbas National Academy of Civil Engineering and Architecture	1	
Donetsk State University of Internal Affairs	4	
Donetsk National Medical University	1	
Mykhailo Tugan-Baranovsky Donetsk National University of Economics and Trade	4	10
Vasyl' Stus Donetsk National University		3
Subsidiary Kyiv Choreographic College	1	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Ivan Franko Drohobych State Pedagogical University	7	
Danube Institute of Water Transport of the State University of Infrastructure and Technology	3	
Robert Elworthy Institute of Economics and Technology	1	1
Zhytomyr Agricultural and Technical College		1
Zhytomyr State University named after Ivan Franko	7	15
Zhytomyr Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	2	
Zhytomyr Medical Institute of the Zhytomyr Regional Council		1
Transcarpathian Academy of Arts	2	
Transcarpathian Hungarian Institute named after Ferenc Rákóczi II"		2
Higher Education Institution "King Danylo University"		1
Higher education institution Ukrainian Catholic University		7
Higher Education Institution "Open International University of Human Development "Ukraine"	3	
Higher education institution Lviv University of Business and Law	4	
Higher education institution Podil State University		1
Higher education institution Ukrainian Catholic University	1	
Higher Education Institution "King Danylo University"	3	
Zaporizhzhya State Medical University		1
Zaporizhzhya State Medical University (Medical Specialist College of Zaporizhzhya State Medical University)		1
Zaporizhzhya National University	17	32
West Donbas Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	1	
Western Ukrainian National University		24
Western Ukrainian National University (Yerevan Educational and Research Institute of the Western Ukrainian National University)	1	
Ivano-Frankivsk National Medical University		2
Ivano-Frankivsk National Technical University Oil and Gas	4	14
Izmail State University of the Humanities	7	3
Institute of Bioenergy Crops and Sugar Beet of the National Academy of Agrarian Sciences of Ukraine	1	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Institute of Animal Biology of the National Academy of Agrarian Sciences of Ukraine		1
Palladin Institute of Biochemistry of the National Academy of Sciences of Ukraine	1	
Institute of Veterinary Medicine of the National Academy of Agrarian Sciences of Ukraine	1	
Institute of Geography of the National Academy of Sciences of Ukraine		1
Semenenko Institute of Geochemistry, and Ore Formation of the National Academy of Sciences of Ukraine	1	
Institute of Hydrobiology of the National Academy of Sciences of Ukraine	2	
Institute of Demography and Social Studies M.V. Ptukha National Academy of Sciences of Ukraine	1	
Institute of Industrial Economics of the National Academy of Sciences of Ukraine	1	
R.E. Kavetsky Institute of Experimental Pathology, Oncology and Radiobiology of the National Academy of Sciences of Ukraine	2	
Institute of Electronic Physics of the National Academy of Sciences of Ukraine		1
Institute of General Energy of the National Academy of Sciences of Ukraine	1	
Institute of History of Ukraine of the National Academy of Sciences of Ukraine	1	
Institute of Cell Biology and Genetic Engineering of the National Academy of Sciences of Ukraine	1	
Institute of Magnetism of the National Academy of Sciences of Ukraine and the Ministry of Education and Science of Ukraine		2
Kurdyumov Institute of Metallophysics of the National Academy of Sciences of Ukraine	1	
Rylsky Institute of Art History, Folklore and Ethnology of the National Academy of Sciences of Ukraine	1	1
Institute of Single Crystals of the National Academy of Sciences of Ukraine	1	
Institute of Gifted Children of the National Academy of Pedagogical Sciences of Ukraine		1
Institute of Oilseeds of the National Academy of Agrarian Sciences of Ukraine	1	
Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine	2	
Pidstryhach Institute of Applied Problems of Mechanics and Mathematics of the National Academy of Sciences of Ukraine		1
Institute of Applied Mathematics and Mechanics of the National Academy of Sciences of Ukraine	2	
Institute of Materials Science Problems named after I.M. Frantsevich of the National Academy of Sciences of Ukraine	2	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Institute of Information Registration Problems of the National Academy of Sciences of Ukraine	1	
Institute of Software Systems of the National Academy of Sciences of Ukraine	1	
Kostiuk Institute of Psychology of the National Academy of Pedagogical Sciences of Ukraine	1	
Institute of Fisheries of the National Academy of Agrarian Sciences of Ukraine	1	
Institute of Pig Production and Agroindustrial Production of the National Academy of Agrarian Sciences of Ukraine		1
Institute of Special Pedagogy and Psychology Mykola Yarmachenko National Academy of Pedagogical Sciences of Ukraine	1	
Institute of Scintillation Materials of the National Academy of Sciences of Ukraine		1
Institute of Animal Husbandry of the National Academy of Agrarian Sciences of Ukraine		1
Institute of Technical Mechanics of the National Academy of Sciences of Ukraine and the State Space Agency of Ukraine	1	
Institute of Technical Thermophysics of the National Academy of Sciences of Ukraine		1
Institute of the State Protection Department of Ukraine of Taras Shevchenko National University of Kyiv	1	
Lashkarev Institute of Semiconductor Physics of the National Academy of Sciences of Ukraine		1
Institute of Physics of the National Academy of Sciences of Ukraine		1
Bogomolets Institute of Physiology of the National Academy of Sciences of Ukraine	2	
H.S. Skovoroda Institute of Philosophy of the National Academy of Sciences of Ukraine	1	
Chuyko Institute of Surface Chemistry of the National Academy of Sciences of Ukraine	1	
Institute of Digitalisation of Education of the National Academy of Pedagogical Sciences of Ukraine		1
Institute for Nuclear Research of the National Academy of Sciences of Ukraine	2	
Kamianets-Podilskyi Ivan Ohienko National University	1	23
Augustine Voloshin Carpathian University	1	
Mykhailo Boichuk Kyiv State Academy of Decorative and Applied Arts and Design	1	
Kyiv Municipal Academy of Circus and Variety Arts	3	1
Kyiv Electromechanical Vocational College	2	

Table 12

Institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Kyiv Institute of the National Guard of Ukraine	1	
Kyiv Cooperative Institute of Business and Law	7	
Vadym Hetman Kyiv National Economic University	1	13
Kyiv National Linguistic University	1	22
Kyiv National University of Construction and Architecture	9	11
Taras Shevchenko National University of Kyiv	3	180
Kyiv National University of Culture and Arts		11
Karpenko-Kary Kyiv National University of Theatre, Cinema and Television	4	
Kyiv National University of Technology and Design	4	19
Borys Grinchenko Kyiv University		21
Kyiv University of Intellectual Property and Law of the National University "Odesa Law Academy"		4
Kyiv University of Intellectual Property and Law of the National University "Odesa Law Academy"	2	
Kyiv University of Law of the National Academy of Sciences of Ukraine	1	
Kyiv Vocational College of Applied Sciences	1	
Kyiv Vocational College of Tourism and Hospitality Management	2	
A classic private university	4	
Kolomyia Pedagogical College of Ivano-Frankivsk Regional Council		1
Municipal Higher Educational Institution "M. Glinka Dnipro Academy of Music of the Dnipro Regional Council"		2
Municipal Institution "Balta Pedagogical Specialist College"	1	
Municipal Institution "Kharkiv Humanitarian and Pedagogical Academy" of the Kharkiv Regional Council		5
Municipal Institution "Nikopol Vocational Pedagogical College" of the Dnipro Regional Council	1	
Municipal Institution "Taras Shevchenko Humanitarian and Pedagogical College of the Cherkasy Regional Council"	2	
Municipal Institution "Kharkiv Humanitarian and Pedagogical Academy" of the Kharkiv Regional Council	2	
Municipal Higher Education Institution "Vinnytsia Academy of Continuing Education"	2	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Municipal Institution of Higher Education "Vinnytsia Humanitarian and Pedagogical College"	2	
Municipal Higher Education Institution "Dnipro Academy of Continuing Education of the Dnipro Regional Council"	4	
Municipal Higher Education Institution "Odesa Academy of Continuing Education of Odesa Regional Council"	1	
Municipal Institution of Higher Education "Rivne Medical Academy" of Rivne Regional Council		1
Municipal institution of higher education "Academy of Culture and Arts" of the Transcarpathian Regional Council		2
Municipal Higher Education Institution "Mykhailo Hrushevsky Bar Humanitarian and Pedagogical College"	2	
Municipal Higher Education Institution "Khortytska National Training and Rehabilitation Academy" of Zaporizhzhia Regional Council	6	
Municipal Higher Education Institution of the Kyiv Regional Council "Pavlo Chubynskyi Academy of Arts"	4	
Municipal higher education institution of the Lviv Regional Council "Lviv Medical Academy named after Andriy Krupinsky		1
Municipal Institution of the Kyiv Regional Council "Bila Tserkva Humanitarian and Pedagogical College"	2	
Kremenets Taras Shevchenko Regional Humanitarian and Pedagogical Academy	4	
Kremenchuk Mykhailo Ostrohradskyi National University	6	18
Kryvyi Rih State Pedagogical University	4	7
Kryvyi Rih National University	6	16
Lutsk National Technical University	4	14
Lviv National Academy of Arts		14
Mykola Lysenko Lviv National Music Academy		3
Lviv State University of Life Safety	2	1
Lviv State University of Internal Affairs		1
Ivan Bobersky Lviv State University of Physical Culture	2	
Lviv Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	3	
Lviv National University of Veterinary Medicine and Biotechnology named after S.Z. Gzhytskyi		6
Ivan Franko National University of Lviv	1	53
Lviv National University of Environmental Management	5	2

Table 12

The institution	No. of POs accredited under the resolution	Number of CBs accredited under the full procedure
Lviv University of Trade and Economics		12
Flight Academy of the National Aviation University	4	
Mariupol State University	5	
Bohdan Khmelnytsky Melitopol State Pedagogical University	10	
Mykolaiv National Agrarian University	10	2
V.O. Sukhomlynskyi Mykolaiv National University	2	
International Humanitarian University	15	8
International Research and Training Centre for Information Technologies and Systems of the National Academy of Sciences of Ukraine and the Ministry of Education and Science of Ukraine	1	
Mukachevo State University	4	1
Educational and Research Professional and Pedagogical Institute of the Ukrainian Engineering and Pedagogical Academy (Bakhmut)	2	
Kamianets-Podilskyi State Institute of Higher Education	2	
Research Centre for Industrial Problems of Development of the National Academy of Sciences of Ukraine	2	
National Academy of Internal Affairs	3	
Bohdan Khmelnytskyi National Academy of the State Border Guard Service of Ukraine	2	
National Academy of Management Personnel of Culture and Arts	13	
National Academy of the National Guard of Ukraine	4	
National Academy of Fine Arts and Architecture	2	
National Army Academy named after Hetman Petro Sahaidachnyi		1
Tchaikovsky National Music Academy of Ukraine		2
National Aviation University	2	70
Zhukovsky National Aerospace University Kharkiv Aviation Institute	12	15
M.M. Gryshko National Botanical Garden of the National Academy of Sciences of Ukraine	1	
National Forestry University of Ukraine	5	3
Bogomolets National Medical University		7
National Research Centre "Institute of Agrarian Economics"	2	
National Research Centre "Tairov Institute of Viticulture and Winemaking"	1	
National Scientific Centre "A.N. Sokolovsky Institute of Soil Science and Agrochemistry"	1	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
National Research Centre "Institute of Experimental and Clinical Veterinary Medicine"	1	
National Technical University "Dnipro Polytechnic"	5	23
National Technical University "Kharkiv Polytechnic Institute"		2
National Technical University "Kharkiv Polytechnic Institute"	10	
National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	5	114
National Transport University	17	
National University of Zaporizhzhia Polytechnic		6
National University Kyiv-Mohyla Academy		17
Lviv Polytechnic National University		23
Lviv Polytechnic National University (Separate structural unit "Educational and Research Institute of Spatial Planning and Advanced Technologies of Lviv Polytechnic National University")		1
Lviv Polytechnic National University (Separate structural subdivision Khmelnytsky Polytechnic Specialist College of Lviv Polytechnic National University)		1
National University "Odesa Maritime Academy"		1
National University "Odesa Maritime Academy" (Danube Institute of the National University "Odesa Maritime Academy")		1
National University Odesa Polytechnic	9	
National University "Odesa Law Academy"	8	
National University Ostroh Academy	4	4
National University "Yuri Kondratyuk Poltava Polytechnic"		5
National University Chernihiv Polytechnic	2	4
Taras Shevchenko National University Chernihiv Collegium	21	1
National University of Zaporizhzhia Polytechnic	20	
Lviv Polytechnic National University	9	
National University "Yuri Kondratyuk Poltava Polytechnic"	5	
National University Chernihiv Polytechnic	3	
National University of Life and Environmental Sciences of Ukraine	6	20

Table 12

Institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
National University of Life and Environmental Sciences of Ukraine (Separate subdivision of the National University of Life and Environmental Sciences of Ukraine "Berezhany Agricultural Institute")		5
National University of Life and Environmental Sciences of Ukraine (Separate subdivision of the National University of Life and Environmental Sciences of Ukraine "Nizhyn Agrotechnical Institute")		1
National University of Water and Environmental Engineering	3	26
National University of Water Management and Environmental Engineering (Separate structural unit "Rivne Technical Professional College of the National University of Water Management and Environmental Engineering")	1	
Admiral Makarov National University of Shipbuilding	9	
Admiral Makarov National University of Shipbuilding (Kherson Educational and Research Institute of the National University of Shipbuilding named after Admiral Makarov)	8	
Ivan Chernyakhovsky National Defence University of Ukraine		1
Shupyk National University of Healthcare of Ukraine	1	
National University of Physical Education and Sports of Ukraine	1	
National University of Food Technologies	3	23
National University of Civil Defence of Ukraine		5
National University of Civil Defence of Ukraine (Cherkasy Institute of Fire Safety named after the Heroes of Chornobyl of the National University of Civil Defence of Ukraine)		1
National University of Pharmacy		4
Yaroslav the Wise National Law University		2
Mykola Gogol State University of Nizhyn	6	6
Nikopol Faculty of the Ukrainian State of Science and Technology	1	
Odesa State Academy of Civil Engineering and Architecture	3	1
A. V. Nezhdanova Odesa National Music Academy	4	1
Odesa State Agrarian University	1	3
Odesa State Environmental University	4	

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Odesa Institute of Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	3	
Odesa National Economic University	4	6
Odesa National Medical University	1	1
Odesa National Maritime University	6	3
Odesa National Technological University	8	4
I. I. Mechnikov Odesa National University	3	21
Polissya National University	8	1
Poltava State Agrarian University	2	8
Poltava State Medical University		2
V.G. Korolenko Poltava National Pedagogical University	8	26
Poltava University of Economics and Trade		13
Poltava University of Economics and Trade (Higher Educational Institution of the Ukoopspilka "Poltava University Economics and Trade" - n)	1	
Private Institution "Higher Education Institution "International Humanitarian and Pedagogical Institute "Beit Khan"	1	
Private Joint Stock Company Higher Educational Institution Interregional Academy of Personnel Management	6	
Private Joint Stock Company "Higher Educational Institution "National Academy of Management"	2	
Private Joint Stock Company "Private Higher Educational Institution "Zaporizhzhia Institute of Economics and Information Technologies"	1	1
Private Joint Stock Company "Higher Educational Institution "National Academy of Management"	2	
Private higher education institution "Academy of Recreational Technologies and Law"		1
Private Higher Educational Institution "Bukovinian University"		2
Private higher education institution "European University"	3	1
Private Higher Educational Institution "Academician Stepan Demianchuk International University of Economics and Humanities"		4
Private higher educational institution "Ukrainian Humanitarian Institute"		2
Private higher education institution "Academy of Recreational Technologies and Law"	3	
Private higher educational institution Kyiv Medical University	1	

Table 12

Institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Private higher educational institution "Medical and Natural University"	1	
Private higher education institution Dnipro Technological University "SHAG"	2	
Private higher education institution "IT STEP University"		1
Private higher education institution "International European University"	3	
Private higher education institution "Pylyp Orlyk International Classical University"	6	
Private higher education institution Kyiv International University	1	
Private higher education institution Odesa Technological University "SHAG"	1	
Private higher education institution Kharkiv University of Technology "SHAG"	2	
Prydniprovsk State Academy of Civil Engineering and Architecture	4	4
Prydniprovskiy Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	1	
Danube branch of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	1	
Vasyl Stefanyk Precarpathian National University	6	32
Rivne State University of the Humanities	6	
Breeding and Genetics Institute - National Centre for Seed Science and Variety Testing	1	
Sumy State Pedagogical University named after A. S. Makarenko	9	3
Sumy State University		22
Sumy State University (Separate structural subdivision "Classical Professional College of Sumy State University")		3
Sumy National Agrarian University	8	
Volodymyr Dahl East Ukrainian National University	14	
Tavria State Agrotechnological University named after Dmytro Motornyi	15	
V. I. Verkhovskiy Taurida National University	16	
Ternopil National Medical University named after I. Y. Gorbachevsky of the Ministry of Health of Ukraine		5

Table 12

Institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
Ternopil Volodymyr Hnatiuk National Pedagogical University	15	
Ivan Puluj Ternopil National Technical University	11	12
Limited Liability Company "Academy of Advocacy of Ukraine"	1	
Limited Liability Company "Higher Educational Institution "American University of Kyiv"	2	
Limited Liability Company "Kyiv Institute of Modern Psychology and Psychotherapy"		2
Limited Liability Company "Technical University "Metinvest Polytechnic"	2	7
European Medical University Limited Liability Company	2	
Ukrainian Academy of Printing	1	9
Ukrainian Military Medical Academy	2	
Ukrainian Academy of Engineering and Pedagogy	9	
Ukrainian State University of Railway Transport	6	
Mykhailo Drahomanov Ukrainian State University	33	
Ukrainian State University of Science and Technology	2	9
Ukrainian Order of the Badge of Honour Vysotsky Research Institute of Forestry and Agroforestry of the State Agency of Forest Resources of Ukraine and the National Academy of Sciences of Ukraine	1	
Pavlo Tychyna Uman State Pedagogical University	9	14
Uman National University of Horticulture	21	4
Hryhorii Skovoroda University in Pereiaslav	1	7
University of Customs and Finance	4	4
Specialist College of the National University of Pharmacy	1	
Karpenko Institute of Physics and Mechanics of the National Academy of Sciences of Ukraine		1
Kharkiv State Academy of Design and Arts	2	5
Kharkiv State Academy of Culture	1	
Kharkiv State Academy of Physical Culture	2	
Kharkiv National Automobile and Road University	8	20
Semen Kuznets Kharkiv National University of Economics	5	8
Kharkiv National Medical University	1	1

Table 12

The institution	No. of CBs accredited under the resolution	Number of CBs accredited under the full procedure
H.S. Skovoroda Kharkiv National Pedagogical University	14	5
Kharkiv National University of Internal Affairs		1
Kharkiv National University of Internal Affairs (Sumy Branch of Kharkiv National University of Internal Affairs)		1
V. N. Karazin Kharkiv National University	34	
Kharkiv National University of Arts named after I. P. Kotlyarevsky	8	
O.M. Beketov Kharkiv National University of Municipal Economy	9	14
Kharkiv National University of Radio Electronics		9
Kherson State Maritime Academy	2	
Kherson State Agricultural and Economic University	14	
Kherson State University	2	
Kherson National Technical University	10	
Khmelnysky Humanitarian and Pedagogical Academy	1	3
Khmelnysky National University		9
Khmelnysky University of Management and Law named after Leonid Yuzkov		2
Volodymyr Vynnychenko Central Ukrainian State University	8	6
Central Ukrainian Institute of the Private Joint Stock Company "Higher Educational Institution "Interregional Academy of Personnel Management"	1	
Central Ukrainian National Technical University		12
Cherkasy Medical Academy		2
Cherkasy State Business College		1
Cherkasy State Technological University	6	8
Bohdan Khmelnytsky Cherkasy National University	9	5
Yuriy Fedkovych Chernivtsi National University	27	36
Chernivtsi Institute of Trade and Economics of the State University of Trade and Economics	1	
Petro Mohyla Black Sea National University	2	4

Table 13

Field of expertise	Number of OPs under the full procedure	No. of OPs by resolution of the	Together
01 Education/Pedagogy	142	189	331
02 Culture and art	73	71	144
03 Humanities	168	70	238
04 Theology	1	0	1
05 Social and behavioural sciences	117	101	218
06 Journalism	31	10	41
07 Management and administration	152	132	284
08 Law	45	47	92
09 Biology	24	19	43
10 Natural sciences	80	72	152
11 Mathematics and statistics	34	9	43
12 Information technology	153	72	225
13 Mechanical engineering	51	42	93
14 Electrical engineering	57	29	86
15 Automation and instrumentation	35	24	59
16 Chemical engineering and bioengineering	25	14	39
17 Electronics, automation and electronic communications	30	7	37
18 Production and technology	44	30	74
19 Architecture and construction	32	25	57
20 Agricultural sciences and food	35	36	71
21 Veterinary medicine	4	5	9
22 Healthcare	48	46	94
23 Social work	26	14	40
24 Service sector	42	42	84
25 Military sciences, national security, state border security	2	6	8
26 Civilian security	13	13	26
27 Transport	29	30	59
28 Public management and administration	31	27	58
29 International relations	37	29	66
Together	1561	1211	2772

Information publication

NATIONAL AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

**REVIEW ON HIGHER EDUCATION QUALITY IN UKRAINE AND ITS
COMPLIANCE WITH THE TASKS OF SUSTAINABLE INNOVATIVE
DEVELOPMENT OF SOCIETY IN 2023**

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