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REVIEW ON THE QUALITY OF HIGHER EDUCATION IN UKRAINE, ITS COMPLIANCE WITH THE TASKS OF SUSTAINABLE INNOVATIVE DEVELOPMENT OF SOCIETY IN 2024

National Agency for Higher Education Quality Assurance

Report on the quality of higher education in Ukraine and its relevance to the challenges of sustainable development innovative development of society in 2024

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The report on the quality of higher education in Ukraine, its compliance with the tasks of sustainable innovative development of society in 2024 contains an analytical review of the state of the higher education quality assurance system, key changes that took place during the year, and outlines the directions of its further development.

The report analyses the compliance of the activities of the National Agency for Quality Assurance in Higher Education with ESG 2015 standards, describes the steps taken in 2024 to become a full member of the European Association for Quality Assurance in Higher Education (ENQA) and to be included in the European Quality Assurance Agency Register (EQAR). A separate section is devoted to the internal quality assurance system of the National Agency. The analysis of the results of the accreditation of educational programmes, systemic trends in ensuring the quality of higher education and features by field of study, level of education and form of ownership of educational institutions are presented. The effective and ineffective practices of higher education institutions' response to the identified shortcomings are summarised. The results of the experiment on post-accreditation monitoring are described. The measures taken by the National Agency to improve quality assurance mechanisms at the institutional and national levels, as well as cross-border quality assurance, including proposals for improving legislation and policy in the field of quality assurance in higher education, are highlighted. The document concludes with an overview of the prospects and directions for modernising the system of external quality assurance in higher education.

The analytical materials presented in the report are intended for educators, researchers, managers and all those interested in the development of the higher education quality assurance system in Ukraine and are the basis for strategic decision-making, policy-making and improvement of practices in the field of higher education quality assurance.

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INTRODUCTION

Speaking about the quality of higher education, each of the interlocutors will obviously highlight important components and characteristics of this concept, their priority, significance and markers of quality achievement. And this is quite natural, given the large number of people who are affected by the quality of education and who have high expectations of it. We will talk about the level of knowledge of the graduate and the teaching competences of academic staff, the uniqueness of laboratories and the comfort of the premises, the possibilities of formal and non-formal education, the support of the state and business - and the list is endless.

In accordance with its mandate, the National Agency for Higher Education Quality Assurance is responsible for the development of quality assurance systems in accordance with national and European standards. Over the last 5 years, the Ukrainian higher education quality assurance system has been completely transformed in line with the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area, better known as ESG 2015.

The main thing that has changed over the years is that all active participants in the quality assurance system understand its principles and approaches, which are generally accepted in the European Higher Education Area.

We can state that the first stage of formation of external and development of internal quality assurance systems in accordance with ESG 2015 has been completed.

At the same time, it is obvious that the scale of the national higher education system, the number of institutions providing services in this area, the number of study programmes, and sometimes the obvious dishonesty of not only individuals but also certain educational institutions prompt the modernisation of the quality assurance system and the need for its transition to a new stage of development.

It is important to understand that there are no universal solutions that we can borrow from partner countries. After all, relying on common principles and approaches and technological solutions, each country solves its own problems that are relevant to it and overcomes challenges specific to its system of ensuring the quality of education. And even if the problem is defined by the same term, its components, circumstances and scale at the national level may differ significantly, and therefore require different approaches to overcome.

In 2024, NAQA established a working group of representatives of higher education institutions, students, employers and other stakeholders to develop a possible model for the further development of external and internal quality assurance systems in higher education in Ukraine. The work of this working group will be presented in NAQA report.

Of course, this is not the only way forward, but it is important for us that all stakeholders start a discussion about the need for change to improve the effectiveness of the quality assurance system, which in turn will help improve the quality of education in general. At the same time, it is extremely important to realise

the inertia of the higher education system, as well as the political and economic circumstances in which higher education institutions are forced to operate. We should also take into account the obvious shortage of funding in the coming years due to the ongoing military conflict and the need to restore critical infrastructure. Therefore, the issue of concentration of both material and intellectual resources of higher education institutions will remain relevant in the future, gaining even greater importance.

Only through the joint efforts of representatives of various authorities and the active position of higher education institutions themselves will we be able to overcome the many challenges that negatively affect Ukraine's image in the educational sector and offset the many achievements and positive practices of our universities.

At the same time, it is not the first time that our team has emphasised the impossibility of solving complex problems without taking into account objective indicators. The report of the National Agency for Higher Education Quality Assurance on the state of higher education quality in Ukraine provides an opportunity to analyse objective indicators of the state of higher education, to get acquainted with the main measures aimed at the development and functioning of the external system of higher education quality assurance, to summarise the results and to monitor the activities of internal systems of higher education quality assurance, in particular their response to the results of accreditation procedures.

We are confident that this year's report will be useful for many colleagues to clearly understand the current state of the quality assurance system, its strengths and weaknesses, and will contribute to further modernisation and development.

Only by working together can we make our education better, and it will become the driving force behind a new era of the Ukrainian state.

CHAPTER 1. HIGHER EDUCATION IN UKRAINE: STRUCTURE AND TRENDS

1.1. Higher education for sustainable development

Despite the ongoing military aggression by Russia and the unprecedented challenges it poses, Ukraine's overall sustainable development ranking among 193 UN member states is gradually increasing: in 2024, Ukraine ranked 44th[1]. The role of education for sustainable development (ESD) is key, as it is through the education system that students acquire the necessary competencies, knowledge, skills and understanding of the importance of achieving the seventeen Sustainable Development Goals (SDGs). The United Nations is implementing a number of initiatives to develop *ESD*, or education for sustainable development, including the *UN Decade on ESD* (2005-*2014*), the Global Action Programme on ESD (2015-2019), and the ESD Roadmap 2030, which aims to reorient and strengthen education to promote all types of sustainable development activities. In particular, ESD 2030 contributes directly to the achievement of Goal 4, Quality and Inclusive Education, with the aim of providing relevant education that puts responsibility for the future at the centre. The ESD Roadmap calls for national initiatives and sets out specific targets and actions for Member States to ensure that every education system leads the transformation needed for a more equitable and sustainable development of each country and the world by 2030.

A striking example of an educational system that has taken full responsibility for he responsibility for training conscious citizens and shaping Society 5.0 capable of achieving the Sustainable Development Goals lies with Japan, whose experience was studied in detail by the National Agency for Higher Education Quality Assurance (hereinafter NAQA) in 2024, including within the framework of the JICA programme "Capacity Development for Education Policy Formulation and Analysis to Improve Learning". Japan has not only systematically implemented educational policies and standards at all levels aimed at building a super-smart society 5.0, but has also t a k e n global leadership in ESD. In particular, in May 2021, the Second National Plan for the Implementation of ESD was approved to ensure global leadership in response to the ESD Roadmap of November 2020. ESD is integrated into all curricula and educational programmes, from kindergarten to doctoral programmes and research.

In Ukraine, unfortunately, there have been no systemic transformations in this direction so far

is not observed, but there are still some changes in the higher education system. Since 2019, the National Agency for Higher Education Quality Assurance has been conducting a general analysis of the role of higher education in Ukraine in ensuring sustainable innovative development of society and achieving the UN Sustainable Development Goals. And, starting from September 2024, in accordance with the new Regulation on accreditation of study programmes under which

[1]Sustainable Development Report 2024 (Ukraine) https://dashboards.sdgindex.org/static/profiles/pdfs/SDR-2024-ukraine.pdf (accessed 10.02.2025)

training of students, approved by the Order of the Ministry of Education and Science of Ukraine dated 15.05.2024 No. 686 (hereinafter - the Regulation on Accreditation of Study Programmes (2024)), all study programmes submitted for accreditation to NAQA are assessed for compliance with sub-criterion 2.9 "The study programme ensures that students acquire competencies aimed at achieving the global sustainable development goals by 2030, proclaimed by the United Nations General Assembly resolution of 25 September 2015". Thus, each study programme - regardless of the field of study - not only conducts self-assessment according to this criterion, but is also analysed by NAQA experts. Thus, the study programmes that were accredited in autumn 2024 demonstrated compliance with this sub-criterion.

Among the established practices demonstrated by universities in this area are the following:

- Inclusion of sustainable development issues in the strategies and other key documents of higher education institutions;
- Preparation of social reports of universities;
- formation of relevant competences in study programmes; θ application of modern teaching and learning methods;
- development and implementation of research and educational projects, mobility programmes;
- conducting and participating in events and initiatives aimed at achieving the global SDGs.

Particular attention should be paid to the best practices of technological solutions for equipping green campuses, developing environmental policies, as well as waste management and energy efficiency programmes at the university, and a systematic approach to collecting and analysing information on the participation of structural units (institutes, faculties, departments) in achieving the SDGs. For example, all these practices are implemented at Sumy State University.

Higher education institutions (HEIs) have the opportunity to share these and other best practices on the NAQA communication platforms. A separate panel discussion of the Ukrainian Higher Education Quality Assurance Forum UQAF 2024 was dedicated to the role of higher education for sustainable development and best agroecological practices.

There is a positive trend of increasing the representation of Ukrainian higher education institutions in global rankings that demonstrate their contribution to a sustainable future for the world. Thus, in 2024, 42 Ukrainian higher education institutions were included in the Times Higher Education Impact Rankings[(2)] (compared to 33 in 2023 and only 5 in 2019). Among Ukrainian universities, Sumy State University continues to hold the top spot, having risen significantly in the global ranking and currently occupying positions 201-300 among 2152 universities from 125 countries. Lviv Polytechnic (601-800) and Interregional Academy of Personnel Management (801-1000) are second and third, respectively, with a significant gap, but still overcoming the 1000 mark. It is worth noting that all three of these

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[2]Times Higher Education Impact Rankings https://www.timeshighereducation.com/impactrankings#!/length/25/locations/UKR/sort_by/rank/sort_order/asc (accessed 10.02.2025)

universities have the highest scores on the sustainable development goals: 8 "Good Work and Economic Growth", 16 "Peace and Justice" and 17 "Partnership for Sustainable Development". It is interesting to note that Kharkiv higher education institutions are well represented in the ranking group 1001-1500, including the National University of Pharmacy, V.N. Karazin Kharkiv National University, Kharkiv National University of Internal Affairs, National Technical University "Kharkiv Polytechnic Institute", Kharkiv National University of Radio Electronics, S. Kuznets Kharkiv National University of Economics, Kharkiv Humanitarian and Pedagogical Academy, and Kharkiv Humanitarian University "People's Ukrainian Academy".

For the third year in a row, QS World University Rankings has published another ranking demonstrating the achievements of universities in ensuring sustainable development: Sustainability[3]. Unlike THE Impact Ranking, which assesses the effectiveness of universities in achieving the UN SDGs in the areas of research, management, outreach and teaching, the QS World University Rankings: Sustainability is that it collects evidence of the impact of HEIs in science and technology to address climate change, social and environmental impact, and other SDGs. In 2025, the ranking included 17 Ukrainian universities, among which Lviv Polytechnic (715), Sumy State University (786), V. Karazin Kharkiv National University (847), Ivan Franko National University of Lviv (951-960) crossed the 1000 mark.

Since 2010, at the initiative of Universitas Indonesia
The UI GreenMetric World University Rankings[4]is a ranking of green campuses and environmental sustainability based on 39 indicators in 6 criteria: infrastructure, energy and climate change, waste, water, transport, and education. Today, the ranking covers 1183 universities from 84 countries. In 2024, 25 Ukrainian universities were included in the ranking, with the top three ranked - National Forestry University of Ukraine, Sumy State University, and Ostroh Academy - taking 210th, 323rd, and 448th places in the world, respectively.

Ukrainian higher education institutions, in partnership with NAQA, also carry out international project activities aimed at achieving the SDGs. In 2024, the project "Education for Green Transformation" (GTUA-EDU) was implemented with the support of the Polish National Agency for Academic Exchange (NAWA). This project aims to support the green transformation of universities and the achievement of the UN Sustainable Development Goals 2030, including through the development of micro-qualification programmes. In 2024, two more Erasmus+ projects were launched, namely CLOUD HED and DOMANI. The CLOUD HED project - Disaster Resilience in Higher Education Systems through the Cloud University Model - aims to improve understanding of the challenges of the higher education system in times of crisis, including

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[3]QS World University Rankings: Sustainability https://www.topuniversities.com/sustainability-rankings?countries=ua&sort_by=rank&order_by=asc (accessed 10.02.2025)

[4]UI GreenMetric World University Rankings 2024 https://greenmetric.ui.ac.id/rankings/overall- rankings-2024 (accessed 10.02.2025)

The project aims to create a university-wide concept that will allow the university to fulfil its educational mission through the cloud university model. The DOMANI project aims to build an educational partnership between twelve institutions from the EU, Ukraine and Mongolia to launch microcredit ecosystems in both Ukraine and Mongolia to ensure a competitive and sustainable green economy. New courses will be created under six cross-cutting themes on green transformation, environmental emergencies, and environmental aspects of Ukraine's post-war recovery.

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

NAQA's specialists analysed the data received in response to a request to the SE "Inforesource", as well as information posted on the official website of the Ministry of Education and Science of Ukraine, in the Information System "Vstup.OSVIT.UA and other open sources related to the higher education system.

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

Continuing the practice of last year, this year we analysed educational institutions that, according to the Unified State Electronic Database on Education (USEDE), train applicants in study programmes of the primary level (short cycle) of higher education, first (bachelor's) level, second (master's) level, third (educational-scientific/educational-creative) level of higher education, as well as in the educational qualification level of a specialist[5].

The analysis did not include institutions that were temporarily blocked from the USREOU or temporarily denied access to the USREOU.

As of 1 January 2025, there were 625 such institutions (in 2024 — 633), of which 114 (in 2024 - 121) are separate structural units. The decrease in the number of institutions is due to the following reasons:

- Reform processes (merger of institutions with the assignment of a new institution ID in the USES, merger of one institution with another with the retention of the ID of the main institution);
- discontinuation of training of applicants for study programmes in the field of higher education.

By form of ownership, the educational institutions that provide training in study programmes are distributed as follows: 434 institutions are state-owned, 40 institutions are municipal, and 151 institutions are private (see Figure 1).

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[5] In accordance with the Law of Ukraine "On Higher Education" (Section XV Final and Transitional Provisions), such training of students at the educational qualification level of a speciality may be carried out if it was started before the entry into force of this Law and continues within the period of study under the relevant programme with the issuance of a state diploma.
The company has a standardised document on higher education - a specialist diploma.

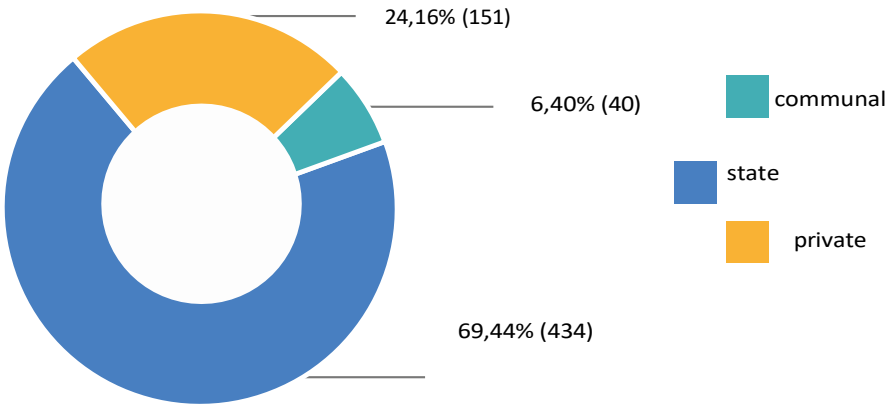

Figure 1. Breakdown of educational institutions implementing study programmes by type of ownership

The categories of educational institutions that implement study programmes in the field of higher education are distributed as follows: 390 - higher education institutions, 50 - institutions of professional pre-higher education, 185 - research institutes (institutions) (see Figure 2).

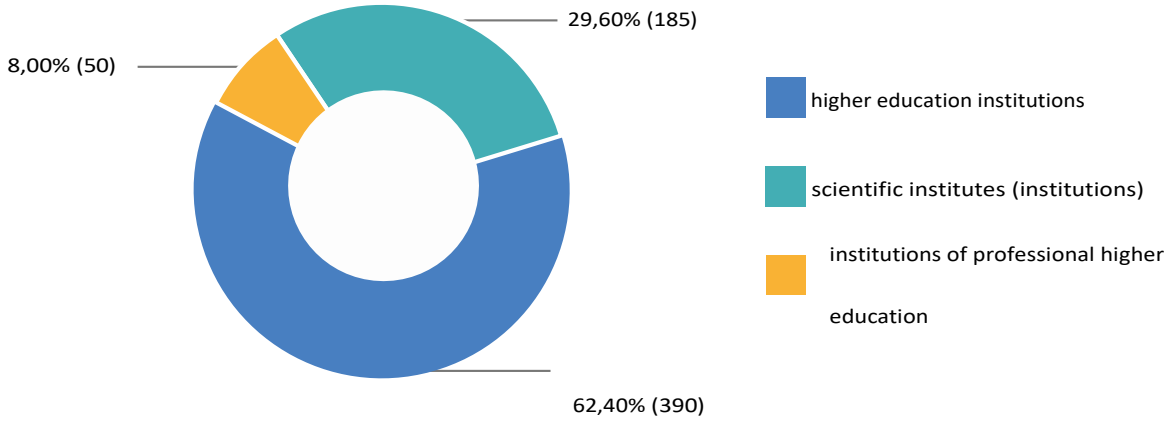

Figure 2. Breakdown of educational institutions implementing higher education programmes by category

The distribution of higher education institutions by regions of Ukraine[6]shows the highest concentration of such institutions in Kyiv, as well as in Kharkiv, Dnipro, Lviv and Odesa regions (see Figure 3).

A more detailed analysis shows a high concentration of higher education institutions in five cities of Ukraine - Kyiv, Kharkiv, Lviv, Odesa and Dnipro (see Figure 4).

[6]Hereinafter: the distribution of educational institutions implementing higher education programmes by regions of Ukraine was determined by legal address according to KATOTTG; data for Kyiv region are given without the city of Kyiv. It should be noted that the EDEBO has information on only one single separate structural unit outside Ukraine: Ere-.
Van Institute of Education and Research of the Western Ukrainian National University.

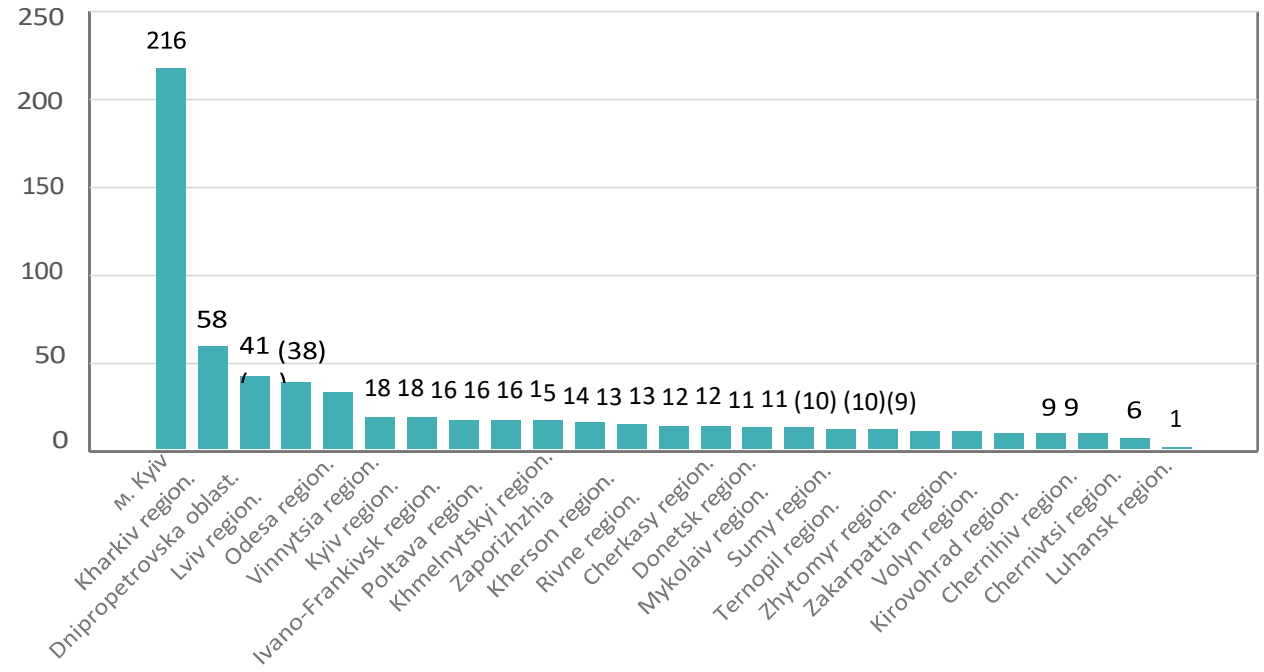

Figure 3. Distribution of educational institutions implementing higher e d u c a t i o n programmes by regions of Ukraine

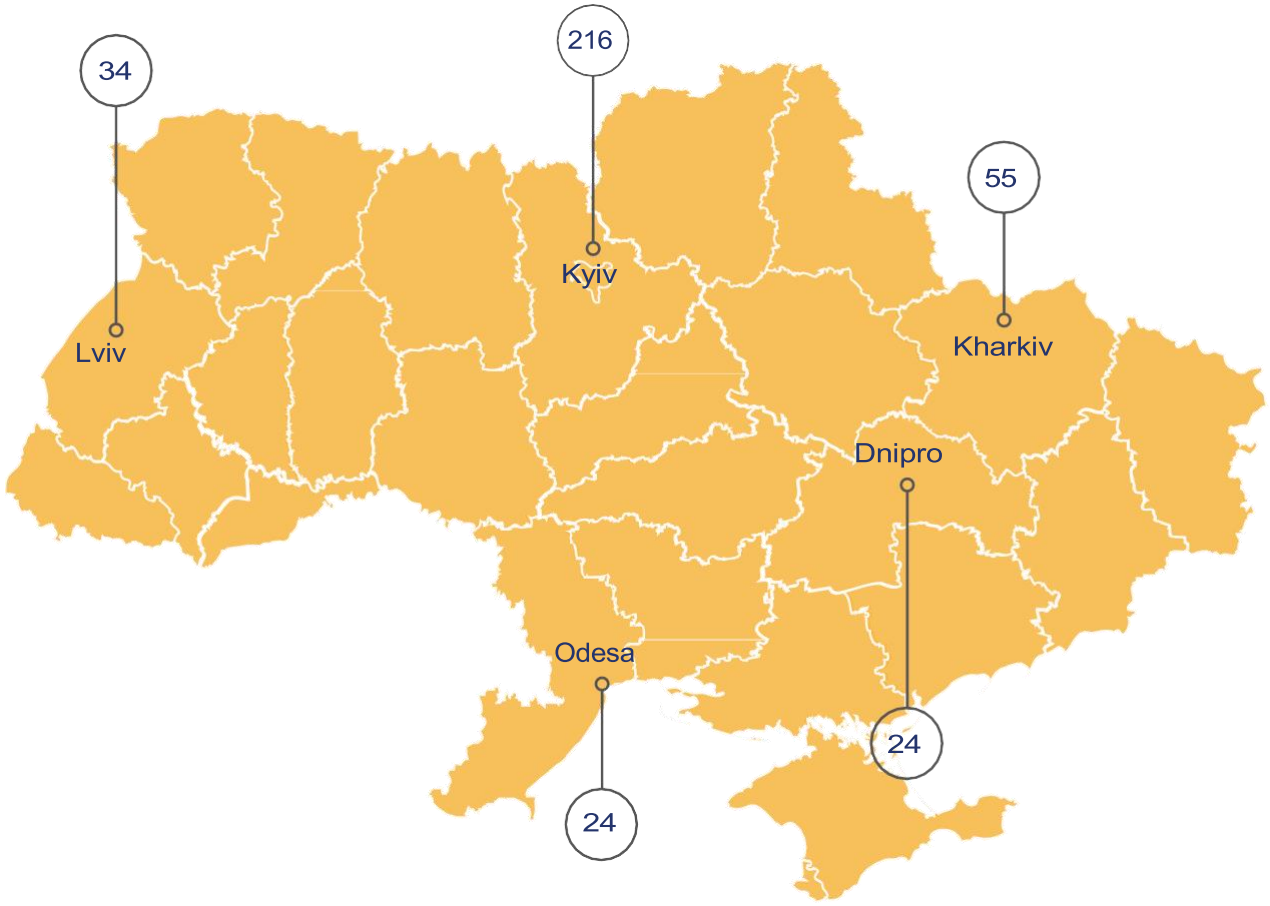

Figure 4. Number of institutions implementing higher education programmes in five cities of Ukraine

1.2.2. Higher education institutions

Higher education institutions are distributed by type of ownership as follows (see Figure 5):

- state-owned: 213 institutions, of which 40 are separate structural units;
- communal form of ownership: 28 institutions;
- private ownership: 149 institutions, of which 45 are separate structural units.

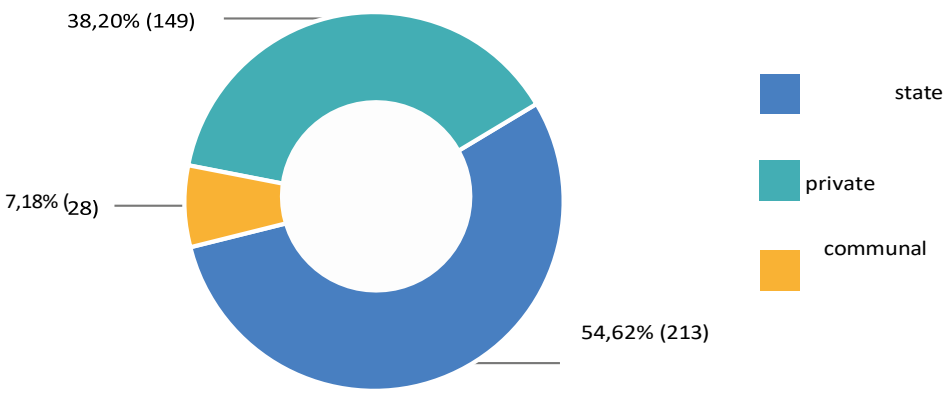

Figure 5. Distribution of higher education institutions by type of ownership

The distribution of higher education institutions by regions of Ukraine shows the highest concentration of such institutions in Kyiv, as well as in Dnipropetrovs'k, Kharkiv, Lviv and Odesa regions (see Figure 6).

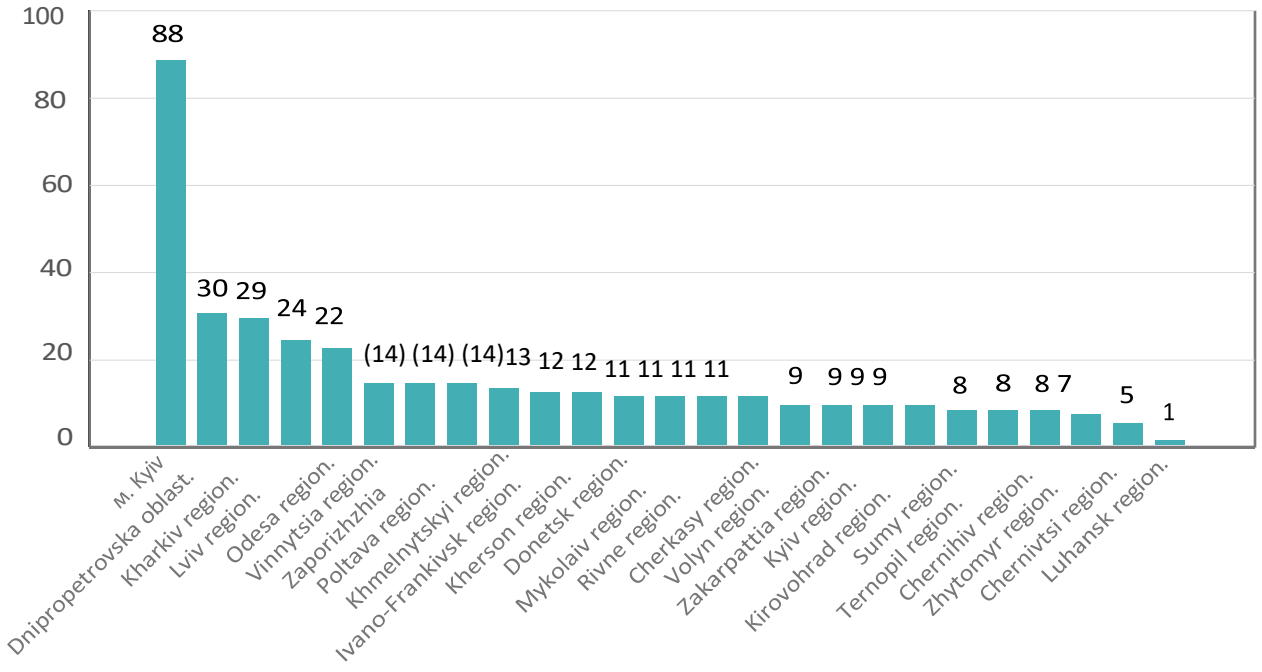

Figure 6. Distribution of higher education institutions by regions of Ukraine

A more detailed analysis shows that higher education institutions are concentrated mainly in five cities that can be considered key universities.

The main centres of Ukraine: Kyiv, Kharkiv, Lviv, Odesa and Dnipro (see Figure 7).

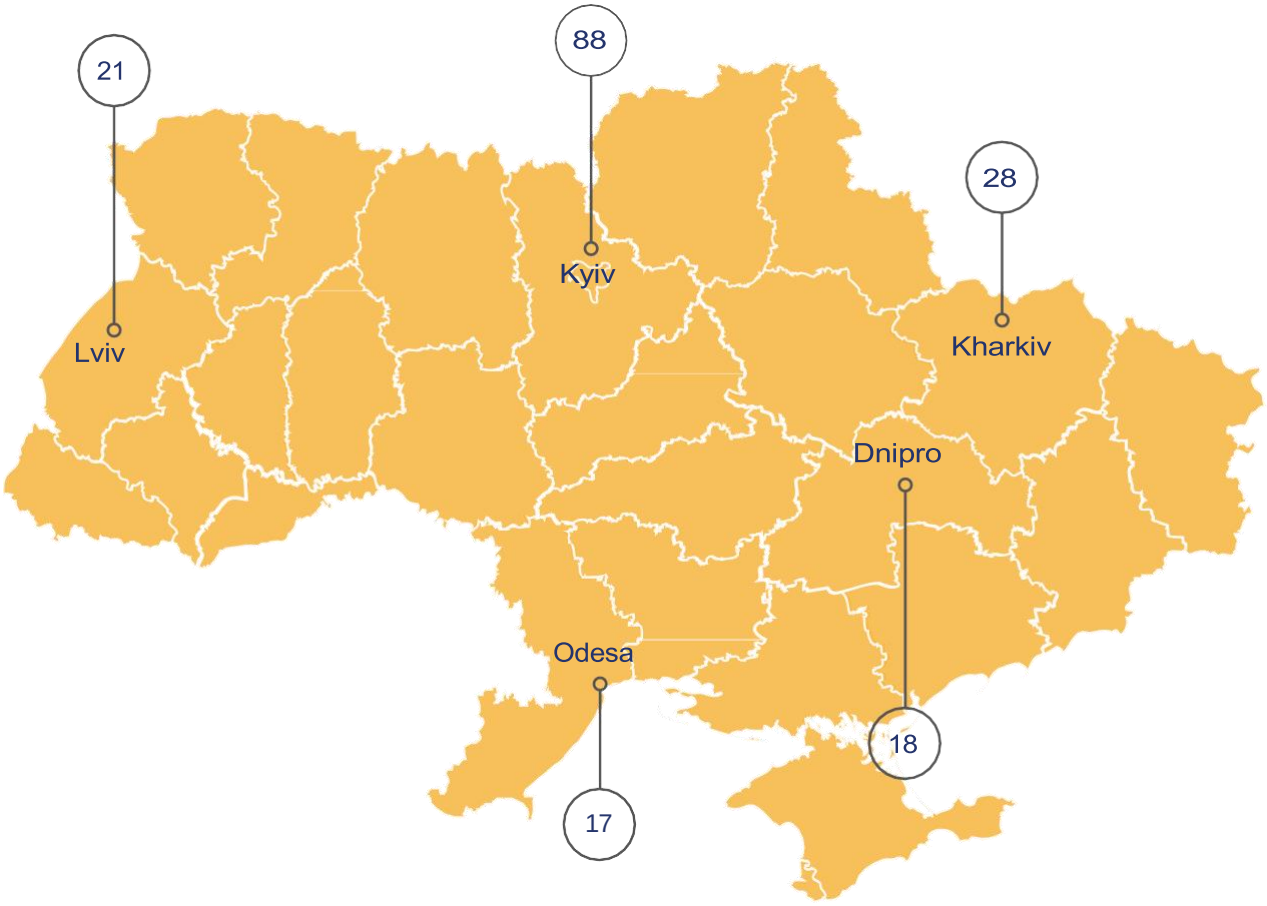

Figure 7. Number of higher education institutions in the five cities of Ukraine with the highest number of higher education institutions

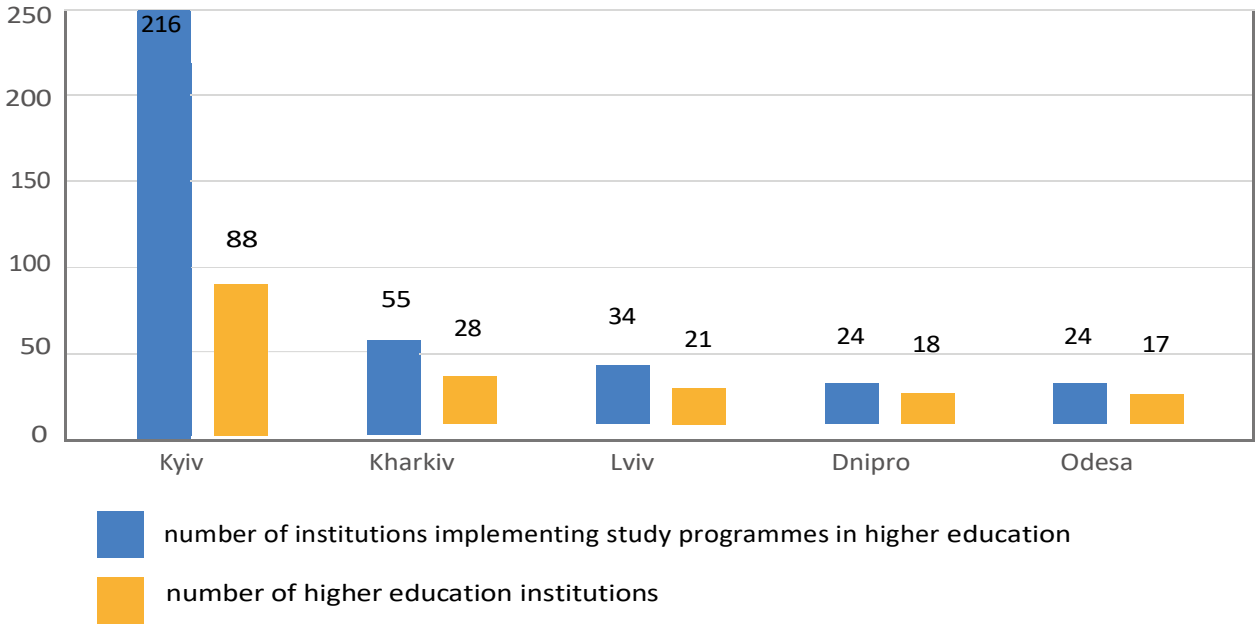

Figure 8. Number of institutions implementing higher education programmes and the number of higher education institutions in five cities of Ukraine

Thus, the distribution of higher education institutions by regions of Ukraine generally corresponds to the distribution of all educational institutions that implement higher education programmes. Kyiv has the largest number of institutions that train students, but only 41% of them are actually higher education institutions. Dnipro and Odesa have the highest shares of HEIs (over 70%) among all institutions.

1.2.3. Scientific institutions

Scientific institutions that implement study programmes in the field of higher education are distributed by type of ownership as follows: 184 institutions are state-owned, 1 institution is private[7]. There are no scientific institutions of municipal ownership.

The regional breakdown shows a high concentration of such institutions in Kyiv, where two thirds of their total number (122 institutions) are located. A much smaller number is located in Kharkiv region - 27, Lviv region - 10, Dnipropetrovsk, Odesa and Kyiv regions - 6 institutions each. In other regions, there is only 1 research institution or none at all (see Figure 9).

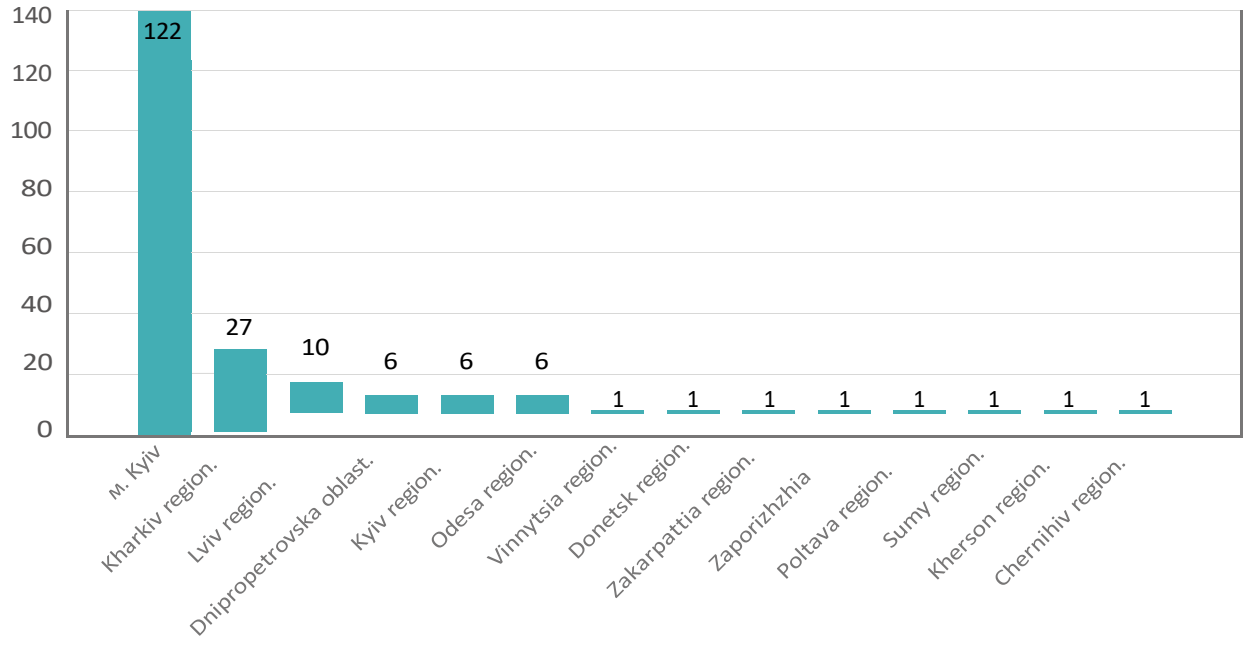

Figure 9. Distribution of scientific institutions by region of Ukraine

The highest concentration of research institutions implementing study programmes is observed in the following cities: Kyiv - 122 institutions, Kharkiv - 25, Lviv - 9, Dnipro - 6, Odesa - 4 (see Figure 10).

Thus, the distribution of scientific institutions that implement educational programmes in the field of higher education by regions of Ukraine and cities corresponds to the general trend of the location of all educational institutions that implement educational programmes in the field of higher education.

[7] Private institution "Research Institute of Public Law"

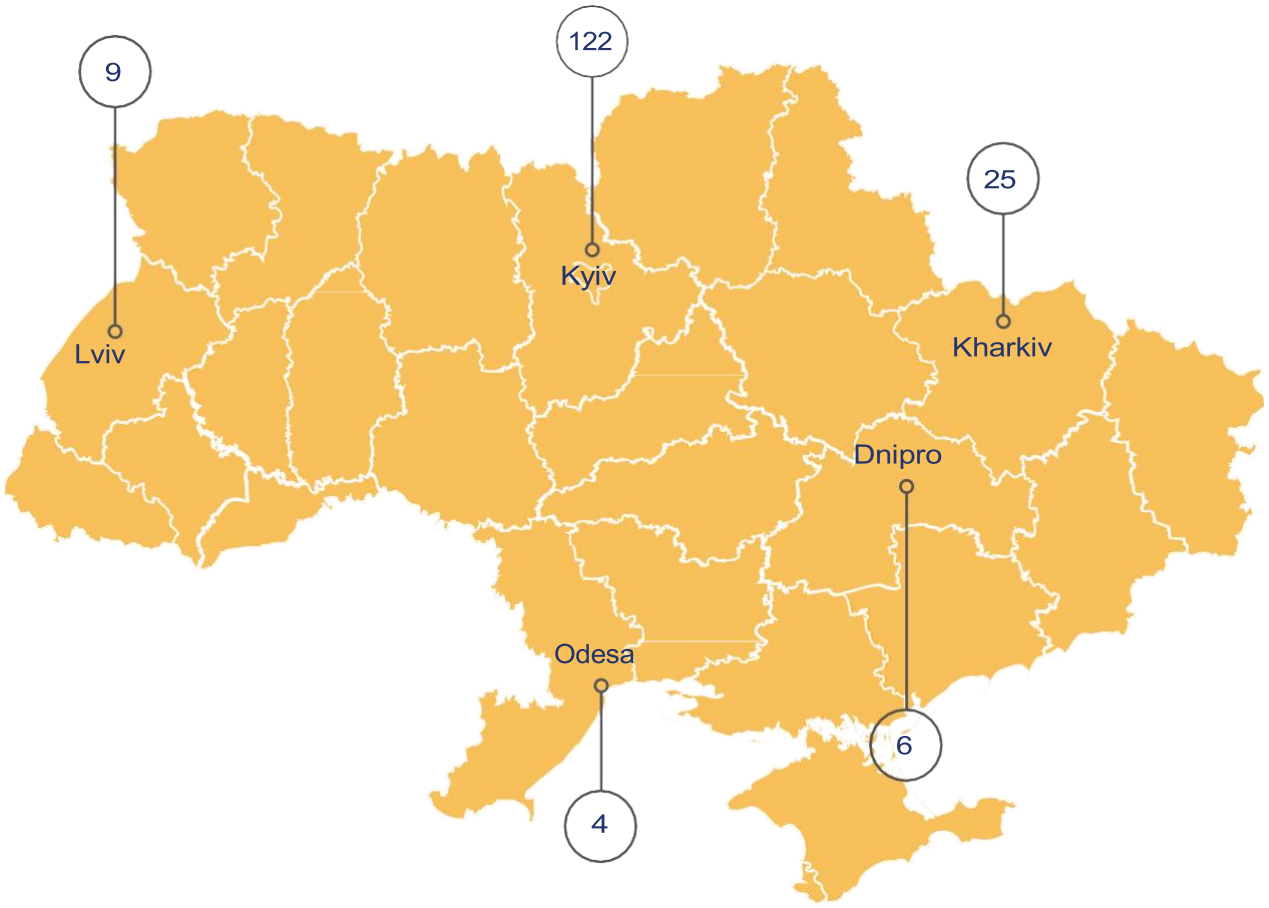

Figure 10. Number of research institutions in the five Ukrainian cities with the highest number of research institutions

1.2.4. Higher education institutions that provide training in the field of higher education

Higher education institutions that provide training in the field of higher education are distributed by type of ownership as follows: 37 - state-owned, 12 - municipal, 1 - private (see Figure 11).

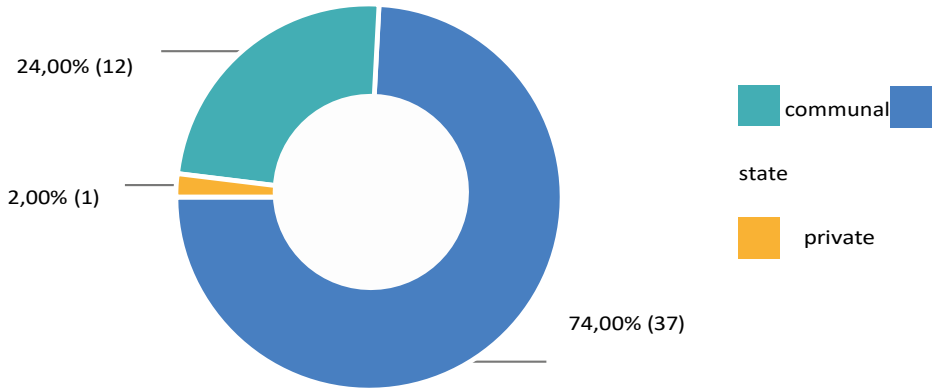

Figure 11. Distribution of higher education institutions by type of ownership

The distribution of higher education institutions providing higher education by region is shown in Figure 12.

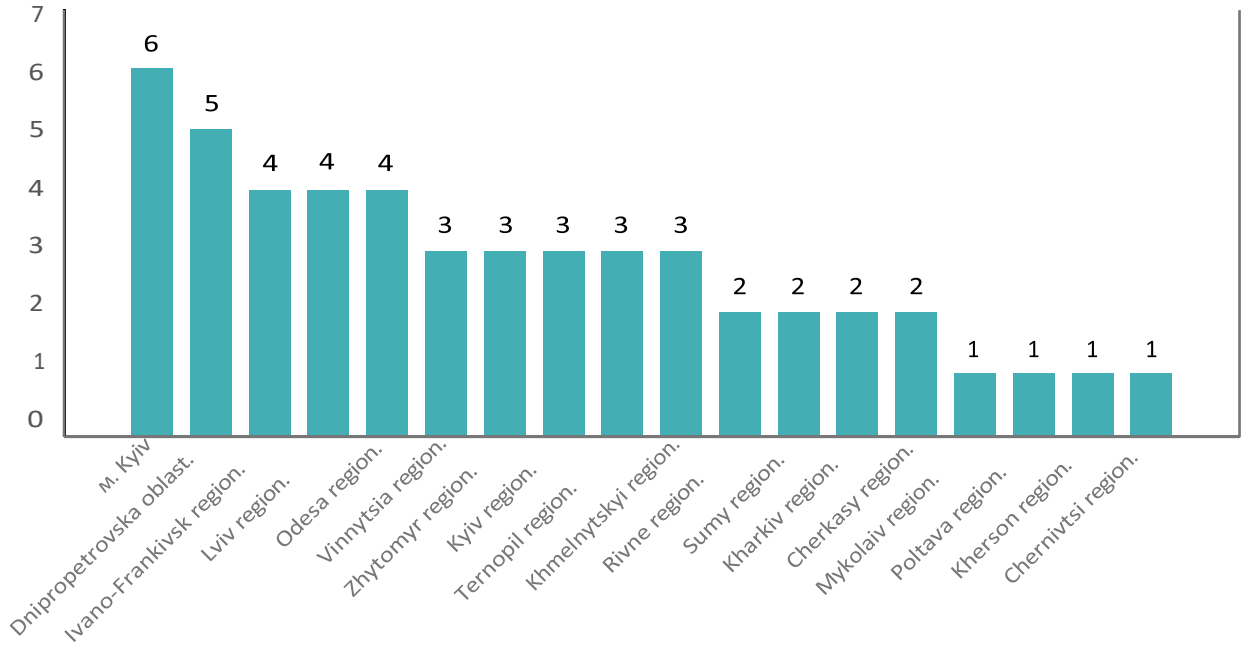

Figure 12. Distribution of higher education institutions by regions of Ukraine

1.3. Students

1.3.1. Data source and sample description

This year, in order to prepare the statistical component of the report, data on the number of students enrolled in study programmes of the following levels were analysed: primary (short cycle) higher education, first (bachelor's) level, second (master's) level, third (educational-scientific / educational-creative) level, as well as by the educational qualification level of a specialist[8].

The initial sample covered all students as of 1 January 2025, whose data were entered into the EDEBO. According to the response of SE "Inforesurs" to NAQA's request, there were 1,075,285 such persons who studied at 629 higher education institutions, research institutions and institutions of professional higher education that are not in the status of blocked in the USES or temporarily blocked, and for whom access to the USES has not been suspended.

This sample excluded 659 people who studied under study programmes whose codes corresponded to the List of specialities approved by the Cabinet of Ministers of Ukraine on 27 August 2010№ 787 (which was invalidated on 24.06.2015).

Thus, according to the list of fields of knowledge and specialities (in accordance with the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the List of Fields of Knowledge and Specialities for Training of Students" of 29 April 2015№ 266), as of 1 January 2025, there were

[8] In accordance with the Law of Ukraine "On Higher Education" (Section XV Final and Transitional Provisions), such training may be carried out if it was started before the entry into force of this Law and continues within the period of study under the relevant programme with the issuance of a specialist diploma.

1,074,626 students. Of these, 88 people received a specialist's degree (see subsection 1.3.7).

Subsections 1.3.2-1.3.6 describe the characteristics of 1,074,538 students enrolled in study programmes at the entry level (short cycle), first (bachelor's) level, second (master's) level, and third (educational-scientific / educational-creative) level of higher education.

1.3.2. General indicators

At the expense of the state or local budgets, 370,442 people receive higher education, which is 34.47% of the total number. At the expense of individuals and/or legal entities, 701,741 students (65.31%) are enrolled. Some students study with alternative sources of funding, in particular: 2,341 people (0.22%) with vouchers, 14 people (less than 0.001%) with preferential long-term loans (see Figure 13).

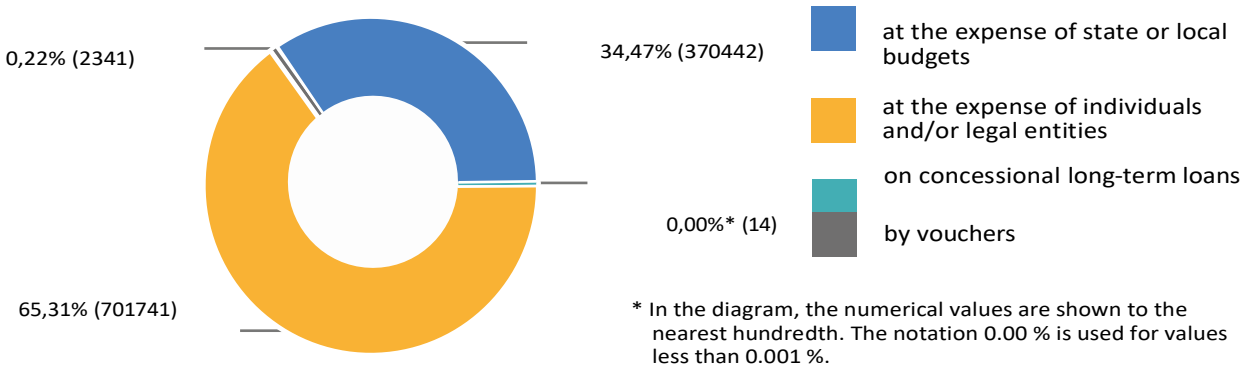

Figure 13. Breakdown of higher education students by sources of education funding

The distribution by form of study is as follows: the vast majority of students study full-time - 834,941 people, which is 77.70% of the total. Part-time study was chosen by 233,160 people (21.70%). Other forms of higher education remain small in number: evening - 3,151 people, distance learning - 2,323 people, and postgraduate studies - 963 people (see Figure 14).

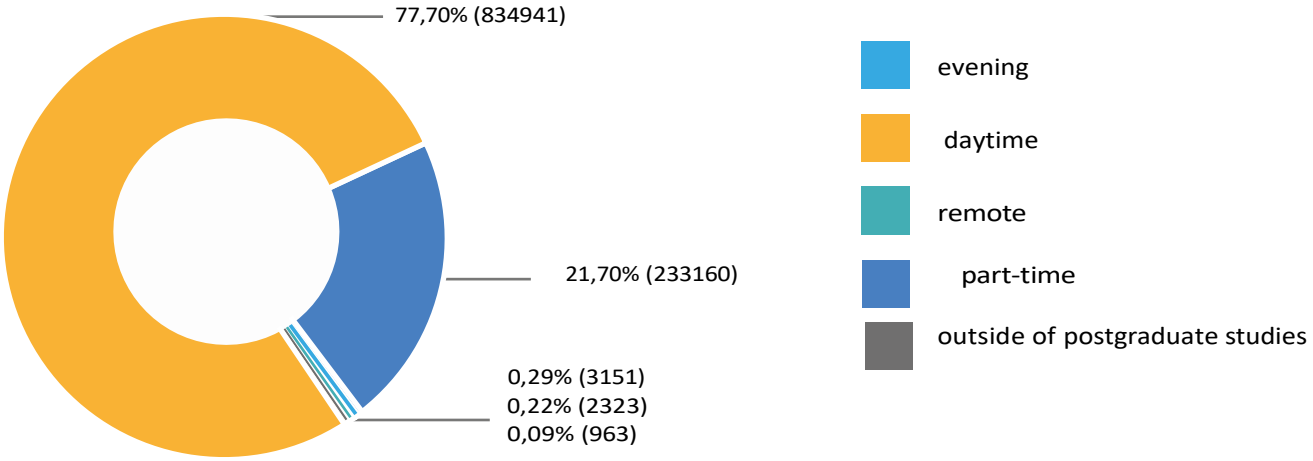

Figure 14. Breakdown of students by form of education

Detailed quantitative data on the distribution of students by form of education and source of funding are provided in Table 1 and Figure 15.

Table 1. Breakdown of applicants by forms of education and sources of funding

Form of education	Source of funding			
	At the expense of state or local budget expenditures	At the expense of individuals and/or legal entities	With a voucher	On a concessional long-term loan
Daytime	347061	487451	416	14
Part-time	21151	210105	1903	0
Vespers	2195	953	3	0
Remote	1	2308	14	0
Outside of postgraduate studies	34	5	924	0

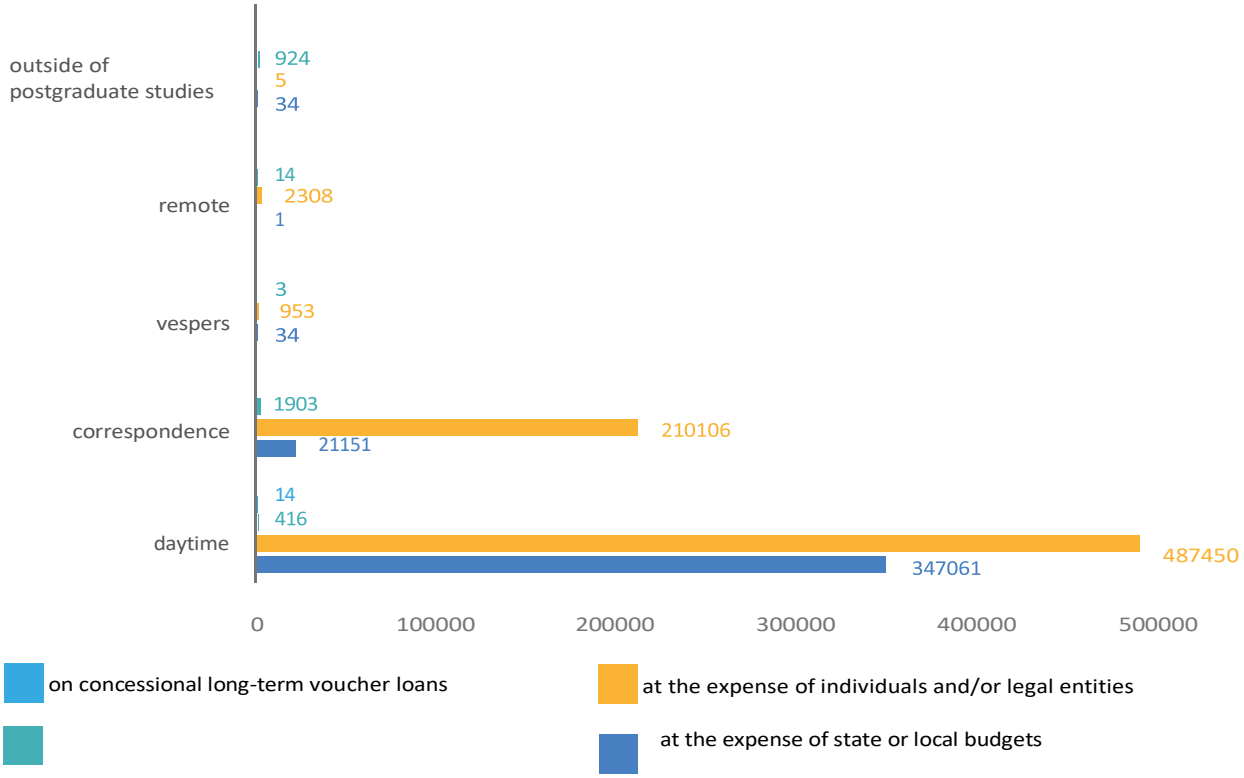

Figure 15. Breakdown of students by form of study and source of funding

1.3.3. Students by level of higher education

The distribution of students by levels of higher education shows that most students are enrolled in first (bachelor's) degree programmes

level - 736,483 people (68.53%). There are 282,414 people (26.28%) enrolled in second-level (master's) degree programmes and 54,766 people (5.10%) in third-level (research) degree programmes. There are 639 people enrolled in primary level programmes, and 236 people in third (creative) level programmes; the share of each of these categories is less than 1%.

The distribution of students by level of education is shown in Figure 16.

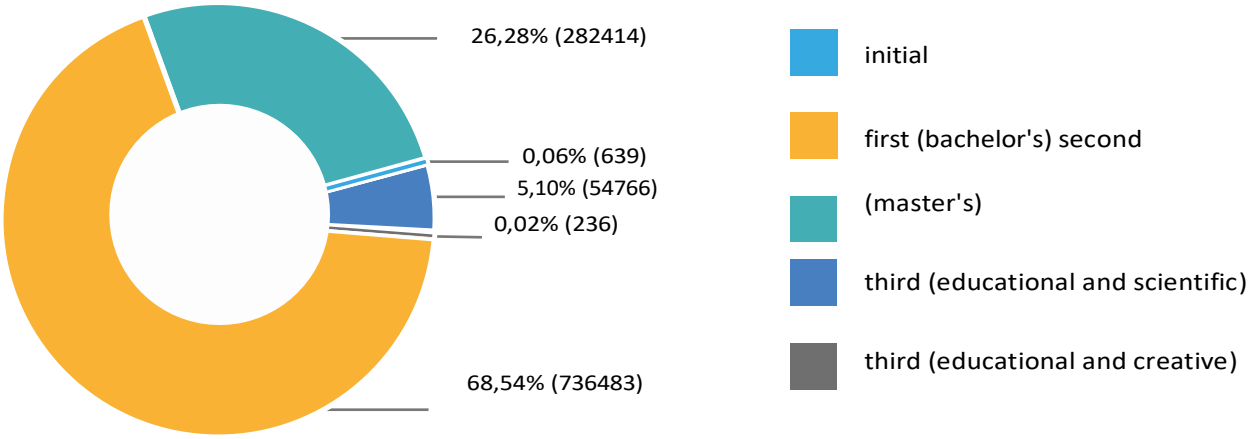

Figure 16. Distribution of students by level of higher education

Compared to 2023, the number of applicants for first (bachelor's) degree programmes decreased by 5.73%, second (master's) degree - by 17.85%, and primary level - by 60.48%. At the same time, the number of students of the third (scientific) level increased by 14.45%, and the third (creative) level by 45.68%.

Students are divided into the following forms of education:

- primary level of higher education: full-time - 79.03%, part-time - 20.97%;
- first (bachelor's) level: full-time - 79.19%, part-time - 20.51%, other forms (evening, distance) - less than 1%;
- second (master's) level: full-time - 72.68%, part-time - 27.04%, other forms - less than 1%;
- third (educational and scientific) level: full-time - 83.56%, part-time - 10.14%, evening - 4.56%, non-postgraduate - 1.74%;
- third (educational and creative) level: full-time - 90.68%, part-time - 3.39%, evening - less than 1%, outside postgraduate studies - 5.51%. The analysis of data on the forms of higher education shows that full-time education remains the most common at all levels of higher education. The share of part-time study increases with each subsequent level of higher education, in particular at the second (master's) and third (educational and scientific) levels. The share of evening and distance learning students remains insignificant.

Compared to 2023, the overall structure of forms of education remains relatively stable. The share of full-time education increased by 5.64% at the third (scientific) level and by 4.23% at the third (creative) level; remained almost unchanged at the first (bachelor's) level and decreased significantly at the primary level - by 10.99%. The share of part-time students increased at the second (master's) level by 1.65%, and decreased at the first

(bachelor's) level - by 0.92%, at the third (educational and scientific) level - by 20.16%, and at the third (educational and creative) level - by 21.16%.

Detailed quantitative data on the distribution of students by level and form of higher education are presented in Table 2 and Figure 17.

Table 2. Distribution of applicants by levels and forms of higher education

Form of education	Level of higher education				
	initial	first (bachelor's)	second (master's) degree	third (educational and scientific)	third (educational and creative)
Daytime	505	583 203	205 254	45 765	214
Part-time	134	151 089	76 376	5 553	8
Vespers	0	375	277	2 498	1
Remote	0	1816	507	0	0
Outside of postgraduate studies				950	13

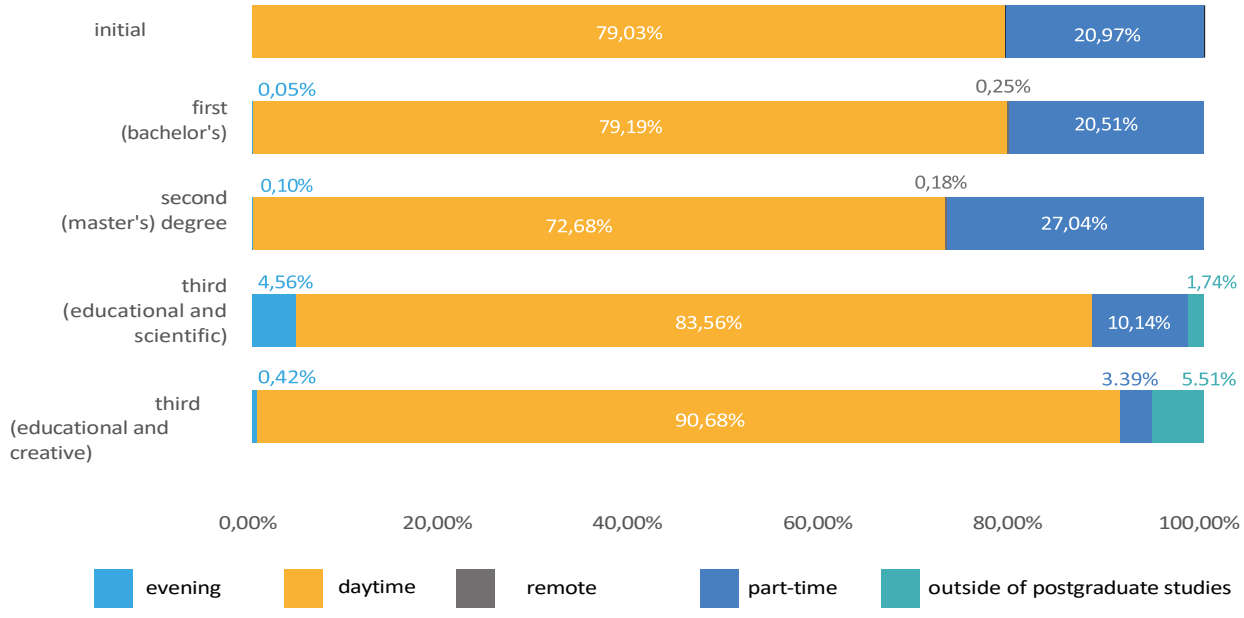

Figure 17. Distribution of students by levels of higher education and forms of h i g h e r education, in % of the total number of students of each level

The distribution of students by sources of education funding shows significant differences depending on their level of education (see Figure 18).

At the primary level of higher education, 68.70% of students study at the expense of individuals and/or legal entities, 31.30% - at the expense of

state or local budget expenditures. Compared to the previous year (58% and 42% respectively), there was an increase in the share of students who study at the expense of individuals and/or legal entities.

At the first (bachelor's) level, 63.85% of students study at the expense of individuals and/or legal entities, and 36.14% - at the expense of state or local budgets. The proportion of first (bachelor's) level students studying on vouchers or soft loans is less than 1%. The relevant indicators for this category of students remained almost unchanged compared to the previous year.

At the second (master's) level, 69.23% of students study at the expense of individuals and/or legal entities, 29.97% - at the expense of state or local budgets, 0.80% - with vouchers, less than 0.01% - with a preferential long-term loan. Compared to the previous year (71% and 28%, respectively, for funding from individuals and/or legal entities and state or local budgets), there was a slight decrease in the share of funding from individuals and/or legal entities.

At the third (educational and scientific) level, 64.75% of students study at the expense of individuals and/or legal entities, and 35.24% - at the expense of state or local budgets. The proportion of students studying with a voucher is 0.01%. The indicators have hardly changed compared to the previous year.

At the third (educational and creative) level, 47.88% of students study at the expense of individuals and/or legal entities, 52.12% - at the expense of state or local budgets. Compared to the previous year (56% and 44%, respectively), there was an increase in the share of students enrolled at the expense of state or local budgets.

Detailed quantitative data on the distribution of students by levels of higher education and sources of funding are presented in Table 3 and on Figure 18.

Table 3. Distribution of studenta by levels of higher education and sources of funding

Source of funding	Level of higher education				
	initial	first (bachelor's)	second (master's) degree	third (educational and scientific)	third (educational and creative)
at the expense of state or local budgets	200	266 182	84 637	19 300	123
at the expense of individuals and/or legal entities	439	470 211	195 517	35 461	113

Source of funding	Level of higher education				
	initial	first (bachelor's)	second (master's) degree	third (educational and scientific)	third (educational and creative)
by voucher	0	83	2 253	5	0
on a concessional long-term loan	0	7	7	0	0

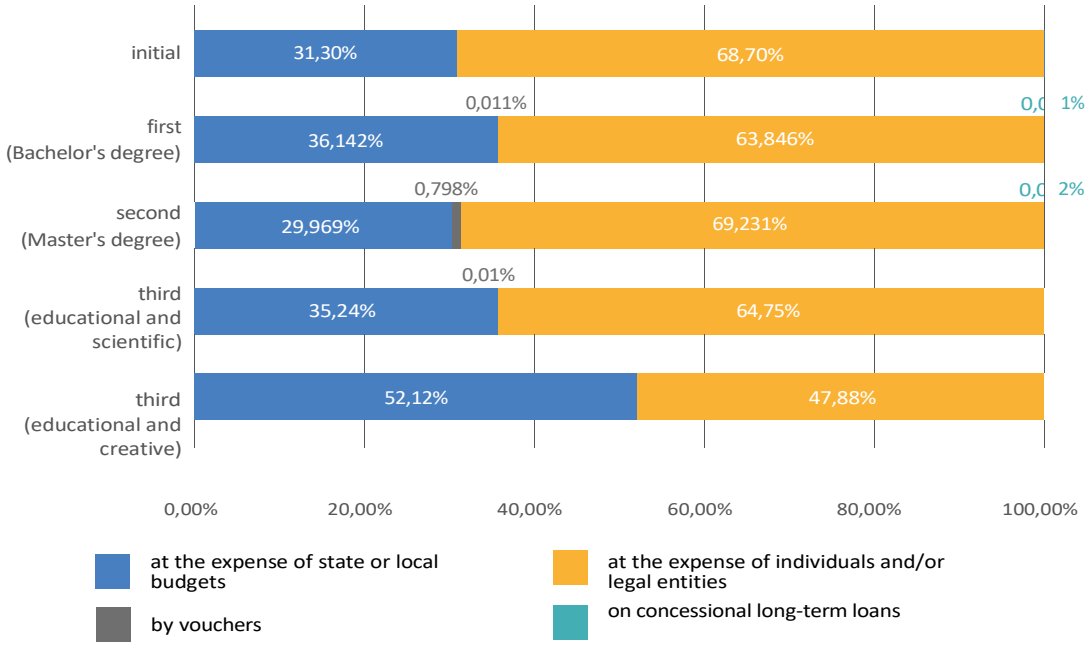

Figure 18. Breakdown of students by level of education and source of funding, in % of the total number of students of each level

1.3.4. Students by speciality

The distribution of students by speciality shows that as of 1 January 2025, the largest number of people are pursuing higher education in the following specialities:

- 081 Law - 75,240 students, which is 7.00% of the total number;
- 073 Management - 62,722 students (5.84%);
- 053 Psychology - 59,217 students (5.51%);
- 014 Secondary education (by subject specialities) - 52,149 students (4.85%);
- 122 Computer Science and Information Technology - 37,064 students (3.45%).

It should be noted that last year, the fifth largest speciality in terms of the number of students for education was 222 Medicine, with 41,739 students, which was 3.55% of the total number of students for education last year.

The distribution of students by the five specialities with the largest number of students as of 1 January 2025 is shown in Figure 19.

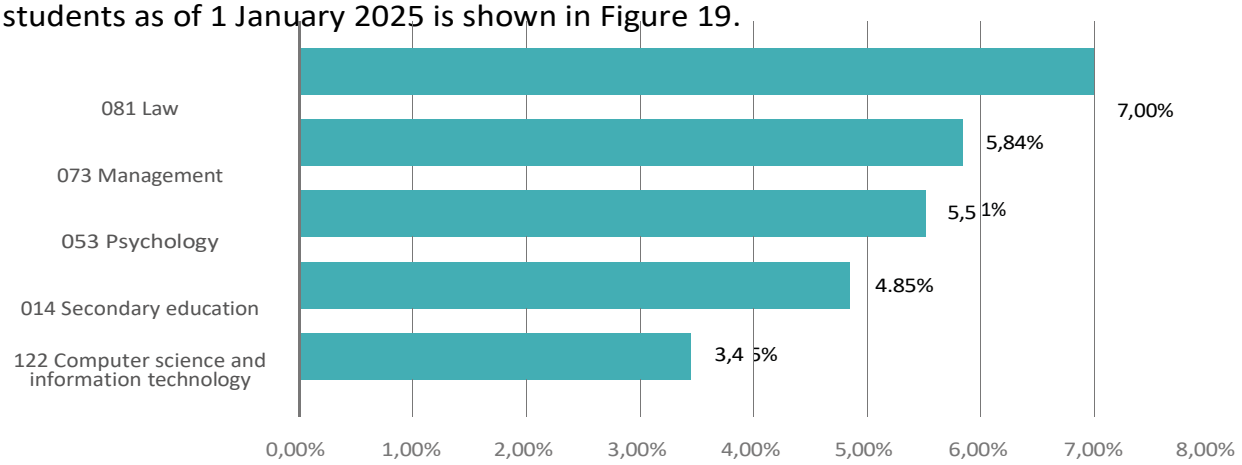

Figure 19. Breakdown of students by the five most popular majors

Based on the data on the number of students for each speciality, a general rating of specialities was compiled, in which the place of each speciality is determined by its rank (ordinal number) in the list of all specialities in descending order of the number of students. Detailed data on the number of students for higher education by speciality The programmes with the largest number of students as of 1 January 2025, as well as their comparison with the relevant data for 2024, are shown in Table 4.

Table 4. Distribution of students by the most popular specialities

Speciality.	Place in the overall ranking as of 1 January 2025	Change in the ranking compared to 1 January 2024	As of 1 January 2025		As of 1 January 2024	
			Quantity	% of the total number of students	Quantity	% of the total number of students
081 Law	1	No changes	75 240	7,00	85 866	7,31
073 Management	2	No changes	62 722	5,84	66 101	5,63
053 Psychology	3	ī 1	59 217	5,51	51 061	4,35
014 Secondary education (by subject specialities)	4	g 1	52 149	4,85	60 551	5,15

Speciality.	Place in the overall ranking as of 1 January 2025	Change in the ranking compared to 1 January 2024	As of 1 January 2025		As of 1 January 2024	
			Quantity	% of the total number of students	Quantity	% of the total number of students
122 Computer science and information technology	5	ī 1	37 064	3,45	39 388	3,35
222 Medicine	7	g 2	33 604	3,13	41 739	3,55

A comparison of the distribution of students by speciality at different levels reveals both similarities and differences.

At the initial level of higher education, the largest number of students for education is studying in the speciality 226 Pharmacy, industrial pharmacy - 168 people, which is 26.29% of the total number of sudents for the initial level, while last year these figures were: 227 people and 14.04% respectively. At the same time, in the overall ranking of specialities, this speciality ranks 32nd (0.92% of the total number of higher education students), and last year it ranked 24th, respectively, with an indicator of 1.23% of the total number of students. The second place in terms of the number of students at the primary level is the speciality 073 Management - 60 people (9.39% of the number of students for primary level education), which coincides with the place of the speciality in the overall ranking with an indicator of 5.84% of the total number of applicants. The third place in terms of the number of students for part-time education is occupied by the speciality 071 Accounting and Taxation - 57 people (8.92%), while in the overall ranking this speciality takes 21st place (1.36%); the fourth place is occupied by the specialty 015 Vocational Education - 39 people (6.1%), which is 36th in the overall ranking of specialties (0.86%), and the fifth - specialty 133 Industrial Engineering - 36 people (5.63%), which is 26th in the overall ranking of specialties (1.13%) (see Figure 20). Figure 20).

At the first (bachelor's) level, the largest number of students is in the speciality 081 Law - 53,176 people, which is 7.22% of the total number of applicants for the first (bachelor's) level, which coincides with the place of the speciality in the general ranking– also ranks first (7% of the total number of higher education applicants). The second place in terms of the number of first (bachelor's) level students is occupied by the speciality 073 Management - 43,213 people (5.87%), which also coincides with the second place in the general ranking– (5.84%). Speciality 014 Secondary education (by subject specialities) is in third place - 39,239 people

(5.33%), which ranks fourth in the overall ranking (4.85%); and the fourth place is occupied by the speciality 053 Psychology - 36,640 people (4.97%), which is third in the overall ranking (5.51%). The fifth place is occupied by the speciality 035 Philology - 30448 people (4.13%), which ranks sixth in the overall ranking (3.38%) (see Figure 21).

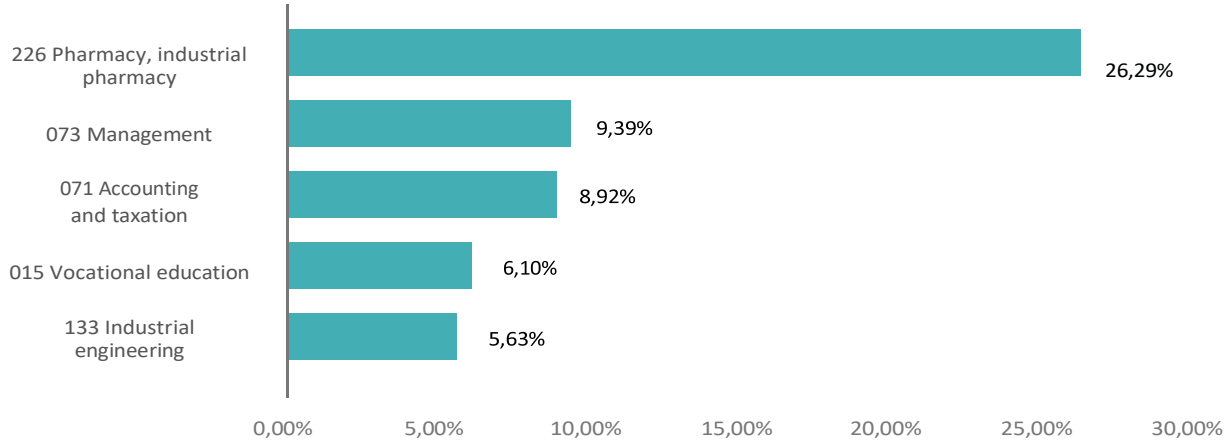

Figure 20. Breakdown of students by the five most popular majors for the initial level of higher education

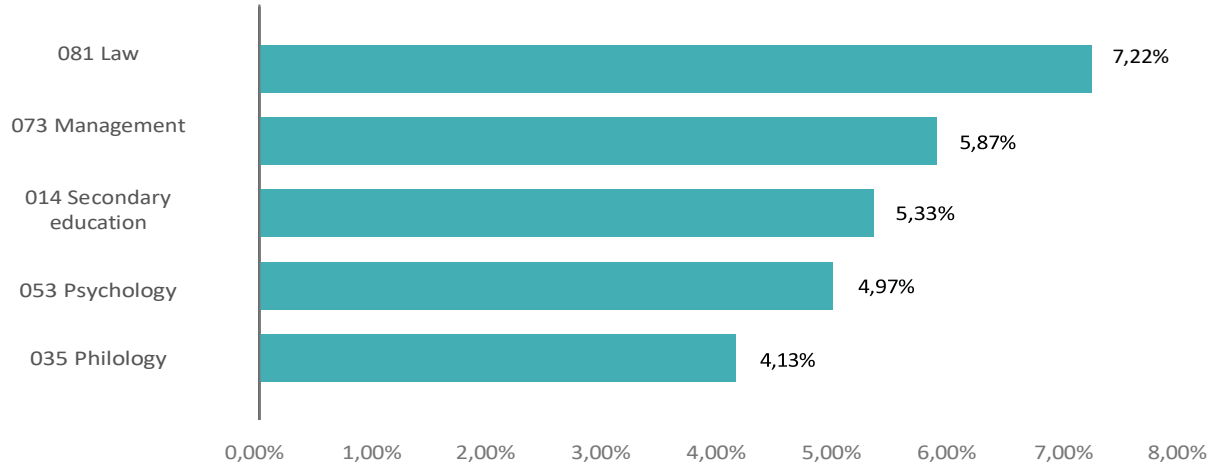

Figure 21. Breakdown of students by the five most popular specialities for the first (bachelor's) level of higher education

At the second (master's) level, the largest number of applicants for education is studying in the speciality 222 Medicine - 31,533 people, which is 11.17% of the total number of applicants for the second (master's) level), while in the overall ranking this speciality ranks seventh (3.14% of the total number of higher education applicants). The second place is occupied by the speciality 053 Psychology - 21,197 people (7.51%), which ranks third in the overall ranking (5.51%); the third place is occupied by the speciality 081 Law - 16,586 people (5.87%), which ranks first in the overall ranking of specialities (7%); the fourth place is occupied by the specialty 073 Management - 16,259 people (5.76%), the second place in the overall ranking (5.84%); the fifth place is occupied by the specialty 014 Secondary Education (by subject specialties) - 12,514 people (4.43%), which ranks fourth in the overall ranking of specialties (4.85%) (see Figure 22). Figure 22).

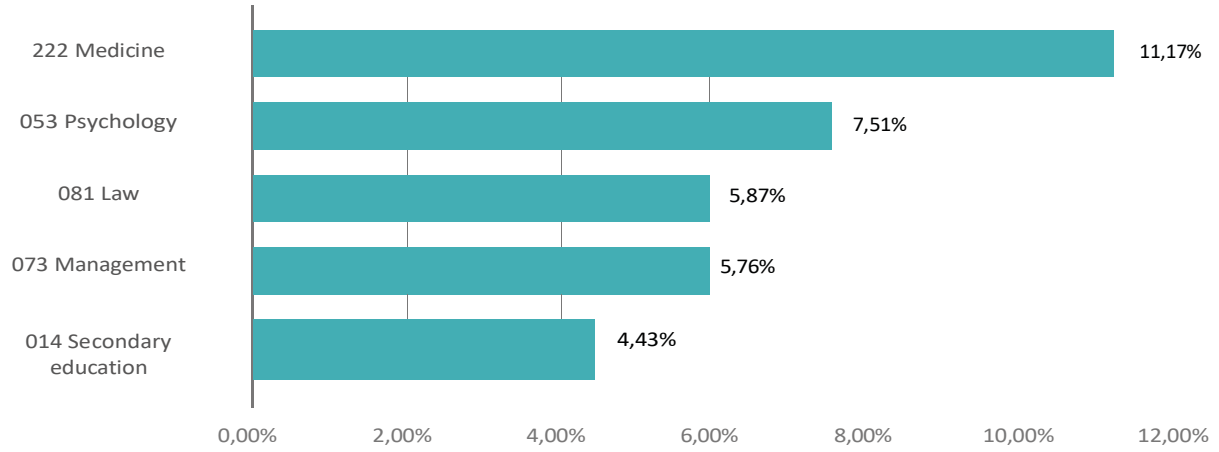

Figure 22. Distribution of students by the five most popular specialities for the second (master's) level of higher education

At the third (educational and creative) level, the largest number of students studying in the speciality 025 Musical Art– 180 people, which is 76.27% of the total number of students at this level. Last year, there were 98 such students, which was 60.49% (see Figure 23).

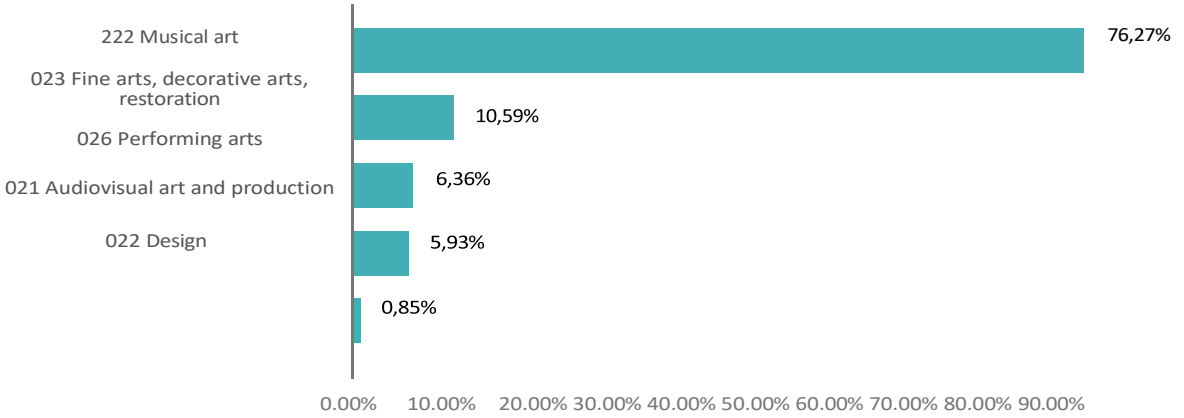

Figure 23. Distribution of students by the five most popular majors for the third (educational and creative) level of higher education

At the third (educational and scientific) level, the largest number of applicants for education is enrolled in the speciality 081 Law - 5,469 people, which is 9.99% of the total number of applicants for the third (educational and scientific) level), which corresponds to the general rating of specialities– also ranks first (7% of the total number of higher education applicants); the second place is occupied by the speciality 051 Economics - 5,094 people (9.3%), which ranks eighth in the overall ranking (2.60%); the third place is occupied by the speciality 281 Public Administration and Management - 4,006 (7.31%), which ranks seventh in the overall ranking (1.56%); the fourth place is occupied by the speciality 073 Management
- 3,190 people (5.82%), which ranks second in the overall ranking (5.84%); the fifth place is occupied by the speciality 011 Education, Pedagogical Sciences - 2,432 people (4.44%), which ranks fifty-seventh in the overall ranking of specialities (0.41%) (see Figure 24).

The detailed results of comparing the distribution of students by speciality depending on the level of higher education are presented in Table 5. The equation for the third (educational and creative) level was not conducted because

The training of applicants at this level is carried out only for specialities in the field of knowledge 02 Culture and Art.

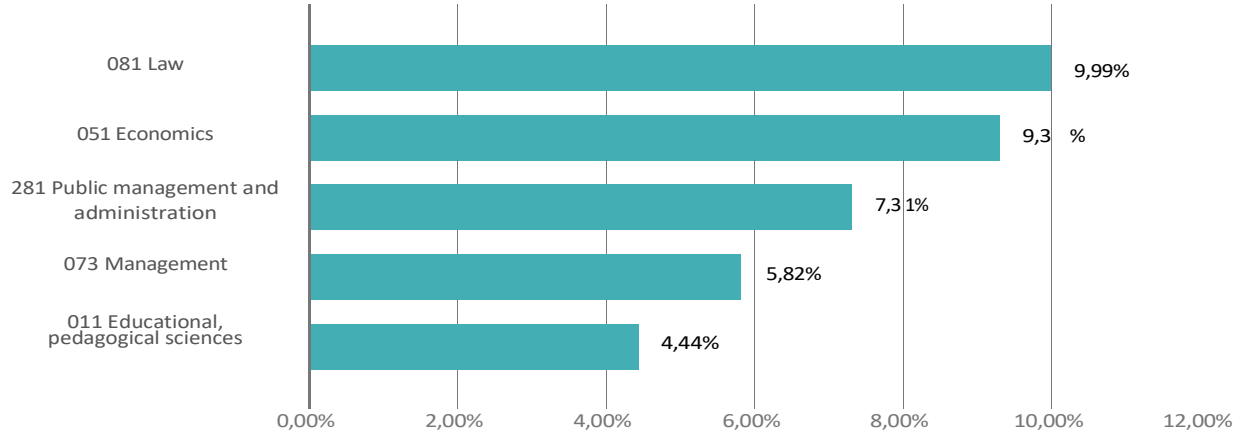

Figure 24. Distribution of students by the five most popular specialities for the third (educational and scientific) level of higher education

Table 5. Comparison of specialities by place in the ranking of the respective level of higher education and in the overall ranking

Speciality.	Place in the ranking for the relevant level of education	Place in the overall ranking
Entry level of higher education		
226 Pharmacy, industrial pharmacy	1	32
073 Management	2	2
071 Accounting and taxation	3	21
015 Vocational education	4	36
133 Industrial engineering	5	26
First (bachelor's) level of higher education		
081 Law	1	1
073 Management	2	2
014 Secondary education (by subject specialities)	3	4
053 Psychology	4	3
035 Philology	5	6
Second (master's) level of higher education		
222 Medicine	1	7

Speciality.	Place in the ranking for the relevant level of education	Place in the overall ranking
053 Psychology	2	3
081 Law	3	1
073 Management	4	2
014 Secondary education (by subject specialities)	5	4
Third (educational and scientific) level of higher education		
081 Law	1	1
051 Economics	2	8
281 Public management and administration	3	17
073 Management	4	2
011 Educational, pedagogical sciences	5	57

Thus, the most significant differences in the distribution of applicants by speciality are observed for the primary and third (creative/educational-scientific) levels of higher education. Instead, for the first (bachelor's) level, the four most popular majors completely coincide with the majors that occupy the first four positions in the overall ranking of majors.

The analysis of the distribution of applicants by specialities in private institutions shows certain characteristic features. In particular, a significantly higher proportion of applicants in private institutions is observed in the following specialities: 073 Management - 13.19% (5.1% in state-owned institutions); 081 Law - 12.81% (6.29% in state-owned institutions); 053 Psychology - 10.17% (4.89% in state-owned institutions). For 072 Finance, Banking, Insurance and Stock Market and 051 Economics, there is also a higher proportion of students in private institutions (4.77% and 4.15% respectively), although the difference with state-owned institutions is less pronounced. For the speciality 122 Computer Science, the ratio of the share of applicants is approximately the same: 3.12% in private-owned institutions versus 3.55% in state-owned institutions. Instead, in publicly owned institutions, there is an extremely low number of applicants or no applicants in the following fields of study: 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

181 Food Technologies), 20 Agricultural Sciences and Food, 21 Veterinary Medicine, 27 Transport. Data on applicants by field of study 25 Military sciences, national security, state border security are not published. The distribution of applicants by specialities in municipally owned institutions has its own specifics. The largest share of applicants studying in the speciality 014 Secondary education (by subject specialities) is 8.56% of the total number of students, while in state-owned institutions this figure is 5.07%. The second place is occupied by the share of applicants in the speciality 053 Psychology - 7.82% (in state-owned institutions - 4.89%), the third - 035 Philology — 7.23% (in state-owned institutions - 3.47%), the fourth - 081 Law — 7.2% (in state-owned institutions - 6.29%), the fifth - 013 Primary education - 7.15% (in state-owned institutions - 1.12%). Instead, in municipally owned institutions, there are no or very few applicants in the following fields of study: 04 Theology, 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, 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, 29 International Relations. Data on students in the field of knowledge 25 Military sciences, national security, state border security are not published.

1.3.5. Students by educational institution

As of 1 January 2025, students of the primary level of higher education were studying in 31 educational institutions (last year– in 39), the first (bachelor's) level– in 413 educational institutions (last year– in 428), second (master's) level– in 314 educational institutions (last year– in 321), third (creative) level– in 9 educational institutions (the same as last year), third (educational and scientific) level - in 406 institutions (last year - in 405). The analysis of the distribution of students by the form of ownership of educational institutions shows that, that the largest proportion of students are students in state-owned institutions - 87.22% (937,216 people). Students enrolled in privately owned institutions account for 10.60% (113,905 people). Only 2.18% (23,417 people) study in municipally owned institutions (see Figure 25).

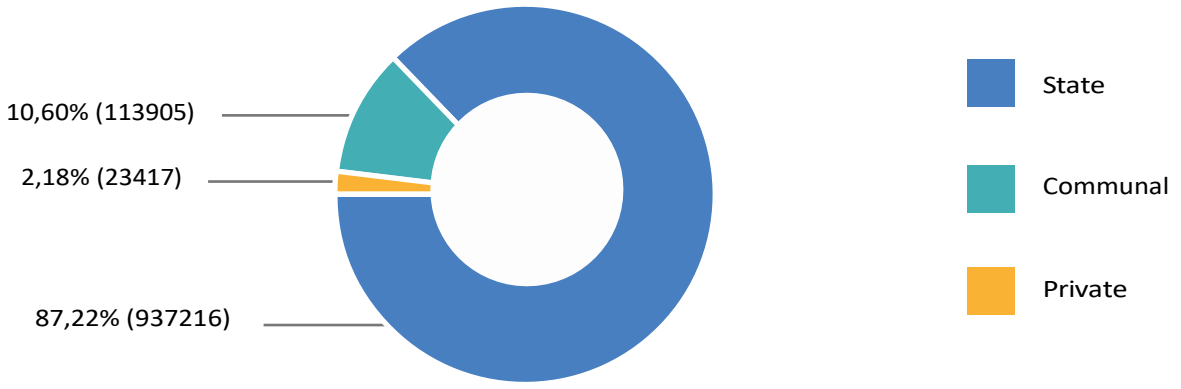

Figure 25. Distribution of students by higher education institutions of different forms of ownership

The analysis of the distribution of students by ownership of institutions and sources of funding shows the following features:

- most students study at state and municipal institutions at the expense of state or local budgets;
- at the expense of individuals and/or legal entities - in public and private institutions;
- by voucher - in state-owned institutions;

Also, several applicants have preferential long-term loans from state and private institutions (see Table 6 and Figure 26).

Table 6. Breakdown of students by type of ownership of the institution and sources of education funding

Form of ownership of a higher education institution	At the expense of the state or local budgets	At the expense of individuals and/or legal entities	With a voucher	On a concessional long-term loan	Total
state	359243	575678	2288	7	937216
communal	10182	13191	44	0	23417
private	1016	112873	9	7	113905
	370441	701742	2341	14	1074538

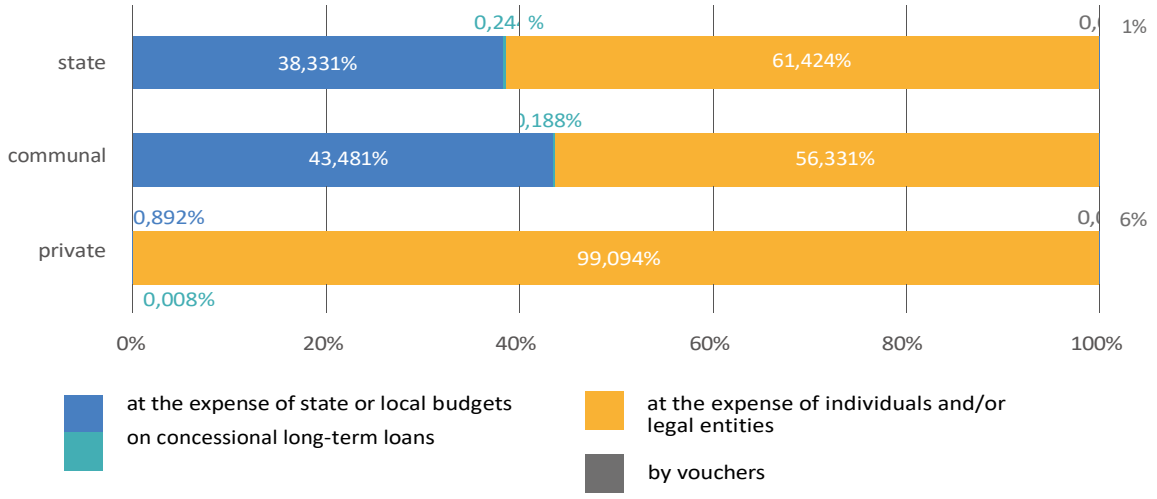

Figure 26. Breakdown of students by type of ownership of the institution and source of funding

The analysis of the distribution of students by ownership of institutions and level of higher education shows the following features:

- Primary level of higher education: the vast majority of students (97.65%) study at state-owned institutions, with a small share of students studying at municipal and private institutions;
- first (bachelor's) level: 87.13 per cent - in state-funded institutions

of the property, 2.47% - municipal, 10.40% - private;

- second (master's) level: 88.06% - in state-owned institutions, 1.60% - in municipal, 10.34% - in private;
- third (educational and scientific) level: 84.00% - in state-owned institutions, 1.18% - in municipal, 14.82% - in private;
- third (educational and creative) level: 92.80% - in state-owned institutions, 7.20% - in municipal ones.

There were no significant changes in the distribution of students by ownership of institutions compared to the previous year for primary, first (bachelor's) and second (master's) levels of higher education. For the third (educational and scientific) level, there was a decrease in the share of s t u d e n t s in state-owned institutions by 5.6%, and for the third (educational and creative) level - by 1.6% (see Figure 27).

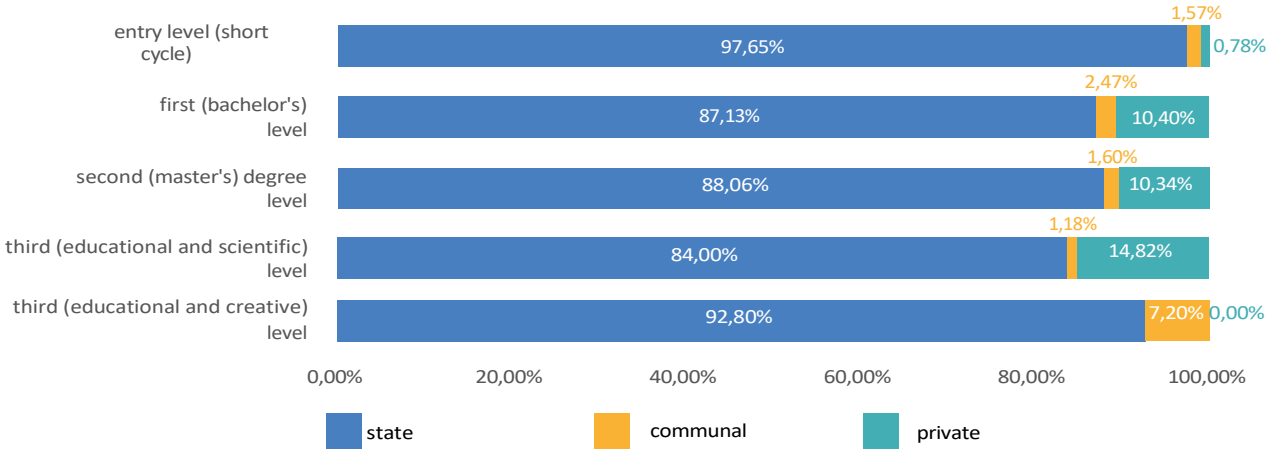

Figure 27. Distribution of students of different levels of higher education by higher education institutions of different forms of ownership

1.3.6. Regional distribution of students

There is a similarity between the distribution of students by region of Ukraine and the corresponding distribution of education institutions (Figure 3): 25.54% study in Kyiv, 9.97% - in Lviv region, 9.81% - in Kharkiv region, 6.46% - in
- in Dnipro region and 6.21% in Odesa region (see Figure 28).

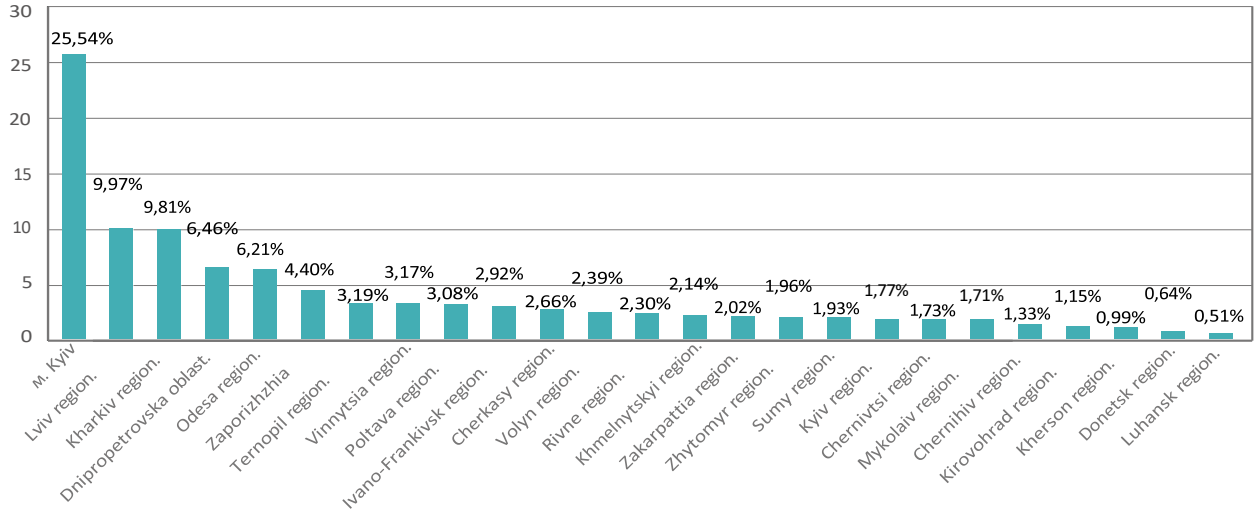

Figure 28. Regional distribution of students by place of study

1.3.7. Students, whose training is carried out at the specialist level

As of the beginning of 2025, 88 people continued to pursue higher education in specialist's degree programmes[9]. Of these, 1 person studied at the expense of the state and/or local budget, and 87 people studied at the expense of individuals and/or legal entities.

As for the form of education, 67 people study full-time and 21 people study part-time.

Distribution by specialities: Dentistry - 18, Law - 1, Veterinary Medicine - 1, Secondary Education - 19, Motor Transport - 10, Computer Engineering - 16, Therapy and Rehabilitation - 7, Medicine - 15, Computer Science and Information Technology - 1.

Breakdown by the form of ownership of higher education institutions: 3 people study in state-owned institutions, 19 in municipal institutions, and 66 in private institutions.

Detailed information on higher education institutions is provided in Table 7.

Table 7. Breakdown of students for specialist's degree by higher education institutions, forms of ownership of institutions, forms of study, sources of funding

HEI	Form of study	Speciality.	Source of funding		Total
			budget	contract	
State-owned higher education institutions					
State higher education institution "Uzhhorod National University	daytime	221 Dentistry	–	1	1
National University "Odesa Law Academy"	correspondence	081 Law	1	–	1
Polissya National University	daytime	211 Veterinary medicine	–	1	1
Higher education institutions of communal ownership					
Communal facility "Zaporizhzhia Regional Institute of Postgraduate Pedagogical Education of the Zaporizhzhia Regional Council	correspondence	014 Secondary education (Computer science)	–	19	19

(9) In accordance with the list of specialities approved by the Resolution of the Cabinet of Ministers of Ukraine "On Approval of the List of Fields of Knowledge and Specialities for Training of Higher Education Applicants" No. 266 dated 29 April 2015.

HEI	Form of study	Speciality.	Source of funding		Total
			budget	contract	
Private higher education institutions					
Higher Educational Institution "International Technological University "Mykolaiv Polytechnic"	correspondence	274 Road transport	–	10	33
		123 Computer engineering	–	16	
		227 Therapy and rehabilitation	–	7	
Private higher education institution "International Academy of Ecology and Medicine	daytime	222 Medicine	–	12	27
		221 Dentistry	–	15	
Limited Liability Company "European Medical University	daytime	222 Medicine	–	3	5
		221 Dentistry	–	2	
Higher education institution "Open International University of Human Development "Ukraine"	daytime	122 Computer science and information technology	–	1	1

1.4. Teaching staff of higher education institutions

1.4.1. Data source and processing methodology

As of the beginning of 2025, according to the response of the SE "Inforesource" to the National Agency's request, the USEDB database contained 127,286 records of scientific and pedagogical, pedagogical and scientific workers engaged in teaching activities in higher education institutions (hereinafter - teachers). Since a person can hold several positions if he/she works part-time or combines them, each such position is represented in the database by a separate record, which leads to duplication.

To avoid duplication, records from two categories were removed from the list:

1) records with the same surname, name and patronymic, age, series and number of the academic degree document, series and/or number of the academic title document. As a result, 72,609 unique records were obtained that uniquely identify employees who have a scientific degree and/or academic title.

2) records with duplicate full name, gender and age of the employee and no marks on the academic degree and academic title. This resulted in 33375 unique records of academic staff with no marks on academic degree and academic title.

The share of excluded records for employees without a degree or academic title is approximately 3.3% of the total number of records and approximately 9.6% of the number of records for employees without a degree or academic title. Thus, their exclusion could lead to a slight increase in the error of the results obtained for the sample as a whole (by no more than 1.7%), as well as the conclusions drawn for the part of the sample related to employees without a degree and academic rank (by no more than 4.9%). The results and conclusions obtained for the part of the sample that includes teachers with a scientific degree and/or academic rank are accurate.

Thus, on the basis of the EDEBO data, after eliminating duplications, a sample for analysis was formed, which includes 105,984 unique records of research and teaching, pedagogical and scientific staff engaged in teaching activities in higher education institutions.

1.4.2. Characteristics of scientific and pedagogical, pedagogical and scientific workers engaged in teaching activities in institutions higher education (total sample)

In general, women predominate among teachers (57.3% of the total number of all employees) (see Figure 29).

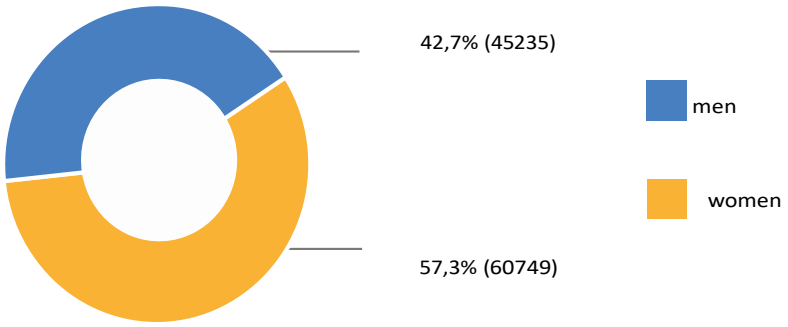

Figure 29: Gender distribution of teachers

The number of people with academic degrees is important: 80.4% of employees have academic degrees, including 15.8% with a doctorate and 64.6% with a PhD or a doctorate in philosophy. The situation differs by gender (see Figure 30). Among male teachers, the proportion of people with a scientific degree is 86.3%, while among women it is only 75.9%. Among male teachers, the share of doctors of sciences is higher - 21.6%, while among women - 11.5%.

There is also a difference in the distribution of academic degrees between men and women (see Figure 31): the majority of doctors of sciences (58.4%) are men. For PhDs/doctors of philosophy, the situation is different - the majority

(57.2%) are women. Women also predominate among teachers without a degree (70.3%).

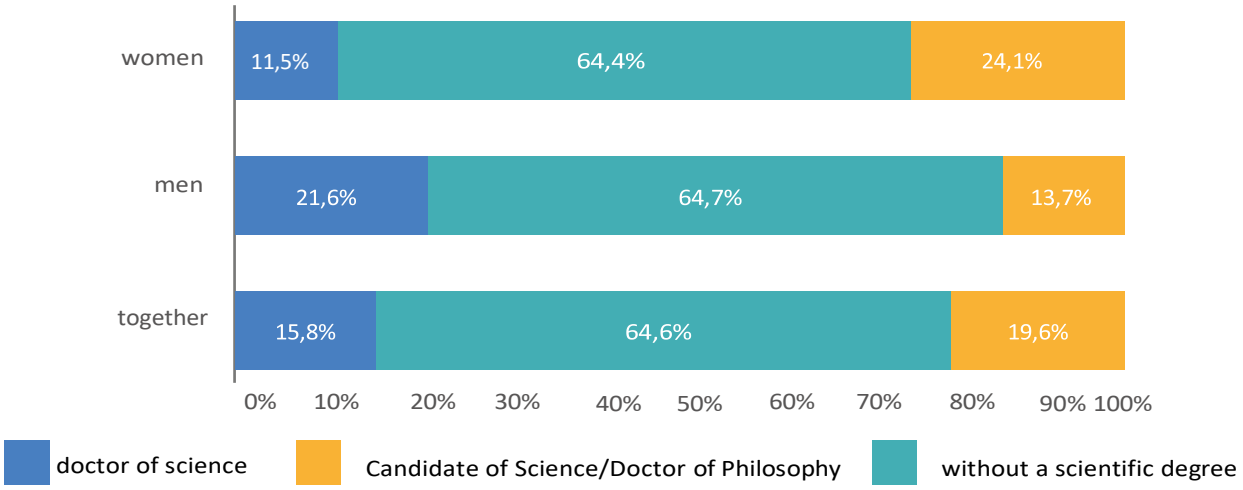

Figure 30. Share of lecturers with academic degrees

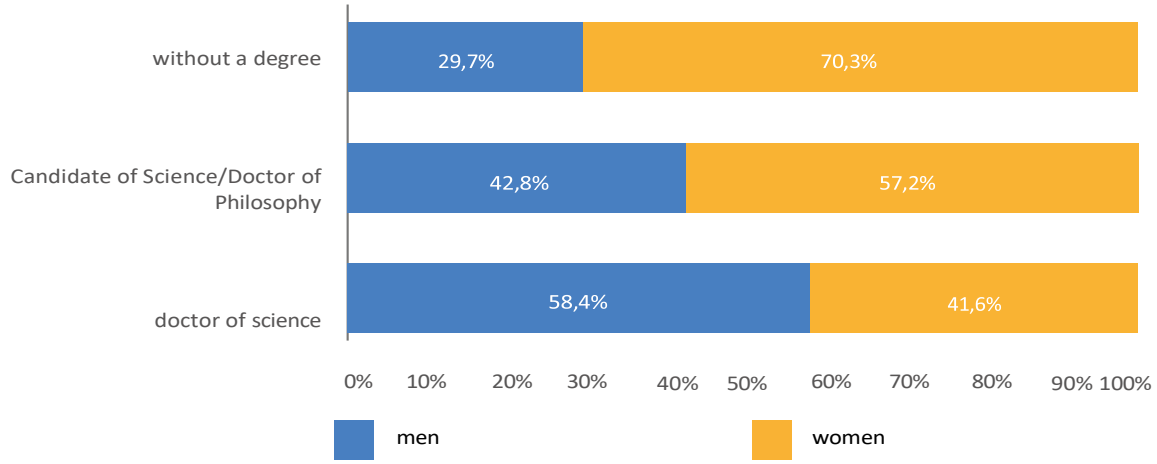

Figure 31. Gender distribution of academic degrees held by teachers

The share of teachers with academic titles is 59.1% of the total number of employees, of which 12.4% have the academic title of professor, 43.1% - associate professor and 3.6% - senior researcher. It is important to note the difference in the distribution of the proportion of teachers with academic titles by gender. Among men, 17.2 per cent have the title of professor, while among women - 8.8 per cent. The proportion of lecturers with the rank of associate professor is approximately the same for both men and women. However, among women, the proportion of people without academic rank is higher than among men (45.3% vs. 34.8% for men) (see Figure 32).

Based on the analysis of the existing distribution of academic titles by gender, it can be concluded that the share of male teachers is higher in the categories of persons with the academic title of professor or senior researcher, and the share of female teachers is higher in the categories of persons with the academic title of associate professor or persons without academic title (see Figure 33).

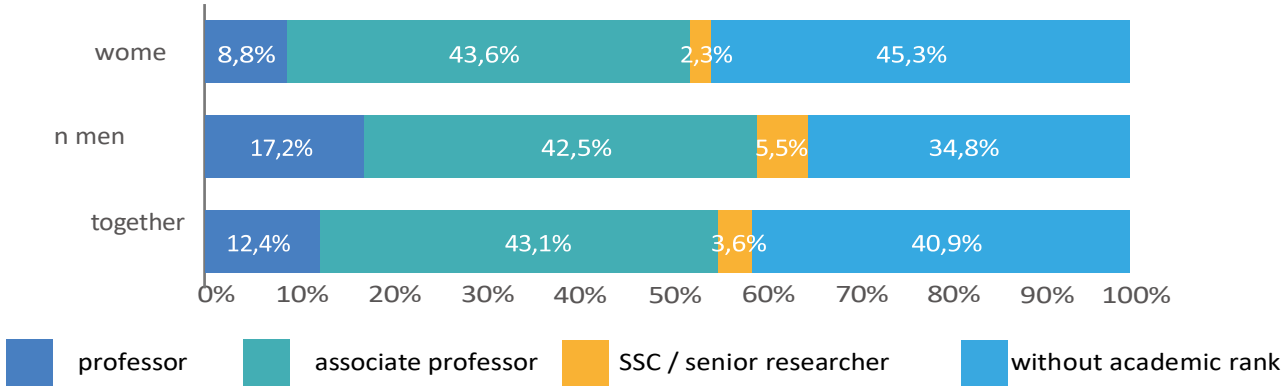

Figure 32. Share of academic staff with academic titles

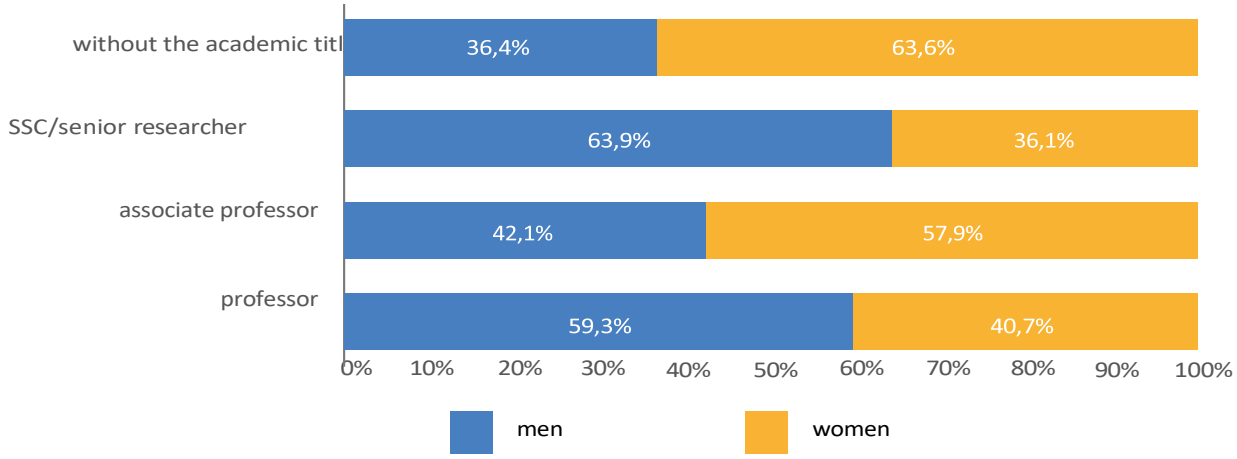

Figure 33. Gender distribution of academic titles among teachers

1.4.3. Characteristics of scientific and pedagogical, pedagogical and scientific workers who carry out teaching activities in institutions higher education at their main place of work

Let's take a closer look at research and teaching, pedagogical or scientific employees who carry out teaching activities in higher education institutions at their main place of work. There were 93750 such records in the EDEBO database.

Women predominate among teachers who work at their main place of employment (58% of women vs. 42% of men).

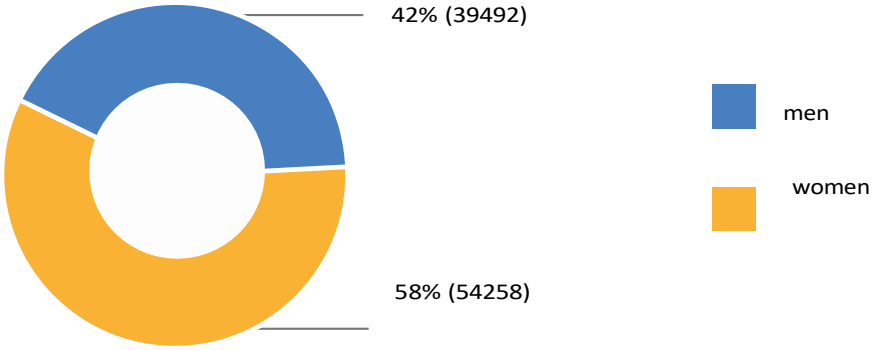

Figure 34. Gender distribution of teachers working at their main place of employment

The distribution of employees working at the main place of work by academic degree is shown in Figure 35. In this category, 84.7% of employees have academic degrees, most of them (67.9%) have a PhD or a doctorate.

The situation is different in terms of gender. Among men who work at their main place of employment, the share of people with a scientific degree is 91.2%, while among women it is only 79.9%. The share of doctors of science is higher among men - 23.1%, while among women it is only 12.2%.

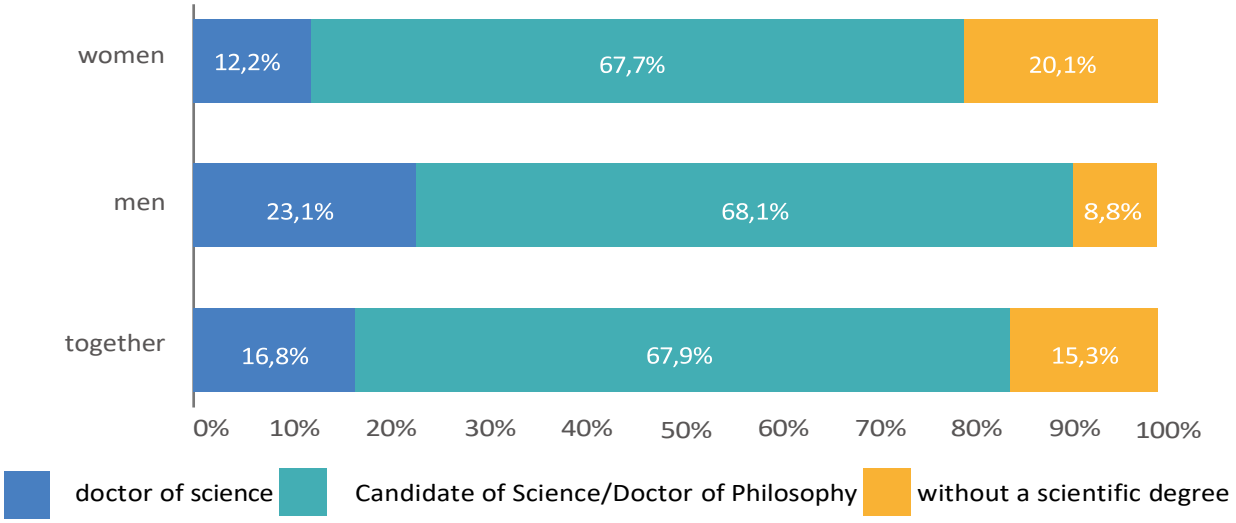

Figure 35. Share of lecturers with academic degrees who work in their main place of employment

Differences in the distribution of academic degrees among the faculty members working at the main place of employment by gender are shown in Figure 36. The majority of the faculty with a doctorate degree are men (57.9%), while the majority of the faculty with a PhD or doctorate degree are women (57.7%). Among employees without a degree, women also predominate (75.8%).

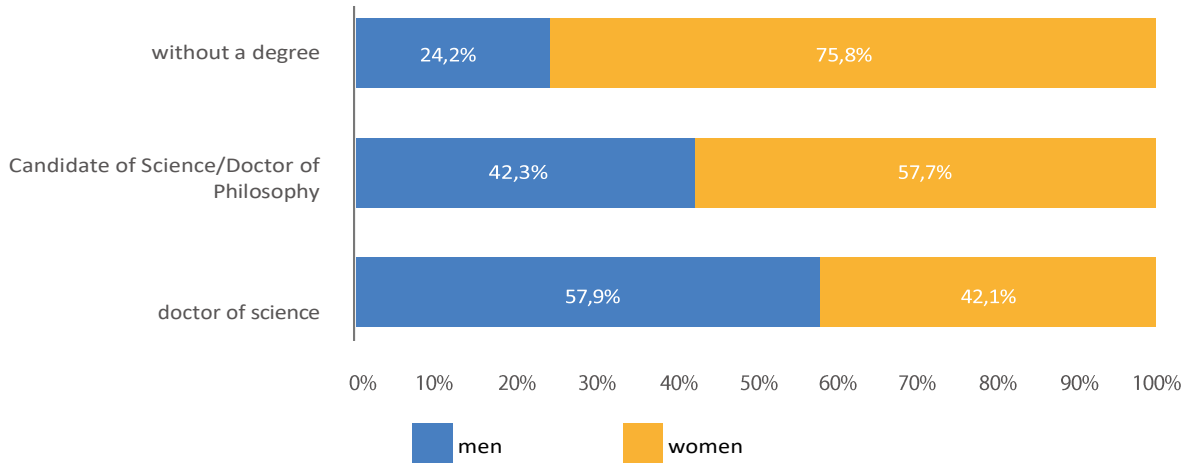

Figure 36. Gender distribution of academic degrees among lecturers working at the main place of employment

The proportion of lecturers employed at their main place of work with academic titles is 63.7%, of which 13.3% have the academic title of professor,

46.6% - associate professor and 3.8% - senior researcher (senior researcher)[10] .

There are differences in the proportions of male and female teachers who work at their main place of employment and have academic titles. Among men, 18.6% have the academic title of professor, while among women - 9.4%. The proportions of men and women with the academic title of associate professor are approximately equal. Among female lecturers, the share of people without academic rank is 41.2%, and among male lecturers - 29.6% (see Figure 37).

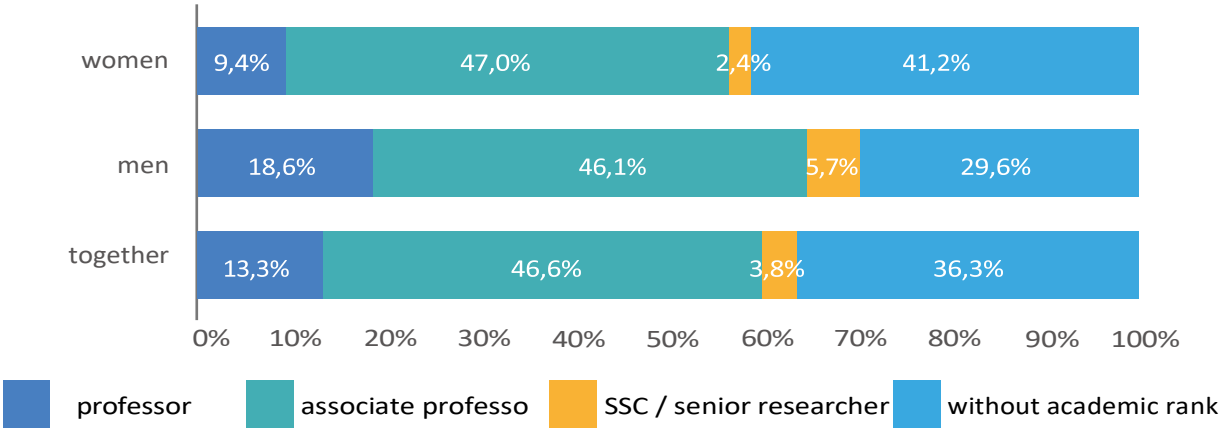

Figure 37. Share of lecturers with academic titles working in their main place of employment

Based on the analysis of the gender distribution among the academic staff working at the main place of employment, it can be concluded that the share of male academic staff is higher in the categories of persons with the academic title of professor or senior researcher, and the share of female academic staff is higher in the categories of persons with the academic title of associate professor or persons without academic title (see Figure 38).

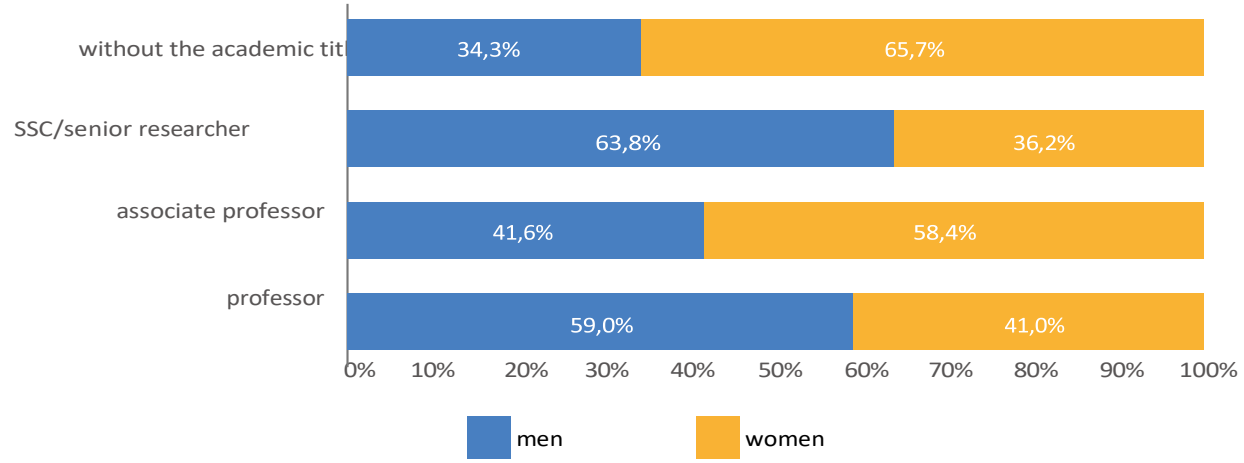

Figure 38. Gender distribution of academic titles of lecturers working at their main place of employment

[10] *If a certain person holds the academic title of professor or associate professor along with the title of senior researcher, he/she was included in the analysis in the category of professor or associate professor, respectively.*

Conclusions. In general, based on the comparison of the analysis results for different categories of teachers, the following conclusions can be drawn:

1. The gender distribution of all lecturers and lecturers working at the main place of employment does not differ (the differences do not exceed 1%): for both categories, the majority (about 58%) of the total number of lecturers are women.
2. There are some differences in the distribution of teachers by academic degree: for teachers in general, the share of people with academic degrees is 80.4% of the total number of employees, while for teachers working at the main place of employment, it is slightly higher and amounts to 84.7%. A more detailed comparison of the proportion of academic staff with a degree is shown in Figure 39.

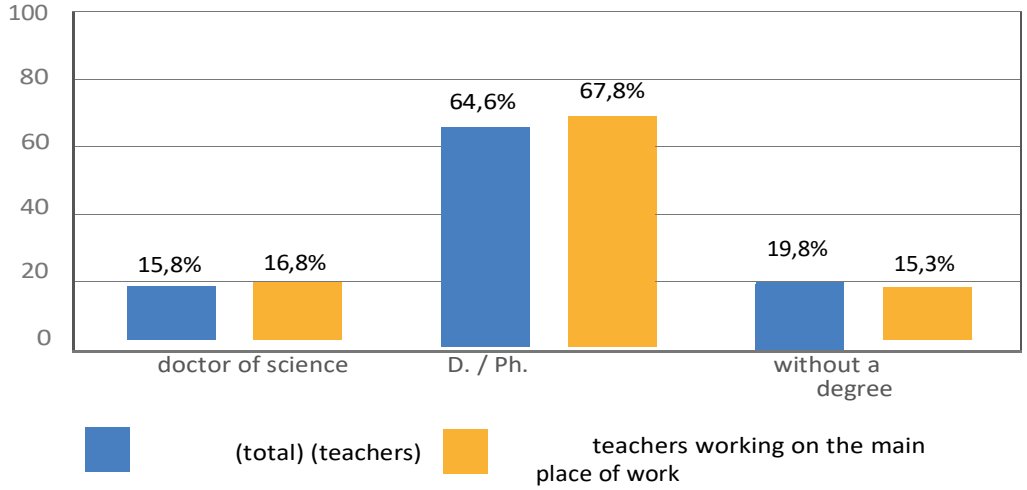

Figure 39. Distribution of lecturers by academic degree

3. A similar trend is observed in the distribution of teachers by academic rank: for teachers in general, the share of persons with academic rank is 59.1% of the total number of teachers, while for teachers working at the main place of employment, it is slightly higher and amounts to 63.7%. A more detailed comparison of the proportion of lecturers with academic titles is shown in Figure 40.

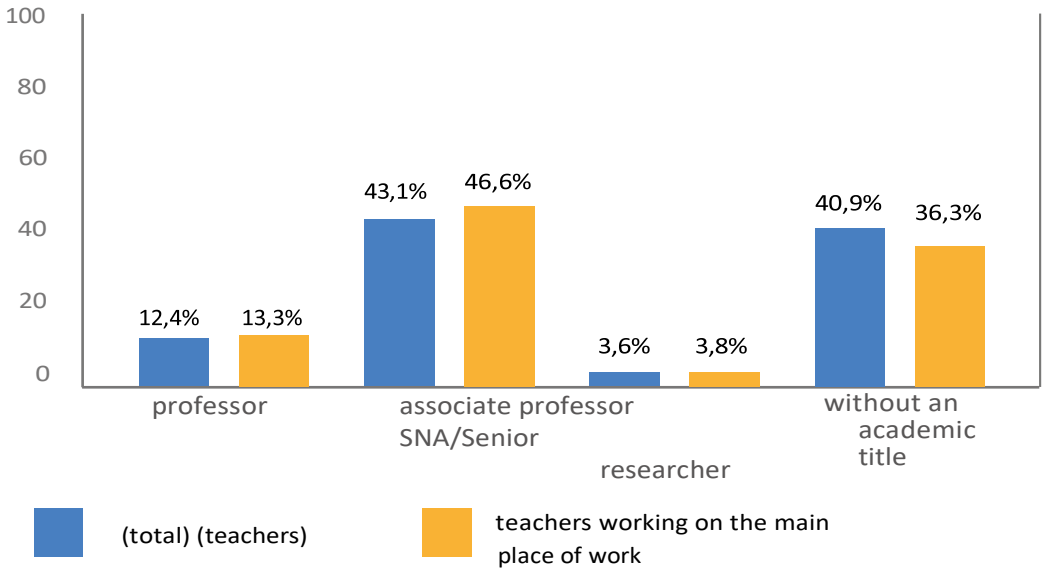

Figure 40. Distribution of academic staff by academic rank

4. Based on the analysis of the gender distribution, it can be concluded that the following trends can be observed both for all teachers and for teachers working at the main place of work: among male lecturers, the share of those who have the academic title of professor (doctoral degree) is higher than the corresponding share among female lecturers; the shares of male and female lecturers with the academic title of associate professor (PhD or doctoral degree) are approximately the same; among lecturers who do not have an academic title (degree), the share of women is higher than the corresponding share of men.

1.5. Study programmes

According to the response of the SE "Inforesource" to the request of NAQA, as of 1 January 2025, 46,179 educational programmes of the following levels were registered in the EDEBO: initial (short cycle), first (bachelor's), second (master's), third (educational and scientific), third (educational and creative) levels of higher education, as well as the educational qualification level of a specialist, for which information about applicants was indicated[11] (according to the list of fields of knowledge and specialities approved by the Cabinet of Ministers of Ukraine on 29 April 2015 No. 266).

This sample was excluded:

— 4,886 study programmes belonging to 144 institutions blocked in the EDEBO;

— 15,944 study programmes that were blocked in the EDEBO without blocking institutions.

Thus, 23,987 study programmes that are not blocked in the EDEBO and are implemented in 625 institutions were selected for further analysis. Breakdown by level:

- entry level - 223 (last year - 302);
- first (bachelor's) degree - 11,605 (last year - 11,686);
- second (master's) degree - 9,379 (last year - 9,794);
- third (educational and scientific) - 2,780 (last year - 2,717);
- the third (educational and creative) - 13 (the same as last year) (see Figure 41).

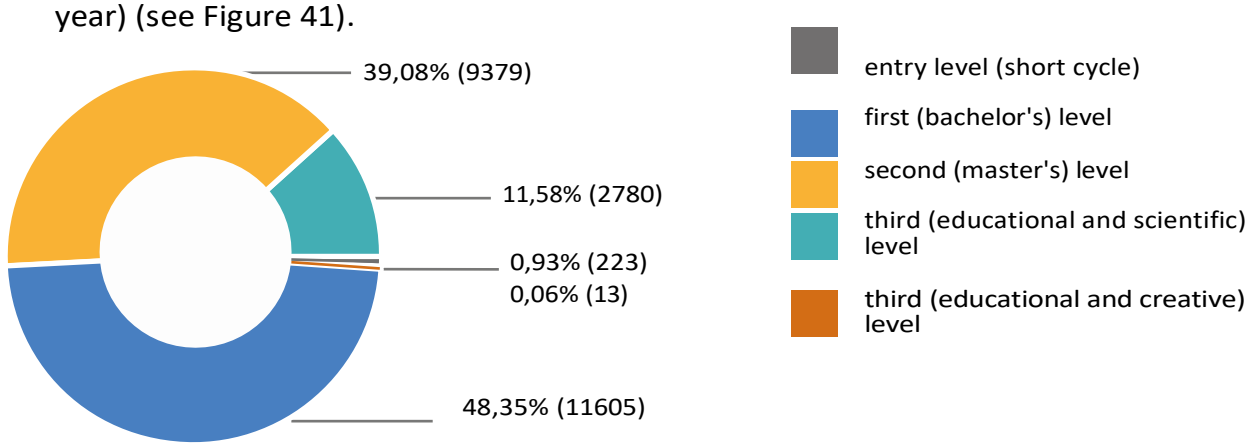

Figure 41. Distribution of study programmes by level of higher education

[11] The analysis did not include 743 study programmes for which there was no information on students as of 01.01.2025. The reasons for the absence of data are temporary blocking of the institution, temporary termination of access to information resources or subordination of the institution to the Ministry of Defence of Ukraine or the Ministry of Internal Affairs of Ukraine.

In addition, there are 541 study programmes at the specialist level (737 last year).

As of 1 January 2025, out of 24,541 study programmes included in the analysis, 18,881 study programmes had a valid certificate of accreditation of the study programme or a certificate of speciality valid for the relevant programme. Out of this number, 112 educational programmes are at the specialist level.

The certificate issued by NAQA (including reissued certificates and those that have been extended) is held by 8,244 study programmes. Thus, the share of study programmes with a valid certificate of NAQA among all analysed programmes is 33.59%.

If we consider only 23,987 study programmes of the primary (short cycle), first (bachelor's), second (master's), third (educational and scientific) and third (educational and creative) levels of higher education, the share of programmes with a certificate issued by NAQA is 34.37%.

Among the 23987 study programmes of primary, first (bachelor's), second (master's), third (educational and scientific) and third (educational and creative) levels of higher education, the largest number of study programmes was presented in the field of knowledge 01 Education / Pedagogy - 15.44% of the total number. Slightly fewer study programmes are presented in the field of knowledge 07 Management and Administration– 15.31%. The third place in terms of the number of study programmes is occupied by field of knowledge 05 Social and Behavioural Sciences– 7.20%.

By level of higher education and field of study, we have the following distribution of the largest number of study programmes (hereinafter referred to as EPs):

- first (bachelor's) level: 17.69% of the total number of first (bachelor's) level study programmes are presented in the field of knowledge 01 Education and / or Pedagogy, 15.38%– in the field 07 Management and Administration, 7.38% - in the field 02 Culture and Arts;
- second (master's) level: 15.96% of the total number of second (master's) level study programmes are represented in the field of knowledge 07 Management and Administration, 15.11% - 01 Education/Pedagogy, 7.16% - 05 Social and Behavioural Sciences;
- third (educational and scientific) level: 12.16% of the total number of study programmes at the third (educational and scientific) level is represented in the fields of knowledge 07 Management and Administration, 9.68%– 05 Social and Behavioural Sciences, 7.77%– 01 Education/Pedagogy;
- third (educational and creative) level: all study programmes are presented in the field of knowledge 02 Culture and Art;
- Entry-level higher education: 28.70% of the total number of entry-level study programmes is represented in the field of knowledge 07 Management and Administration, 9.87% - 20 Agricultural Sciences and Food, 8.07% - 01 Education / Pedagogy.

Table 8. Distribution of study programmes by field of study and level of higher education

Field of expertise	initial level of higher education	first (bachelor's) level	second (master's) level	Third (educational and scientific) level	third (educational and creative) level	overall result
01 Education/Pedagogy	18 (8,07%)	2053 (17,69%)	1417 (15,11%)	216 (7,77%)		3704 (15,44%)
02 Culture and art	3 (1,35%)	857 (7,38%)	371 (3,96%)	45 (1,62%)	13 (100%)	1276 (5,32%)
03 Humanities	1 (0,45%)	749 (6,45%)	556 (5,93%)	202 (7,27%)		1508 (6,29%)
04 Theology		14 (0,12%)	12 (0,13%)	4 (0,14%)		30 (0,13%)
05 Social and behavioural sciences	13 (5,83%)	771 (6,64%)	672 (7,16%)	269 (9,68%)		1725 (7,19%)
06 Journalism		139 (1,20%)	101 (1,08%)	18 (0,65%)		258 (1,08%)
07 Management and administration	64 (28,70%)	1785 (15,38%)	1497 (15,96%)	338 (12,16%)		3684 (15,36%)
08 Law	13 (5,83%)	247 (2,13%)	200 (2,13%)	104 (3,74%)		564 (2,35%)
09 Biology	2 (0,90%)	99 (0,85%)	102 (1,09%)	130 (4,68%)		333 (1,39%)
10 Natural sciences	3 (1,35%)	298 (2,57%)	317 (3,38%)	164 (5,90%)		782 (3,26%)
11 Mathematics and statistics		94 (0,81%)	87 (0,93%)	62 (2,23%)		243 (1,01%)
12 Information technology	7 (3,14%)	747 (6,44%)	574 (6,12%)	189 (6,80%)		1517 (6,32%)
13 Mechanical engineering	8 (3,59%)	359 (3,09%)	365 (3,89%)	136 (4,89%)		868 (3,62%)
14 Electrical engineering	5 (2,24%)	263 (2,27%)	237 (2,53%)	60 (2,16%)		565 (2,36%)

Field of expertise	initial level of higher education	first (bachelor's) level	second (master's) level	Third (educational and scientific) level	third (educational and creative) level	overall result
15 Automation and instrumentation	4 (1,79%)	200 (1,72%)	169 (1,80%)	53 (1,91%)		426 (1,78%)
16 Chemical engineering and bioengineering	1 (0,45%)	212 (1,83%)	184 (1,96%)	63 (2,27%)		460 (1,92%)
17 Electronics, automation and electronic communications	5 (2,24%)	425 (3,66%)	379 (4,04%)	120 (4,32%)		929 (3,87%)
18 Production and technology	7 (3,14%)	202 (1,74%)	186 (1,98%)	56 (2,01%)		451 (1,88%)
19 Architecture and construction	7 (3,14%)	233 (2,01%)	281 (3,00%)	43 (1,55%)		564 (2,35%)
20 Agricultural sciences and food	22 (9,87%)	200 (1,72%)	167 (1,78%)	84 (3,02%)		473 (1,97%)
21 Veterinary medicine	1 (0,45%)	16 (0,14%)	54 (0,58%)	45 (1,62%)		116 (0,48%)
22 Healthcare	7 (3,14%)	353 (3,04%)	413 (4,40%)	139 (5,00%)		912 (3,80%)
23 Social work	3 (1,35%)	162 (1,40%)	126 (1,34%)	22 (0,79%)		313 (1,30%)
24 Service area	12 (5,38%)	366 (3,15%)	214 (2,28%)	21 (0,76%)		613 (2,56%)
25 Military sciences, national security, state border security		63 (0,54%)	59 (0,63%)	17 (0,61%)		139 (0,58%)
26 Civilian security		92 (0,79%)	79 (0,84%)	26 (0,94%)		197 0,82%

Field of expertise	initial level of higher education	first (bachelor's) level	second (master's) level	Third (educational and scientific) level	third (educational and creative) level	overall result
27 Transport	15 (6,73%)	273 (2,35%)	192 (2,05%)	47 (1,69%)		527 (2,20%)
28 Public management and administration		116 (1,00%)	190 (2,03%)	62 (2,23%)		368 (1,53%)
29 International relations	2 (0,90%)	217 (1,87%)	178 (1,90%)	45 (1,62%)		442 (1,84%)
	223	11605	9379	2780		23987

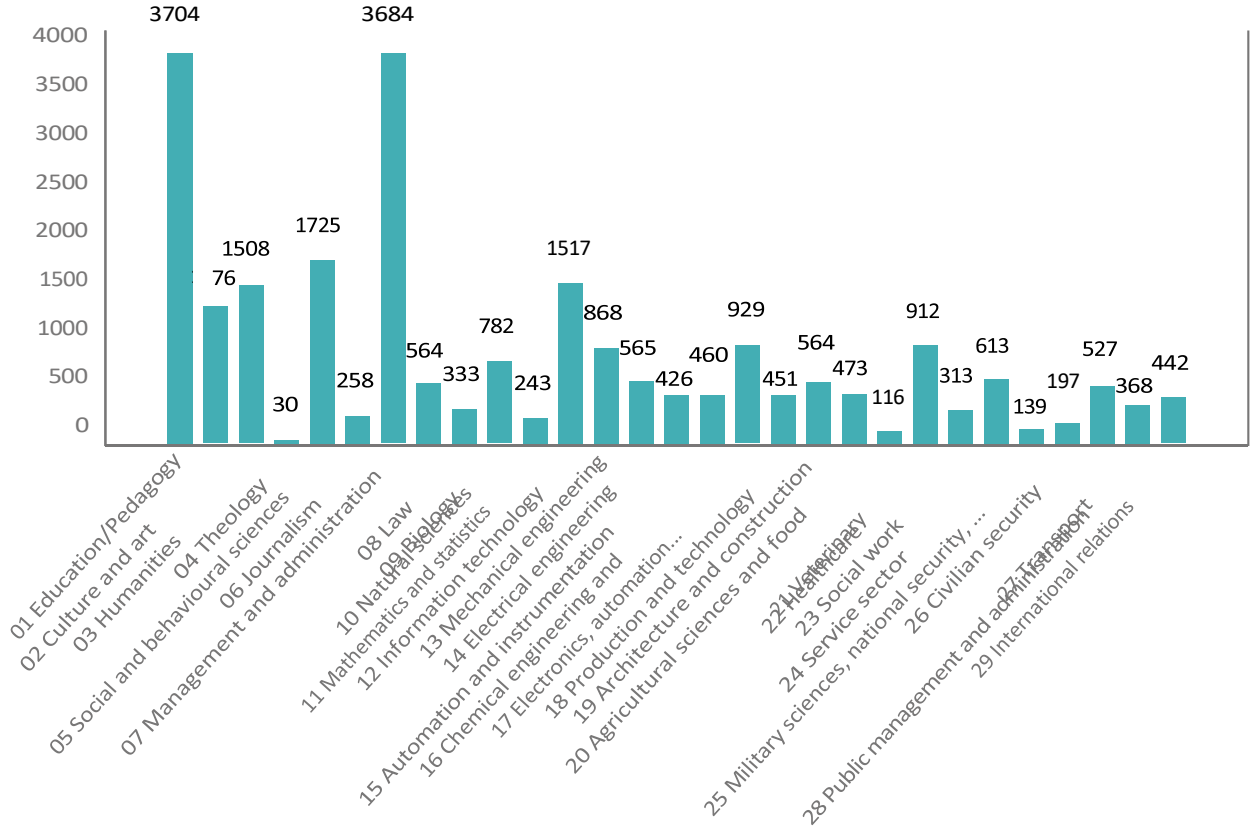

Figure 42. Distribution of study programmes by field of study

Table 9 shows for each level of higher education and field of study the total number of study programmes and the number of study programmes with a valid certificate from NAQA, as well as for each field of study the share of study programmes with a certificate issued by NAQA.

Table 9. Number of study programmes and share of study programmes with a valid certificate of the National Agency by levels of higher education and fields of study

Field of expertise	initial higher level education		first (Bachelor's level		second (Master's degree) level		The third (educa-. ni-scientific) level		third (educationa creative) level		overall result		
	All of the OPs taken for the analysis	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	All the OPs taken for a climb	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	The share of OC have a certificate from IA
01 Education/Pedagogy	18	8	2053	477	1417	477	216	133			3704	1065	28,75%
02 Culture and art	3	2	857	173	371	109	45	32	13	8	1276	324	25,39%
03 Humanities and sciences	1	1	749	187	556	184	202	127			1508	499	33,09%
04 Theology	0	0	14	3	12	6	4	2			30	11	36,67%
05 Social and behavioural sciences	13	8	771	182	672	223	269	174			1725	587	34,03%
06 Journalism	0	0	139	40	101	42	18	10			258	92	35,66%
07 Management and administration	64	42	1785	347	1497	414	338	157			3684	960	26,06%
08 Law	13	2	247	83	200	74	104	67			564	226	40,07%
09 Biology	2	1	99	31	102	38	130	99			333	169	50,75%
10 Natural sciences	3	3	298	144	317	130	164	111			782	388	49,62%
11 Mathematics and statistics	0	0	94	37	87	41	62	39			243	117	48,15%
12 Information technology	7	5	747	265	574	242	189	117			1517	629	41,46%
13 Mechanical engineering	8	3	359	65	365	89	136	86			868	243	28,00%
14 Electrical engineering	5	2	263	62	237	91	60	36			565	191	33,81%
15 Automation and instrumentation	4	3	200	46	169	29	53	35			426	113	26,53%
16 Chemical engineering and bioengineering	1	0	212	58	184	60	63	34			460	152	33,04%

Field of expertise	initial higher level education		first (Bachelor's level		second (Master's degree) level		The third (educa-. ni-scientific) level		third (educationa creative) level		overall result		
	All of the OPs taken for the analysis	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	All the OPs taken for a climb	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	All of the OPs taken for the analysis	The OPs that have certificate from the	The share of OC have a certificate from IA
17 Electronics, automation and electronic communicatio ns	5	3	425	129	379	135	120	69			929	336	36,17%
18 Production and technology	7	3	202	53	186	81	56	32			451	169	37,47%
19 Architecture and construction	7	4	233	76	281	107	43	30			564	217	38,48%
20 Agricultural sciences and food	22	13	200	79	167	71	84	62			473	225	47,57%
21 Veterinarians	1	0	16	2	54	13	45	24			116	39	33,62%
22 Healthcare	7	5	353	116	413	159	139	94			912	374	41,01%
23 Social work	3	1	162	43	126	45	22	9			313	98	31,31%
24 Service area	12	10	366	153	214	121	21	5			613	289	47,15%
25 Military sciences, national security, state border security	0	3	63	49	59	36	17	17			139	105	75,54%
26 Civilian security	0	0	92	43	79	47	26	11			197	101	51,27%
27 Transport	15	7	273	67	192	77	47	26			527	177	33,59%
28 Public management and administration	0	0	116	43	190	73	62	37			368	153	41,58%
29 International relations	2	0	217	91	178	78	45	26			442	195	44,12%
	223	129	11605	3144	9379	3262	2780	1701	13	8	23987	8244	

In the field of knowledge 25 Military sciences, national security, state border security, the share of study programmes with a certificate issued by NAQA is 75.54% of the total number of programmes in this field. Two fields of study have more than 50% of study programmes with certificates issued by NAQA: 09 Biology - 50.75% and 26 Civil Security - 51.27%. Nine fields of knowledge have from 40% to 50% of EPs with certificates issued by NAQA: 10 Natural Sciences– 49.62%, 11 Mathematics and Statistics– 47.37%, 12 Information Technology– 40.74%, 20 Agricultural Sciences and Food - 47.27%, 24 Service Sector - 46.69%, 28 Public Administration and Management - 41.58%, 29 International Relations– 44.12%. Two fields of knowledge have less than 25% of HEIs with a certificate issued by NAQA: 02 Culture and Arts– 24.58% and 15 Automation and Instrumentation– 24.35%.

1.6. Temporarily relocated higher education institutions (relocated)after 24.02.2022

The Ministry of Education and Science of Ukraine, in response to an official request from NAQA, provided information on 30 higher education institutions temporarily relocated after 24.02.2022 (as of February 2025, see Table 3)[12]. Of these, 1 institution is in the process of reorganisation, 1 has been reorganised, and 3 have ceased operations and are blocked in the EDEBO.

We will analyse 26 higher education institutions where students studied in 2024.

Among the higher education institutions temporarily relocated after 24.02.2022, the majority were state-owned (18 institutions, or 69.2%), the rest were private (8 institutions, or 30.8%). Breakdown by governing body: Ministry of Education and Science of Ukraine 14 institutions (53.9%), the Ministry of Healthcare of Ukraine - 2 institutions (7.7%), the Ministry of Internal Affairs of Ukraine - 1 institution (3.8%), and 9 institutions (34.6%) without any support.

Breakdown by type of institution: university - 19 institutions (73.1%), academy - 3 institutions (11.5%), institute - 4 institutions (15.4%).

The number of students in the institutions temporarily displaced after 24.02.2022 varies significantly - from several dozen to more than five thousand people. There is a correlation between the number of students and the form of ownership and type of institution: the smallest number of students is in private institutes and universities (from 27 to 138 people), the largest - in state universities.

The total number of students enrolled in higher education institutions that have been relocated after 24.02.2022 is 41,157. Of these, 39539 people (96.1%) are enrolled in state-owned institutions, and 1618 people (3.9%) in private institutions.

[12]In its letter No. 3/1687-25 dated 21.02.2025, the Ministry of Education and Science of Ukraine states that the information is based on open data from the Unified State Electronic Database on Education. In accordance with paragraph 10 of Section IV of the Regulation on the Unified State Electronic Database on Education, approved by the Order of the Ministry of Education and Science of Ukraine of 08 June 2018. No. 620, registered with the Ministry of Justice of Ukraine on 05 October 2018 at№ 1132/32584, the heads of authorised entities ensure, in particular, the reliability, accuracy and completeness of the information contained in the USEDB, as well as the timeliness of its entry.

Thus, despite the difficult conditions, the temporarily relocated higher education institutions continue their educational activities in the new environment, providing access to education for tens of thousands of students.

Detailed information is presented in Table 10.

Table 10. Characteristics of higher education institutions temporarily relocated after 24.02.2022: number of students, form of ownership, subordination and status (as of February 2025)

№ s/n	Name of the higher education institution	Type of higher institution	Quantity applicants education	Form property	Body. management	Status.
1.	Donbas National Academy of Civil Engineering and Architecture	Academy	190	State	Ministry of Education and Science of Ukraine	In the process of reorganisation through merger with Ivano-Frankivsk National Technical University of Oil and Gas (Resolution of the Cabinet of Ministers of Ukraine of 17 December 2024. № 1274-p.)
2.	Donetsk National Medical University	University	805	State	Ministry of Health of Ukraine	
3.	Luhansk State University of Internal Affairs named after E.O. Didorenko	University	-	State	Ministry of Internal Affairs of Ukraine	Suspended and blocked in the USREOU. Right. Donetsk State University of Internal Affairs (Order of the Cabinet of Ministers of Ukraine of 16 December 2022) № 1143, the date of blocking in the USEEX is 04.07.2023)

№ s/n	Name of the higher education institution	Type institution s of higher	Quantity applicants education	Form property	Body. managemen	Status.
4.	Donetsk State University of Internal Affairs	University	1160	State	Ministry of Internal Affairs of Ukraine	
5.	State institution "Luhansk State Medical University	University	699	State	Ministry of Health of Ukraine	
6.	State higher education institution "Donbas State Pedagogical University	University	1543	State	Ministry of Education and Science of Ukraine	
7.	Mariupol State University	University	2338	State	Ministry of Education and Science of Ukraine	
8.	Volodymyr Dahl East Ukrainian National University	University	4729	State	Ministry of Education and Science of Ukraine	
9.	State Higher Educational Institution "Priazovsky State Technical University"	University	1139	State	Ministry of Education and Science of Ukraine	
10.	Kherson State University	University	2138	State	Ministry of Education and Science of Ukraine	
11.	Donbass State Engineering Academy	Academy	940	State	Ministry of Education and Science of Ukraine	

№ s/n	Name of the higher education institution	Type of higher institution	Quantity applicants education	Form property	Body. managemen	Status.
12.	Berdiansk University of Management and Business Limited Liability Company	University	101	Private	No sub-lineation	
13.	Luhansk National Agrarian University	University	-	State	Ministry of Education and Science of Ukraine	Reorganised by merging with Volodymyr Dahl East Ukrainian National University (Order of the Cabinet of Ministers of Ukraine of 24 July 2021 No. 1498-p, date of blocking in the Unified State Register - 21.07.2022)
14.	Melitopol Bohdan Khmelnytsky State Pedagogical University	University	2737	State	Ministry of Education and Science of Ukraine	
15.	State Institution "Luhansk Taras Shevchenko National University"	University	5327	State	Ministry of Education and Science of Ukraine	
16.	Kherson National Technical University	University	1503	State	Ministry of Education and Science of Ukraine	
17.	Higher education institution "International University of Business and Law"	University	667	Private	No subline	

№ s/n	Name of the higher education institution	Type of higher institutions	Quantity of applicants for education	Form of property	The management body	Status.
18.	Tavria State Agricultural University named after Dmytro Motornyi	University	5577	State	Ministry of Education and Science of Ukraine	
19.	Private Higher Educational Institution "Donetsk University of Economics and Law"	University	42	Private	No sub-lineation	
20.	Berdiansk State Pedagogical University	University	3456	State	Ministry of Education and Science of Ukraine	
21.	State Higher Educational Institution "Donetsk National Technical University"	University	847	State	Ministry of Education and Science of Ukraine	
22.	Kherson State Agrarian and Economic University	University	2431	State	Ministry of Education and Science of Ukraine	
23.	Melitopol Institute of State and Municipal Administration of the Classical Private University	Institute	106	Private	No subline	
24.	Enerhodar Institute of State and Municipal Administration named after R.G. Henokh of the Classical Private University	Institute	138	Private	No subline	

№ s/n	Name of the higher education institution	Type of higher institution	Quantity applicants education	Form property	Body. managemen	Status.
25.	Private higher educational institution "Novokakhovka Polytechnic Institute"	Institute	-	Private	No subline	Terminated and blocked in the USE (date of blocking in the USE - 04.11.2024)
26.	Kherson State Maritime Academy	Academy	1980	State	No subline	
27.	Berdiansk Institute of State and Municipal Administration of the Classical Private University	Institute	-	Private	Ministry of Education and Science of Ukraine	Terminated and blocked in the USE (date of blocking in the USE - 15.11.2021)
28.	Private institution "Maritime Institute of Postgraduate Education named after Rear Admiral Fyodor Fedorovich Ushakov"	Institute	27	Private	No subline	
29.	Religious organisation "Higher spiritual educational institution "Tauride Christian Institute"	Institute	27	Private	No subline	
30.	Technical University "Metinvest Polytechnic" LLC	University	510	Private	No subline	

SECTION 2. EXTERNAL QUALITY ASSURANCE OF HIGHER EDUCATION IN UKRAINE

2.1. Accreditation of study programmes as an important part of the systemhigher education quality assurance

In 2024, Ukraine's higher education system continued to operate under martial law, despite constant shelling, destruction of infrastructure and terrorism aimed at civilians. Despite these extremely difficult circumstances, higher education institutions ensured the continuity of the educational process, expanded international cooperation and introduced innovative approaches to education. Academic mobility mechanisms were developed, opportunities for inclusive education were expanded, and the role of digital technologies in the learning environment was enhanced.

Higher education institutions continued to consistently develop their internal quality assurance systems using best practices and international experience. The National Agency for Higher Education Quality Assurance, together with all stakeholders, continued to conduct accreditation processes under conditions that are unparalleled in global practice. Accreditation of study programmes remained an important tool for maintaining high quality standards of higher education and guaranteeing its compliance with modern challenges.

In 2024, NAQA accredited study programmes in accordance with the Regulations on Accreditation of Study Programmes for Higher Education:

- with a full accreditation examination according to the full procedure; θ without or with partial accreditation examination

in the manner prescribed by clause 2 of the Resolution of the Cabinet of Ministers of Ukraine dated 16.03.2022 No. 295 (under the simplified procedure)[13].

The accreditation was carried out in accordance with the Temporary Procedure for Accreditation of Study Programmes for the Training of Students under Martial Law, approved by the decision of NAQA of 14 April 2022 (Protocol No. 6 (11)), as amended on 25 October 2022
(MinutesNo 19 (24)) and of 27 February 2024 (MinutesNo 5 (55)).

2.1.1. Decision of NAQA on accreditation of study programmes based on the results of the accreditation examination and consideration of the accreditation file

In 2024, NAQA reviewed 1229 different study programmes under the full procedure, which resulted in 1230 [14]decisions of one or more

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[13]Resolution of the Cabinet of Ministers of Ukraine "On Peculiarities of Accreditation of Educational Programmes for Higher Education Applicants under Martial Law" of 16.03.2022 No. 295 https://zakon.rada.gov.ua/laws/show/295-2022-%D0%BF#Text (accessed 12.02.2025)

[14]Oneof[the]1229 educational programmes in the field of knowledge 19 Architecture and Construction of the second master's level of higher education in 2024 was twice reviewed by the National Agency under the full procedure: in 2023-24 academic year, a decision was made on conditional (deferred) accreditation, and in 2024-25 - a decision on accreditation.

of the following types: decision on accreditation of an study programme with the definition of "exemplary", decision on accreditation of a study programme, decision on conditional (deferred) accreditation, decision to refuse accreditation of a study programme. Of these, 479 decisions concerned first (bachelor's) level study programmes, 641– second (master's) level, 110– third (educational and scientific) level of higher education. No programmes of the initial level of higher education and the third (creative) level of higher education were considered. It should be noted that for two of these 1229 study programmes (fields of knowledge 14 Electrical Engineering and 18 Production and Technology), the decision to appoint a re-examination was made first, and later - the final decisions: the decision on conditional (deferred) accreditation for one of them and the refusal of accreditation for the other.

The largest number of study programmes were reviewed in the field of study 01 Education /
Pedagogy– 165 EP (last year– 142 EP). The smallest number, as in 2023, is– in the field of 04 Theology - one study programme.

The number of submitted study programmes in the following fields has increased: 17 Electrical Engineering, Automation and Electronic Communications– 36 OPs (last year:– 30 OPs), 19 Architecture and Construction– 56 OPs (last year:– 32 OPs), 20 Agricultural Sciences and Food– 39 OPs (last year:– 35 OPs), 24 Service Sector– 44 OPs (last year:– 42 OPs) and 25 Military Sciences, National Security, State Border Security– 15 OPs (last year:– 2 OPs).

The number of submitted study programmes by field of knowledge has significantly decreased: 03 Humanities– 84 OP (last year:– 168 OP), 06 Journalism– 18 OP (last year:– 31 OP), 09 Biology– 14 OP (last year:– 24 OP), 11 Mathematics and Statistics– 17 OP (last year: 34 OP), 15 Automation and Instrumentation– 10 OP (last year:– 35 OP), 21 Veterinary Medicine
– 2 OPs (last year:– 4 OPs), 27 Transport– 17 OPs (last year:– 29 OPs), 29 International Relations - 17 OPs (last year: 37 OPs).

Table 11 shows the distribution of study programmes by field of study and level of higher education.

Table 11. Distribution of study programmes by field of study and level of higher education

Field of expertise	first (bachelor's) level	second (master's) level	Third (educational and scientific) level	overall result
01 Education/Pedagogy	55	100	10	165
02 Culture and art	22	37	3	62
03 Humanities	51	29	4	84
04 Theology		1		1
05 Social and behavioural sciences	30	31	11	72

Field of expertise	first (bachelor's) level	second (master's) level	Third (educational and scientific) level	overall result
06 Journalism	5	11	2	18
07 Management and administration	46	79	14	139
08 Law	11	11	5	27
09 Biology	2	4	8	14
10 Natural sciences	31	30	6	67
11 Mathematics and statistics	8	6	3	17
12 Information technology	43	60	10	113
13 Mechanical engineering	13	25	6	44
14 Electrical engineering	14	26	2	42
15 Automation and instrumentation	7	2	1	10
16 Chemical engineering and bioengineering	7	14	2	23
17 Electronics, automation and electronic communications	6	29	1	36
18 Production and technology	11	14	2	27
19 Architecture and construction	23	32	1	56
20 Agricultural sciences and food	16	19	4	39
21 Veterinary medicine		1	1	2
22 Healthcare	7	18	4	29
23 Social work	10	9		19
24 Service sector	21	23		44
25 Military sciences, national security, state border security	10	4	1	15
26 Civilian security	4	4	1	9
27 Transport	9	7	1	17

Field of expertise	first (bachelor's) level	second (master's) level	Third (educational and scientific) level	overall result
28 Public management and administration	8	7	6	21
29 International relations	9	7	1	17
Total	479	640	110	1229

In total, in 2024, NAQA made 1232 decisions based on the results of accreditation cases based on the results of the accreditation examination (under the full procedure). The difference between the number of study programmes reviewed by NAQA under the full procedure and the number of decisions made is explained by the fact that

- one of the study programmes in the field of knowledge 19 Architecture and Construction of the second (master's) level of higher education in 2024 was reviewed twice by NAQA under the full procedure: in 2023-24 academic year, a decision was made on conditional (deferred) accreditation, in 2024-25 - a decision on accreditation;
- for two study programmes (fields of knowledge 14 Electrical Engineering and 18 Production and Technology), the decision was made to appoint a repeat accreditation examination, and at the end of the year, for one of them, a decision was made on conditional (deferred) accreditation of the study programme; for the other, a decision was made to refuse accreditation of the study programme.

Table 12 shows the breakdown of NAQA's decisions by field of expertise.

Table 12. Breakdown of NAQA's decisions by field of expertise

Field of expertise	decision on accreditation	decision on conditional (deferred) accreditation	decision to refuse accreditation	accreditation decision with the definition of "exemplary"	Total by industry
01 Education/Pedagogy	124 (11,6%)	40 (27,6%)		1 (5,6%)	165 (13,4%)
02 Culture and art	52 (4,9%)	9 (6,2%)		1 (5,6%)	62 (5,0%)
03 Humanities	73 (6,9%)	10 (6,9%)		1 (5,6%)	84 (6,8%)

Field of expertise	decision on accreditation	decision on conditional (deferred) accreditation	decision to refuse accreditation	accreditation decision with the definition of "exemplary"	Total by industry
04 Theology	1 (0,1%)				1 (0,1%)
05 Social and behavioural sciences	60 (5,6%)	9 (6,2%)		3 (16,5%)	72 (5,9%)
06 Journalism	17 (1,6%)	1 (0,7%)			18 (1,5%)
07 Management and administration	119 (11,2%)	17 (11,7%)	1 (33,3%)	2 (11,0%)	139 (11,3%)
08 Law	26 (2,4%)	1 (0,7%)			27 (2,2%)
09 Biology	14 (1,3%)				14 (1,1%)
10 Natural sciences	59 (5,5%)	7 (4,9%)		1 (5,6%)	67 (5,4%)
11 Mathematics and statistics	15 (1,4%)	2 (1,4%)			17 (1,4%)
12 Information technology	107 (10,1%)	5 (3,4%)		1 (5,6%)	113 (9,2%)
13 Mechanical engineering	35 (3,3%)	9 (6,2%)			44 (3,6%)
14 Electrical engineering	40 (3,8%)	1 (0,7%)	1 (33,3%)		42 (3,4%)
15 Automation and instrumentation	8 (0,7%)	1 (0,7%)		1 (5,6%)	10 (0,8%)
16 Chemical engineering and bioengineering	22 (2,1%)	1 (0,7%)			23 (1,9%)
17 Electronics, automation and electronic communications	35 (3,3%)			1 (5,6%)	36 (2,9%)
18 Production and technology	22 (2,1%)	5 (3,4%)			27 (2,2%)

Field of expertise	decision on accreditation	decision on conditional (deferred) accreditation	decision to refuse accreditation	accreditation decision with the definition of "exemplary"	Total by industry
19 Architecture and construction	52 (4,9%)	5 (3,4%)			57 (4,6%)
20 Agricultural sciences and food	33 (3,1%)	5 (3,4%)		1 (5,6%)	39 (3,2%)
21 Veterinary medicine	2 (0,2%)				2 (0,2%)
22 Healthcare	23 (2,2%)	3 (2,1%)		3 (16,5%)	29 (2,4%)
23 Social work	16 (1,5%)	2 (1,4%)		1 (5,6%)	19 (1,5%)
24 Service sector	38 (3,6%)	5 (3,4%)		1 (5,6%)	44 (3,6%)
25 Military sciences, national security, state border security	15 (1,4%)				15 (1,2%)
26 Civilian security	8 (0,7%)	1 (0,7%)			9 (0,7%)
27 Transport	15 (1,4%)	1 (0,7%)	1 (33,3%)		17 (1,4%)
28 Public management and administration	18 (1,7%)	3 (2,1%)			21 (1,7%)
29 International relations	15 (1,4%)	2 (1,4%)			17 (1,4%)
Together	1064 (100,0%)	145 (100,0%)	3 (100,0%)	18 (100,0%)	1230 (100,0%)
% of the total number	86,5%	11,8%	0,2%	1,5%	100,0%

As can be seen from Table 12, only one of two decisions was made for study programmes in the fields of study 04 Theology, 09 Biology, 17 Electronics, Automation and Electronic Communications, 21 Veterinary Medicine, 25 Military Science, National Security, State Border Security: accreditation or accreditation with the definition of "exemplary".

The decision to accredit with the definition of "exemplary" in 2024 was made by NAQA for 18 study programmes (1.5% of

of all study programmes for which NAQA made a decision in 2024; in 2023 - 1.4%). These are study programmes in the following fields of study: 01 Education/Pedagogy, 02 Culture and Arts, 03 Humanities, 10 Natural Sciences, 12 Information Technology, 15 Automation and Instrumentation, 17 Electronics, Automation and Electronic Communications, 20 Agricultural Sciences and Food, 23 Social Work, 24 Service Sector - 1 EP each; 07 Management and Administration - 2 EP and 05 Social and Behavioural Sciences, 22 Healthcare - 3 EP each. As in previous years, the best practices include the involvement of highly qualified academic staff with significant experience and scientific achievements, exemplary stakeholder engagement, unique equipment directly used in the educational process, etc.

The decision on accreditation was made in respect of 1,064 study programmes (86.5% of all study programmes for which NAQA made a decision in 2024; in 2023 - 87.4%). The largest number of study programmes is represented in the following fields of study: 01 Education/Pedagogy - 11.6%, 07 Management and Administration– 11.2%, 12 Information Technology– 10.1%.

The decision on conditional (deferred) accreditation in 2024 was made in respect of 145 study programmes (11.8% of all study programmes for which the National Agency made a decision in 2024; in 2023 – 10,4 %). The largest number of study programmes is represented in the following fields of study: 01 Education/Pedagogy– 27.6% and 07 Management and Administration– 11.7%. Of all the study programmes for which a decision on conditional (deferred) accreditation was made, 6.2% are third-level (educational and scientific) study programmes (9.8% in 2023 and 6.8% in 2022). Significantly more– 58.6% and 32.5% are second (master's) and first (bachelor's) level higher education, respectively (50.9% and 38.7% in 2023 and 40.8% and 45.6% in 2022). The National Agency did not make any decisions on conditional (deferred) accreditation for the third (educational and creative) and primary levels of higher education in 2024 (1 HEI / 0.6% in 2023 and 7 HEIs / 6.8% in 2022). As in the previous year, the majority of the EPs received a decision on conditional (deferred) accreditation due to the establishment of the level of compliance "E" under criterion 2 "Structure and content of the educational programme". There were 116 such study programmes. Almost half as many HEIs received a decision on conditional (deferred) accreditation due to the level of compliance "E" according to criterion 8 "Internal quality assurance of study programmes". There were 55 such study programmes.

In 2024, NAQA decided to deny accreditation for three study programmes (0.24%) in the fields of knowledge 07 Management and Administration, 14 Electrical Engineering and 27 Transport.

Figure 43 illustrates the proportion of decisions on conditional (deferred) accreditation, accreditation with the definition of "exemplary", denial of accreditation and accreditation of a study programme for each level. The largest percentage of accreditation decisions was made for the third (educational and scientific) level.

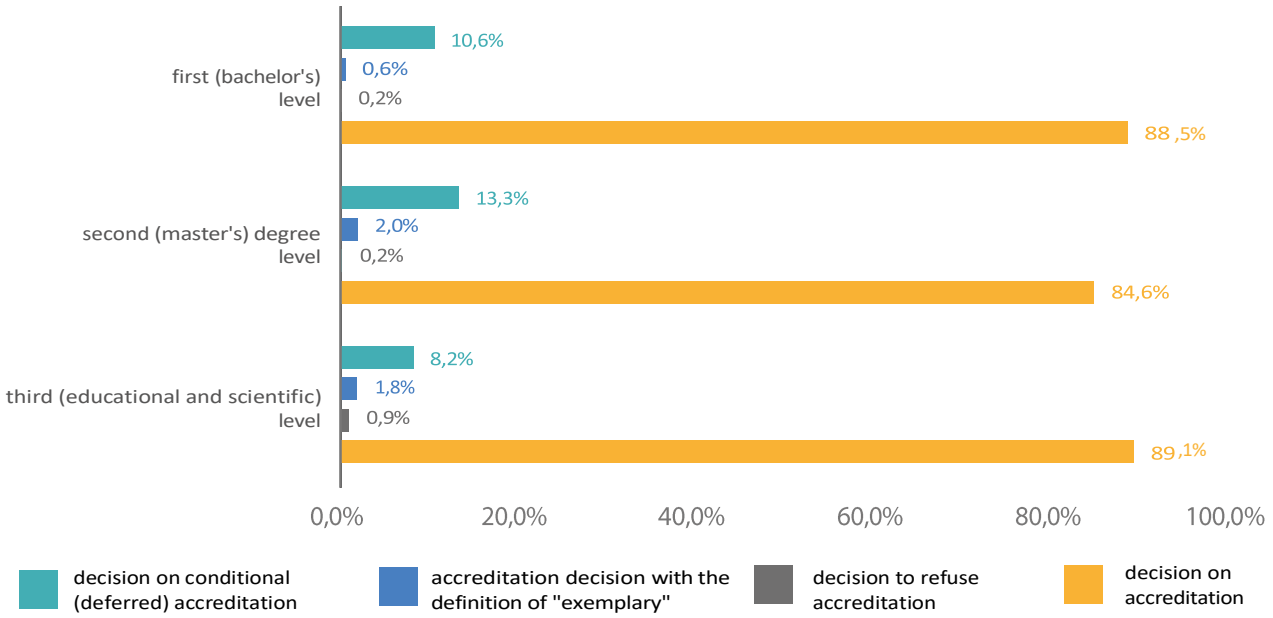

Figure 43. Distribution of decisions made by NAQA by levels of higher education (in % of the total number of decisions for the respective level)

2.1.2. Analysis of the decisions of NAQA for Accreditation of Study Programmes based on the results of the accreditation examination and in accordance with the procedure established by the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295

In 2024, NAQA made 1307 decisions on conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine "On Peculiarities of Accreditation of Study Programmes for Students under Martial Law" of 16.03.2022 No. 295[(15)] (hereinafter - CMU Resolution of 16.03.2022 No. 295) for 1300 different study programmes[16]. This is 51.6 per cent of the total number of study programmes for which NAQA made a decision in 2024 (for comparison, in 2023 this figure was 43.7 per cent).

It is worth noting that most of the decisions were made in the 2023/24 academic year from January to June 2024. This trend was due to the absence of any restrictions for higher education institutions to obtain conditional (deferred) accreditation under the above Resolution. Since the beginning of the new 2024/25 academic year, NAQA has been making decisions on conditional (deferred) accreditation under the simplified procedure for an educational programme under one of the following conditions:

- the study programme is implemented in a higher education institution temporarily relocated after 24 February 2022;
- the study programme is implemented in a higher education institution owned by

[15]Resolution of the Cabinet of Ministers of Ukraine "On Peculiarities of Accreditation of Study Programmes for Students under Martial Law" of 16.03.2022 No. 295 https://zakon.rada.gov.ua/laws/show/295-2022-%D0%BF#Text (accessed 12.02.2025)

[16]As for seven study programmes in 2024, the decision on conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295 was made twice: once in the academic year 2023-24, and again in the academic year 2024-25.

to the category of institutions with specific conditions of education, higher military educational institutions or in military educational units of higher education institutions;

- force majeure circumstances caused by military actions of the aggressor country, which make it impossible to conduct accreditation of the study programme remotely, in a mixed mode or in a general manner.

The comparison of the number of decisions on accreditation of study programmes made by NAQA under the full procedure and under the procedure in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 of 16.03.2022 "On Peculiarities of Accreditation of Study Programmes for Students under Martial Law" for each field of study is shown in Figure 44.

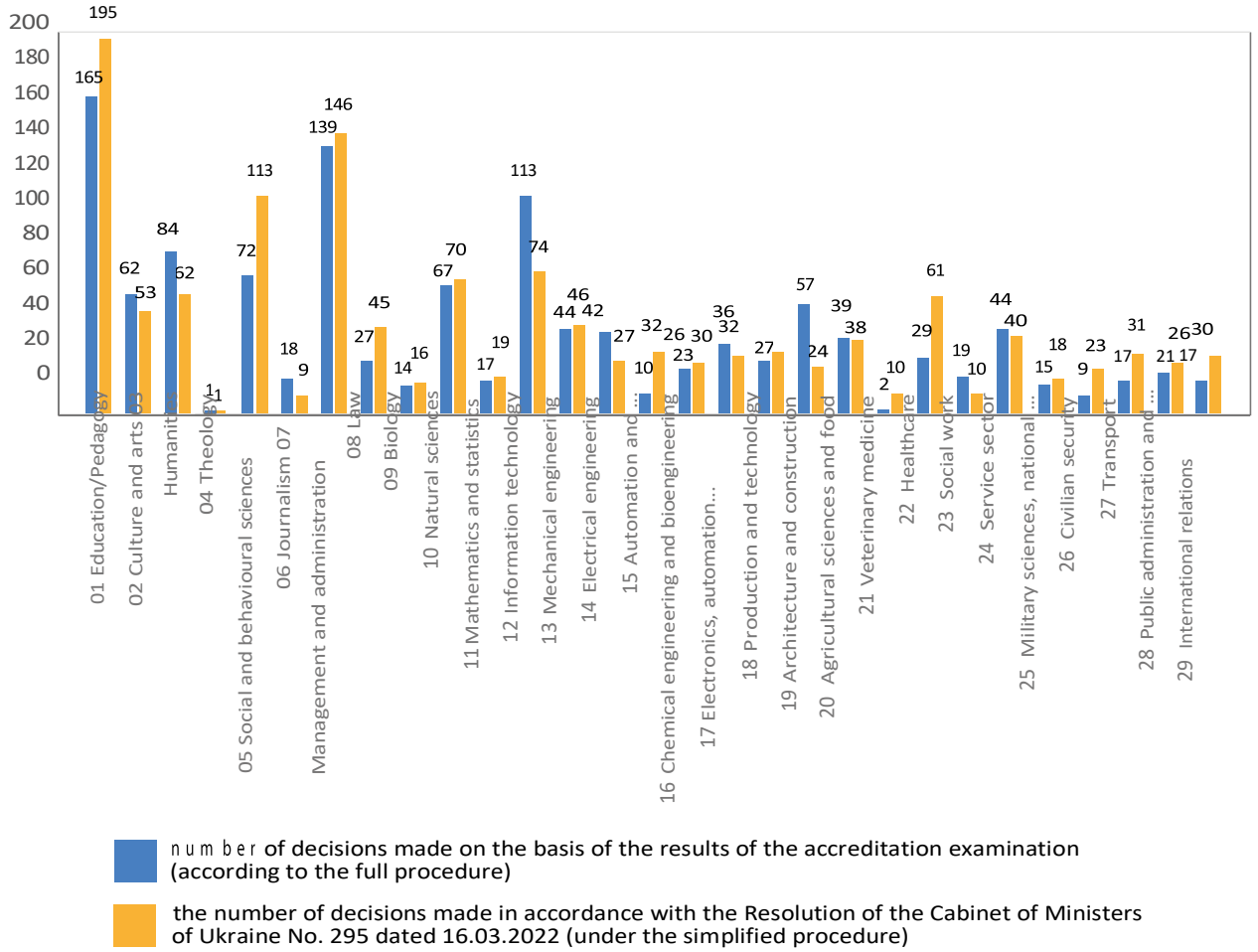

Figure 44. Comparison of the number of decisions on accreditation of educational programmes made by NAQA based on the results of the accreditation examination (full procedure) and in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 of 16.03.2022 (simplified procedure) for each field of knowledge

In 2024, the largest number of decisions on conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 of 16.03.2022 "On Peculiarities of Accreditation of Study Programmes for Higher Education in Martial Law", NAQA for

were made in the following fields of knowledge: 01 Education, Pedagogy– 195 (15% of the total number of decisions on conditional (deferred) accreditation on the basis of the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022), 07 Management and Administration - 146 (11%), 05 Social and Behavioural Sciences– 113 (9%).

As in 2023, in most fields of knowledge, the ratio between the number of decisions made based on the results of the accreditation examination (under the full procedure) and the number of decisions made in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 dated 16.03.2022 remains approximately the same. In particular, a slight difference or the same number was recorded in the following fields of knowledge: 04 Theology (1 decision under the full procedure / 1 decision under the simplified procedure), 09 Biology (14 / 16 decisions), 10 Natural Sciences (67 / 70 decisions).
(17 / 19 solutions), 11 Mathematics and statistics (17 / 19 solutions), 13 Mechanical engineering
(44 / 46 decisions), 16 Chemical engineering and bioengineering (23 / 26 decisions),
20 Agricultural sciences and food (39 / 38 decisions), 24 Service sector (44 / 40 decisions), 25 Military sciences, national security, state border security (15 / 18 decisions), 28 Public management and administration (21 / 26 decisions).

At the same time, in certain fields of knowledge, there is a significant difference between the number of decisions made under the full procedure and the number of decisions made in accordance with the CMU Resolution of 16.03.2022№ 295.

The fields of knowledge with a significantly higher share of decisions made under the full procedure include: 19 Architecture and construction (the share of decisions under the full procedure is 70%), 06 Journalism (67%), 23 Social work
and (66%), 14 Electrical Engineering (61%), 12 Information Technology (60%).

On the other hand, the following fields of expertise have a large share of decisions under the simplified procedure: 21 Veterinary medicine (83% of decisions under the simplified procedure), 15 Automation and instrumentation (76%), 26 Civil Security (72%), 22 Healthcare (68%), 27 Transport (65%), 29 International
relations (64%), 08 Law (63%), 05 Social and Behavioural Sciences (61%).

Detailed data is presented in Table 13.

Table 13. Ratio of the number of decisions made by NAQA under the full and simplified accreditation procedures for study programmes in 2024 by field of study

Field of expertise	Number of decisions under the full procedure	Number of decisions under the simplified procedure (Resolution dated 16.03.2022 № 295)
01 Education/Pedagogy	165 (46%)	195 (54%)
02 Culture and art	62 (54%)	53 (46%)
03 Humanities	84 (58%)	62 (42%)
04 Theology	1(50%)	1(50%)

Field of expertise	Number of decisions under the full procedure	Number of decisions under the simplified procedure (Resolution dated 16.03.2022 № 295)
05 Social and behavioural sciences	72 (39%)	113 (61%)
06 Journalism	18 (67%)	9 (33%)
07 Management and administration	139 (49%)	146 (51%)
08 Law	27 (37%)	45 (63%)
09 Biology	14 (47%)	16 (53%)
10 Natural sciences	67 (49%)	70 (51%)
11 Mathematics and statistics	17 (47%)	19 (53%)
12 Information technology	113 (60%)	74 (40%)
13 Mechanical engineering	44 (49%)	46 (51%)
14 Electrical engineering	42 (61%)	27 (39%)
15 Automation and instrumentation	10 (24%)	32 (76%)
16 Chemical engineering and bioengineering	23 (47%)	26 (53%)
17 Electronics, automation and electronic communications	36 (55%)	30 (45%)
18 Production and technology	27 (46%)	32 (54%)
19 Architecture and construction	57 (70%)	24 (30%)
20 Agricultural sciences and food	39 (51%)	38 (49%)
21 Veterinary medicine	2 (17%)	10 (83%)
22 Healthcare	29 (32%)	61 (68%)
23 Social work	19 (66%)	10 (34%)
24 Service sector	44 (52%)	40 (48%)
25 Military sciences, national security, state border security	15 (45%)	18 (55%)
26 Civilian security	9 (28%)	23 (72%)

Field of expertise	Number of decisions under the full procedure	Number of decisions under the simplified procedure (Resolution dated 16.03.2022 № 295)
27 Transport	17 (35%)	31 (65%)
28 Public management and administration	21 (45%)	26 (55%)
29 International relations	17 (36%)	30 (64%)
Together	1230 (48%)	1307 (52%)

2.2. Consideration of applications from higher education institutions for conditional (deferred) accreditation in accordance with the CMU Resolution№ 295

To ensure transparent and impartial consideration of letters of application from higher education institutions for conditional (deferred) accreditation without or with partial accreditation examination in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2018.2022№ 295, on 23 July 2024, at a NAQA meeting, the Commission for Review of Students of Higher Education Institutions for Provision of Conditional (Deferred) Accreditation was established in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 of 16.03.2022 (hereinafter in this subsection - the Commission) and the Procedure for its work was approved (ProtocolNo 13(63)). According to the Procedure of the Commission, it is a temporary collegial body whose purpose is to establish whether the HEI has grounds for NAQA to make a decision on conditional (deferred) accreditation of study programmes without or with partial accreditation examination without paying the cost of accreditation by the institution. In its work, the Commission was guided by the Law of Ukraine "On Higher Education", Resolution of the Cabinet of Ministers of Ukraine No. 295, the Regulations on Accreditation of Study Programmes for the Training of Students, approved by Order of the Ministry o f Education and Science of Ukraine No. 686 dated 15 May 2024, registered with the Ministry of Justice of Ukraine No. 1013/42358 on 4 July 2024; other regulations governing activities in the field of higher education quality assurance. The quantitative and personal composition of the Commission is approved by the order of NAQA Head, which includes NAQA members and employees of NAQA Secretariat

Organisational support for the Commission's activities was provided by the Accreditation Department.

of NAQA, which since June 2024 has been collecting and processing letters of application from HEIs for conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 in accordance with paragraph 6 of the Temporary Procedure for Accreditation of Study Programmes for the Training of Students under Martial Law, approved by NAQA on 14 April 2022 (protocolNo 6 (11))

as amended on 27 February 2024 (protocol№ 5 (55)) (hereinafter referred to as the Temporary Order).

In particular, clause 6 of the Temporary Procedure states that NAQA may decide on conditional (deferred) accreditation under the simplified procedure for an study programme under one of the following conditions: the study programme is implemented in a higher education institution temporarily relocated after 24 February 2022; the study programme is implemented in a higher education institution belonging to the category of institutions with specific learning conditions, higher military educational institutions or in military educational units of higher education institutions; the occurrence of a circumstance By Protocol 17 (67) of 27 September 2024, NAQA amended the Temporary Procedure, which regulated an additional condition for recommending study programmes for conditional (deferred) accreditation under the simplified procedure.

In 2024, the Commission provided NAQA with recommendations on
to satisfy the request of higher education institutions to carry out the accreditation procedure for study programmes without or with partial accreditation expertise and to make a decision on conditional (deferred) accreditation for:

- 218 (30%) of the study programmes implemented in HEIs *temporarily relocated* after 24 February 2024;
- 50 (6.9%) study programmes implemented in higher education institutions that belong to the category of *institutions with specific learning conditions*, higher military education institutions, or in military training units of higher education institutions;
- 315 (43.5%) study programmes that provide educational services in institutions where *force majeure circumstances* caused by military actions of the aggressor country have occurred, making it impossible to conduct accreditation remotely, in a mixed mode or in a general manner, including in accordance with the Order of the Ministry of Reintegration of the Temporarily Occupied Territories of Ukraine№ 309 of 22 December 2022 "On Approval of the List of Territories where Military Operations are (were) Conducted or Temporarily Occupied by the Russian Federation";
- 97 (13.4%) study programmes implemented in HEIs *that are in the process of reorganisation.*

At the same time, the Commission took into account the letter of explanation of NAQA "On applications of higher education institutions for conditional (deferred) accreditation in accordance with paragraph 2 of the Resolution of the Cabinet of Ministers of 16.03.2022
№ 295 in the academic year 2024/2025" (minutes of the meeting№ 14 (64) of 06 August 2024) in terms of the possibility of recommending a simplified accreditation process in the context of *completing the implementation of the study programme from the next academic year.* Given this justification, the Commission recommended another 45 (6.2%) study programmes.

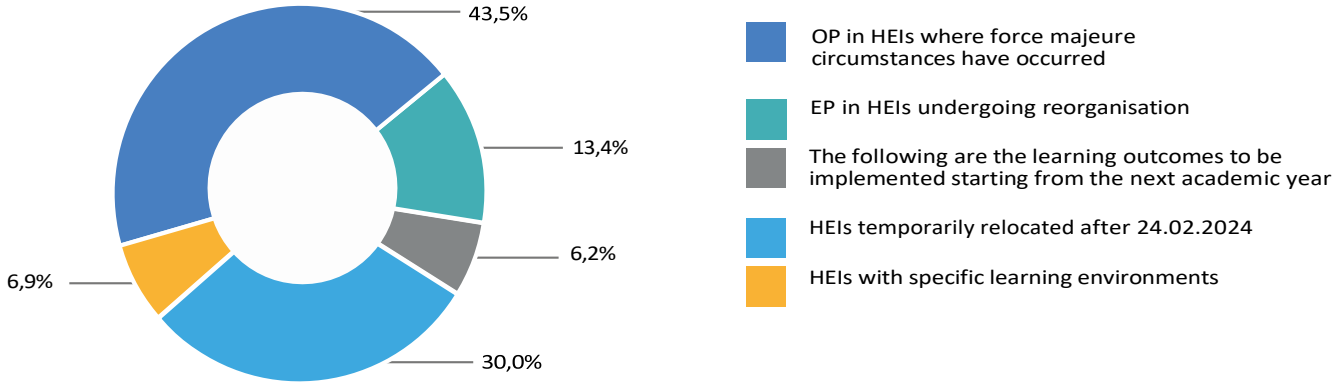

Figure 45. Distribution of study programmes for which in 2024 the Commission recommended that NAQA satisfy the request of a higher education institution to carry out the accreditation procedure for study programmes under a simplified procedure, by the grounds of the HEI's request

In total, from 1 June to 31 December 2024, the Commission held 8 meetings, during which it processed applications for conditional (deferred) accreditation for 770 study programmes from 131 HEIs. During the period of its activity, the Commission recommended to NAQA to satisfy the applications of 725 HEIs, including: primary level of higher education - 24 (3.3%), first (bachelor's) level of higher education - 289 (39.9%), second (master's) level - 275 (37.9%), third (educational and research) level - 137 (18.9%). At the same time, 45 study programmes were denied such requests, which is 5.8% of all registered letters from higher education institutions. Among the applications that recommended refusal to grant conditional (deferred) accreditation, appeals from scientific institutions prevail (56.5% of the total number of applicants). The grounds for issuing recommendations to refuse to satisfy an HEI's application for conditional (deferred) accreditation of study programmes without or with partial accreditation expertise in the Temporary Procedure are the groundlessness of the HEI's application, failure to provide evidence to confirm the existence of the conditions provided for in paragraph 6 of the Temporary Procedure.

By sectoral affiliation of study programmes that have been granted re
of the recommendations for conditional (deferred) accreditation, the most prominent are field 01 Education/Pedagogy, with a share of 14.6%, field 07 Management and Administration - 10.5%, field 05 Social and Behavioural Sciences - 7.9%, and field 12 Information Technology - 6.1%. All other industries are represented in this list in the amount of no more than 5% (see Figure 46).

Analysis of the regional affiliation of study programmes allows us to state that the leader in terms of the number of study programmes that received letters of application for accreditation under the simplified procedure with a decision on conditional (deferred) accreditation in accordance with the Resolution
No. 295, is the Kharkiv region, which accounts for 20.3% of the total number of educational programmes for which the relevant applications were submitted. More than 10 per cent
- study programmes of higher education institutions in Zaporizhzhya (13.4%) and Kyiv (12.4%) regions. Institutions in Dnipro (9.8%), Donetsk (7.6%), Luhansk (7.2%), Mykolaiv (7.3%) and Kherson (7.3%) regions account for 5 to 10% of study programmes. Requests from other regions do not exceed 5% each. In particular, the share of applications from higher education institutions in Vinnytsia

region was 0.6%, Volyn - 0.1%, Zhytomyr - 0.3%, Zakarpattia - 0.1%, Ivano-Frankivsk - 1.8%, Kirovohrad - 0.6%, Lviv - 0.6%, and Lviv
- 2.1%, Odesa - 5%, Sumy - 2.5%, Ternopil - 0.1%, Cherkasy
- 0.4%, Chernihiv - 1.2%. At the same time, during the period of the Commission's activity, no requests for accreditation examination under the simplified procedure were received from higher education institutions in Poltava, Rivne, Khmelnytskyi and Chernivtsi regions (see Figure 47).

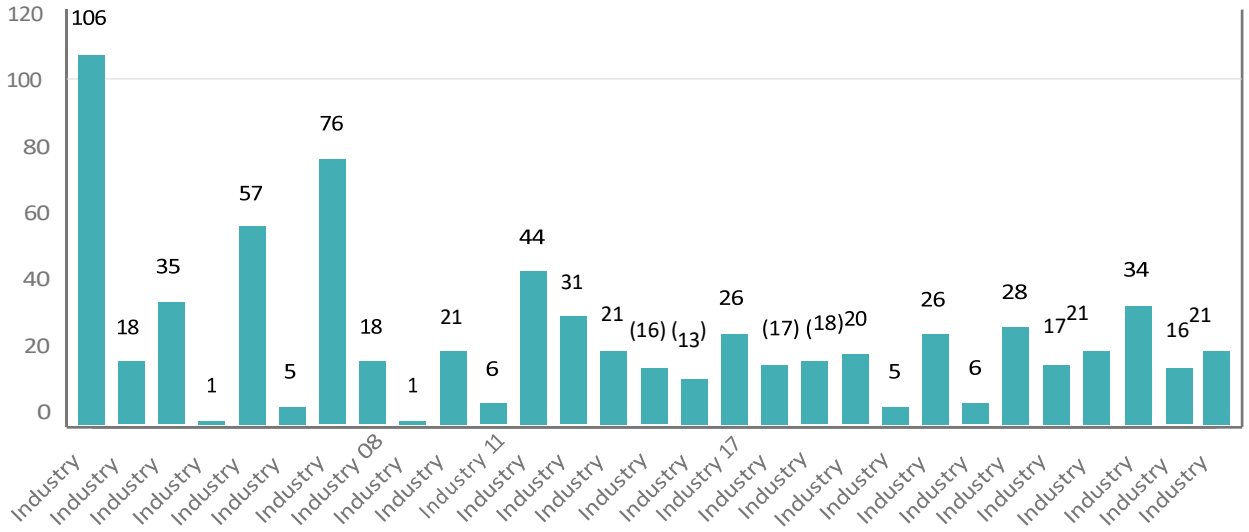

Figure 46. Breakdown of study programmes for which the Commission provided recommendations on satisfying applications of higher education institutions for accreditation under a simplified procedure in 2024, by field of study

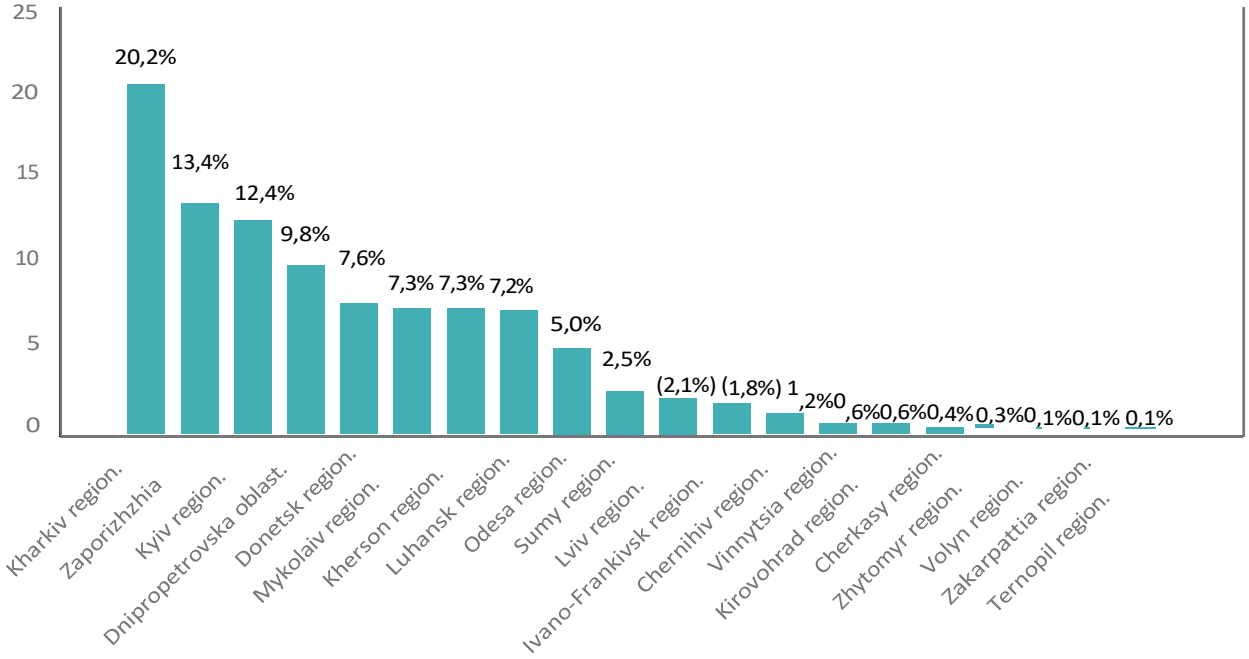

Figure 47. Breakdown of study programmes for which conditional (deferred) accreditation was applied for in 2024 in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022, by region

Decisions to recommend refusal to satisfy the application of a higher education institution were made by the Commission in respect of 23 higher education institutions from 8 regions.

A comparative analysis of the number of study programmes within the regions makes it possible to state that the highest number of refusals to satisfy the application of higher education institutions was received by higher education institutions in Kyiv and Odesa regions.

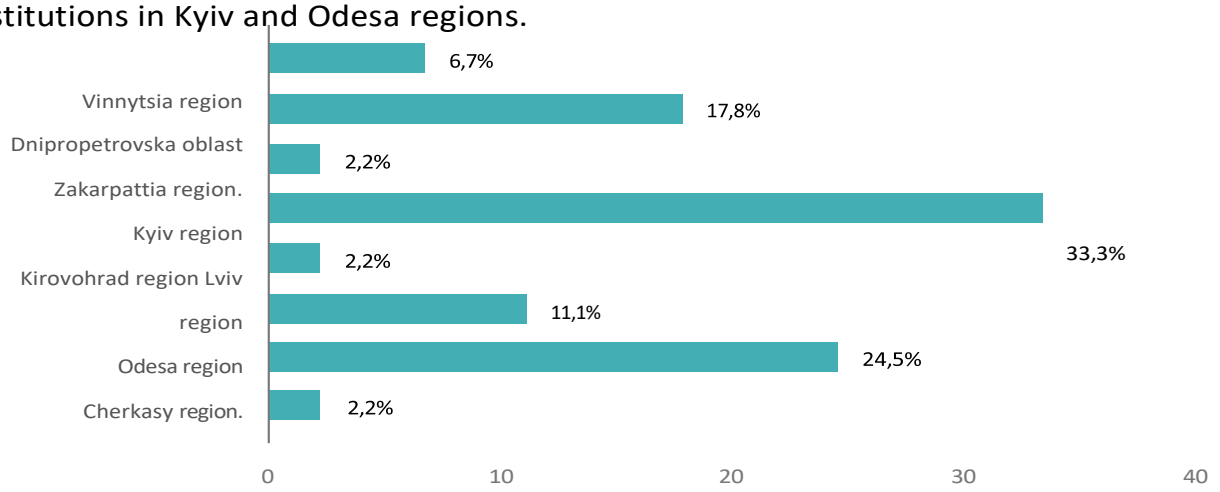

Figure 48. Breakdown of refusals to grant conditional (deferred) accreditation to HEIs in accordance with the CMU Resolution of 16.03.2022 in 2024 by region

The promising areas of the Commission's activities include those that will help optimise its work, in particular:

- There was a need to reorganise the Commission and create a new Committee for Accreditation of Study Programmes, which would include only members of NAQA to reduce possible risks associated with existing or potential conflicts of interest;
- the expediency of reserving the right of NAQA to make decisions on conditional (deferred) accreditation of study programmes without or with partial accreditation examination without payment of accreditation fees, which is currently regulated by the Resolution of the Cabinet of Ministers of Ukraine№ 295, and after the expiration of the said Resolution, in connection with the identification of circumstances (in particular, in the case of completion of educational activities under the study programme, etc; reorganisation of an HEI, etc.), an exhaustive list of which will be established by NAQA;
- there is an obvious need to establish time limits for HEIs to apply the provisions of paragraph 5 of the Procedure for the Commission for Review of Applications of Higher Education Institutions for Conditional (Deferred) Accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295 (for example, in cases where HEIs send documents on damage to premises and infrastructure three years ago; in case of completion of the reorganisation process, etc.)

2.3 Cross-border quality assurance of higher education in Ukraine

Amendments to Ukrainian educational legislation have brought the requirements for the functioning and development of study programmes for higher education in line with the generally accepted standards of the European Higher Education Area (EHEA). Cross-border quality assurance is an important component of European integration processes in the field of education.

In accordance with paragraph 6 of Article 18 of the Law of Ukraine "On Higher Education" The National Agency for Higher Education Quality Assurance enters information into the Unified State Electronic Database on Education on certificates (official decisions) on accreditation of study programmes issued by foreign accreditation agencies or agencies for quality assurance in higher education, the list of which is approved by the Cabinet of Ministers of Ukraine. In accordance with the Regulation on Accreditation of Study Programmes (2024), certificates (official decisions) on accreditation of study programmes issued by foreign accreditation agencies approved by the Resolution of the Cabinet of Ministers of Ukraine No. 554-p dated 10 July 2019 are recognised in Ukraine. Currently, there are 49 such foreign agencies. Thus, in Ukraine, certificates of accreditation of study programmes issued by foreign accreditation agencies are recognised without additional procedures and audits, which makes our higher education quality assurance system one of the most open in the EHEA and in the world.

In 2024, data on foreign accreditation certificates for 20 study programmes of ten Ukrainian higher education institutions were entered into the EDEBO. This data includes:

- 13 educational programmes whose accreditation certificates were submitted to NAQA for the first time: Sumy National Agrarian University, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukrainian Engineering and Pedagogical Academy, National Technical University "Kharkiv Polytechnic Institute", National University "Lviv Polytechnic", Ivano-Frankivsk National University of Oil and Gas;
- 5 study programmes that have been extended for a year in accordance with clause 1 of the Resolution of the Cabinet of Ministers of Ukraine dated 16.03.2022№ 295 at the Private Higher Education Institution "Kharkiv Institute of Medicine and Biomedical Sciences" and Augustine Voloshyn Carpathian University;
- 2 study programmes, the accreditation certificates of which are issued annually for a period of 1 year based on the report of the expert group, at the State Higher Educational Institution Kyiv Medical University and the Private Higher Educational Institution Dnipro Institute of Medicine and Public Health.

The accreditation certificates of these CSPs were issued by the following foreign agencies:

- Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany)
- Romanian Agency for Quality Assurance in Higher Education (ARACIS, Romania);
- The Central Agency for Evaluation and Accreditation (ZEvA, Germany);
- Accreditation Agency for Healthcare and Social Sciences (AHPGS, Germany);
- The Centre for Quality Assessment in Higher Education

(SKVC, Lithuania) (see Table 14).

Table 14. Information on foreign accreditations of study programmes of Ukrainian higher education institutions that were entered into the EDEBO by NAQA in 2024

Foreign quality assurance agency	Higher education institution	Educational programme	Level of higher education
Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany)	Sumy National Agrarian University	Administrative management	second (master's) degree
Romanian Agency for Quality Assurance in Higher Education (ARACIS, Romania)	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"	Electronic components and systems	first (bachelor's)
		Automated and robotic mechanical systems	
Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany)	Ukrainian Academy of Engineering and Pedagogy	Psychotherapy	second (master's) degree
Central Agency for Evaluation and Accreditation (ZEvA, Germany)	National Technical University "Kharkiv Polytechnic Institute	Computer science and intelligent systems	first (bachelor's)
		Software engineering	
		Management of organisations and administration	
		Business administration (in English)	

Foreign quality assurance agency	Higher education institution	Study programme	Level of higher education
Accreditation Agency for Healthcare and Social Sciences (AHPGS, Germany)	Private higher education institution "Kharkiv Institute of Medicine and Biomedical Sciences	Medicine	second (master's) degree
Centre for Quality Assessment in Higher Education (SKVC, Lithuania)	Augustine Voloshin Carpathian University	Psychology	first (bachelor's)
		Psychology	second (master's) degree
		Financial management and banking	first (bachelor's)
		Law and human rights activities	first (bachelor's)
Central Agency for Evaluation and Accreditation (ZEvA, Germany)	National University "Lviv Polytechnic	Artificial intelligence systems	second (master's) degree
		System design	
		Information management systems and technologies	
		Computerised control systems for moving objects (road transport)	

Foreign quality assurance agency	Higher education institution	Study programme	Level of higher education
Accreditation Agency for Healthcare and Social Sciences (AHPGS, Germany)	Private higher educational institution Kyiv Medical University	Pharmacy, industrial pharmacy	second (master's) degree
Accreditation Agency for Healthcare and Social Sciences (AHPGS, Germany)	Private higher education institution "Dnipro Institute of Medicine and Public Health	Medicine	second (master's) degree
Central Agency for Evaluation and Accreditation (ZEvA, Germany)	Ivano-Frankivsk National University of Oil and Gas	Information Technologies for Sustainable Energy Engineering	second (master's) degree

In total, from 1 September 2019 to 31 December 2024, NAQA entered 114 data on the accreditation of study programmes by foreign agencies into the EDEBO. Their distribution by levels of higher education is shown in Figure 49.

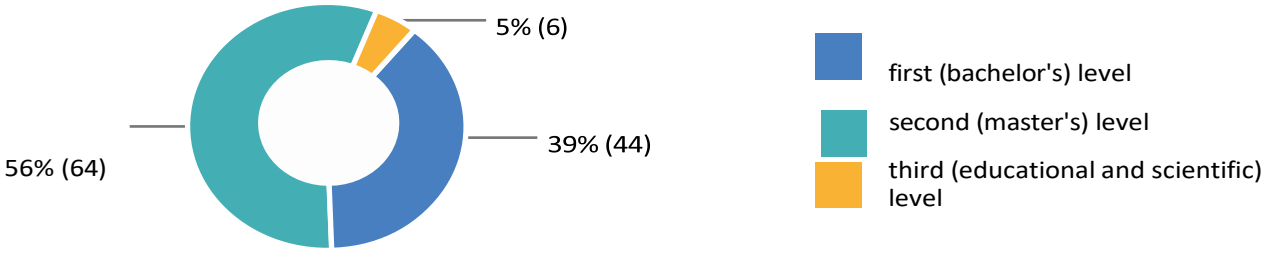

Figure 49. Distribution of foreign certificates of accreditation of study programmes by levels of education, 2019-2024

The certificates of accreditation of study programmes can be found at NAQA website in the section "Accreditation in International Agencies"[17], where they are published after the relevant information is entered into the EDEBO.

[17] National Agency for Higher Education Quality Assurance. Accreditation in international agencies [Electronic resource]. - URL: https://bit.ly/43IB7hE (accessed 21.03.2025)

In order to inform about the peculiarities of Ukrainian legislation in the field of higher education quality assurance, the national accreditation procedure and national standards during cross-border accreditations, NAQA provides consultations at the request of foreign agencies. In particular, in 2024, such meetings were held with the Higher Council for the Evaluation of Research and Higher Education (Hcéres, France), the Foundation for Accreditation of International Business Administration (FIBAA, Germany), the Romanian Agency for Quality Assurance in Higher Education (ARACIS, Romania), the Central Agency for Evaluation and Accreditation (ZEvA, Germany), the Accreditation Agency for Health and Social Sciences (AHPGS, Germany), the National Evaluation and Accreditation Agency (NEAA, Bulgaria).

The development of cross-border quality assurance in Ukraine remains one of NAQA priorities, as it provides a number of advantages 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. At the same time, there is concern that this liberal mechanism is sometimes used to hide non-compliance with the requirements of Ukrainian legislation in the field of education, in particular, the Licensing Conditions for Educational Activities and national standards of higher education.

Thus, when analysing foreign accreditations of study programmes in Ukrainian HEIs in 2024, cases were identified when several medical programmes of private HEIs received foreign accreditation for 6 years without on-site or online examination during quality assurance procedures. Other examples include foreign accreditation of an study programme where the educational process does not take place, in particular, no students are enrolled, which contradicts Ukrainian legislation and modern principles of accreditation of study programmes; or foreign accreditation of a study programme that is not registered in the EDEBO. These cases do not exhaust all the violations identified. Such phenomena are becoming systemic, which is already affecting the quality of higher education in Ukraine. Therefore, NAQA draws attention to the fact that currently, foreign accreditation can be obtained by study programmes that do not meet the requirements of national legislation. Given the current approaches to licensing, in some cases, such study programmes have never been analysed and actually evaluated properly. This can have a negative impact on the quality of higher education in general, as well as on educational activities in certain fields and the implementation of certain study programmes. However, due to the lack of legal grounds, no national authority can properly respond to such cases.

After consultations with the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Agency Register (EQAR), it was found that foreign agencies are not obliged to, and therefore do not, check the requirements of the legislation and educational standards of the countries where they carry out consultative assessment of programmes. This is solely the prerogative of the state where the study programme is implemented.

Another problem of cross-border quality assurance in Ukraine is that not all of the 49 recognised foreign agencies carry out cross-border quality assurance of study programmes, in particular due to the lack of such powers in accordance with their charters and/or the legislation of their country of registration. In the period from 2019 to 2024, accreditation was carried out in Ukraine in the following ways.

only 10 foreign agencies from 7 countries. Some of them conduct exclusively international accreditations and do not comply with the key considerations of the European Quality Assurance Agency Register (EQAR), Ukrainian educational legislation and standards.

In 2024, in response to the NAQA initiative, the Ministry of Education and Science of Ukraine on 29 March 2024 (Order No. 425) established a working group to develop proposals for improving the mechanism for the recognition of certificates of accreditation of study programmes issued by foreign accreditation agencies or agencies for quality assurance of higher education, the list of which is approved by the Cabinet of Ministers of Ukraine. The above issues were discussed and analysed in detail within this working group. NAQA also proposed a mechanism for improving the procedure for including foreign agencies in the List of the Cabinet of Ministers on the basis of statements of intent to accredit study programmes in Ukraine and assurances of compliance with national legislation and key considerations of EQAR for cross-border quality assurance. In particular, the following stages of this process are proposed:

- NAQA sends an information letter to foreign agencies registered in the EQAR on the possibilities of cross-border quality assurance in higher education provided for by Ukrainian legislation;
- Based on the results of the analysis of these statements of intent, NAQA forms proposals for the List and approves them by its decision;
- Proposals to the List are submitted for approval to the Ministry of Education and Science of Ukraine for further approval by the Cabinet of Ministers of Ukraine.

These proposals to improve the procedure for compiling a list of foreign higher education quality assurance agencies that issue certificates of accreditation of educational programmes recognised in Ukraine were discussed and approved at NAQA meeting on 28 May 2024 (Minutes No. 11(61)) and submitted to the Ministry of Education and Science of Ukraine on 29 May 2024.

2.4. Response of quality assurance systems to the results of accreditation of study programmes

2.4.1. Response of the external quality assurance system to the results of accreditation of study programmes

The procedure for accreditation of a study programme in the system of external quality assurance of higher education in Ukraine has a dual function: control and improvement. It ensures the accountability of higher education institutions for the compliance of study programmes with the established requirements and at the same time contributes to the improvement of the content of study programmes, internal quality assurance systems and strategic approaches to management in higher education institutions. This approach is in line with the provisions of the Law of Ukraine "On Higher Education" and the European Standards and Recommendations on Quality Assurance in Higher Education (ESG 2015).

The results of accreditation are not only indicators of the quality of individual study programmes, but also a source of information on the effectiveness of the functioning of educational quality assurance systems - both at the level of an individual institution and on the scale of the national higher education system.

In the national context, they are supportive:

— Identification of positive practices and areas for improvement; θ Identification of significant shortcomings and systemic challenges;
— formulating a policy to support higher education institutions in developing internal quality assurance systems based on reliable analytical data;
— strengthening trust in the quality of Ukrainian higher education both in Ukraine and internationally.

Each of the decisions made by NAQA based on the results of the accreditation examination contains important analytical information:

— the decision on accreditation of a study programme certifies that the study programme meets the requirements of the Criteria for assessing the quality of a study programme and that there are appropriate conditions for quality assurance within this stud programme. At the same time, this does not exclude the existence of problems at the level of the entire internal quality assurance system of the higher education institution;
— the decision on conditional (deferred) accreditation of a study programme indicates significant but potentially eliminable shortcomings that require prompt response from the team responsible for the implementation of the study programme and the management structures of the higher education institution. It is also a signal of the need to review certain elements of the internal quality assurance system, which did not identify, prevent, or eliminate these shortcomings at the stage of designing, developing, or implementing the study programme;
— the decision to refuse accreditation of a study programme indicates the existence of systemic problems that require a comprehensive review of both the study programme and approaches to quality assurance in higher education in general;
— The decision to accredit a study programme with the definition of "exemplary" indicates the existence of effective, exemplary and/or innovative practices that demonstrate a sustainable positive impact on the quality of the educational process and can serve as a benchmark for other study programmes.

Decisions on conditional (deferred) accreditation and refusal to accredit a study programme:

— encourage higher education institutions to revise policies, procedures and approaches to ensuring the quality of education, the content of study programmes and strengthening internal monitoring;
— enable NAQA and stakeholders to identify typical mistakes, violations and systemic problems; analysis of the reasons for such decisions allows identifying vulnerable areas of knowledge and areas requiring enhanced methodological or informational support;
— is the basis for updating methodological materials, developing new recommendations, improving expert training programmes and organising support measures for higher education institutions that systematically face similar difficulties.

Thus, accreditation is not only a mechanism of external evaluation, but also a tool for systemic improvement, and the results of accreditation of study programmes are development benchmarks for both individual higher education institutions and the higher education system of Ukraine as a whole.

Types of NAQA response to the results of accreditations

The National Agency for Higher Education Quality Assurance responds to the results of accreditation of study programmes through a set of interrelated activities. These measures include analytical, regulatory, procedural, support and communication activities aimed at improving accreditation procedures, raising the qualifications of experts and members of sectoral expert councils, developing internal quality assurance systems in higher education institutions, creating a culture of quality education, ensuring transparency of external quality assurance procedures and strengthening confidence in the quality assurance system of higher education in Ukraine.

Table 15: Types of NAQA response to the results of accreditation of study programmes

Type of response	Contents.	Key events in 2024
Analytical	Systematic study of the results of accreditation procedures to identify trends, typical shortcomings, industry specifics and best practices	• collecting and summarising data on decisions made based on the results of accreditations; • Identification of significant shortcomings and analysis of their distribution by criteria, levels of education, fields of knowledge and types of higher education institutions; • Preparation of analytical reports, case studies and briefs for various target audiences; • assessing the effectiveness of the HEI's response to decisions on conditional (deferred) accreditation and denial of accreditation; • Identification of positive practices in internal systems quality assurance, which contributed to the effective elimination of deficiencies; • analysis of effective practices in ensuring the quality of education identified during accreditation examinations; • Formation of an analytical basis for further regulatory, supportive and communication decisions and measures.

Type of response	Contents.	Key events in 2024
Regulatory and procedural	Improvement of regulatory documents and procedures for external quality assurance of higher education on the basis of analysing accreditation results and feedback from stakeholders and changes in legislation, as well as tools for assessing the quality of education	• formulation of proposals for legislative changes and development of draft regulatory documents at the national level: the Regulation on Accreditation of Educational Programmes for Higher Education (Order of the Ministry of Education and Science of Ukraine of 15 May 2024) was updated. yearNo 686); • introduction of a new assessment tool "List of material weaknesses"; • updating the forms of the expert group report and the expert opinion of the SER, including the inclusion of Appendices; • Amendments to the Temporary Procedure for Accreditation of Educational Programmes for Higher Education Applicants in the Context of Martial Law state (decision of the National Agency of 27 February 2024 year (minutesNo 5 (55)); • establishment of the Commission for consideration of applications of higher education institutions for conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 dated 16.03.2022 and approving the procedure for its work.
Supportive	Support for higher education institutions, experts and members of sectoral expert councils in improving their knowledge and skills in the field of education quality assurance	• Organising trainings, thematic webinars and seminars for higher education institutions, experts and members of industry expert councils; • updating guidance materials for expert groups and members of sectoral expert councils; • Development and updating of methodological materials

Type of response	Contents.	Key events in 2024
		(manuals, recommendations, explanations) for experts, members of sectoral expert councils and anyone who wants to deepen their knowledge and improve their skills in the field of quality assurance in education; • creating platforms for discussions and sharing best practices.
Communication	Dissemination of the results of analytical activities based on the results of accreditation of educational programmes, providing feedback from stakeholders and use it for further improvement.	• publication of NAQA Annual Report and the Report on the Quality of Higher Education in Ukraine, its compliance the task of sustainable innovative development of society; • Involving experts (including members of the Advisory Board and other international experts) in the discussion; • annual reporting of the agency's management to the Verkhovna Rada Committee on Education, Science and Innovation; • organising events (webinars, seminars, forums, trainings, round tables) to discuss the results of external quality assurance and participation in partner events (including international ones); • disseminating information through the official website and Facebook, Twitter, and LinkedIn platforms.

Analytical response

1) NAQA *monitors the implementation of recommendations and evaluates the effectiveness of the implemented changes for each study programme,* both during the next accreditation and post-accreditation monitoring.

For this purpose:

- analyses whether the changes made have led to an improvement in the quality of the study programme;
- assesses the extent to which measures are systemic rather than fragmented;

- Determine whether the proposed changes will prevent the problems identified from recurring in the future;
- study the internal procedures that regulate the monitoring of the implementation of recommendations and amendments in the higher education institution.

In addition, within the framework of sub-criterion 8.5, the work of the quality assurance system in the higher education institution is analysed, in particular its ability to timely identify and effectively address significant deficiencies. For each significant deficiency identified during the accreditation assessment:

- the speed of detection (how quickly the deficiency is detected at the level of the department, faculty, university; whether clear response times are set);
- the organisation of the response (at which levels of management the response is carried out, whether responsible persons have been identified, whether there is a formalised action plan to address the deficiency);
- Analyse the quality of remedial measures (whether the causes of the deficiencies are analysed, whether the measures are systemic, whether the need for strategic planning is taken into account, and whether the implementation of measures is monitored to prevent recurrence of violations);
- evaluate the effectiveness of the measures (whether specific evaluation indicators are identified, whether they are adequate, whether results are analysed after the measures are implemented, whether monitoring procedures are improved, and whether the responsible staff have adequate training, resources and support);
- assessing stakeholder involvement (who exactly is involved in the process of identifying and eliminating deficiencies; whether external experts are involved; what tools are used to collect and analyse feedback);
- Process documentation is analysed (how the identified deficiencies and remedial measures are recorded; whether the chosen form of documentation allows for effective progress tracking);
- communication practices (how participants in the educational process receive information about the results of monitoring, decisions made, changes implemented and their effectiveness) are studied;
- assesses the effectiveness of interaction between structural units (how the units cooperate in identifying and eliminating deficiencies; how effective this cooperation is in overcoming systemic institutional problems).

The analysis of the results of the post-accreditation monitoring experiment is presented in subsection 2.5 Post-accreditation monitoring

2) Systematic, structured analysis of significant deficiencies (violations) identified by the results of accreditation of study programmes

NAQA carried out a systematic analysis of the significant shortcomings of study programmes, and based on the results of the accreditation examination and consideration of accreditation cases, the decision was made in September-December 2024.

In particular, the following was carried out:

- assessment of the frequency and distribution of significant deficiencies according to the Criteria for assessing the quality of a study programme;

- Analysing potential interconnections and interactions between deficiencies identified under different Criteria;
- analysis of the distribution of shortcomings depending on the level of higher education, field of study and form of ownership of higher education institutions;
- assessing the frequency of deficiencies among study programmes for which a decision on conditional (deferred) accreditation was made;
- identifying the most common combinations of material weaknesses that are recorded together.

This analysis allowed us to identify trends, patterns and differences depending on the level of higher education, field of study, and form of ownership of the higher education institution. The detailed results of the analysis are presented in Section 2.6 of this document.

It should be noted that such an analysis was made possible by the introduction in 2024 of a tool for assessing the quality of the study programme
- "List of material weaknesses".

"The List of Significant Deficiencies was developed in 2024 based on the concept proposed by NAQA Head, Andrii Butenko, to unify approaches to assessment and ensure objectivity in determining the levels of compliance of study programmes with the Criteria for Assessing the Quality of a Study Programme. This is a structured document that contains a clearly defined list of shortcomings and violations that have a significant (essential) impact on the quality of the study programme. The structure of the List corresponds to the structure of the Criteria for assessing the quality of a study programme: it consists of 10 parts, according to the number of Criteria. Each deficiency is assigned a unique identification code in the format X.Y.Z, where: X is the number of the criterion to which the deficiency relates; Y is the number of the sub-criterion; Z is the serial number of the specific deficiency within the sub-criterion. This coding ensures consistency, ease of use and simplifies the analytical processing of the results of the accreditation examination.

Significant deficiency is a deficiency that constitutes a violation of the current legislation, negatively affects the formation of competencies of the student, or makes it impossible or significantly complicates the provision of educational services. A separate category includes significant deficiencies that are fundamental in nature. These are systemic violations that cover all or most components of the study programme and require significant, comprehensive changes or strategic measures. Such measures include, in particular, fundamental changes in the structure or content of the study programme, review of the organisation of the educational process, comprehensive updating of policies and procedures for internal quality assurance.

List of significant drawbacks

For each of the Criteria, please indicate which of the following material weaknesses have been identified:

Criterion 1: Design of the study programme

Code.	Significant disadvantage	EG detected	HER detected
1.1.1	Not all learning outcomes defined by the higher education standard can be achieved through programme learning outcomes.	☐	☐
1.1.2	In the absence of a higher education standard, at least one learning outcome does NOT meet the requirements of the National Qualifications Framework for the relevant qualification level.	☐	☐
1.2.1	An HEI awards a professional qualification in a particular profession, but at least one of the following facts has been established: — the study programme (in particular, additional ones - due to its elective educational components) does not ensure the fulfilment of the requirements for knowledge, skills, abilities and competences defined by the relevant professional standard; — the name of the profession does not correspond to the current Classifier of Occupations or is absent in the Classifier of Occupations; — the HEI has not determined/approved by the relevant local legal acts of the HEI: the procedure for awarding this professional qualification or the relevant procedures, methods of demonstrating competencies, or criteria (conditions) for awarding a professional qualification in accordance with applicable law.	☐	☐
1.4.1	At the stage of designing the curriculum, the needs of stakeholders were not studied in any way.	☐	☐ **Applies if the HEI has comments on the report of the EG*
	None of the above deficiencies were identified.	☐	☐

Figure 50. "List of material weaknesses" in the part of Criterion 1

The presence of significant deficiencies directly affects the determination of the level of compliance of the educational programme with the Criteria for assessing the quality of the educational programme:

"A" or "B"	Determined only in the absence of material weaknesses
"F" (complete non-compliance with the Criterion)	At least one material weakness of a fundamental nature has been identified
"E" (partial non-compliance with the Criterion)	At least one material weakness has been identified, but there are no material weaknesses of a fundamental nature

The use of the List is mandatory for the expert group and the sectoral expert council. The identified deficiencies are recorded in the relevant Annexes to the expert group report and the expert opinion of the PIU, and the texts of the expert group reports and expert opinions of the PIU should provide reasoned explanations for the presence/absence of each deficiency from the List. The list is not exhaustive: experts may indicate other significant deficiencies, provided that they are properly justified.

The introduction of the "List of Significant Deficiencies" not only contributed to increased objectivity, unification of approaches to evaluation, improvement of the quality of expert group reports and expert opinions of the CEA, strengthening of the argumentation of conclusions, but also provided an opportunity for systematic analysis of the results of accreditation of educational programmes.

3) In 2024, NAQA, continuing the practice of the previous year, conducted *a systematic analysis of the response of internal quality assurance systems* of higher education institutions to the significant deficiencies identified during the accreditation examination. The analysis covered both cases of effective response and cases of ineffective or formal response to the identified violations. The results of the analysis are presented in subsection 2.4.2 of this document.

4) Highlighting and promoting best practices identified through accreditation.

Among the measures of analytical response, an important role is played by the analysis and dissemination of positive practices identified in the course of accreditation examinations. NAQA regularly highlights such practices in the reports of expert groups and conclusions of sectoral expert councils. To verify and disseminate them, the agency conducts surveys of representatives of higher education institutions, organises public events and provides platforms for the exchange of experience.

Regulatory and procedural response

Legislative changes in the higher education quality assurance system for 2024 are discussed in detail in Section 7 of NAQA Annual Report for Quality Assurance in Higher Education for 2024[18].

[18] Annual report of the National Agency for Higher Education Quality Assurance for 2024 [Electronic edition] / edited by A. Butenko, O. Yeremenko, N. Stukalo. Kyiv : National Agency for Higher Education Quality Assurance, 2025. 154 c. URL: https://bit.ly/4cv2Abh (accessed 28.03.2025)

The analysis of NAQA's decisions on accreditation under the full and simplified procedures revealed a significant difference in the number of decisions in certain areas, which showed the need to clarify the conditions for making a decision on conditional (deferred) accreditation without or with partial accreditation examination in accordance with the Resolution of the Cabinet of Ministers of 16.03.2022№ 295, which resulted in amendments to the Temporary Procedure for Accreditation of Study Programmes for the Training of Students under Martial Law (NAQA decision of 27 February 2024 (protocol№ 5
(55)). In order to verify the validity of applications of higher education institutions for conditional (deferred) accreditation of applications of higher education institutions for conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295, a Commission was established to assess compliance with the requirements specified in the Temporary Procedure.

These changes ensured the objectivity and impartiality of decision-making on the application of the simplified accreditation procedure. They eliminated the possibility of abuse, when some higher education institutions used the simplified procedure without proper grounds, despite the absence of significant damage or other circumstances that could justify such a procedure. Section 4 of the Annual Report of the National Agency for Higher Education Quality Assurance for 2024 clearly shows an increase in the share of accreditations under the full procedure: from 42.8% (January-August 2024) to 65.9% (September-December 2024) of the total number of accreditations conducted by NAQA for the relevant period, which indicates an increase in the share of accreditations under the full procedure by 54%. For more information on the results of the work of the Commission for Consideration of Applications of Higher Education Institutions for Conditional (Deferred) Accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295 see subsection 2.2.

In response to the identified violations during accreditation by foreign agencies (in particular, without a visit or for educational programmes without students), NAQA initiated a number of regulatory actions. The problem was reported to the ENQA leadership and discussed at the ENQA-2024 General Assembly[19]. At NAQA initiative, the Ministry of Education and Science of Ukraine created a working group (Order
No. 425 dated 29.03.2024) to improve the mechanism of recognition of foreign accreditation certificates. The agency has also developed and proposed a new procedure for compiling a list of foreign higher education quality assurance agencies whose certificates of accreditation of study programmes are recognised in Ukraine (see subsection 2.3 of this document).

Supportive response

In 2024, NAQA initiated a number of measures to raise awareness among educators about the development of internal quality assurance systems in higher education and the implementation of post-accreditation monitoring. 11 regional seminars were held to explain the provisions of the new Regulation on Accreditation of Study Programmes (2024). Also organised

[19]National Agency for Higher Education Quality Assurance. European Association of Higher Education Quality Assurance Agencies (ENQA General Assembly) 2024 [Electronic resource]: https://naqa.gov.ua/2024/10/18458/ (accessed 10.02.2025).

sectoral trainings, webinars, methodological seminars and working meetings with collectives of higher education institutions. This is described in detail in Section 3 of the NAQA's Annual Report for 2024.

Instructional and methodological materials were updated, in particular, the Instruction on organising the work of the expert group in the process of accreditation examination. Guidelines for members of sectoral expert councils of the National Agency on the organisation of their work in the accreditation examination process were developed. The content and materials of three new trainings for experts and members of the SEC were developed, the content of 1 training for experts was updated, and a training programme was developed jointly with the Ukrainian Association of Students (UAS) as part of the UAS QA Pool project. A series of training videos was also created on the implementation of the new Regulation on Accreditation of Study Programmes (2024). This is described in detail in subsection 5.11 of NAQA' s Annual Report for 2024.

In 2024, a methodological guide "Clarifications on the
regarding the Criteria for Assessing the Quality of a Study Programme"[20], which contains current recommendations for assessing the quality of study programmes, requirements for study programmes, educational activities, internal quality assurance systems of higher education institutions, references to the legislation of Ukraine and international recommendations on quality assurance in higher education; recommendations for justifying the presence of deficiencies from the "List of Significant Deficiencies", and other components that will contribute to a balanced and objective assessment. The manual is useful for experts, members of sectoral expert councils, and quality assurance departments in higher education institutions.

Particular attention was paid to streamlining the terminology in the field of higher education quality assurance. The Regulation on Accreditation of Study Programmes (2024) clearly defines the conceptual framework of the accreditation procedure for educational programmes. In the article "Formation of the Terminology System of the New Paradigm of Higher Education Quality Assurance: European Integration Aspect"[21]Olena Yeremenko, Andrii Butenko, Nataliia Stukalo proposed a division into groups of terms: 1) words/phrases mentioned in Ukrainian legislation, but not defined in regulatory documents; 2) words/phrases that name components of processes and procedures, such as self-assessment reports (mostly used abbreviation of SAR); 3) words/phrases recorded in organisational and administrative documents of higher education institutions as lexemes/phrases of English origin. The article contains several dozen definitions of terms important for the Ukrainian higher education sector. In particular, definitions are proposed for such controversial concepts in the field of quality assurance as "guarantor of the educational programme", "silabus", "re-accreditation examination", "self-assessment information", "sectoral expert council", "return of accreditation

[20]Explanation of the application of the Criteria for assessing the quality of the educational programme: methodological guide [Electronic edition] / A. Butenko, H. Denyskina, O. Yeremenko, O. Knysh, I. Simshag, O. Trebenko - Kyiv : National Agency for Quality Assurance in Higher Education, 2024. 127 p.

[21]Eremenko, O. V., Butenko, A. P., Stukalo, N. V. (2024). FORMATION OF THE TERMINOLOGY SYSTEM OF A NEW PARADIGM OF QUALITY ASSURANCE IN HIGHER EDUCATION: EUROPEAN INTEGRATION ASPECT. New Philology, (95), 21-29. URL: https://doi.org/10.26661/2414-1135-2024-95-3

cases to the industry expert council", "a study programme with the definition of "exemplary", "exemplary educational practices", "educational audit", "expert panel". At the initiative of NAQA Board (Andrii Butenko, Olena Yeremenko, Nataliia Stukalo), a publication was prepared in cooperation with the Kyiv National Linguistic University: "A Thesaurus of Terms in the Field of Higher Education Quality Assurance: Ukrainian-English/English-Ukrainian Parallels"[22]. The methodological manual "Clarifications on the Application of the Criteria for Assessing the Quality of Educational Programmes" and instructional materials for experts and members of the SEG clarified the concept of "significant deficiency",
"positive practice", "exemplary nature of the practice of implementing the Criterion", "innovative nature of the Criterion implementation practice".

This activity is important for developing a common understanding and application of terms and procedures, supporting higher education institutions in implementing effective solutions, improving the quality of educational programmes through clear instructions and recommendations, and promoting a culture of quality in higher education institutions.

Communication response

NAQA implements a comprehensive communication policy to disseminate the results of its analytical activities. NAQA Annual Report and the Report on the Quality of Higher Education in Ukraine and its Relevance to the Tasks of Sustainable Innovative Development of Society are published annually and are available on NAQA official website[23]and translated into English, providing access to the results of the analysis for international partners, experts, members of the Advisory Board and other stakeholders. This allows for independent evaluation.

Organising and conducting events (webinars, seminars, forums, trainings, round tables) and participation of NAQA's management in events organised by partners (including international ones) provide an opportunity to present and discuss the results of external quality assurance. One of the key events in 2024 was the Ukrainian Quality Assurance Forum (UQAF-2024), which brought together more than 800 participants, including government officials, university leaders and international partners. The forum featured 7 panel discussions and 7 best practice sessions. In addition, a poster session was organised to present exemplary practices of 15 study programmes from 12 higher education institutions.

NAQA's official website and Facebook, Twitter, and LinkedIn platforms are also used to disseminate information. Communication with stakeholders during events allows for feedback that helps to improve procedures. For more details, see sections 2 and 3 of NAQA's Annual Report for 2024.

NAQA's management reports annually to the Verkhovna Rada Committee on Education, Science and Innovation. In addition, stakeholders have the opportunity to provide feedback by sending proposals through NAQA official e-mail.

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[22]Thesaurus of terms in the field of quality assurance of higher education: Ukrainian-English / English-Ukrainian parallels [Electronic edition] / Edited by Butenko A., Vasko R., Eremenko O., Koroleva AV, Stukalo N. Kyiv: KNLU Publishing Centre, 2025. 102 c. URL: bit.ly/42s9fyl

[23]URL: https://bit.ly/4lv9C3Q

Thus, NAQA responds to the results of the accreditation of study programmes through a set of interrelated measures: analytical, regulatory, procedural, support and communication. An important improvement in 2024 was the introduction of a tool for assessing the quality of study programmes - the List of Significant Deficiencies.

2.4.2. Response of the internal quality assurance system of a institution higher education to significant shortcomings identified by the results of accreditation of study programmes

One of the key principles of quality assurance in the EHEA is the primary responsibility of higher education institutions for the quality of higher education they provide. Therefore, the results of external quality assurance procedures should be the main driver for a thorough analysis of the effectiveness of the processes of monitoring the quality of the university's educational activities. NAQA Decisions on conditional (deferred) accreditation are based on the presence of significant deficiencies in the study programme that can be corrected within one year. However, the identified deficiencies often signal the imperfection of the internal quality assurance system of the HEI and the need for real steps to develop it. To better understand how HEIs respond, we have analysed successful cases of accreditation of study programmes after a decision on conditional (deferred) accreditation, as well as cases where decisions on conditional (deferred) accreditation of study programmes were made twice (three times) in a row. The analysis is presented in this subsection.

Effective response of the internal quality assurance system of higher education institutions: decision-making on accreditation of a study programme after the decision on conditional (deferred) accreditation

During 2019-2024, NAQA made a decision on conditional (deferred) accreditation for 989 study programmes at least once (1091 decisions on conditional (deferred) accreditation were made in total). Of these study programmes, 437 (44.2%) were accredited following the results of the next accreditation examination, including 362 (36.6%)

— received accreditation the next academic year after conditional (deferred) accreditation, another 37 (3.7%) - after one academic year, 19 (1.9%)

— in two years (see Figure 51).

The highest percentage of decisions on accreditation of the next year's study programme after conditional (deferred) accreditation was observed in 2019 and 2020. In particular, in 2019, 39 study programmes underwent accreditation examination for the first time and received conditional (deferred) accreditation based on its results. As for 24 (61.5%) of them, the accreditation examination results resulted in a decision to accredit the study programme in the next academic year.

In 2020, 287 study programmes underwent accreditation expertise for the first time and received conditional (deferred) accreditation based on its results (88% of study programmes for which a decision on conditional (deferred) accreditation was made in the relevant year). Of these, 163 (56.8%) received accreditation in the next academic year, 5 (1.7%) - in one year

(including applying in 2022 to NAQA for conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295 dated 16.03.2022), 4 (1.4%) - twice applying to NAQA for conditional (deferred) accreditation in accordance with the Resolution of the Cabinet of Ministers of Ukraine No. 295.

In 2021, 278 study programmes underwent accreditation expertise for the first time and received conditional (deferred) accreditation based on its results (this is 88.3% of educational programmes for which a decision on conditional (deferred) accreditation was made in the relevant year). We can see a significant decrease in the number of study programmes that received accreditation based on the results of the accreditation examination in the next academic year - only 79 (28.4%). This was primarily due to the full-scale invasion of the Russian Federation on 24 February 2022 and the introduction of martial law. In 2022, 106 (38.1%) of the above-mentioned study programmes received conditional (deferred) accreditation in accordance with CMU Resolution No. 295. At the same time, the number of study programmes that applied for conditional (deferred) accreditation once (27 - 9.7%) or twice (15 - 5.4%) after receiving conditional (deferred) accreditation based on the results of the accreditation examination, before undergoing the full accreditation procedure, increased.

In 2022, 93 study programmes underwent accreditation expertise for the first time. and received conditional (deferred) accreditation based on its results (90.2% of study programmes for which a decision on conditional (deferred) accreditation was made in the relevant year). Among them, 26 (28%) were accredited based on the results of the accreditation examination in the next academic year, and 4 more - a year later. At the same time, 52 (56%) study programmes were granted conditional (deferred) accreditation in 2023-2024 according to the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295, including 27 twice.

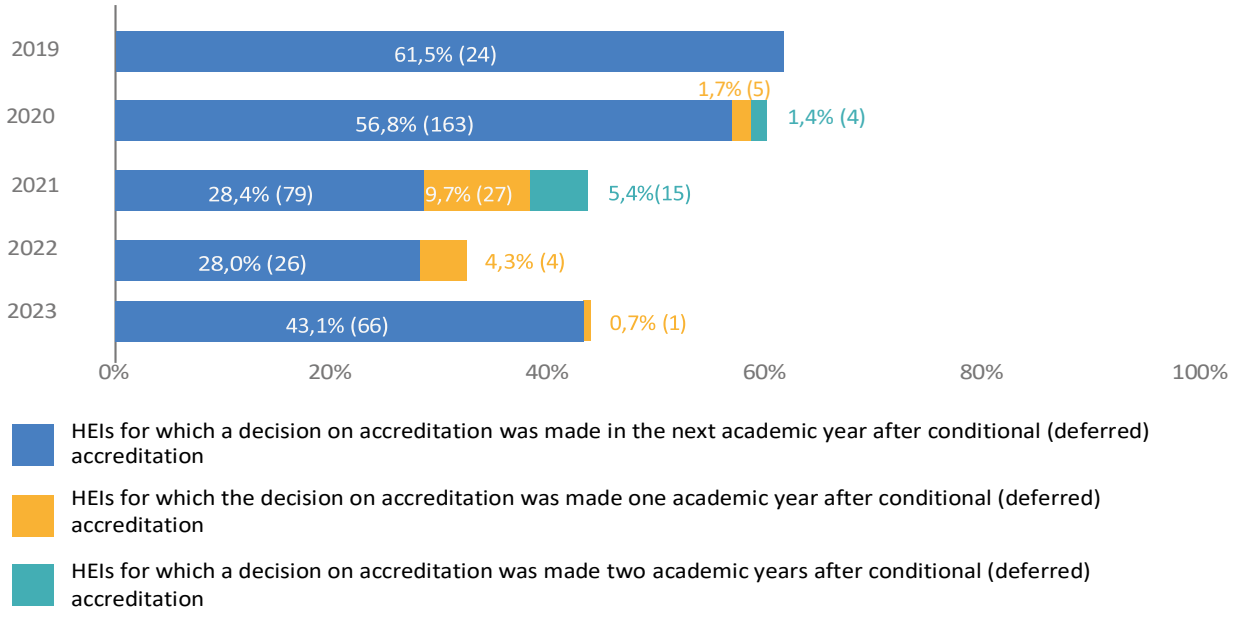

Figure 51. Breakdown of study programmes for which the decision on conditional (deferred) accreditation was made for the first time: by the duration of the period before the decision on accreditation was made (in % of the total number of such programmes in the relevant year)

In 2023, 153 study programmes underwent accreditation expertise for the first time and received conditional (deferred) accreditation based on its results (this is 93.9% of educational programmes for which a decision on conditional (deferred) accreditation was made in the relevant year). We can see a gradual increase in the number of study programmes that received accreditation in the next academic year based on the results of the accreditation examination - 66 (43.1%). At the same time, 42 (27.5%) of such study programmes in 2024 received conditional (deferred) accreditation under the Resolution of the Cabinet of Ministers of Ukraine of 16.03.2022№ 295.

In order to identify the main areas for improving the quality of study programmes and educational activities of higher education institutions after the decision on conditional (deferred) accreditation, 94 study programmes were analysed in more detail, which had previously been granted conditional (deferred) accreditation based on the results of the accreditation examination and which received accreditation in 2024. Among them, 88 study programmes received accreditation after one conditional (deferred) accreditation, and 4 more - after two consecutive conditional (deferred) accreditations. The majority of these study programmes (61 - 66%) received conditional (deferred) accreditation in 2023, 21 (23%) study programmes in 2021, 6 (7%) study programmes in 2022, and 3 (3%) in 2020 (see Figure 52). For one study programme, the decision on conditional (deferred) accreditation was made in the second semester of 2023/2024.

It is worth noting that with regard to the study programmes that have been accredited for the third time

The decisions on conditional (deferred) accreditation were made in 2020 and 2021 (1 EP), in the second semester of the 2020/2021 academic year and the first semester of the 2021/2022 academic year (1 EP), in 2021 and 2022 (1 EP), and in 2021 and 2023.

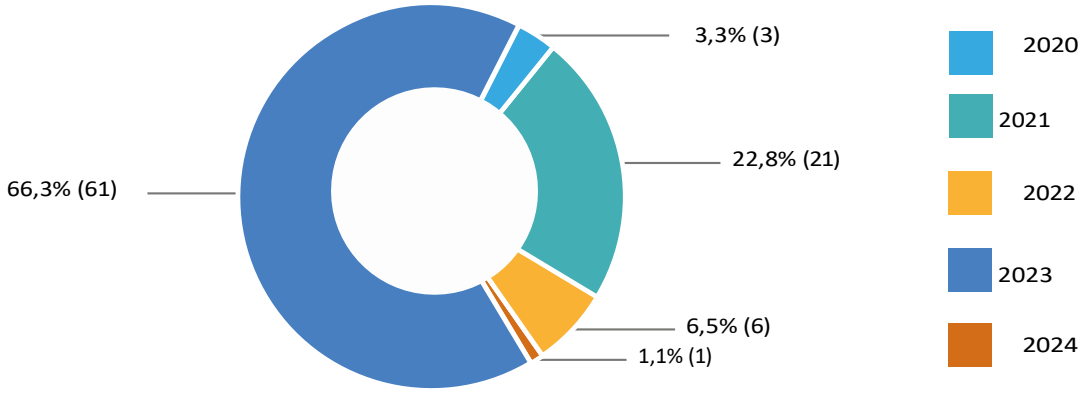

Figure 52. Breakdown of study programmes accredited in 2024 by years of decision on conditional (deferred) accreditation

Out of the analysed study programmes, 34 (36%) were applied for conditional (deferred) accreditation by the HEI to NAQA under the Resolution of the Cabinet of Ministers of Ukraine№ 295. In particular, 3 study programmes were granted conditional (deferred) accreditation by the Resolution of the Cabinet of Ministers of 16.03.2022

No. 295 in 2022 - before the accreditation examination, which resulted in a decision on conditional (deferred) accreditation. In 2022-2023, 8 study programmes were granted conditional accreditation once according to the Resolution of the Cabinet of Ministers of Ukraine No. 295 dated 16.03.2022 after conditional (deferred) accreditation based on the results of the accreditation examination, 18 study programmes - twice, 1 study programme - three times (2022, 2023 and 2024). It should be noted that all 4 study programmes that were accredited after the accreditation examination

Two conditional (deferred) accreditation programmes were granted conditional (deferred) accreditation under the CMU Resolution No. 295: 1 HEI - once in 2022, 2 HEIs - once in 2023, 1 HEI - twice in 2022 and 2023.

In terms of higher education levels (see Figure 53), these are educational programmes of the first (bachelor's) level - 42 EP (46%), second (master's) level - 44 EP (48%), and third (educational and scientific) level - 6 EP (6%).

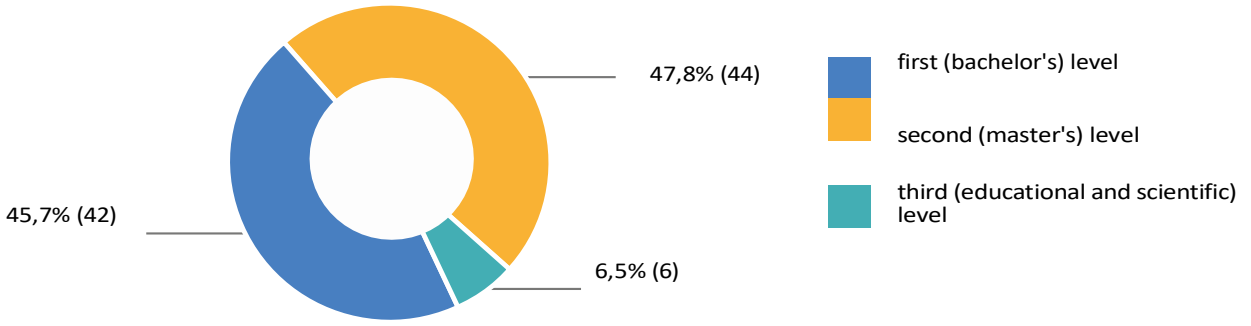

Figure 53. Breakdown of study programmes that previously received conditional (deferred) accreditation and were accredited in 2024, by level of higher education

In terms of the fields of knowledge in which these study programmes are implemented, according to the results of the accreditation examination in 2024, the most frequent decisions on the accreditation of a study programme after conditional (deferred) accreditation based on the results of the previous accreditation examination were made for study programmes in the field of 01 Education/Pedagogy - 19 EP (20%). These are study programmes in the following specialities: 011 Educational and Pedagogical Sciences - 2 EP, 013 Vocational Education - 2 EP, 014 Secondary Education - 7 EP (including 2 EP for which conditional (deferred) accreditation was previously approved twice in a row), 015 Vocational Education - 3 EP, 016 Special Education - 2 EP, and 017 Physical Culture and Sports - 3 EP. 13 (14%) of the accredited study programmes are implemented in the fields of 03 Humanities and 12 Information Technologies (see Figure 54 for details).

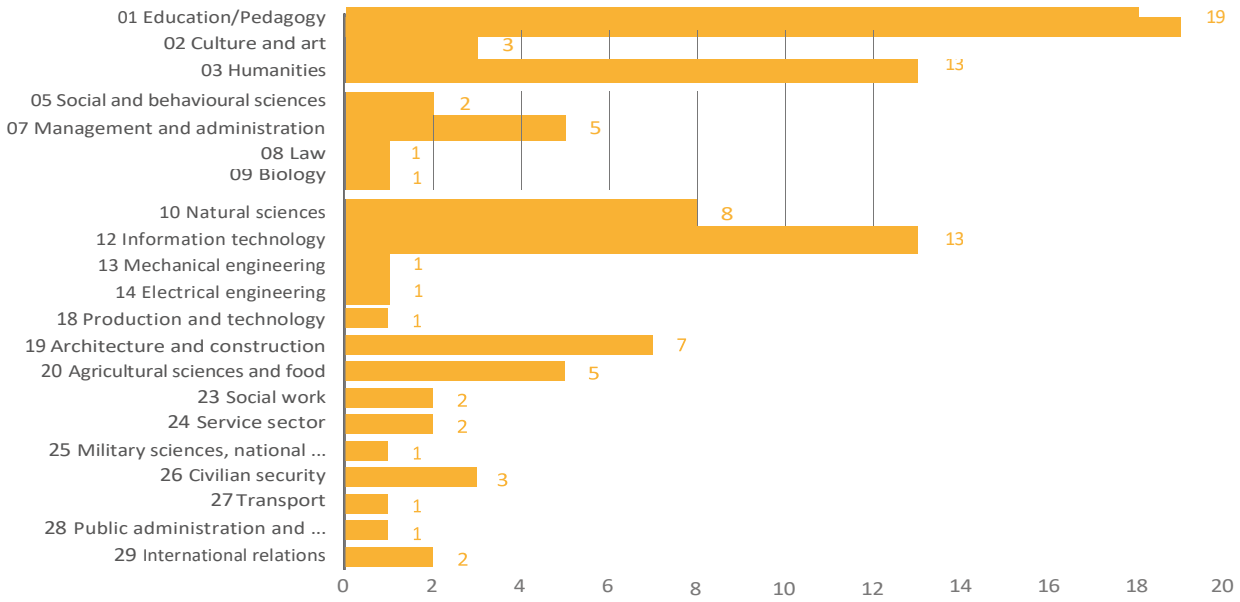

Figure 54. Number of study programmes for which a decision on conditional (deferred) accreditation was previously made, and in 2024 - on accreditation of the study programme, by each field of study

During the previous accreditation, when a decision was made on conditional (deferred) accreditation of the above-mentioned study programmes, the vast majority of them were assigned the level of compliance "E" according to Criterion 2 "Structure and content of the study programme" - 74 study programmes (80%). For 17 EPs (18%), the level of compliance "E" was determined by Criterion 1 "Design of the educational programme" ("Design and objectives of the study programme" in accordance with the Regulations on accreditation of study programmes for the training of education providers, as amended in 2019), for 13 EPs (18%).), for 13 EPs (14%) - according to Criterion 6 "Human Resources", for 4 EPs (4%) - according to Criteria 4 "Learning and Teaching in the Study Programme" and 8 "Internal Quality Assurance of the Study Programme", for 2 EPs (2%) - according to Criterion 7 "Educational Environment and Material Resources". Determining the level of compliance "E" for Criteria 5 "Control measures, assessment of higher education students and academic integrity", 9 "Transparency and publicity" and 10 "Learning through research" is simple only once (see Figure 55).

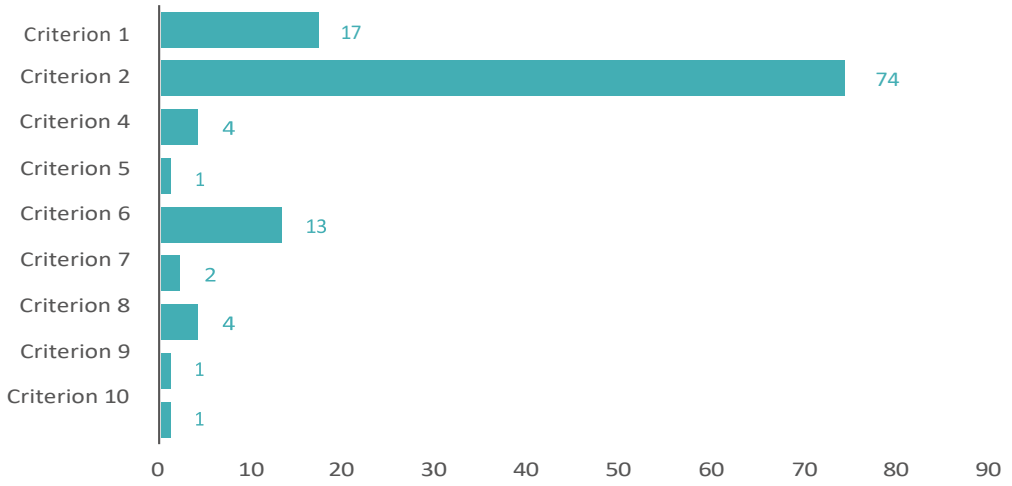

Figure 55. The number of study programmes for which the level of compliance "E" was determined according to the relevant Criterion (1-10) based on the results of the accreditation examination and consideration of the accreditation file by NAQA

To find out how HEIs respond to the identification of significant shortcomings in the implementation of study programmes, we analysed the reports of expert groups and expert opinions of the CEA on the results of the previous accreditation examination, when a decision was made on conditional (deferred) accreditation - to find out what shortcomings were a prerequisite for determining the level of compliance "E" for certain criteria, as well as reports on the results of the accreditation examination in 2024, when the absence of significant deficiencies was noted, to determine the measures taken by the HEI to improve its educational activities. In the second case, special attention was paid to the analysis of sub-criterion 8.6 in the context of the HEI's response to the results of external quality assurance in higher education when reviewing study programmes.

Criterion 1: "Design and objectives of the study programme" ("Design of the study programme" according to the Regulations on Accreditation of Study Programmes (2024))

As noted earlier, the level of compliance was determined for 17 study programmes (18%) based on the results of the previous accreditation examination

"The reports of the expert groups and expert opinions of the SEG primarily highlighted as a significant shortcoming the inconsistency of the competencies and learning outcomes defined in the EP with the requirements of the higher education standard at the relevant level and speciality (14 EPs), or (in the absence of an approved higher education standard) the inconsistency of the defined learning outcomes with the requirements of the National Qualifications Framework for the relevant qualification level (2 EPs). For only 5 study programmes, the significant shortcomings included insufficient consideration of the needs of stakeholders (employers and students) when designing the EP.

If we turn to the reports of expert panels and expert opinions of the State Expertise on the results of the accreditation examination in 2024, for 28 (30%) study programmes, changes in the competencies and programme learning outcomes defined in the EP were noted, in particular:

- In 13 PLOs, the defined competences and learning outcomes were aligned with the requirements of the relevant higher education standard, in 2 - with the requirements of the National Qualifications Framework;
- duplication of learning outcomes was removed in 1 PLO;
- In 12 PLOs, the wording of the programme learning outcomes was clarified to take into account the specifics of the industry and reflect the peculiarities of the study programme.

Criterion 2: Structure and content of the study programme

Significant deficiencies in the structure and content of the analysed study programmes were identified most often - for 74 study programmes (80%) the level of compliance was determined as "E" according to Criterion 2. In particular, the following deficiencies were identified:

According to sub-criterion 2.1, among the significant shortcomings in 12 (13%) educational programmes, it was noted that the scope or scope of educational components did not meet the requirements of the higher education standard.

According to sub-criterion 2.2, 68 (74%) of the study programmes found that it was impossible to fully achieve the defined programme learning outcomes, and 26 (28%) found that the logic of studying educational components was violated. According to the results of the accreditation examination in 2024, 69 study programmes showed full or partial correction of deficiencies in the provision of programme learning outcomes; 21 study programmes showed improvement of the structural and logical scheme, establishment of logical links between educational components, and ensuring the logical sequence of studying educational components.

According to sub-criterion 2.3, 22 (24%) of the study programmes did not correspond to the subject area of the speciality defined for it. These are study programmes in the following specialities: 011 Educational, Pedagogical Sciences (1 EP), 014 Secondary Education (2 EP), 016 Special Education (1 EP), 015 Professional Education (1 EP), 035 Philology (2 EP), 051 Economics (1 EP), 073 Management (1 EP), 122 Computer Science (1 EP), 123 Computer Engineering (1 EP), 125 Cybersecurity (3 EP), 126 Information Systems and Technologies (1 EP), 131 Applied Mechanics (1 EP), 194 Hydraulic Engineering, Water Engineering and Water Technologies (1 EP), 208 Agroengineering (1 EP), 262 Law Enforcement activities (1 EP), 275 Transport technologies (1 EP), 281 Public administration

and Administration (1 PLO), 292 International Economic Relations (1 PLO). According to the results of the accreditation examination in 2024, it was noted that educational components aimed at ensuring the subject area of the speciality (11 EPs), removal of educational components that do not correspond to the subject area (1 EP), improvement of the content of existing educational components (8 EPs), coordination of the topics of qualification works with the subject area of the relevant speciality (6 EPs) were introduced into the EP.

According to sub-criterion 2.4 in 45 (49%) study programmes, significant shortcomings were identified in the context of ensuring the possibility of forming an individual educational trajectory of the student, including 25 reports of the EG stated contradictions in the procedure for selecting educational components that actually made it impossible to choose, 20 reports noted the actual non-compliance with the requirements of the legislation on the scope of elective educational components (the minimum amount of disciplines for choice provided by law was not ensured), in 7 study programmes the lack of proper

We are monitoring measures to expand the choice of educational components in 50 study programmes based on the results of the accreditation examination in 2024. Among the measures taken by the HEIs are the following: creation of a catalogue of free choice disciplines (3 EPs) or expansion of the list of educational components offered for selection (27 EPs); improvement of the selection procedure (9 EPs); removal of selective educational components from the structural and logical scheme of the study programme (4 EPs); change in the volume (in ECTS credits) of the elective educational component (6 PL), creation of an alternative to the block selection of educational components (2 PL); automation of the selection process (6 PL); increase in the total volume of elective educational components of the programme (3 PL), as well as providing free access to the catalogue of free choice disciplines (2 PL) and improving the procedure for informing students about the organisation of the choice (5 PL).

According to sub-criterion 2.5, 21 (23%) study programmes identified shortcomings in the organisation of practical training, including significant shortcomings in the content and scope of practice in 20 EPs, and in 11 EPs - inconsistency with the needs of the study programme of the selected practice sites. Among the measures to improve the practical training of students, according to the results of the accreditation examination in 2024, the following were identified: updating the content of practical training and certain tasks (10 EP); adding new types of practice (5 EP); increasing the volume of practice (2 EP); increasing the number of bases for practice in accordance with the needs of the study programme (8 EP); introducing the necessary disciplines-prerequisites for practical training (2 EP).

According to sub-criterion 2.7 (in accordance with the Regulations on Accreditation of Study Programmes (2024), the sub-criterion was moved to Criterion 1), 13 (14%) of the study programmes provided for the award of professional qualifications without taking into account the requirements of the relevant professional standard, 5 (5%) - unreasonable determination of employability. In 6 reports of the EG on the results of the accreditation examination in 2024, it was stated that the requirements of the relevant professional standard were fully taken into account and the procedure for awarding professional qualifications was detailed.

Criterion 4. Learning and teaching in the study programme

Only for 4 of the analysed study programmes during the first accreditation the level of compliance "E" was determined according to Criterion 4. The reason for this was the untimely updating of the content of educational components, in particular the inconsistency with modern practices in the field at the appropriate level of education (1 EP), the lack of a unified structure of silobus of educational components in the HEI and their insufficient information content (1 EP). At the same time, recommendations were provided for 12 study programmes to update the content of educational components. According to the results of the accreditation examination in 2024, the improvement of work programmes (silabuses) of educational components in the context of their information content about the objectives of educational components, criteria and methods of assessment (16 EP), as well as the modernisation of their content and updating of the lists of recommended literature (18 EP) were stated. In 16 OPs, measures to ensure free access to relevant teaching and learning materials for students were also demonstrated. In addition, 14 reports of the EG traced measures to stimulate internationalisation, in particular, participation in international academic mobility programmes.

Criterion 5. Control measures, assessment of students and academic integrity

For only one of the analysed study programmes, the results of the first accreditation examination determined the level of compliance "E" according to Criterion 5 (the accreditation examination took place in 2021). It was found that there was no systematic approach to checking academic texts for signs of plagiarism. The 2024 accreditation examination noted the significant work done by the HEI to strengthen the internal regulatory framework on academic integrity and introduce a two-level review of qualification papers.

At the same time, 17 reports of the EG on the results of the 2024 accreditation examination indicate that the HEI has worked to promote academic integrity (10 PLOs) through information events, trainings for students and teachers, etc. We can see the statement that the HEI created an archive (repository) of qualification works (2 EPs), as well as ensuring the placement of all qualification works in the repository (5 EPs). One report of the EG draws attention to the introduction by the HEI of mandatory checking for signs of plagiarism in academic texts, three reports emphasise the introduction by the HEI of the use of licensed software for checking academic texts, and another report focuses on improving the procedure for such checking.

Criterion 6. Human resources

Significant shortcomings in staffing were a prerequisite for determining the level of compliance "E" according to Criterion 6 for 13 (14%) of the analysed study programmes. For two study programmes (field of knowledge 12 Information Technology), the discrepancy between the qualifications of teachers and the educational components they provide, as well as the lack of significant actions by the HEI to address the shortcoming, twice in a row became a prerequisite for the decision on conditional (deferred) accreditation.

According to the results of the 2024 accreditation examination, measures to ensure that educational components are provided by teachers with appropriate qualifications were stated

for 24 (26%) of the analysed study programmes, and for all study programmes for which a decision on conditional (deferred) accreditation was previously made. However, HEIs had different approaches to the formation and development of human resources, in particular:

- 10 reports of the EG (8 out of 13 EPs for which a significant deficiency was identified in the context of staffing, including 2 EPs for which this deficiency was identified twice in a row) stated that staffing should be strengthened by inviting academic staff to teach the study programme, whose qualifications and professional experience fully allow to provide the relevant educational components;
- 16 reports of the EG (including for 2 out of 13 EPs, for which a significant deficiency in the context of staffing was identified) stated that the publication activity of academic staff in the field of relevant educational components was increased;
- obtaining higher education (traced in 2 EG reports) in the relevant speciality;
- We also trace the improvement of the regulatory framework of HEIs in the context of the procedure for competitive selection of academic staff (2 PLOs) and monitoring the compliance of teachers' qualifications with educational components (1 PLO).

In addition, 7 EG reports state that measures are being taken to stimulate the professional development of academic staff, including participation in international mobility programmes (4 EG reports). The reports of the expert groups also record the spread of the practice of involving employers in the educational process, in particular by teaching educational components (mainly practical and laboratory classes) (13 EGs), holding joint seminars (1 EG), and being included in the commissions for the defence of qualification works (2 EGs).

Criterion 7. Educational environment and material resources

Among the analysed study programmes, two (both in the speciality 073 Management) were assigned the level of compliance "E" according to Criterion 7, in particular due to the lack of licensed software necessary for the quality implementation of the study programme. At the same time, 25 reports of the EG on the results of the 2024 accreditation examination record the measures taken by the HEI to develop the educational environment. First of all, it is stated that work is being done to improve the material and technical support of the study programme (11 EPs) by purchasing the necessary equipment, equipping laboratories, etc., purchasing licensed specialised software (6 EPs), expanding electronic library collections (3 EPs), and expanding barrier-free educational space in academic buildings.

Criterion 8. Internal quality assurance of the study programme

The measures taken by the HEI to improve the procedure for updating study programmes in the context of studying and taking into account the needs of stakeholders can be seen in 33 study programmes. In 3 reports of the EG, it was noted that the procedure for developing, monitoring the quality and updating of study programmes was regulated by the relevant local regulations. The main ways of improvement were:

- inclusion of employers (4 EPs) and students (6 EPs) in the EP project team, the scientific and methodological commission of the speciality (1 EP) or the Employers' Council (1 EP);
- Involvement of representatives of employers (13 POs), students (6 POs), student self-government bodies (5 POs), and alumni (3 POs) in joint meetings to discuss changes to the study programme;
- improving the process of collecting and analysing stakeholders through feedback forms (4 EPs), surveys (6 EPs), providing feedback (3 EPs) and reviews (1 EP); 3 EP reports stated that the procedure for updating study programmes included their publication on the HEI's website.

In 18 reports of the EG, we trace the implementation of measures by HEIs to improve the internal quality assurance system, including computer analysis of the results of accreditation examinations (12 reports), internal audit of the quality of study programmes (1 report), publication of the results of internal monitoring (1 report), updating of regulations (2 reports), and certification of the quality management system according to ISO 9001:2015 (1 report). In this context, it was noted that the HEIs conducted surveys of students (7 POs), employers (2 POs), graduates (4 POs), research and teaching staff (1 PO), improved the content of questionnaires (3 POs) and the procedure for conducting surveys (3 POs).

Criterion 10. Learning through research

Out of the 6 analysed study programmes implemented at the third (educational-scientific/educational-creative) level of higher education, only one (speciality 081 Law) was found to have significant deficiencies under Criterion 10 during the previous accreditation examination. Accordingly, it was found that the subject matter of the students' dissertation research did not correspond to the research direction of their supervisors. The experts' recommendations concerned primarily the content of study and research programmes, in particular the organisation of practical training, and the consideration of the needs of postgraduate students when providing elective educational components. According to the results of the accreditation examination in 2024, we can see the statement of improvement of the content of study programmes (all 6 EPs), coordination of dissertation research topics with the scientific interests of supervisors (2 EPs), as well as measures to counteract violations of the principles of academic integrity (3 EPs).

Thus, the decision on conditional (deferred) accreditation of educational
The accreditation of a study programme should be a prerequisite for a comprehensive review of the effectiveness of the internal quality assurance system in a higher education institution. Successful cases of accreditation of a study programme after a decision on conditional (deferred) accreditation involve not only the elimination of identified significant shortcomings of the study programme, but also the consideration of recommendations provided by the HEI in the context of improving educational activities and strengthening the effectiveness of the internal system of monitoring the quality of education.

Ineffective response of the internal quality assurance system of an HEI: re-decision on conditional (deferred) accreditation

In total, in 2024, a decision on conditional (deferred) accreditation was made for 145 study programmes based on the results of the accreditation examination.

Among them, 35 (24%) study programmes have previously received conditional (deferred) accreditation according to the Resolution of the Cabinet of Ministers of 16.03.2022№ 295 (22 (15%)
(once in 2023, 13 (9%) twice - in 2023 and 2022); 21 (14%) study programmes had already received conditional (deferred) accreditation in previous years based on the results of the accreditation examination. One study programme was accredited for the second time - after the 2020 accreditation - and received conditional (deferred) accreditation in 2024.

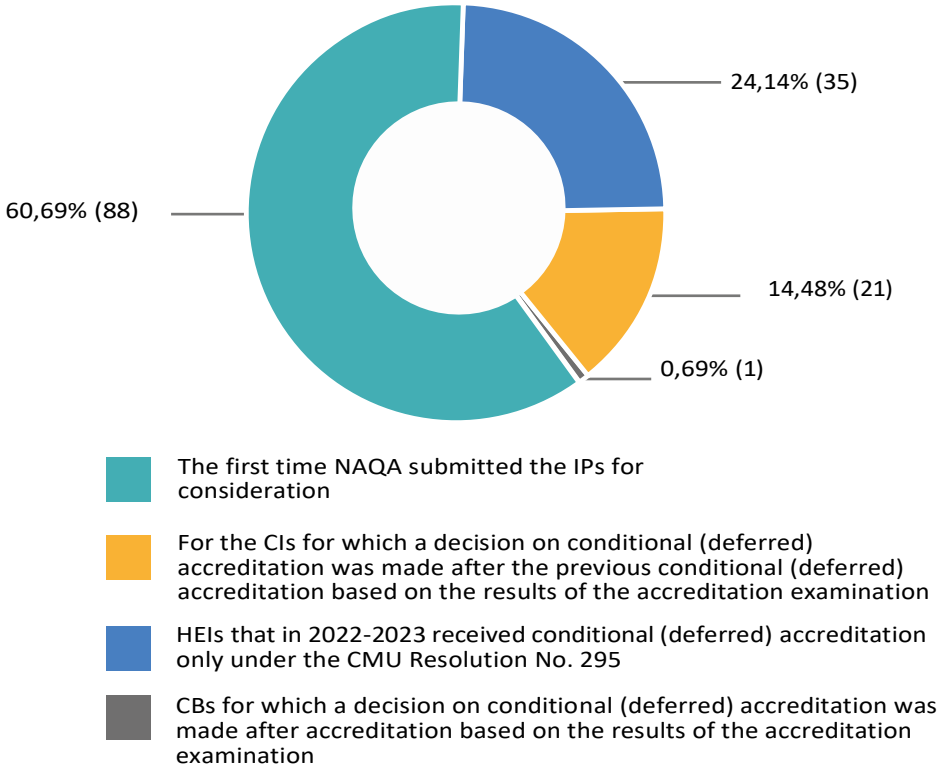

Figure 56. Distribution of decisions on conditional (deferred) accreditation in 2024 by different categories of study programmes

Let us consider in more detail the cases when NAQA made a decision on conditional (deferred) accreditation of study programmes for which a similar decision had already been made in previous years based on the results of the accreditation examination.

In 2024, a decision on conditional (deferred) accreditation was made for the second time for 18 study programmes that had previously received conditional (deferred) accreditation. Among them are 7 study programmes of the first (bachelor's) level of higher education, 10 - of the second (master's) level, and one study programme of the third (educational and scientific) level. These are study programmes in specialities: 012 Preschool Education (1 EP), 014 Secondary Education (1 EP), 015 Pro-
(1 EP), 016 Special Education (1 EP), 017 Physical Education and
Sports (1 EP), 022 Design (1 EP), 025 Musical Art (2 EP), 053 Psychology
(1 EP), 073 Management (1 EP), 081 Law (1 EP), 103 Earth Sciences (1 EP),
123 Computer Engineering (1 EP), 181 Food Technology (1 EP), 185 Oil and Gas
Engineering and Technology (1 EP), 205 Forestry (1 EP), 222 Medicine (1 EP), 292 International Economic Relations (1 EP). These study programmes received their first conditional accreditation in 2020 (1 EP), 2021 (8 EP), 2022 (4 EP), and 2023 (5 EP).

Another 3 study programmes received conditional (deferred) accreditation three times in a row. These are the first (bachelor's) degree programme in Tourism (speciality 242) (decisions on conditional accreditation were made in 2021, 2022 and 2024), as well as two second (master's) degree programmes in Education, Pedagogy and Vocational Education (specialities 011 Education, Pedagogy and 015 Vocational Education) (decisions on conditional accreditation were made in 2020, 2021 and 2024).

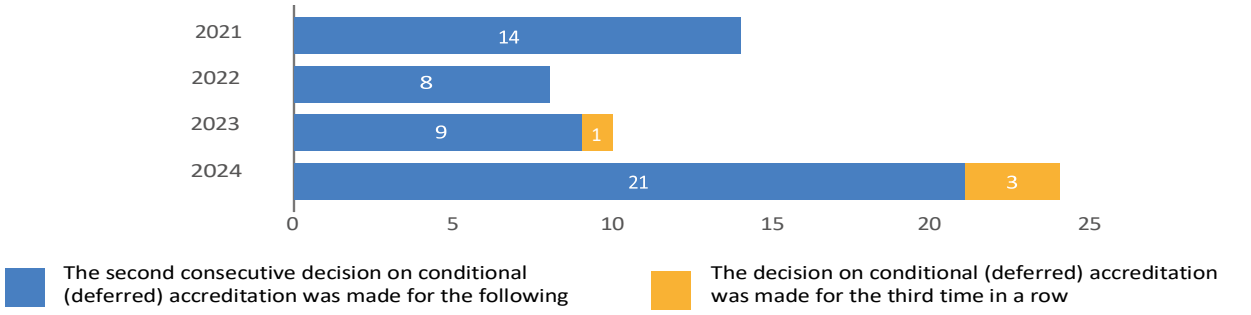

Figure 57. Number of decisions on the second (third) conditional (deferred) accreditation in a row, by year of decision

Therefore, in 2024, a decision was made on the second (third) conditional (deferred) accreditation of 21 study programmes. This is 43% of the 49 study programmes for which a decision on conditional (deferred) accreditation has been made several times since 2019.

It should be noted that among the study programmes for which a decision on conditional (deferred) accreditation was made for the second (third) time in 2024 based on the results of the accreditation examination, 16 (76%) received conditional (deferred) accreditation under the CMU Resolution No. 295 (9 EPs - twice in 2022 and 2023, 7 EPs - once in 2023).

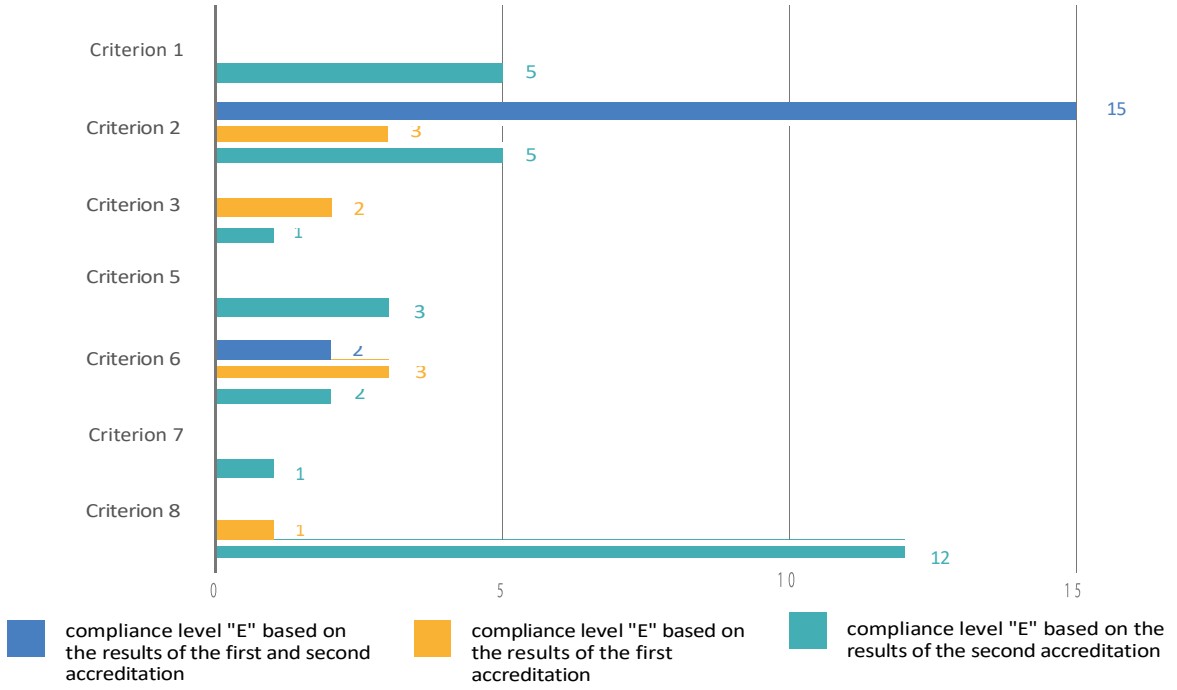

Figure 58. Number of study programmes, based on the results of the accreditation examination and consideration of the accreditation case by NAQA, the level of compliance "E" was determined

Of the 21 study programmes that have received conditional (deferred) accreditation twice (three times), 20 (95%) have been assigned the level of compliance "E" under criterion 2 Structure and content of the study programme. In 15 (75%) of them, significant deficiencies were found based on the results of both the first and second accreditation examinations, and in 3 (15%) - the first, second and third accreditation examinations; in one (5%) - based on the results of the second accreditation examination; in 2 (10%) significant deficiencies were corrected and the level of compliance was determined as "B".

In the study programmes for which the level of compliance "E" was determined twice (three times) in a row under criterion 2, most often significant shortcomings were identified under sub-criterion 2.2 (15 PLOs), in particular, in the context of ensuring the programme learning outcomes with mandatory educational components (13 PLOs), imperfect structural and logical scheme of the study programme and violation of the logic of presentation of educational components (8 PLOs). It should be noted that the results of the second accreditation examination of these significant shortcomings revealed either the absence of work on their elimination (in the context of ensuring the programme learning outcomes - in 9 of the 13 EPs; in the context of violation of the logic of the presentation of PLOs - in 2 out of 8), or partial elimination of deficiencies that did not lead to an overall improvement in the quality of the study programme (in the context of ensuring the programme learning outcomes - in 4 out of 13 PLOs; in the context of violation of the logic of the presentation of PLOs - in 2 out of 8). The correction of a significant deficiency in the context of ensuring the logic of presentation of educational components was noted for two study programmes.

In the context of sub-criterion 2.3 - compliance of the content of the educational programme with the subject area of the speciality defined for it - the results of the first accreditation examination revealed significant deficiencies in 8 study programmes. According to the results of the second accreditation examination, no significant changes were made to correct the deficiencies.

The lack of opportunities to form an individual student's educational trajectory (sub-criterion 2.4) was a prerequisite for identifying a significant deficiency in 11 study programmes based on the results of the first accreditation examination. It was noted that there was a failure to comply with the volume of elective courses allocated by law (1 EC), organisational restrictions of the HEI that made it impossible to make a real choice (4 EC), pseudo-selection (3 EC), and the presence of "elective courses" in the curriculum (2 EC). It is worth noting that the second accreditation examination resulted in the correction of the deficiency and improvement of the selection procedure for most of the above mentioned EPs (7 EPs). The analysis of 4 more study programmes revealed partial correction of the deficiency, while at the same time, there are certain organisational restrictions on the free choice of educational components by students. For one study programme, which did not have any significant deficiencies under sub-criterion 2.4 during the first accreditation assessment, the second accreditation assessment found that it was pseudo-selective.

In the context of providing practical training (sub-criterion 2.5), the results of the first accreditation examination revealed significant shortcomings in 4 study programmes. First of all, it was noted that the practical training provided by the curriculum is not sufficient to ensure the acquisition of

competences required for future professional activities, in particular, due to the inconsistency of the proposed practice bases with the needs of the study programmes. It is worth noting that according to the results of the second accreditation examination of the above-mentioned study programmes, this shortcoming was identified again.

Thus, the prerequisite for the re-statement of significant deficiencies under Criterion 2 was primarily the lack of real work to improve the study programme in the context of achieving the programme learning outcomes by the envisaged educational components and ensuring compliance with the subject area of the speciality defined for the study programme.

For 7 (33%) of the analysed study programmes, significant deficiencies were also found in Criterion 6 Human Resources. For 2 of them, significant deficiencies were identified and the level of compliance with the requirements of criterion E was determined based on the results of both the first and second accreditation examinations. For each of these study programmes, significant deficiencies were identified under sub-criterion 6.1 in the context of the inconsistency of academic and/or professional qualifications of the teaching staff. For three study programmes, the first accreditation review identified the deficiency as insignificant, but the second accreditation review found that no real actions had been taken to correct it. It was the lack of realistic actions to ensure the staffing of the study programme that became a prerequisite for determining the level of compliance "E". At the same time, in two cases, significant deficiencies in the criterion were corrected.

For 5 (24%) study programmes for which we can trace the determination of the level of compliance "E" with the requirements of criterion 1 Design of the study programme, significant deficiencies were mainly identified during the second accreditation examination under sub-criteria 1.1 in the context of inconsistency of the learning outcomes defined by the EP with the requirements of the higher education standard (2 EPs) and 1.2 in the context of awarding professional qualifications without taking into account the requirements of professional standards in the content of the study programme and/or the absence of a defined procedure for awarding professional qualifications.

Particular attention in the context of the analysis of study programmes that have been subject to conditional (deferred) accreditation several times in a row should be paid to the approach of expert groups to the assessment of the Criterion 8. Internal quality assurance of the educational programme. The presence of significant deficiencies and the determination of the level of compliance with the criterion as "E" according to the results of the second (third) accreditation examination was noted for 12 (57%) study programmes (during 2021-2023, this figure was 29%). We can observe an increase in attention to the effectiveness of the internal quality assurance system of higher education institutions and its critical analysis after the entry into force of the new Regulations on Accreditation of Study Programmes (2024), as well as the approval of Annex 1 to the expert group's report "List of Significant Deficiencies". Accordingly, for 9 out of 10 study programmes for which the decision on the second (third) consecutive conditional (deferred) accreditation was made in November-December 2024, the presence of significant deficiencies was stated according to 8 criteria and the level of compliance was determined as "E".

Both in the reports of expert groups and in the conclusions of sectoral expert councils, we can see a deeper analysis of the fulfilment of the requirements of sub-criterion 8.6 in the context of responding to the results of external quality assurance of higher education.

In particular, 11 reports (52%) contain a thorough analysis of the status of implementation of the recommendations made in the previous accreditation examination, another 10 reports (48%) contain information on measures to address deficiencies, but only briefly mention deficiencies that have not been corrected. According to sub-criterion 8.5 in the context of timely response to the results of monitoring of the study programme and/or educational activities for the implementation of the study programme, 13 reports of the EG (62%) contain a critical analysis of the effectiveness of the internal quality assurance system of the HEI. It is worth noting that among the prerequisites for the identified shortcomings are the following: lack of clear interaction between the components of the internal quality assurance system, inconsistency of responsibilities, lack of systematic monitoring of the quality of study programmes, non-compliance with the quality assurance procedures established by the HEI, etc. At the same time, 8 reports (38%) state the development of quality assurance procedures and do not focus on shortcomings.

Thus, the main prerequisite for NAQA's decision on the second or even the third conditional (deferred) accreditation in a row was the lack of proper response of the HEI to the recommendations provided by the accreditation examination, as well as the lack of real work on the development of the internal system of quality assurance in higher education. In 86% of cases (18 HEIs), the results of the second (third) accreditation examination revealed that significant deficiencies had not been corrected according to the same criteria. The attention of expert panel and sectoral expert councils to the effectiveness of the HEI's quality assurance procedures has increased significantly, especially in cases where significant deficiencies have been identified in the external quality assessment.

2.5. Post-accreditation monitoring

Just as the quality assurance system of higher education includes several levels, which only in cooperation can ensure the quality of educational activities in higher education institutions, so the accreditation procedure of a study programme is not only about conducting an accreditation assessment and making a decision, but also should include the following stages to improve educational activities within a particular study programme.

This is confirmed by the relevant norms and explanations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). For example, clause 2.2 of ESG 2015 states that the rules must be followed when defining the system of external quality assurance and that stakeholders should be given the right to participate in the development and continuous improvement of this system. The recommendations to this clause explain that when defining and implementing the external quality assurance system, it is necessary to ensure that institutions are able to provide information on improving the quality of educational activities, to provide clear information to institutions on conclusions and further measures.

Paragraph 2.3 of ESG 2015 states that external quality assurance processes should include not only self-assessment or equivalent, external assessment, which usually involves a site visit and an external assessment report, but also a consistent programme of follow-up activities. A recommendation is made in this context: "external

the inspection does not end when the report is written. The report provides clear recommendations on the activities of the institution. The agencies implement a consistent programme of monitoring the follow-up activities carried out by the institution."

The National Agency has been consistently implementing the Standards and Guidelines for Quality Assurance in the European Higher Education Area both by initiating relevant changes in Ukrainian legislation and in its own practice. In particular, the National Action Plan for External Quality Assurance in Higher Education of Ukraine for the period 2022-2023, initiated and developed by NAQA, provided for the following:

- Developing and regulating the procedure and grounds for post-accreditation monitoring at the level of law;
- Developing and discussing the text of relevant amendments to Ukrainian legislation;
- approval by the Verkhovna Rada of Ukraine of the relevant amendments to the Law of Ukraine "On Higher Education".

Given the timely implementation of these tasks, the National Action Plan for External Quality Assurance in Higher Education of Ukraine for the period 2024-2026 has already provided for the following:

- conducting an experiment in post-accreditation monitoring for 30 study programmes;
- Developing recommendations for higher education institutions on post-credit monitoring and improving the quality monitoring systems of study programmes;
- development of additional regulatory support for post-lending monitoring, etc.

The main difference between the objectives of the National Action Plan for the period 2022-2023 and the objectives for the period 2024-2026 is the consideration of amendments to the Law of Ukraine "On Higher Education" that came into force at the end of 2023 and provide for the introduction of post-accreditation monitoring in accreditation procedures.

Article 1 of the Law of Ukraine "On Higher Education" in paragraph 18-3 defines post-accreditation monitoring as an assessment by the accreditation body of the implementation of recommendations provided as a result of accreditation and/or compliance with the accreditation criteria. Article 25 of the Law defines the general rules for post-accreditation monitoring if it is carried out by NAQA in relation to the study programmes it accredits: monitoring is carried out free of charge; and the grounds and procedure for its implementation are determined by the Regulations on Accreditation of Study Programmes for the Training of Students. Article 25-1 additionally states that NAQA carries out post-accreditation monitoring of a higher education institution that has received institutional accreditation on a free of charge basis.

Despite the fact that the procedure for post-accreditation monitoring was the new version of the Regulation on Accreditation of Study Programmes for Higher Education, which had not yet been approved at the time the above-mentioned provisions of the Law of Ukraine "On Higher Education" came into force, should be determined by NAQA, with an understanding of the importance and complexity of the process of introducing post-accreditation monitoring,

in January 2024, decided to conduct an experiment involving higher education institutions and industry expert councils. As part of the experiment, the following were approved:

- Procedure for conducting an experiment on post-accreditation monitoring of educational programmes by the National Agency for Higher Education Quality Assurance;
- the composition of the Working Group for Evaluation of the Experiment on Post-Accreditation Monitoring of Study Programmes;
- a list of study programmes to be included in the experiment on post-credit monitoring of study programmes.

The experiment involved seven higher education institutions with seven study programmes in various fields and seven sectoral expert councils.

In addition, the experiment developed and used the following procedures for post-accreditation monitoring to bring it as close as possible to the tasks and procedures for post-accreditation monitoring provided for by the Law of Ukraine "On Higher Education" and the draft new Regulation on Accreditation of Study Programmes for Higher Education:

- information on the self-assessment of the study programme for experimental post-accreditation monitoring (provided to higher education institutions for completion);
- the form of the expert opinion of the State Expertise on post-accreditation monitoring (provided to the sectoral expert councils for completion together with materials from the higher education institutions that participated in the experiment).

Representatives of higher education institutions, chairmen and rapporteurs of the SES who participated in the experiment were surveyed on the convenience of the rules and procedures for post-accreditation monitoring, the content and form of information on the self-assessment of the study programme and the form of the SES expert opinion on post-accreditation monitoring, and expressed their views on optimising the post-accreditation monitoring process.

Based on the results of the implemented measures and the processing of materials received within the framework of the post-accreditation monitoring experiment, the working group noted its effectiveness and compliance with the planned tasks. Representatives of all parties involved in the experiment (the management of the National Agency and the Secretariat, representatives of higher education institutions, members of sectoral expert councils) had the opportunity to practice approaches to the organisation of post-accreditation monitoring, evaluate their effectiveness and identify aspects that need to be improved.

The next step in the introduction of post-accreditation monitoring is the approval of the new Regulation on Accreditation of Educational Programmes for Higher Education on 15 May 2024. The grounds and procedure for conducting post-accreditation monitoring are set out in a separate section of the said Regulation. In accordance with the provisions of Section IV of the Regulation on Accreditation of Educational Programmes (2024):

1) Post-accreditation monitoring is an assessment by the National Agency of the implementation of recommendations provided as a result of accreditation and/or compliance with the Criteria.
2) Post-accreditation monitoring is carried out free of charge,

in the third year after obtaining accreditation for study programmes accredited in accordance with the Regulations on Accreditation of Educational Programmes for the Training of Students dated 15 May 2024.

3) Post-accreditation monitoring may be carried out out out of turn, but only on the basis of a decision of NAQA upon a relevant request from the
   — entities that manage higher education institutions; θ the Cabinet of Ministers of Ukraine, the Ministry of Education and Science of Ukraine,
   State Education Quality Service of Ukraine; θ
   at the request of a higher education institution.
4) For post-accreditation monitoring, the higher education institution submits to NAQA:
   — information on changes that have been made to the educational programme and educational activities after the previous accreditation, in the form approved by NAQA;
   — information on the response to comments and deficiencies identified during the accreditation of the relevant educational programme, in the form approved by NAQA;
   — other documents or links to electronic resources that confirm the information provided by the higher education institution.
5) Post-accreditation monitoring includes pre-examination preparation of materials, review by the relevant sectoral expert council and review by NAQA.
6) Based on the results of the post-accreditation monitoring, NAQA makes one of the following decisions:
   — on successful completion of post-accreditation monitoring (if it is established that the recommendations provided as a result of accreditation and compliance with the Criteria have been implemented);
   — on the post-accreditation monitoring with comments and provides the higher education institution with explanations on the implementation of such criteria and/or warns of the need to implement them, sets a deadline for eliminating the identified shortcomings (in case of partial failure to comply with the recommendations and/or partial non-compliance with the Criteria);
   — termination of the accreditation certificate of the relevant educational programme (in case of non-compliance with the Criteria (full non-compliance with a particular Criterion and/or identification of deficiencies that are fundamental and make it impossible to implement the educational programme qualitatively), or in case of refusal of the higher education institution to undergo post-accreditation monitoring).

Despite the fact that the post-accreditation monitoring procedure becomes mandatory only for educational programmes that have been accredited since September 2024 and, accordingly, will enter this stage in 2027, NAQA conducted the second stage of the post-accreditation monitoring experiment in order to fully prepare for the introduction of innovations in accreditation procedures, as well as to inform all stakeholders in a broad and timely manner.

During the second stage of the experiment, 27 higher education institutions were selected to ensure that it is as close as possible to the tasks and procedures for post-accreditation monitoring as provided for in the new Regulations on Accreditation of Study Programmes. All sectoral expert councils of NAQA were also involved in the experiment to review the self-assessment data from 38 study programmes. For 20 study programmes, the sectoral expert councils decided on "partial failure" and provided recommendations/comments and suggestions for improving the educational process in the relevant study programmes.

Based on the results of the experiment, the sectoral expert councils described their impressions and formulated proposals regarding the convenience of the rules and procedures for post-accreditation monitoring, the content and form of information on the self-assessment of the educational programme and the form of the expert opinion of the SEC on post-accreditation monitoring, and made recommendations for optimising the post-accreditation monitoring process.

As part of the experiment, representatives of higher education institutions were interviewed on the issues formed on the basis of a synthesis of the SEG's proposals based on the results of reviewing information on the self-assessment of educational programmes within the second stage of the post-accreditation monitoring experiment. Based on the results of the activities and analysis of the information obtained during the post-accreditation monitoring experiment, the Working Group concluded that it was successful and achieved its goal. All the participants and responsible persons involved in the experiment (the management of the National Agency, the management and responsible employees of the Secretariat of the National Agency, representatives of higher education institutions and members of sectoral expert councils) were able to test possible and the necessary algorithms during post-accreditation monitoring.

NAQA is planning the following steps to prepare for the full implementation of post-accreditation monitoring:

1. Enable higher education institutions and sectoral expert councils to work with all documents and materials within the post-accreditation monitoring of educational programmes in NAQA's information system.
2. Provide an opportunity for representatives of higher education institutions to be present and express their position at the meeting of the SEG/NAQA on the results of post-accreditation monitoring.
3. Prepare explanations for higher education institutions on their actions when filling out self-assessment information as part of post-credit monitoring.
4. At the regulatory level, specify the mechanisms and procedures for post-accreditation monitoring that are of fundamental importance and concern:
   - a list of documents (references to sources, etc.) for the post-accreditation monitoring procedure, which must be provided by the higher education institution to confirm changes in the educational programme and implementation of recommendations made during the previous accreditation;
   - payment to the members of the PIU for the examination as part of post-acquisition monitoring;

- the grounds on which the National Agency for Higher Education Quality Assurance may terminate the accreditation certificate of a relevant study programme, etc.

2.6. Analysis of significant shortcomings of study programmes based resultson accreditation

NAQA has analysed the significant shortcomings of study programmes for which decisions were made in September-December 2024 based on the results of the accreditation examination and consideration of accreditation cases. This analysis was made possible by the introduction in 2024 of a new tool for assessing the quality of educational programmes - the List of Significant Deficiencies. The essence of the tool, its purpose and application are described in subsection 2.4.1.

The following aspects are covered:

1) The frequency and distribution of material weaknesses by Criteria was analysed (clause 2.6.2).
2) A correlation was found between the presence of material weaknesses in various Criteria (clause 2.6.3).
3) For each Criterion, we analysed the frequency of material weaknesses:
   — for all study programmes under consideration;
   — for study programmes for which a decision was made on conditional (deferred) accreditation;
   — for study programmes for which at least one of the significant deficiencies under the relevant Criterion was identified (clause 2.6.4).
4) The most common combinations of material weaknesses that are recorded together are identified (clause 2.6.5).
5) The analysis of the distribution of significant shortcomings depending on the level of higher education (clause 2.66.), the form of ownership of higher education institutions (clause 26.7)., and the field of knowledge (clause 2.6.8) is carried out.

2.6.1. Sample characteristics

During September-December 2024, NAQA made decisions on 415 study programmes based on the results of the accreditation examination and consideration of the accreditation case, including: 15 study programmes (3.6%) at the first (bachelor's) level of higher education, 15 study programmes (3.6%) at the second (master's) level of higher education

— 377 study programmes (90.8%), and 23 study programmes (5.6%) at the third (educational and scientific) level of higher education. The bulk of the sample is made up of second (master's) level study programmes, which is due to the timing of study and graduation of master's students in the academic year 2024-2025.

The largest number of decisions was made on the study programmes in the following fields of study:

— 01 Education / Pedagogy - 96 study programmes (23.1%);
— 07 Management and Administration - 64 study programmes (15.4%); θ 12 Information Technology - 44 study programmes (10.6%).

A detailed breakdown by field of study and level of higher education of the study programmes covered by the study is provided in Table 16.

Table 16. Sample structure by field of study and level of higher education

Field of expertise	Level of higher education			Together
	First (bachelor's) degree	Second (master's) degree	Third (educational and scientific)	
01 Education/Pedagogy	2	92	2	96
02 Culture and art	1	11		12
03 Humanities	1	14		15
04 Theology				0
05 Social and behavioural sciences	1	19	1	21
06 Journalism		4		4
07 Management and administration	2	56	6	64
08 Law		7	1	8
09 Biology		3		3
10 Natural sciences	1	14		15
11 Mathematics and statistics			1	1
12 Information technology		41	3	44
13 Mechanical engineering	1	5	3	9
14 Electrical engineering		4	1	5
16 Chemical engineering and bioengineering		12	1	13
17 Electronics, automation and electronic communications		16		16
18 Production and technology	1	7		8
19 Architecture and construction	1	12		13
20 Agricultural sciences and food		13		13

Field of expertise	Level of higher education			Together
	First (bachelor's) degree	Second (master's) degree	Third (educational and scientific)	
21 Veterinary medicine				0
22 Healthcare		4	1	5
23 Social work		6		6
24 Service sector	2	22		24
25 Military sciences, national security, state border security	2			2
26 Civilian security		2	1	3
27 Transport		4		4
28 Public management and administration		5	2	7
29 International relations		4		4
Together	15	377	23	415

Out of the 415 study programmes included in the sample: 343 (82.7%) were granted accreditation, 3 were granted accreditation with the grade of "exemplary", and 69 (16.6%) were granted conditional (deferred) accreditation, which generally corresponds to the general distribution of study programmes by decisions of the National Agency in 2024 [24]and 2023 [25]. The largest share of study programmes for which a decision on conditional (deferred) accreditation was made was recorded in the fields of knowledge: 02 Culture and Arts (33.3% of the total number of study programmes in this field that were accredited), 23 Social Work (33.3%), 01 Education/Pedagogy (29.2%), 28 Public Administration and Management (28.6%). There is a certain

[24]Annual report of the National Agency for Quality Assurance in Higher Education for 2024 [Electronic edition] / edited by A. Butenko, O. Yeremenko, N. Stukalo. Kyiv : National Agency for Higher Education Quality Assurance, 2025. 154 c. Chapter 4. URL: https://bit.ly/4cv2Abh (accessed 28.03.2025)

[25]Annual Report of the National Agency for Quality Assurance in Higher Education for 2023 [Electronic edition]. Kyiv: National Agency for Quality Assurance in Higher Education, 2024. 108 c. Section 3. URL: https://bit.ly/44eh1hI (accessed 28.03.2025).

an increase in the share of study programmes for which a decision on conditional (deferred) accreditation was made in the field of 01 Education/Pedagogy compared to 2023 (29.2% in the second half of 2024 vs. 21% in 2023) and a significant increase in the fields: 02 Culture and Arts (33.3% vs. 5%), 23 Social Work (33.3% vs. 12%), 28 Public Administration and Management (28.6% vs. 16%). The detailed distribution of the study programmes included in the sample, according to NAQA decisions, is shown in Table 17.

Table 16. Sample structure by field of study and level of higher education

Field of expertise	Decision on accreditation	Decision on accreditation with the definition of "exemplary"	Decision on conditional (deferred) accreditation	Together
01 Education/Pedagogy	68		28	96
02 Culture and art	8		4	12
03 Humanities	13		2	15
05 Social and behavioural sciences	18		3	21
06 Journalism	4			4
07 Management and administration	52	1	11	64
08 Law	8			8
09 Biology	3			3
10 Natural sciences	12		3	15
11 Mathematics and statistics	1			1
12 Information technology	40		4	44
13 Mechanical engineering	9			9
14 Electrical engineering	5			5
16 Chemical engineering and bioengineering	13			13
17 Electronics, automation and electronic communications	16			16
18 Production and technology	6		2	8
19 Architecture and construction	11		2	13

Field of expertise	Decision on accreditation	Decision on accreditation with the definition of "exemplary"	Decision on conditional (deferred) accreditation	Together
20 Agricultural sciences and food	9	1	3	13
22 Healthcare	5			5
23 Social work	3	1	2	6
24 Service sector	22		2	24
25 Military sciences, national security, state border security	2			2
26 Civilian security	3			3
27 Transport	4			4
28 Public management and administration	5		2	7
29 International relations	3		1	4
Together	343	3	69	415

2.6.2. Distribution of material weaknesses by Criteria

At least one significant deficiency from the List was found in 69 study programmes and/or in the practice of their implementation[26], which is 16.6% of the total number (415) of study programmes that underwent accreditation expertise and on which the National Agency made a decision in September-December 2024.

The most frequent deficiencies were recorded under Criterion 2 (13.5% of the total number of study programmes), Criterion 8 (10.4% of study programmes), Criterion 6 (5.8% of study programmes) and Criterion 1 (5.5% of study programmes). No cases of significant deficiencies were recorded for Criteria 9 and 10. For the analysed study programmes, the most common findings were at least one material weakness according to the following criteria:

- Criterion 2 (in 13.5% of all study programmes and 81.2% of study programmes for which a decision on conditional (deferred) accreditation was made);
- Criterion 8 (in 10.4% of all study programmes and 62.3% of study programmes for which a decision on conditional (deferred) accreditation was made);

[26]For the sake of brevity, in the text of this subsection, the term "deficiency in the educational programme" will be understood to mean deficiencies in both the content and structure of the educational programme and in the practice of its implementation.

- Criterion 6 (in 5.8% of all study programmes and 33.3% of study programmes for which a decision on conditional (deferred) accreditation was made);
- Criterion 1 (in 5.5% of all study programmes and 33.3% of study programmes for which a decision on conditional (deferred) accreditation was made).

According to Criteria 3, 4, 5 and 7, the frequency of significant deficiencies is low - no more than 3% of the total number of educational programmes that underwent accreditation examination and on which NAQA made a decision in September-December 2024.

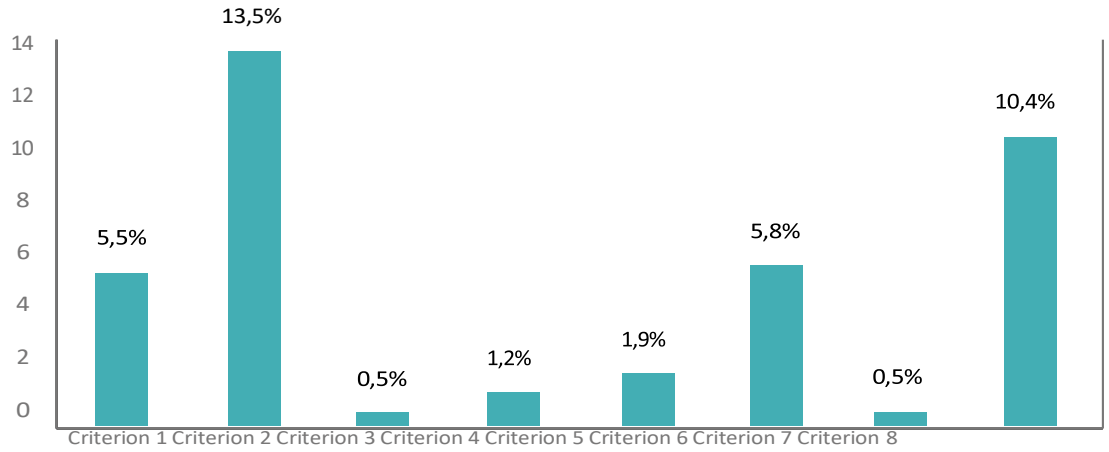

Figure 59. Distribution of identified significant deficiencies by Criteria (in % of the total number of study programmes that underwent accreditation examination and for which the National Agency made a decision in September-December 2024)

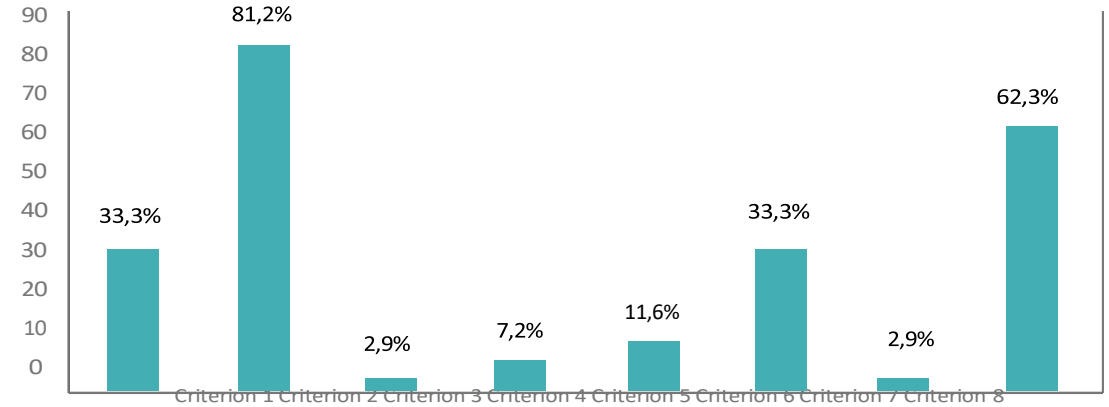

Figure 60. Distribution of identified significant deficiencies by Criteria (in % of the number of study programmes that underwent accreditation examination and for which NAQA made a decision on conditional (deferred) accreditation in September-December 2024)

2.6.3. The most common combinations of Criteria for which were significant deficiencies identified

Particular attention was paid to the possibility of mutual influence of the deficiencies identified by different Criteria. It was found that in cases where the study programme had significant deficiencies in only one Criterion, the most common was Criterion 2 - in 7 out of 12 such cases (53.8%), and in cases where deficiencies were recorded in two or more Criteria, the most common was a combination of deficiencies in Criteria 2 and 8 - in

in 37 cases out of 57 (64.9%). In general, most often - for 56 study programmes (81.2% of all study programmes for which at least one of the material weaknesses was identified) - the presence of material weaknesses under Criterion 2 was recorded.

The distribution of study programmes with significant deficiencies by the number of Criteria for which deficiencies were recorded is shown in Figure 61.

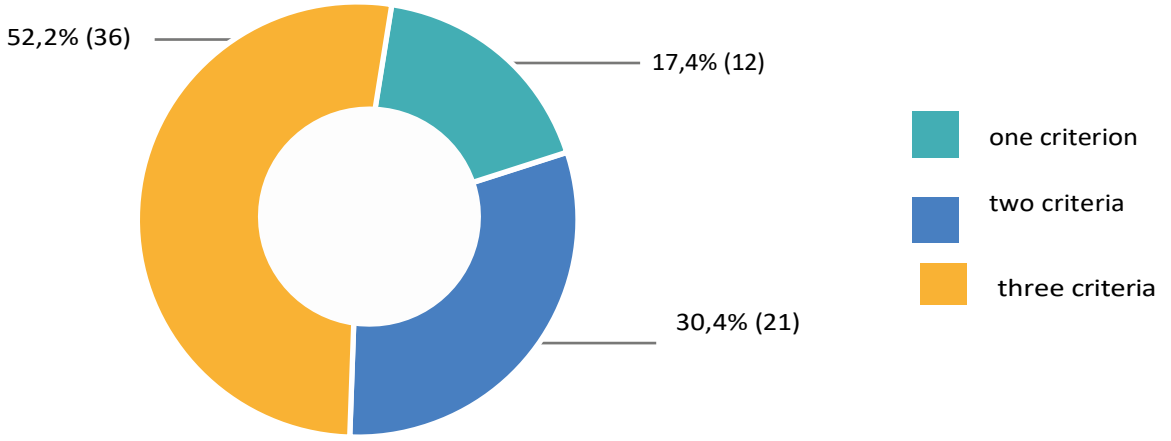

Figure 61. Breakdown of study programmes by the number of Criteria for which significant deficiencies were identified in September-December 2024

We also analysed the respective distribution of study programmes with significant deficiencies identified by the accreditation results in 2023. The results are shown in Figure 62.

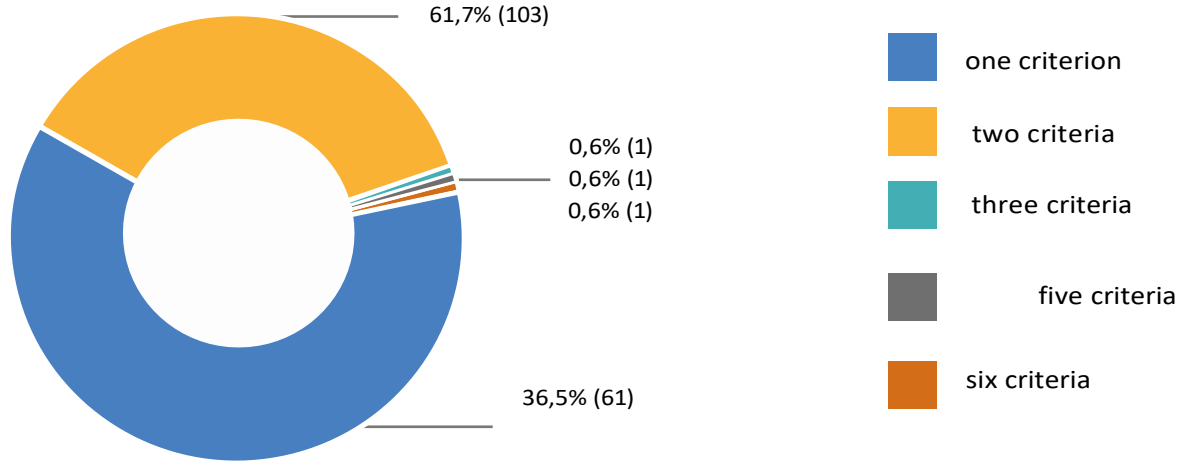

Figure 62. Distribution of study programmes by the number of Criteria for which significant deficiencies were identified in 2023

Thus, there are significant differences between the distribution of study programmes by the number of Criteria for which significant deficiencies were identified in September-December 2024 and 2023. In particular: the proportion of study programmes with significant deficiencies by one criterion decreased significantly from 61.7% in 2023 to 17.4% in September-December 2024; the proportion of study programmes with significant deficiencies by three criteria increased significantly from 0.6% in 2023 to 52.2% in September-December 2024.

Table 18. Distribution of identified material weaknesses by Criteria and study programmes

Number of Criteria for which material weaknesses were identified	Number of study programmes	Distribution of deficiencies by Criteria	
One	12	Criterion.	Number of study programmes
		Criterion 1	2
		Criterion 2	7
		Criterion 6	2
		Criterion 8	1
Two	21	Criteria.	Number of study programmes
		Criteria 1 and 2	3
		Criteria 1 and 5	1
		Criteria 2 and 4	1
		Criteria 2 and 6	2
		Criteria 2 and 8	10
		Criteria 4 and 5	1
		Criteria 6 and 8	3
Three	36	Criteria.	Number of study programmes
		Criteria 1, 2 and 8	11
		Criteria 2, 6 and 8	9
		Criteria 1, 2 and 6	3
		Other combinations are found in no more than 2 OPs	

The analysis of the distribution of the identified material weaknesses by Criteria and study programmes showed the following trend:

- if the examination results reveal material deficiencies under only one Criterion, it is most often Criterion 2;

- where there are material breaches of two of the Criteria, these are mainly Criteria 2 and 8;
- if there are significant deficiencies in three Criteria, in most cases, among them are Criteria 2 and 8.

These results indicate the systemic nature of the problems associated with the formation of the structure and content of study programmes, as well as with the functioning of internal quality assurance systems, while they also show that problems with the structure and content of study programmes and shortcomings of the internal quality assurance system are interrelated.

In this regard, it is recommended that higher education institutions strengthen their work in the following areas:

1. Improving internal quality assurance systems through:
   - systematic analysis of the structure and content of educational programmes at the stage of their development;
   - Implementation of effective internal self-assessment procedures to regularly check the quality of educational programmes and to identify and eliminate problems in a timely manner;
2. Targeted training for curriculum developers with a focus on:
   - creating structurally coherent and logically consistent study programmes; θ improving the content of educational components on the basis of reverse communication from participants in the educational process and data analysis.

The findings also highlight the need for a systematic analysis of deficiencies by experts and members of sectoral expert councils during the accreditation examination of educational programmes. In particular, it is important for experts to analyse deficiencies not as separate isolated cases, but to investigate how the problems identified under Criterion 2 are interrelated and how the internal quality assurance system of the institution responds to them. Particular attention should be paid to the existing mechanisms for preventing and eliminating such problems, which will allow a comprehensive assessment of the actual level of quality of educational activities.

For the National Agency, the results of the analysis confirm the validity of the findings:

- conducting systematic research at the national level on the causes of material weaknesses under Criteria 2 and 8, as well as identifying effective mechanisms for their prevention and elimination;
- Developing practical recommendations for higher education institutions to improve policies and procedures to avoid common failures;
- focusing analytical, methodological and training activities on issues related to Criteria 2 and 8, given their significant share of identified violations.

2.6.4. Distribution of material weaknesses by Criteria 1, 2, 6 and 8

For further detailed analysis, we selected Criteria 1, 2, 6 and 8, which revealed a high frequency of deficiencies.

Analysis of the distribution of material weaknesses under Criterion 1

According to the results of the accreditation in September-December 2024, significant deficiencies under Criterion 1 were identified in 24 study programmes.

Table 19. Distribution of material weaknesses under Criterion 1

	Material weakness under Criterion 1		
	1.1.1	1.1.2	1.2.1
Number of educational programmes for which a deficiency was identified	13	1	13
Percentage of the number of study programmes for which a decision on conditional (deferred) accreditation was made	18,8 %	1,4 %	18,8 %
Percentage of the number of study programmes with at least one significant deficiency under Criterion 1	56,5 %	4,3 %	56,5 %

The most frequently noted significant deficiencies under Criterion 1 were 1.1.1 and 1.2.1 - each of them was recorded in 13 study programmes, which is 3.1% of the total number of study programmes. At the same time, in 3 study programmes (13.0% of the number of study programmes for which significant deficiencies were recorded according to Criterion 1), both significant deficiencies were noted - 1.1.1 and 1.2.1 (Figure 63). The deficiency 1.4.1 was not recorded in any of the study programmes.

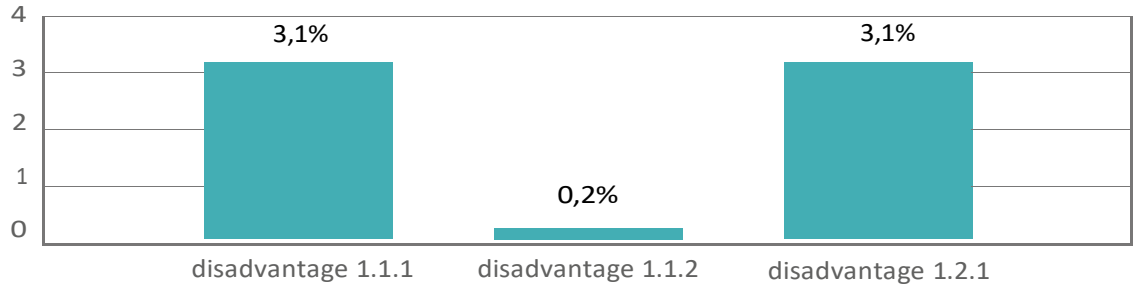

Figure 63. Distribution of significant deficiencies under Criterion 1 (as a percentage of the total number of study programmes that underwent accreditation evaluation and for which a decision was made in September-December 2024)

Analysis of the distribution of material weaknesses under Criterion 2

According to the results of the accreditation in September-December 2024, significant deficiencies under Criterion 2 were identified in 56 study programmes.

Table 20. Distribution of material weaknesses under Criterion 2

	Material weakness under Criterion 2											
	2.1.1	2.2.1	2.2.2	2.2.3	2.2.4	2.3.1	2.3.2	2.4.1	2.4.2	2.4.3	2.5.1	2.5.2
Number of study programmes for which a deficiency was identified	8	13	13	29	15	18	13	6	13	3	14	7

	Material weakness under Criterion 2											
	2.1.1	2.2.1	2.2.2	2.2.3	2.2.4	2.3.1	2.3.2	2.4.1	2.4.2	2.4.3	2.5.1	2.5.2
Percentage of the number of study programmes for which a decision on conditional (deferred) accreditation was made	11,6 %	18,8 %	18,8 %	42,0 %	21,7 %	26,1 %	18,8 %	8,7 %	18,8 %	4,3 %	20,3 %	10,1 %
Percentage of the number of study programmes with at least one significant deficiency under Criterion 2	14,3 %	23,2 %	23,2 %	51,8 %	26,8 %	32,1 %	23,2 %	10,7 %	23,2 %	5,4 %	25,0 %	12,5 %

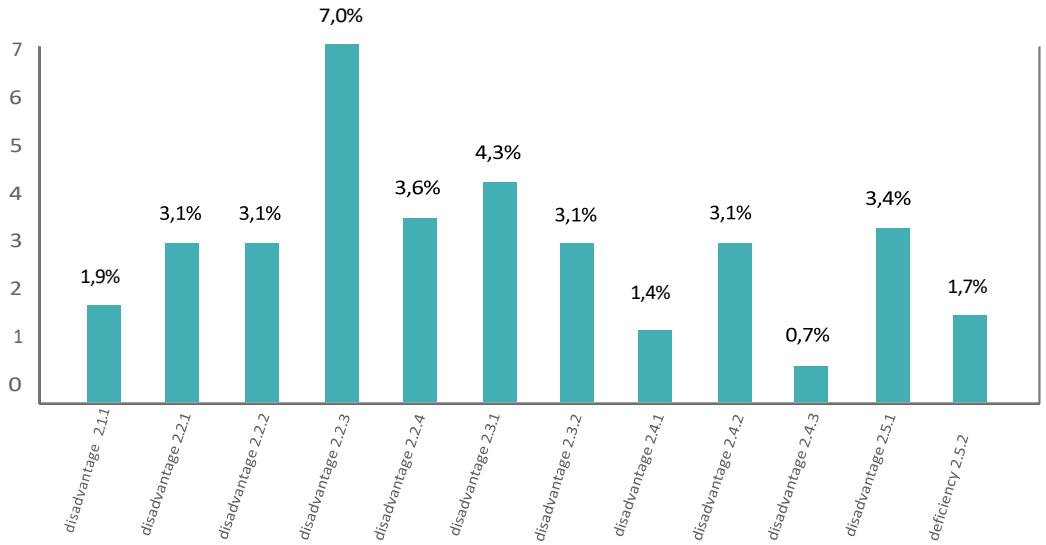

Figure 64. Distribution of significant deficiencies under Criterion 2 (in % of the total number of study programmes that underwent accreditation evaluation and for which a decision was made in September-December 2024)

The most frequently noted significant deficiencies under Criterion 2 were 2.2.3 - in 29 study programmes, which is 7.0% of the total number of study programmes, a significant deficiency 2.3.1 - in 18 study programmes (4.3% of the total number of study programmes), and significant deficiencies 2.2.4 (15 study programmes, 3.6%), 2.5.1 (14 study programmes, 3.4%), 2.2.1, 2.2.2, 2.3.2 and 2.4.2 (13 study programmes, 3.1% each). Other significant deficiencies under Criterion 2 were noted in less than 2% of the study programmes. At the same time, 22 study programmes (39.3% of the number of study programmes with significant deficiencies under Criterion 2) had three or more significant deficiencies under this Criterion. The deficiency 2.7.1 was not recorded in any of the study programmes.

Analysis of the distribution of material weaknesses under Criterion 6

According to the results of the accreditation in September-December 2024, significant deficiencies under Criterion 6 were identified in 24 study programmes.

Table 21. Distribution of material weaknesses under Criterion 6

	Material weakness under Criterion 6			
	6.1.1	6.2.2	6.3.1	6.4.1
Number of study programmes for which a deficiency was identified	19	6	2	4
Percentage of the number of study programmes for which a decision on conditional (deferred) accreditation was made	27,5 %	8,7 %	2,9 %	5,8 %
Percentage of the number of study programmes with at least one significant deficiency under Criterion 6	82,6 %	25,0 %	8,3 %	16,7 %

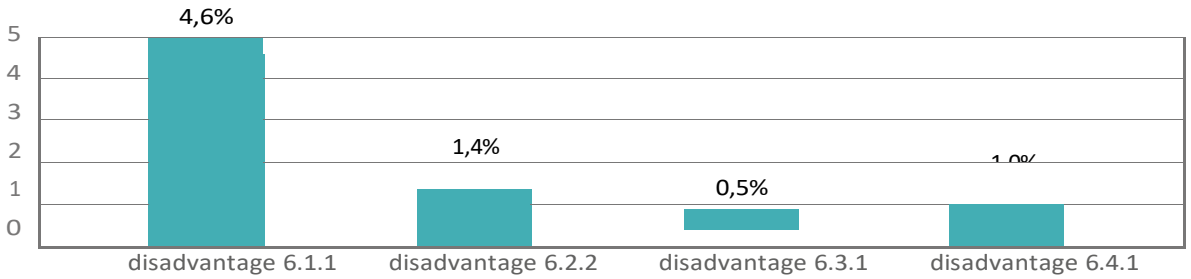

Figure 65. Distribution of material weaknesses under Criterion 6 (in % of the total number of of study programmes that underwent accreditation examination and for which a decision was made in September-December 2024)

The most frequently noted significant deficiencies under Criterion 6 were 6.1.1 - for 19 study programmes, which is 4.6% of the total number of study programmes. At the same time, 8 study programmes (42.1% of the number of study programmes for which significant deficiencies under Criterion 6 were recorded) had at least two significant deficiencies under this Criterion. The deficiency 6.2.1 was not recorded in any of the study programmes.

Analysis of the distribution of material weaknesses under Criterion 8

According to the results of the accreditation in September-December 2024, significant deficiencies under Criterion 8 were identified in 43 study programmes.

Table 22. Distribution of material weaknesses under Criterion 8

	Material weakness under Criterion 6				
	8.1.1	8.2.1	8.2.2	8.5.1	8.6.1
Number of estudy programmes for which a deficiency was identified	10	3	7	42	10

	Material weakness under Criterion 6				
	8.1.1	8.2.1	8.2.2	8.5.1	8.6.1
Percentage of the number of study programmes for which a decision on conditional (deferred) accreditation was made	14,5 %	4,3 %	10,1 %	60,9 %	14,5 %
Percentage of the number of study programmes with at least one significant deficiency under Criterion 8	23,3 %	7,0 %	16,3 %	97,7 %	23,3 %

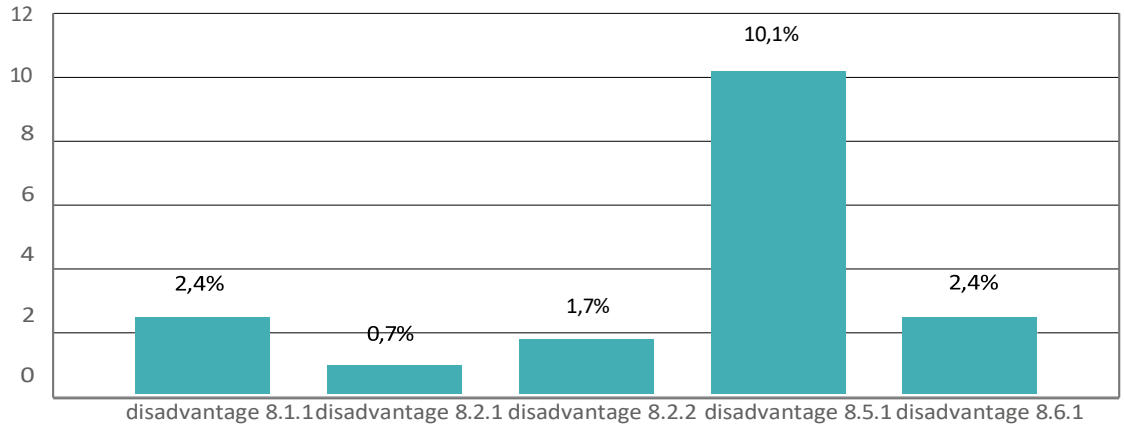

Figure 66. Distribution of significant deficiencies under Criterion 8 (in % of the total number of study programmes that underwent accreditation evaluation and for which a decision was made in September-December 2024)

The most frequently noted significant deficiency under Criterion 8 was 8.5.1 - in 42 study programmes, which is 10.1% of the total number of study programmes, significant deficiencies in 8.1.1 and 8.6.1 - in 10 study programmes (2.4% of the total number of study programmes). Other material weaknesses under Criterion 8 were noted in less than 2% of the study programmes. At the same time, 10 study programmes (23.3% of the number of study programmes for which significant deficiencies were recorded under Criterion 8) had two significant deficiencies - 8.5.1 and 8.6.1. The deficiency 8.3.1 was not recorded in any of the study programmes.

2.6.5. The most common combinations of identified material weaknesses

The analysis of the results of the accreditation examination shows that some combinations of significant deficiencies are often recorded together (within the same study programme). In particular, the following combinations of deficiencies were most common:

- 2.2.3 and 8.5.1 - in 18 study programmes, which is 26.1% of the study programmes with at least one significant deficiency;
- 6.1.1 and 8.5.1 - in 11 study programmes, which is 15.9% of the study programmes with at least one significant deficiency;
- 6.1.1 and 2.2.3 - in 9 study programmes, which is 13.0% of the study programmes

programmes with at least one material weakness.

Thus, the most common violations (hereinafter referred to as the most common deficiencies) identified in the accreditation of study programmes in spring-December 2024 were the deficiencies listed in Table 23.

Table 23: List of the most common significant deficiencies based on the results of the accreditation of study programmes in September-December 2024

Material weakness code	Formulation of a material weakness	Share of study programmes with deficiencies identified in the evaluation, % of the total number of study programmes that were accredited and decided in September-December 2024
1.1.1	Not all learning outcomes defined by the higher education standard can be achieved through programme learning outcomes.	3,1 %
1.2.1	An HEI awards a professional qualification in a particular profession, but at least one of the following facts has been established: — the study programme (in particular, additional educational components) does not ensure the fulfilment of the requirements for knowledge, skills and competences defined by the relevant professional standard; — the name of the profession does not correspond to the current Classifier of Occupations or is absent in the Classifier of Occupations; — the HEI has not determined/approved by the relevant local legal acts of the HEI: the procedure for awarding this professional qualification or the relevant procedures, methods of demonstrating competencies, or the Criteria (conditions) for awarding a professional qualification in accordance with applicable law.	3,1 %
2.2.1	The structure and content of the study programme do NOT provide the necessary prerequisite knowledge or skills for the internship.	3,1 %

Material weakness code	Formulation of a material weakness	Share of study programmes with deficiencies identified in the evaluation, % of the total number of study programmes that were accredited and decided in September-December 2024
2.2.2	The structure and content of the study programme do NOT provide the necessary prerequisite knowledge or skills to master at least one academic discipline.	3,1 %
2.2.3	There is at least one programme learning outcome (PLO) that cannot be achieved. There may be problems with the structure and content of the study programme that caused the deficiency: 1) the learning outcomes required to achieve the PLOs cannot be achieved within the educational components of the study programme: — such learning outcomes are not included in the programme of any of the educational components; — learning outcomes are stated in the programmes of educational components, but due to inconsistencies content (list of topics, tasks, level, depth), it is impossible to achieve these results; 2) the learning outcomes required to achieve the PLO are acquired only within selective educational components, and the student, choosing other educational components (in particular, from other levels of higher education) or by transferring learning outcomes from other HEIs, may not obtain these learning outcomes.	7,0 %
2.2.4	There is at least one competence defined by the study programme that is not being formed.	3,6 %
2.3.1	The content of the study programme does not meet the requirements for the subject area (in terms of	4,3 %

Material weakness code	Formulation of a material weakness	Share of study programmes with deficiencies identified in the evaluation, % of the total number of study programmes that were accredited and decided in September-December 2024
	objects of study and/or activity, OR learning objectives, OR theoretical content of the subject area, OR methods, techniques, technologies, OR tools, equipment).	
2.3.2	The topic, object, subject and tasks in at least one qualification work do not correspond to the subject area of the speciality.	3,1 %
2.4.2	Pseudo-selectivity. Possible manifestations: 1) availability of an academic discipline that the HEI defines as a discipline for choice, but which is not, for example: θ disciplines offered, are similar in content; - disciplines included in the list as alternative cannot be selected due to their volume (in ECTS credits) or prerequisites; 2) the presence of the same educational material in the elective disciplines, which will be studied by the student in any individual educational trajectory, regardless of his/her choice, and thus becomes mandatory for study.	3,1 %
2.5.1	The content of the practice does not provide students with the knowledge and skills necessary for the speciality	3,4 %
6.1.1	Mismatch of qualifications (professional experience - if the HEI cites it as a component of compliance) of teachers with educational requirements components they provide, taking into account the requirements of the law.	4,6 %

Material weakness code	Formulation of a material weakness	Share of study programmes with deficiencies identified in the evaluation, % of the total number of study programmes that were accredited and decided in September-December 2024
8.5.1	The system of internal quality assurance of education does not identify or eliminate the identified shortcomings in the study programme or educational activities for the implementation of the study programme.	10,1 %

2.6.6. Distribution of significant shortcomings depending on the level of higher education

We analysed the distribution of the most common deficiencies depending on the level of higher education. For the analysis, we selected the significant deficiencies listed in Table 23, the frequency of which was more than 3% of the total number of study programmes that underwent accreditation examination and on which a decision was made in September-December 2024.

No significant shortcomings were found in the study programmes for the third (educational and scientific) level of higher education.

The list of deficiencies and their frequency for the first (bachelor's) and second (master's) level higher study programmes differed somewhat:

- Significant shortcomings in 1.1.1, 1.2.1, 2.3.1 and 6.1.1 were recorded only in the second (master's) level of study programmes,
- The frequency of other most common shortcomings (Figure 67) was higher for the first (bachelor's) level of higher education.

2.6.7. Distribution of significant deficiencies depending on the form of ownership of higher education institutions

We analysed the differences in the distribution of the most common shortcomings for higher education institutions depending on the form of ownership (Figure 68). The sample consisted of 380 study programmes from state-owned higher education institutions, 21 study programmes from municipal higher education institutions, and 14 study programmes from private higher education institutions. It is noteworthy that the relatively small number of study programmes from privately owned higher education institutions (14 study programmes from 7 institutions) does not allow us to draw an unequivocal conclusion about the absence (or presence) of certain significant shortcomings for this category of higher education institutions. At the same time, it can be noted that among the study programmes that underwent accreditation examination and for which a decision was made in September-December 2024, the frequency of most significant deficiencies is higher for municipal higher education institutions. For example, deficiency 2.2.3 was found in 19.0% of study programmes from municipally owned higher education institutions, in 6.6% of study programmes from state-owned higher education institutions, and was not recorded at all for private higher education institutions.

The deficiency of 6.1.1 was noted in 19.0% of study programmes from municipal institutions, in 3.9% of study programmes from state institutions, and not at all in private higher education institutions.

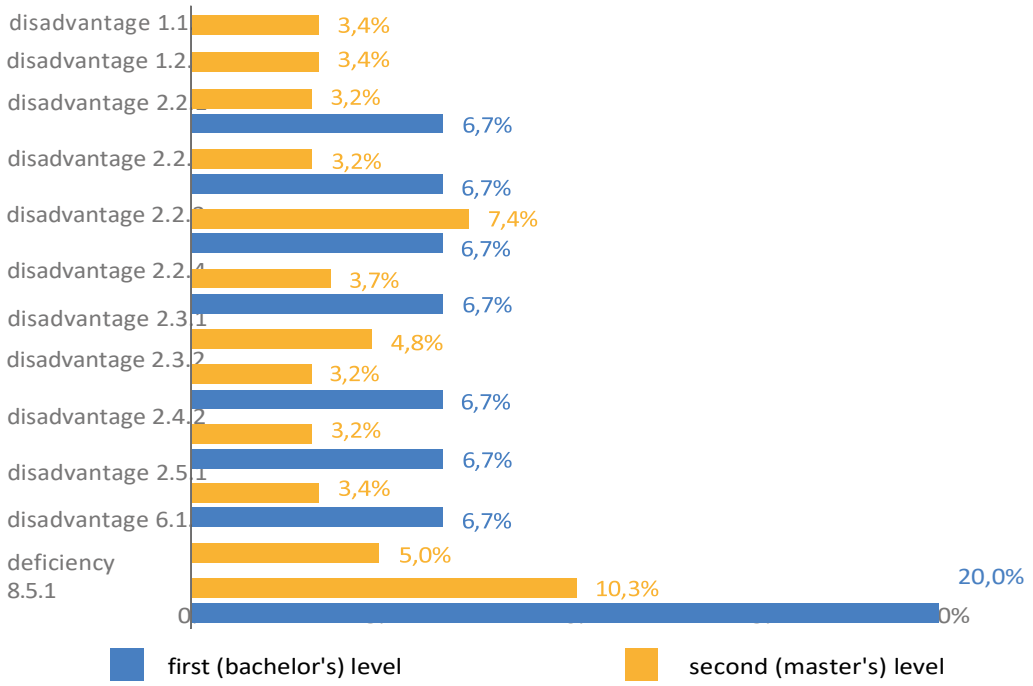

Figure 67. Distribution of frequencies of the most common deficiencies for different levels of higher education (in % of the total number of study programmes of the first (bachelor's) and second (master's) levels of higher education that underwent accreditation examination and on which a decision was made in September-December 2024)

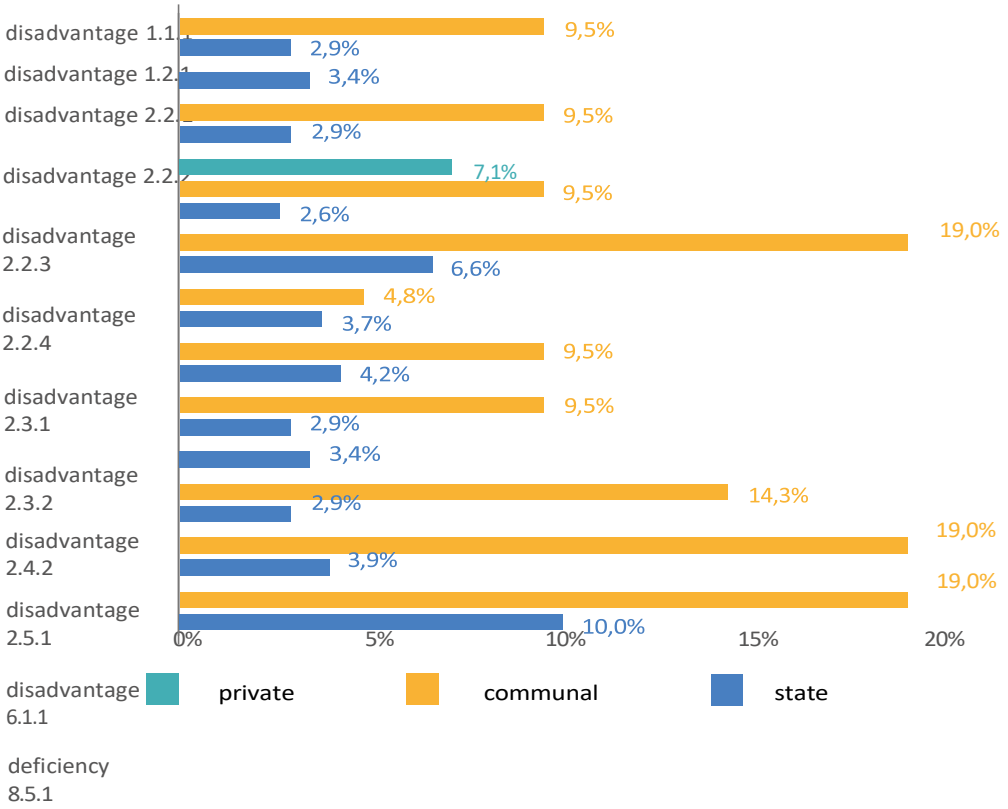

Figure 68. Distribution of frequencies of significant deficiencies for higher education institutions of different forms of ownership (in % of the total number of study programmes from higher education institutions of each form of ownership that underwent accreditation examination and on which a decision was made in September-December 2024).

2.6.8. Breakdown of material weaknesses by area of expertise

According to the results of the accreditation examination of educational programmes in September-December 2024, none of the significant deficiencies in the following fields were identified: 06 Journalism (4 EP), 08 Law (8 EP), 09 Biology (3 EP), 11 Ma-.

Topics and Statistics (1 PL), 13 Mechanical Engineering (9 PL), 14 Electrical Engineering Engineering (5 EPs), 16 Chemical Engineering and Bioengineering (13 EPs), 17 Electronics, Automation and Electronic Communications (16 EPs), 22 Healthcare (5 EPs), 25 Military Sciences, National Security, State Border Security (2 EPs), 26 Civil Security (3 EPs), 27 Transport (4 EPs).

Industry 01 Education/Pedagogy

In September-December 2024, NAQA conducted an accreditation examination and made a decision on 96 study programmes in the field of knowledge 01 Education/Pedagogy. Of these, by level of higher education: 2 study programmes of the first (bachelor's) level, 92 - of the second (master's) and 2 - of the third (educational and scientific) level of higher education. The decision on conditional (deferred) accreditation was made for 28 study programmes (29.2% of all study programmes in the field of knowledge 01 Education/Pedagogy that were accredited and for which a decision was made in September-December 2024).

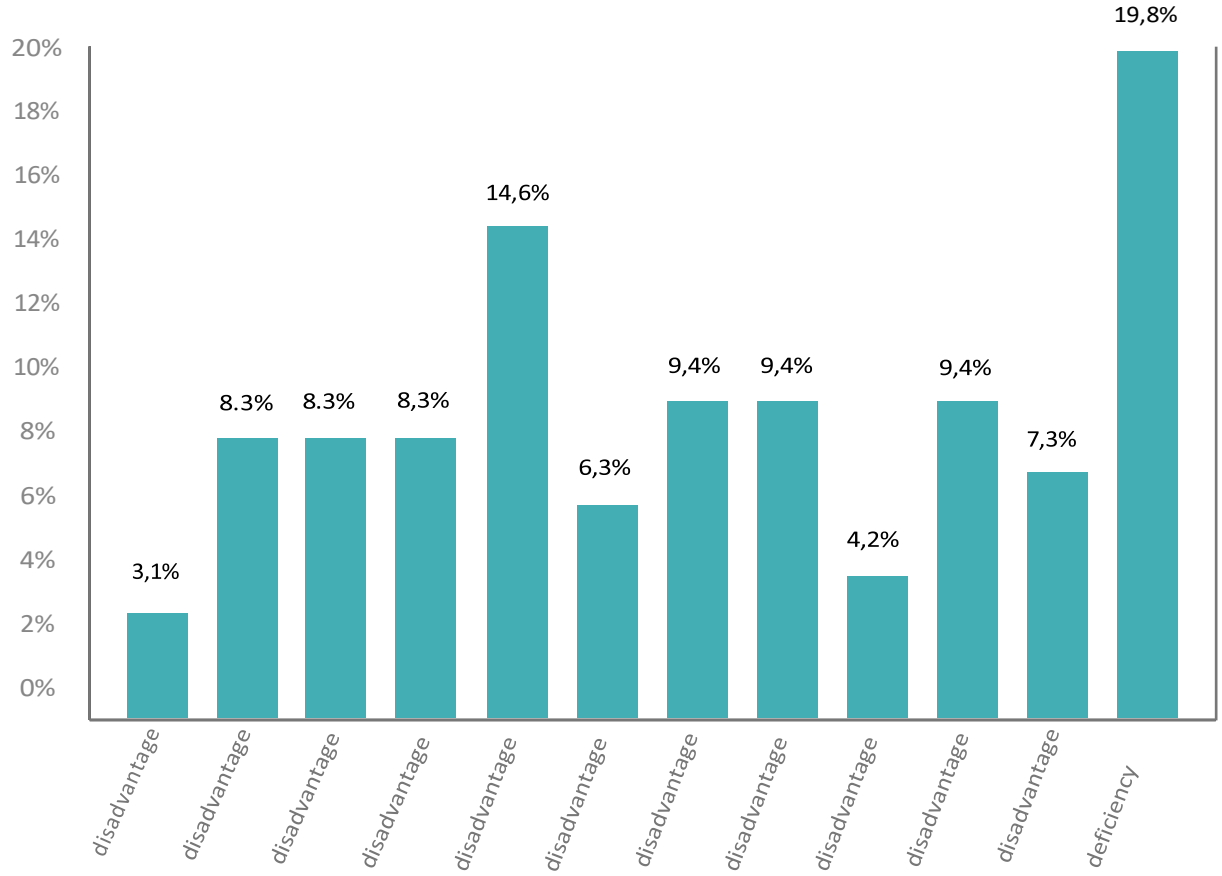

Figure 69. Distribution of frequencies of significant deficiencies for the field of knowledge 01 Education/Pedagogy (in % of all study programmes in the field of 01 Education/Pedagogy that underwent accreditation examination and on which a decision was made in September-December 2024)

According to the results of the accreditation examination of study programmes in the field of Education/Pedagogy, all the most common significant deficiencies were recorded (Table 23) according to Criteria 1, 2, 6 and 8.

Industry 02 Culture and arts

In September-December 2024, the National University conducted an accreditation examination and made a decision on 12 study programmes in the field of knowledge 02 Culture and Arts. Of these, by level of higher education: 1 educational programme of the first (bachelor's) level, 11 - of the second (master's) level. Decisions on conditional (deferred) accreditation were made for 4 study programmes (33.3% of all study programmes in the field that underwent accreditation examination and for which decisions were made i n September-December 2024).

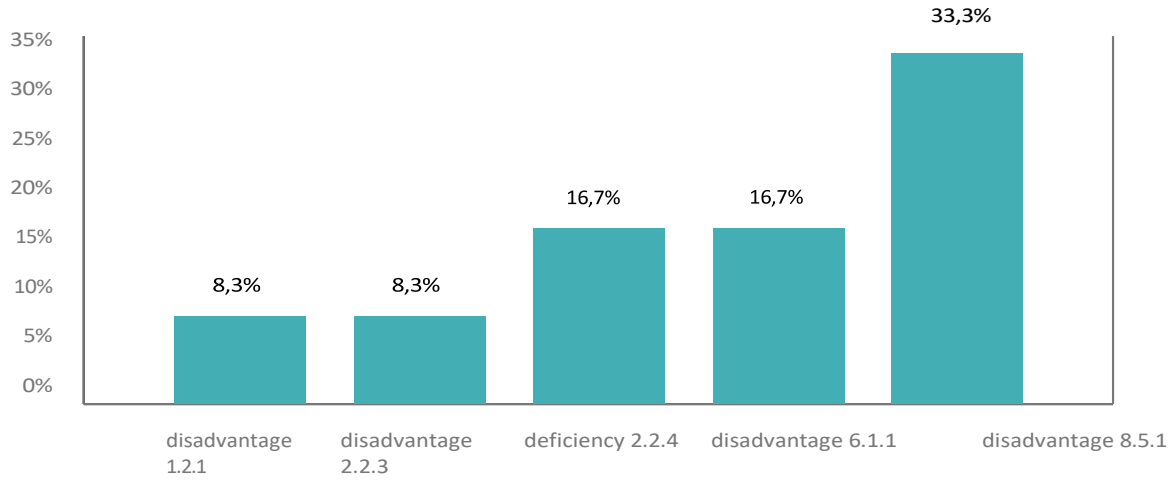

Figure 70. Distribution of frequencies of significant deficiencies for the field of knowledge 02 Culture and Art (in % of all study programmes in the field of 02 Culture and Art that underwent accreditation examination and for which a decision was made in September-December 2024)

According to the results of the accreditation examination of study programmes in the field of knowledge 02 Culture and Arts, the five most common significant deficiencies were recorded according to Criteria 1, 2, 6 and 8: deficiency 1.2.1 (8.3% of study programmes of all study programmes in the field of knowledge 02 Culture and Arts that underwent accreditation examination), deficiency 2.2.3 (8.3%), deficiency 2.2.4 (16.7%), deficiency
6.1.1 (16.7% of study programmes) and a deficiency in 8.5.1 (33.3%).

Field of study 03 Humanities

In September-December 2024, NAQA conducted an accreditation examination and made a decision on 15 study programmes in the field of knowledge 03 Humanities. Of these, by level of higher education: 1 study programme of the first (bachelor's) level, 14 - of the second (master's) level.

The decision on conditional (deferred) accreditation was made for 2 (13.3% of all programmes in the field that underwent accreditation examination) study programmes. At the same time, significant deficiencies were noted 1.2.1,
2.2.1 and 2.2.3, each of which was recorded in one study programme (6.7%).

Field 05 Social and behavioural sciences

In the field of knowledge 05 Social and Behavioural Sciences, during September-December 2024, NAQA conducted an accreditation examination and made decisions on 21 study programmes. Of these, by level of higher education: 1 study programme of the first (bachelor's) level, 19 - of the second (master's) level and 1 of the third (educational and scientific) level of higher education. The decision on conditional (deferred) accreditation was made for 3 (14.3% of all programmes in the field that underwent accreditation examination) study programmes.

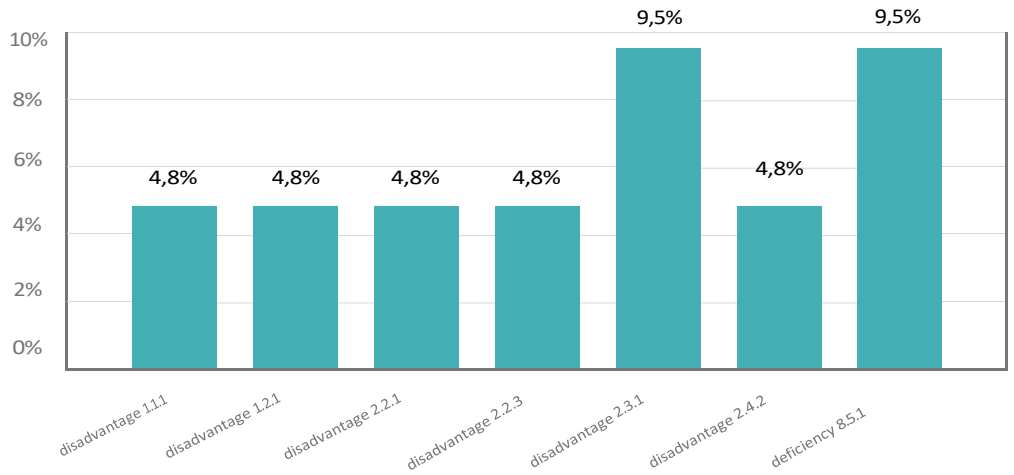

Figure 71. Distribution of frequencies of significant deficiencies for the field of study 05 Social and Behavioural Sciences (in % of all study programmes in the field of study 05 Social and Behavioural Sciences that underwent accreditation review and on which a decision was made in September-December 2024)

None of the study programmes in Knowledge Area 05 Social and Behavioural Sciences had significant deficiencies under Criterion 6.

Industry 07 Management and administration

In the field of knowledge 07 Management and Administration, in September-December 2024, NAQA conducted an accreditation examination and made decisions on 64 study programmes. Of these, by level of higher education: 2 study programmes of the first (bachelor's) level, 56 - of the second (master's) and 6 - of the third (educational and scientific) level of higher education. The decision on conditional (deferred) accreditation was made for 11 (17.2% of all programmes in the field that underwent accreditation examination and for which a decision was made in September-December 2024) study programmes.

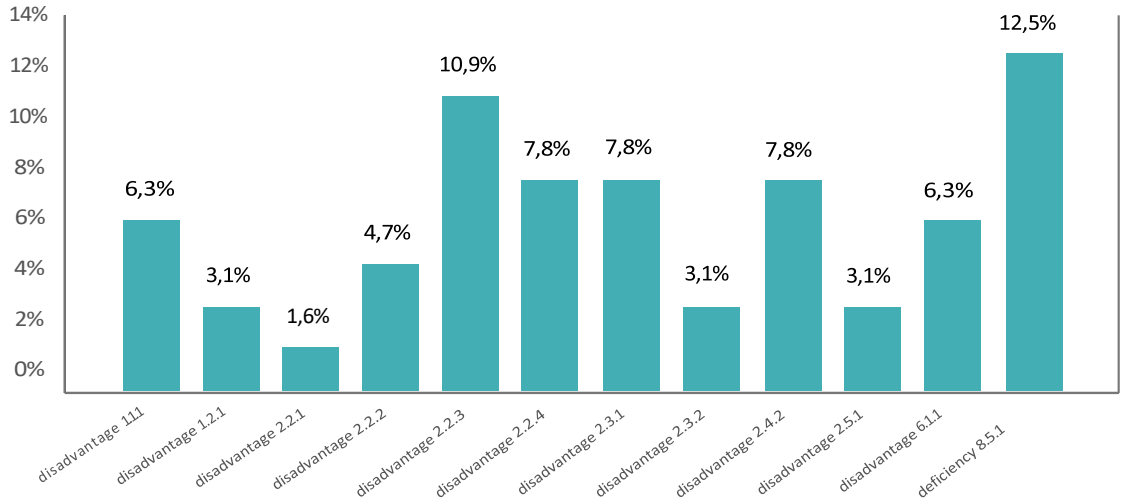

Figure 72. Distribution of frequencies of significant deficiencies for the field of 07 Management and Administration (in % of all study programmes in the field of 07 Management and Administration that underwent accreditation examination and on which a decision was made in September-December 2024)

According to the results of the accreditation examination of study programmes in the field of 07 Management and Administration, all the most common significant deficiencies were recorded (Table 23) under Criteria 1, 2, 6 and 8.

Industry 10 Natural sciences

In September-December 2024, NAQA conducted an accreditation examination and made a decision on 15 study programmes in the field of knowledge 10 Natural Sciences. Of these, by level of higher education: 1 study programme of the first (bachelor's) level, 14 - of the second (master's) level.

The decision on conditional (deferred) accreditation was made for 3 study programmes (20% of all study programmes in the field that underwent accreditation examination and for which a decision was made in September-December 2024). At the same time, one significant deficiency was recorded: 1.1.1, 2.2.3, 2.4.2 i 6.1.1. No material weaknesses were identified under Criterion 8 for any of the study programmes.

Industry 12 Information technology

In the field of knowledge 12 Information Technology in September-December 2024, NAQA conducted an accreditation examination and made decisions on 44 study programmes. Of these, by level of higher education: 41 study programmes of the second (master's) level and 3 study programmes of the third (educational and scientific) level of higher education. Decisions on conditional (deferred) accreditation were made for 4 (9.1% of all programmes in the field of study 12 Information Technology that underwent accreditation review).

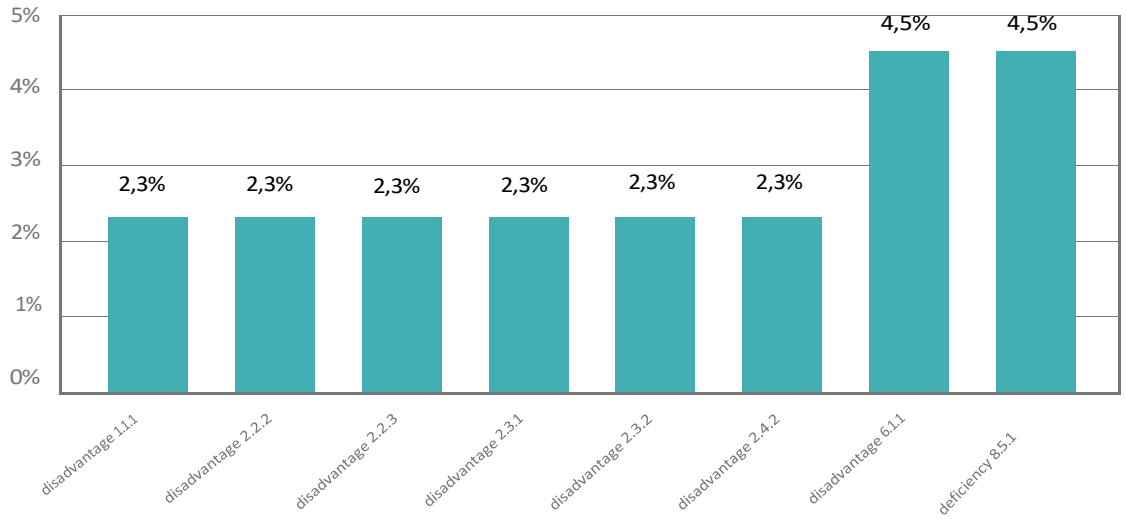

Figure 73. Distribution of frequencies of significant deficiencies for the field of study 12 Information Technology (in % of all study programmes in the field of study 12 Information Technology that underwent accreditation examination and on which a decision was made in September-December 2024)

Industry 18 Manufacturing and technology

In the second half of 2024, NAQA conducted an accreditation examination and made a decision on 8 study programmes in the field of knowledge 18 Production and Technology. Of these, by level of higher education: 1 study programme of the first (bachelor's) level, 7 - of the second (master's) level of higher education.

The decision on conditional (deferred) accreditation was made for 2 study programmes (25% of all study programmes that underwent accreditation examination and for which a decision was made in September-December 2024). At the same time, for one study programme (12.5%), significant deficiencies were recorded in 2.4.2 and 8.5.1, and for the other - only a significant deficiency in 8.5.1.

Industry 19 Architecture and construction

In the field of knowledge 19 Architecture and Construction In September-December 2024, NAQA conducted an accreditation examination and made decisions on 13 study programmes. Of these, by level of higher education: 1 study programme of the first (bachelor's) level, 12 - of the second (master's) level of higher education.

The decision on conditional (deferred) accreditation was made for 2 study programmes (15.4% of all programmes in the field that underwent accreditation examination and for which a decision was made in September-December 2024). At the same time, one significant deficiency was recorded: 2.2.3, 2.2.4, 2.3.1 i 6.1.1. The most common deficiencies under Criteria 1 and 8 were not recorded in any of the study programmes.

Industry 20 Agricultural sciences and food

In September-December 2024, NAQA conducted an accreditation examination and made a decision on 13 study programmes in the field of knowledge 20 Agricultural Sciences and Food. All the reviewed study programmes are of the second (master's) level of higher education. The decision on conditional (deferred) accreditation was made for 3 study programmes (23.1% of all study programmes that underwent accreditation examination and were decided in September-December 2024).

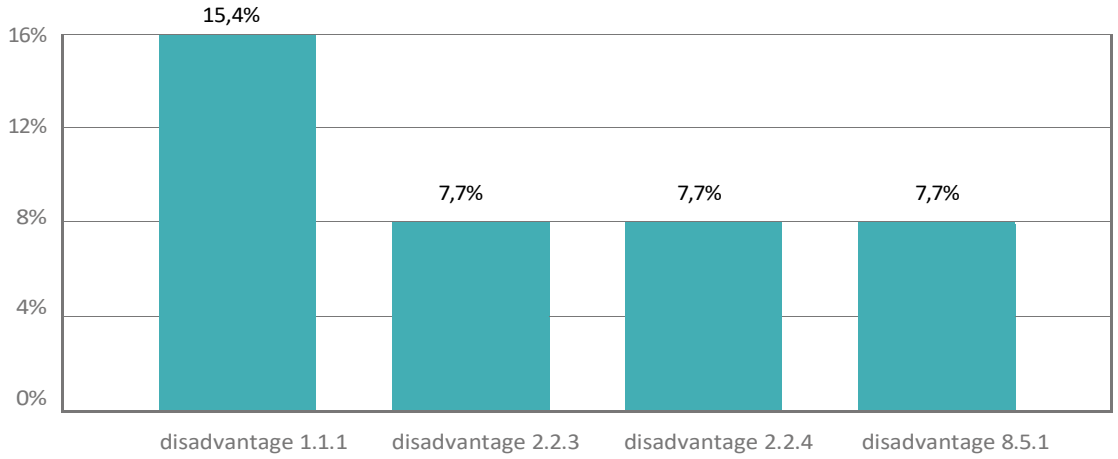

Figure 74. Distribution of frequencies of significant deficiencies for the field of study 20 Agricultural Sciences and Food (in % of all study programmes in the field of study 20 Agricultural Sciences and Food that underwent accreditation examination and on which a decision was made in September-December 2024)

According to the results of the accreditation examination of study programmes in the field of study 20 Agricultural Sciences and Food, the 4 most common significant deficiencies were recorded: 1.1.1 (15.4% of study programmes from all study programmes in the field that underwent accreditation examination and for which a decision was made in September-December 2024), 2.2.3 (7.7%), 2.2.4 (7.7%), 8.5.1 (7.7%) for
Criteria 1, 2 and 8.

Industry 23 Social work

In the field of knowledge 23 Social Work in September-December 2024, the National Agency conducted an accreditation examination and made decisions on 6 study programmes. All the reviewed study programmes are of the second (master's) level of higher education.

The decision on conditional (deferred) accreditation was made for 2 study programmes (33.3% of all study programmes that underwent accreditation examination and for which a decision was made in September-December 2024). At the same time, one significant deficiency was recorded: 1.1.1, 2.2.1, 2.2.3 i 8.5.1. The most common material weaknesses under Criterion 6 were not found in any of the study programmes.

Industry 24 Service sector

In September-December 2024, NAQA conducted an accreditation examination and made a decision on 24 study programmes in the field of knowledge 24 Service sector. Of these, by level of higher education: 2 study programmes of the first (bachelor's) level, 22 - of the second (master's) level of higher education.

The decision on conditional (deferred) accreditation was made for 2 study programmes (8.3% of all programmes in the field that underwent accreditation examination and for which a decision was made in September-December 2024).

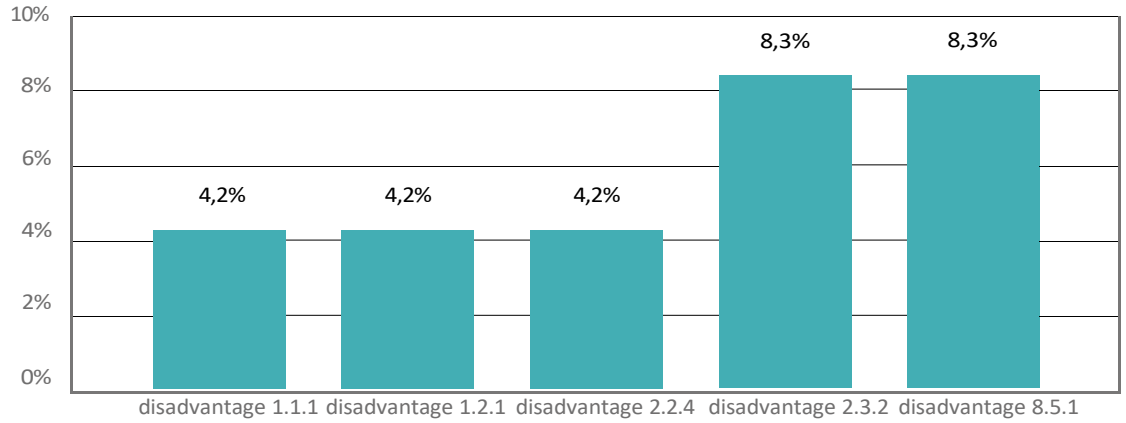

Figure 75. Distribution of frequencies of significant deficiencies for the field of study 24 Service sector (in % of all study programmes in the field of study 24 Service sector that underwent accreditation and were decided in September-December 2024)

Industry 28 Public administration and management

In the field of knowledge 28 Public management and administration In spring-December 2024, NAQA conducted an accreditation examination and made decisions on 7 study programmes. Of these, by level of higher education: 5 study programmes of the second (master's) level and 2 study programmes of the third (educational and scientific) level of higher education.

The decision on conditional (deferred) accreditation was made for 2 study programmes (28.6% of all study programmes that underwent accreditation examination and were decided in September-December 2024). In both cases, the reason for the conditional accreditation was the presence of a significant deficiency 6.1.1. No other material weaknesses were identified.

Industry 29 International relations

In September-December 2024, NAQA conducted an accreditation examination and made a decision on 4 study programmes in the field of knowledge 29 International Relations. All reviewed study programmes are of the second (master's) level of higher education.

A decision on conditional (deferred) accreditation was made for 1 study programme (25% of all programmes in the field that underwent accreditation).

examination and on which a decision was made in September-December 2024). At the same time, the existence of significant deficiencies in 2.5.1 and 8.5.1 was recorded.

Conclusions from the analysis by field of study. Thus, the analysis of the results of the accreditation of study programmes in various fields of higher education in the period from September to December 2024 shows some differences in the distribution of significant deficiencies. The four fields of knowledge in which the largest number of accreditation examinations of study programmes were conducted in September-December 2024 (01 Education/Pedagogy, 05 Social and Behavioural Sciences, 07 Management and Administration, 12 Information Technology) are characterised by the presence of all the most common deficiencies in Criteria 1, 2, 6 and 8. For these fields, along with the most common deficiencies under Criteria 1, 2 and 6 (deficiency 6.1.1), most study programmes also recorded
disadvantage 8.5.1.

The following characteristics can be distinguished for the sectors 02 Culture and Arts, 10 Natural Sciences, 19 Architecture and Construction, 20 Agricultural Sciences and Food, 23 Social Work and 24 Services: the presence of several significant deficiencies under Criterion 2 (primarily 2.2.3), at least one of the deficiencies under Criterion 1 (1.1.1 or 1.2.1) or deficiency 6.1.1, as well as the presence of deficiency 8.5.1 for all but 10 and 19 fields. In general, it is typical for study programmes in each of these fields to have 4-5 deficiencies from the list of the most common significant deficiencies (Table 23).

In some fields of study, the study programmes contain 1 or 2 of the most common significant deficiencies (Table 23). Thus, in the field of 03 Humanities (15 study programmes), only deficiencies 2.2.1 and 2.2.3 were recorded; in the field of 18 Production and Technology (8 study programmes), only deficiencies 2.4.2 and 8.5.1 were recorded; in the field of 28 Public Administration and Management (7 study programmes), only deficiency 6.1.1 was recorded; in the field of 29 International Relations (4 study programmes), only deficiencies 2.5.1 and 8.5.1 were recorded.

It was also found that in most cases, the shortcomings specific to the sector are distributed approximately evenly among higher education institutions, which indicates system-wide problems at the sector level.

2.6.9. Conclusions and prospects

The analysis of the results of accreditation of study programmes using the "List of Significant Deficiencies" tool allowed us to identify the most common significant deficiencies in study programmes and their implementation practices, as well as to outline the peculiarities of their manifestation depending on the field of study, level of higher education and form of ownership of the higher education institution. These data became the basis for the formation of hypotheses about potential systemic problems of ensuring the quality of higher education.

The results of the analysis provide an analytical basis for:

- assessing the effectiveness of internal quality assurance systems in higher education institutions;
- forecasting trends in the quality of education at the national and sectoral levels;
- identifying the strengths and weaknesses of individual study programmes;
- Developing recommendations to prevent the most common material weaknesses.

Analysis of the dynamics, repeated combinations of deficiencies and inter-criteria relationships allows for a deeper understanding of the causes of their occurrence, identifying sustainable trends and patterns, as well as assessing the effectiveness of implementing the recommendations provided by the accreditation results in the process of improving study programmes and internal quality assurance systems of higher education institutions.

The introduction of the List of Significant Deficiencies also made it possible to identify potentially problematic areas that could be the subject of thematic research at the national level. Such research is envisaged by the National Action Plan for Quality Assurance in Higher Education of Ukraine for 2024-2026.

Higher education institutions can use the results of the analysis to:

- Identification of risks specific to their study programmes - by comparing their own situation with typical shortcomings identified in study programmes of the same industry, level of education or form of ownership;
- Improving internal quality assurance and monitoring procedures, taking into account identified systemic problems and trends;
- Developing or updating internal regulatory documents, focusing on the most common shortcomings and their causes;
- Implementation of targeted professional development measures for teachers, in particular, on the methodology of formulating learning outcomes, assessing their achievement, compliance with professional standards, etc.

SECTION 3. NAQA INTERNAL ASSURANCE SYSTEM OF QUALITY IN ACTION

3.1. Providing feedback to key stakeholders

3.1.1. Survey of guarantors of study programmes

In 2024, the Secretariat continued the practice of weekly surveys of guarantors of study programmes - representatives of higher education institutions in the accreditation process. A total of 882 guarantors took part in the survey (for comparison: in 2023 - 936, in 2022 - 341). In the winter and spring series (January-May), 452 guarantors took part, and in the autumn series (September-November) - 430.

The guarantors pointed to a number of problems that arose during the accreditation process. The most common are: heavy workload (26% in the first half of the year, 28% in the second half; in 2023 - 35% and 26% respectively); large volume of required documents (20% / 15%; in 2023 - 27% / 19%); problems with the preparation and compliance with the visit programme (2% / 1%; in 2023 - 2% in both halves); lack of time (8% / 11%; in 2023 - 12% / 8%). Other difficulties mentioned were problems with NAQA's information and communication system (6% / 3%; in 2023 - 6% / 5%); unclear process of filling in the self-assessment information (3% / 10%; in 2023 - 2% in both halves) and unclear assessment criteria (2% / 3%; in 2023 - 4% / 4%). The unclear accreditation procedure itself caused difficulties for only 1% of guarantors in both halves of the year. In addition, 3% of the guarantors in both halves of the year expressed dissatisfaction with the organisation of communication with the expert group and the quality of the expert group.

Table 24. Problems pointed out by guarantors in 2024

Problems/difficulties	And the first half of the year	Second half of the year
Heavy load	26%	28%
Large volume of required documents	20%	15%
Lack of time	8%	11%
Work in NAQA system	6%	3%
Unclear evaluation criteria	2%	3%
Communication with the panel group	3%	3%
Unclearity of filling in the self-assessment information	3%	10%
Preparing and following the visit programme	2%	1%

Problems/difficulties	And the first half of the year	Second half of the year
Quality of the expert panel	3%	3%
Unclear accreditation process in general	1%	1%

The results of the surveys confirm the overall effectiveness of the accreditation procedure and its positive perception by the guarantors of study programmes. At the same time, the recurrence of certain problems over several years, such as excessive workload, large amount of documentation and lack of time, indicates the need for further improvement of the accreditation process. A regular survey of guarantors of study programmes is an important feedback tool that allows taking into account the position of higher education institutions in the process of improving accreditation procedures. NAQA will continue to develop this practice as part of a partnership approach to quality assurance. The data obtained from the surveys are already being actively used for analytics, decision-making and adjusting approaches to accreditation. In the future, the practice of systematic feedback collection will be maintained and expanded.

3.1.2. Survey of NAQA experts

In 2024, the Secretariat organised a survey of experts to identify current issues that arise during accreditation examinations. The results obtained allow us to identify the key challenges faced by expert groups and implement appropriate measures to improve the accreditation procedure, which will help to increase its effectiveness.

In total, the survey received 2,489 responses from experts involved in conducting accreditation examinations in 2024, including 1,334 responses in the first half of the year and 1,155 responses in the second half of the year.

The main challenges faced by experts in 2024 remain the same:

- insufficient activity of students during meetings with the expert group (decrease from 12% in 2023 to 9% in 2024),
- Lack of time to conduct the examination (down from 8% in 2023 to 7% in 2024).

At the same time, there has been an increase in the share of experts who did not indicate any problematic issues: from 59% in 2023 to 68% in 2024.

A more detailed analysis of the problems faced by NAQA's experts during their participation in the accreditation examination from 2019 to 2024 shows a positive trend in the organisation and conduct of accreditation examinations (see Table 16).

The most common difficulties recorded over several years were:

- lack of time, which in 2019-2021 was consistently among the top seven problems (up to 29%), but since 2022 its prevalence has decreased significantly and in 2024 it is only 7%);
- excessive workload, which was reported by 19% in 2019-2021

up to 35% of experts, but since 2022 this problem has virtually disappeared);

- the passivity of students during meetings with experts, which peaked in 2023 (12%) but dropped to 9% in 2024.

Particularly noteworthy is the significant decrease in the number of complaints about difficulties in writing the expert group's report, which were common in 2019-2021 (up to 22%), but have actually disappeared since 2023 (0-1%). This may indicate the effectiveness of the implementation of the Instruction on the organisation of the work of the expert group in the process of conducting an accreditation examination, a significant part of which is devoted to explaining the requirements for the report, as well as the effectiveness of trainings on writing a report on the results of an accreditation examination aimed at improving the quality of its preparation.

Table 25. Dynamics of problems faced by experts during participation in the accreditation of study programmes (2019-2024)[27]

Describe the main challenges you have faced under time of participation in the accreditation of the OP?	Number of responses in 2019	Number of responses in 2020	Number of responses in 2021	Number of responses in 2022	Number of responses in 2023	Number of responses in 2024
Limited access to information about the activities of HEIs	6 (2%))	93 (6%)	163 (6%)	25 (4%)	164 (8%)	122 (5%)
Passive students	14 (5%)	120 (7%)	307 (10%)	39 (6%)	251 (12%)	233 (9%)
Lack of time	74 (29%)	395 (24%)	505 (17%)	79 (13%)	175 (8%)	172 (7%)
Heavy load	88 (35%)	415 (26%)	546 (19%)	82 (13%)	1 (0%)	0 (0%)
Unclear criteria	11 (4%)	68 (4%)	60 (2%)	0 (0%)	52 (2%)	41 (2%)
Writing a report	55 (22%)	148 (9%)	265 (9%)	17 (3%)	2 (0%)	1 (0%)
Cooperation with experts	11 (4%)	49 (3%)	122 (4%)	15 (2%)	65 (3%)	72 (3%)
Preparing and following a visit plan	12 (5%)	28 (2%)	23 (1%)	7 (1%)	41 (2%)	29 (1%)

[27] Percentages are rounded to the nearest whole number.

Describe the main challenges you have faced under time of participation in the accreditation of the OP?	Number of responses in 2019	Number of responses in 2020	Number of responses in 2021	Number of responses in 2022	Number of responses in 2023	Number of responses in 2024
Working in the accreditation system	-	105 (7%)	73 (2%).	5 (1%)	33 (2%)	37 (1%)
Unclear decision of the PGO in the case of	-	188 (12%)	203 (7%)	16 (3%)	142 (7%)	72 (3%)
Unclear decision of the agency in the case	-	42 (3%)	26 (1%)	0 (0%)	20 (1%)	9 (0%)
Unclear review of the draft report of the EG	-	-	85 (3%)	16 (3%)	100 (5%)	110 (4%)
Other	26 (6%)	91 (6%)	160 (5%)	53 (8%)	96 (5%)	95 (4%)
There were no problems	7 (2%)	471 (29%)	1362 (47%)	265 (42%)	1230 (59%)	1688 (68%)
Total number of participants	255	1614	2926	482	2086	2489

The following data are important indicators of the experts' perception of the accreditation procedure and the level of interaction with them.

Determine how useful the briefing was for the experts	9
Evaluate the support provided by the expert support department	9,7
Evaluate the technical support of the experts' work, if you needed it	9,6
Assess the usefulness of the feedback on the draft report	8,8
Please rate your attitude to the effectiveness of the accreditation procedure	9, 3

According to the survey results, experts' assessments of the following aspects of the accreditation process remain consistently high: the accreditation procedure in general - 9.3; the work of the expert support department - 9.7; and technical support - 9.6. The experts rated the usefulness of the briefing somewhat lower
- by 9 points, and the usefulness of the review of the expert group's report received the lowest, though still quite high, score of 8.8.

Thus, the experts' perception of the main stages of the external evaluation of educational programmes was positive, which indicates the proper organisation of the process and the quality of support from NAQA.

3.1.3. Survey of experts - participants of the training on writing a report on the results of an accreditation examination

Purpose and context of the survey. In 2024, NAQA conducted a survey of experts who participated in the training on writing an accreditation examination report. The purpose of the survey is not only to assess the content and organisation of the training, but also to identify the needs, requests and suggestions of the participants for its further improvement. The survey also helped to identify areas for improvement of other training events and outline issues that need to be addressed in the work of experts.

This survey is part of NAQA's systematic practice of providing feedback from stakeholders to improve procedures, methods, tools for assessing the quality of education, as well as educational and methodological materials.

About trainings in 2024. In 2024, NAQA held 26 trainings on writing accreditation evaluation reports - 12 one-day and 14 two-day trainings - attended by 511 experts. This training is aimed at developing the skills of experts in preparing the text of the report: analysing the fulfilment of the requirements of the Criteria for assessing the quality of a study programme and justifying conclusions on the compliance of the study programme and/or educational activities with these requirements. Participants improved their ability to determine the level of compliance with the Criteria, identify good practices, identify shortcomings and formulate recommendations based on the SMART principle.

Format and participation in the survey. The survey was conducted immediately after the training in an online form via Google Forms, which ensured ease of participation and prompt processing of the results. The survey was completed by 451 out of 511 experts (88.3%), which indicates a high level of engagement, interest in improving the training process and trust in NAQA's initiatives.

Content of the survey. The survey included eight questions that allowed for a comprehensive assessment of the training on writing an accreditation assessment report:

1) Assessment of the usefulness of the training: how useful the training was in terms of the knowledge, skills and abilities gained;
2) justification of the assessment: what exactly was decisive for the assessment;
3) most useful aspects of the programme: which aspects (parts of the programme, topics, issues) of the training were most useful for the participant;
4) the need for in-depth consideration: which aspects (parts of the programme, topics, issues) require more detailed consideration;
5) Suggestions for content: what do you think should be included in the training programme?
6) assessment of the event organisation: quality of the training organisation (sufficiency of information on the date, time, location, quality of instructions on home

tasks, quality of communication with the organisers before and during the training, etc;)

7) Suggestions for improvement: what could be improved in the organisation of the training;
8) additional comments and ideas: any other ideas, comments or suggestions to improve the organisation and delivery of future trainings.

Assessments and results before the update. Of the 451 respondents, 112 had received training in January (before the programme was updated). These trainings received high marks for both content and organisation. Participants particularly noted the clear structure of the programme, its practical orientation, the professionalism of the trainer and the accessibility of the material. The main suggestions and wishes were to increase the time spent on case studies, to divide the training into several days, to extend the breaks, and to include additional tasks to determine the extent to which the identified shortcomings affect the quality of the educational programme.

Update of the training content (from 9 February 2024). Taking into account the results of the participant survey, the training content was updated. The relevant decision was made by NAQA on 06.02.2024 (Minutes No. 2
(52)). In particular:

- The total duration of the training was increased;
- The training is divided into two days with homework in between;
- new tasks have been added to the programme to analyse the degree of impact of deficiencies on the quality of the study programme (significant, fundamental, insignificant).

Also, based on the results of an oral survey of the actual time spent by participants in preparing for the training, the amount of credits specified in the certificate was revised and clarified.

Evaluations and results after the update of the training content. Out of 451 respondents, 339 participated in the training sessions held in February-July 2024 (after the training content was updated). According to the survey results, the updated training received even higher marks for both the content and organisational components. Participants noted the practical orientation of the programme, its clear structure, the applied nature of the training materials, and the effectiveness of the new tasks. The format of information presentation, presentation style and interaction dynamics during the training also received positive feedback. At the same time, there was a request for more time for the practical part and additional case studies.

Table 26. Summarised results of surveys of experts participating in the training on writing a report on the results of the accreditation examination in 2024

Question.	Results of the expert survey (January 2024)	Results of the expert survey (February-July 2024)
Evaluation of the usefulness of the training (from 0 to 10 points)	Average score: 9.57 out of 10 Median: 10 Range: 5-10	Average score: 9.75 out of 10 Median: 10 Range: 4-10

Question.	Results of the expert survey (January 2024)	Results of the expert survey (February-July 2024)
Rationale for the assessment (determining factors)	Most often, participants noted: — clarity and accessibility of the material; — content and logical structure; — practical orientation (analysis of cases and reports); — information on changes in regulations; — competence of the trainer; θ the ability to put questions and receive detailed answers.	The following were the most frequently mentioned factors that contributed to the high scores: — specific practical recommendations on how to write a report, a large number of examples; — detailed analysis of the wording; — new tasks, including those related to assessing the extent of the impact of deficiencies; — high-quality organisation and logical structure of the programme; — clarity, accessibility and depth of explanations by the trainer of complex questions and concentrating on the most important material; — a large number of practical examples and case studies.
The most useful aspects	The most frequently cited elements were the following: — Analysis of specific wording: positive and negative — detailed consideration of the requirements of individual criteria and sub-criteria; — practical work on formulating conclusions about best practices, shortcomings, recommendations, and determining the level of compliance; — A question-and-answer session;	The participants named the most valuable components of the training: — Discussion of examples of conclusion statements; — analysis of criteria and shortcomings with reference to real cases; — consideration of tasks to determine the extent to which deficiencies affect the quality of the OP; — question and answer sessions, case studies; — work with cases and group interaction;

Question.	Results of the expert survey (January 2024)	Results of the expert survey (February-July 2024)
	- analysis of test tasks on formulating recommendations in accordance with the SMART approach.	- Methodology for using the SMART approach to formulate recommendations.
Need for in-depth review and suggestions for content	Most participants did not have any significant suggestions on the content, but some did: — more cases; — more cases on determining the degree of impact of a defect the quality of the educational programme (essential / fundamental / insignificant); — Separate a block of questions and answers after each topic.	The majority of participants said that all aspects had been considered in detail. A few respondents indicated that they should have been: — consider more examples of situations in which the sectoral expert council changes the level of compliance; — expand the block of examples of incorrect wording.
Evaluation of the event organisation	Average score: 9.56 out of 10 Median: 10 Range: 5-10	Average score - 9.72 out of 10 Median - 10 The range of scores is from 6 to 10
Suggestions for improving the organisation	The main recommendations of the participants were: — dividing the training into two days; θ increasing the time for practical tasks; θ revision of the number of hours specified in the certificate, with The actual load is taken into account; — Increasing the duration of breaks; — providing presentation materials for further use.	Participants noted the proper quality of information support, communication and overall preparation of events. Among the individual suggestions: — Increasing the number of short breaks during the training; — extending the time for completing practical tasks; — provide more time for homework; — providing presentation materials for self-study after the training.

Question.	Results of the expert survey (January 2024)	Results of the expert survey (February-July 2024)
Additional comments and ideas	Additional comments: — positive feedback on the structure and content of the training programme; — a wish to retain the trainer's approach to summarising the cases after they have been processed	Most participants did not leave any additional comments. Among the feedback and suggestions: — training is perceived as a necessary and high-quality training tool; — Approval of new tasks to determine the impact of deficiencies

Overall conclusion. Thus, the analysis of the results before and after the training content update showed that the changes introduced in February 2024 based on the participants' feedback were effective. The training received even higher marks, and participants particularly noted the improvement of the practical part, the clarity of the structure and the importance of the new tasks. This confirms the effectiveness of NAQA's approach to improving expert training programmes based on feedback.

3.1.4. Survey of members of sectoral expert councils - participants of the training on preparing and writing an expert opinion

Purpose and context of the survey. On 8 November 2024, NAQA held the first training on preparing and writing an expert opinion for members of sectoral expert councils. The newly elected members of the SEC were invited to participate. The purpose of the event was to facilitate the effective entry of new members into the PIC. After the training, an online survey was conducted to evaluate the content of and the organisation of the event, as well as to identify the needs, expectations and suggestions of the CER members for further improvement of such trainings.

About the training. The training programme was aimed at developing the participants' ability to critically evaluate expert group reports, in particular:

- to analyse the reliability of the expert group's conclusions on the compliance of the study programme and/or educational activities with the Criteria for assessing the quality of the study programme set out in the expert group's report;
- determine the level of compliance of the study programme with the Criteria;
- to formulate a clear position of the sectoral expert council in the expert opinion of the SER;
- justify the identified positive practices and shortcomings;
- formulate relevant recommendations in accordance with the SMART approach.

Special attention was paid to the correctness of filling in the Appendix to the expert opinion of the PIU and the quality of the arguments made. of the findings. A separate block was also devoted to the issues of effective organising an internal discussion of the draft expert opinion of the SER.

Participation in the survey. The survey was completed by 14 out of 34 participants (41.2%). The survey was conducted online in Google Forms immediately after the event.

Table 27. Summarised results of the surveys of the members of the Panel participating in the training on preparing and writing the Panel's expert opinion in 2024

Evaluation of the usefulness of the training	Average score - 9.94 out of 10; median - 10; range - from 9 to 10. The participants highly appreciated the practical focus of the programme, the work with real cases, the logic and clarity of the presentation by the trainers, the interactive format of the event, the opportunity for live, free discussion and exchange of views, and the ability to get answers to all questions. The opportunity to analyse specific texts of expert group reports and discuss potentially difficult situations that may arise during internal discussions of a draft expert opinion was found to be particularly valuable.
The most useful topics	— Critical analysis of positive practices and shortcomings in the text of the expert group's report; — Critical analysis of the conclusions on compliance with the Criteria in the expert group's report; — determining the level of compliance of the study programme with the Criteria; — formulating recommendations in accordance with the SMART approach; — organising internal discussions within the ERG.
Aspects that require more detailed consideration or explanation	Most respondents noted that the training programme was informative, balanced and does not require significant changes. Several participants suggested the following additions: — Consideration of practical approaches to optimising work with a large volume of materials in a limited amount of time (in particular, within the three-day period for preparing an opinion); — demonstration of the algorithms of work in the system, with comments that may be useful for the newly elected members of the SER; — Developing a dictionary of key phrases for representatives of various fields of knowledge; — Increase the number of tasks for formulating recommendations.
Evaluation of the training organisation	Average score: 4.97 out of 5 Median: 5 Rating range: 4-5

Suggestions for improving the organisation	The majority of participants said that the organisation was of a high standard, with some respondents making the following suggestions: — Increase the time for discussion; θ conduct the training over several days; — provide for the possibility of obtaining a certificate.
Other suggestions for improvement	— regular information on legislative updates; — conducting training based on a specific study programme (from start to finish); — point out that it is sometimes difficult for new members of the ERT to join the discussion if the ERT has already been formed and has been actively working; — Develop a separate training for speakers as part of the ERG; — Implementation of measures to promote greater student involvement in the work of the ERG; — to organise similar events for experienced members of the ERG, taking into account the updated Regulations on Accreditation of Study Programmes (2024).

General conclusions. The results of the survey showed the high effectiveness of the training both in terms of content and organisational component. The event met the expectations of the participants, contributed to a better understanding of the accreditation review procedures and increased the level of readiness of the newly elected members of the sectoral expert councils to perform their tasks. The collected comments and suggestions allowed us to outline areas for further improvement of the training programme. In particular, the participants noted the feasibility of introducing new training formats, such as:

- trainings for the heads of sectoral expert councils - with a focus on sharing best practices in organising the work of the SEC, supporting new SEC members in the process of adaptation, and encouraging active participation of education providers in the work of the SEC;
- specialised training for each sectoral expert council based on real accreditation cases in the relevant field of expertise.

Based on the feedback from the training participants, it was decided to develop a training programme for the heads of sectoral expert councils and hold a series of such events in 2025. The materials of the relevant training were approved by the National Agency's decision of 24.12.2024 (protocol№ 22 (72)).

3.1.5. Survey of participants of the training for students within the projectUAS QA Pool

Project description. In 2024, NAQA together with the Ukrainian Association of Students (UAS) developed a new training programme for students as part of the UAS QA Pool project. The programme is aimed at students who are not experts of NAQA and aims to help them

to understand their role in the systems of internal and external quality assurance of education, as well as to reveal the potential of their influence. The content of the training includes an overview of regulations, rules and procedures in the field of quality assurance, simulation of real meetings within the framework of accreditation examination and analysis of practical cases based on real accreditation experience.

In 2024, 3 trainings were held for students:

- Ternopil, Western Ukrainian National University, 5-7 April 2024 - 25 participants;
- Poltava, Poltava State Medical University, 23-25 May 2024 - 44 participants;
- Kyiv, Mariupol State University, 3-5 October 2024 - 35 participants.

The purpose and context of the survey. Each three-day training session ended with a test and an online survey via Google Forms. The purpose of the survey was to assess the effectiveness and usefulness of the programme for students. The questionnaire contained one open-ended question about general impressions of the training.

Results of the survey of training participants. The results of the survey show that the training was highly effective and relevant. Participants gave positive feedback on the content, organisation and methodology of the training, noting its usefulness, interest and richness. The practical tasks, simulations of accreditation processes, live interaction and dynamics of the training were particularly highly appreciated. The training not only provided a basic understanding of quality assurance issues, but also contributed to the formation of an understanding of the importance of student participation in quality assurance processes, responsibility and initiative.

Conclusions. The feedback received confirms the successful implementation of the training programme. The high level of satisfaction and the absence of comments or suggestions for changes indicate that the programme met the expectations of the participants and achieved an optimal balance between theory and practice.

Plans and prospects for 2025. The experience of 2024 showed that the all-Ukrainian training format is more effective than the regional one, as it facilitates interregional exchange of experience. In 2025, we plan to divide the practical part of the training into two days and introduce group homework to consolidate knowledge and develop teamwork. The training programme will continue to be improved based on feedback, which will allow it to be quickly adapted to the needs of students and current challenges in the field of higher education quality assurance.

3.2. Ensuring the quality of work of NAQA's experts

3.2.1. The Commission's activities to ensure the quality of work of NAQA's experts

In the first half of 2024, the Commission for Quality Assurance of Experts of the National Agency for Higher Education Quality Assurance continued its work. The aim of its activities is to improve the quality of accreditation expertise and prevent improper quality assessment

of study programmes by NAQA's experts. The Commission consists of both NAQA members and NAQA Secretariat staff. To improve efficiency and streamline approaches, the Commission's Procedure was improved, in particular in the following parts: clearly formulated decisions that the Commission can make. These decisions relate to various aspects of improving the work of experts, so the Commission may decide to provide explanations by experts on certain issues of their work during the preparation and conduct of accreditation expertise; to take additional measures to improve the selection and training of experts in accreditation of study programmes; to warn the expert of the fact of violations in his/her work and to prevent such violations in the future; to recommend that the expert be involved in training; to recommend to NAQA for

The grounds for exclusion from the register of experts of NAQA on the recommendation of the Commission were also established. This is a violation of the Code of Integrity, the accreditation procedure defined by the Regulations; the requirements of the Instruction for experts of NAQA on the organisation of the work of the expert group (EG) in the process of accreditation examination, approved by the order of the National Agency for Higher Education Quality Assurance of 09 September 2024№ 42; inconsistency of the evaluation of the educational programme by experts with the Criteria defined in the Annex to the Regulations on Accreditation of Study Programmes for which training is carried out

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. One of the essential requirements for experts is that they understand the goals and values of a modern quality assessment procedure. Violation of these principles may be grounds for exclusion from the Register of NAQA's Experts.

The Commission drew attention to the main problems that forced the experts to provide explanations:

- concealment of a real conflict of interest, which made it impossible to conduct an objective assessment;
- Critical misunderstanding of the methodology for determining the levels of compliance of a study programme and educational activities with the Criteria for assessing the quality of a study programme, mainly Criteria 2 and 6.

The Commission reviewed about 70 cases, which resulted in the following decisions and recommendations

decisions on the basis of which 41 experts were excluded from the Register of NAQA's Experts. It should be noted that in 2024, the vast majority of experts were excluded from the register for violating the requirements of the Instruction for NAQA's experts on organising the work of the expert panel (EP) in the process of conducting an accreditation examination. In 2023, 90 experts were excluded.

As already mentioned, the Commission's work is primarily aimed at improving the work of experts. In order to obtain an explanation of the experts' point of view on the evaluation of study programmes, letters of inquiry are sent to them (in 2024, letters were prepared and sent to 66 expert groups). 65 of them received responses. In addition, the Commission may, by its decision, initiate additional measures to improve the selection and training of experts in the accreditation of study programmes. 180 experts were invited to special trainings prepared by the Expert Support Unit (20 people in 2023). 150 of them were trained and passed a test on understanding ethical issues, the regulatory framework for quality assurance in higher education and evaluation of study programmes.

Starting in September 2024, the Commission temporarily suspended its work on the analysis of individual cases in connection with the introduction of the new Regulations on Accreditation of Study Programmes (2024) and the "List of Significant Deficiencies", focusing on methodological issues. In particular, the Commission analysed the results of the expert assessment carried out by the Secretariat. Thus, the Commission's activities provide grounds for further improvement of training for experts and enhancement of procedures for selecting and evaluating experts.

3.2.2. Assessment of the quality of experts' work

In May-June 2024, the Secretariat conducted a pilot assessment of experts based on the results of their participation in the accreditation process in the 2023/2024 academic year.

The main purpose of the assessment was to identify strengths and weaknesses in the work of experts to further improve their professional skills and enhance the overall quality of the accreditation process, as well as to determine the possibility of their staying in the Register.

The evaluation was based on the following criteria:

1) the expert's compliance with the procedure for conducting an accreditation examination in accordance with the Regulations on Accreditation of Study Programmes for the Training of Students. Feedback from other members of the expert panel, guarantors of study programmes and secretariat staff was taken into account (50 points);
2) quality of the submitted expert group report, in particular: validity of the identified strengths, positive/exemplary practices; established level of compliance; correspondence between the identified shortcomings and recommendations; consideration of the analysis of the draft expert group report (50 points).

Depending on the outcome, experts:

- with a score of 70-100 points - were recommended for further involvement in accreditation examinations;

- with a score of 60-69 were sent for additional training to improve the quality of their work;
- with a score of 0-59 points - were recommended for consideration by the Commission for Quality Assurance of Experts (0-59 points).

In total, in 2024, the quality of work of 2075 experts who participated in the accreditation of educational programmes during the 2023/2024 academic year was assessed. Of these: 1507 - academic and research staff; 568 - higher education institutions.

The results of the pilot assessment generally showed an adequate level of training and responsibility of the majority of experts. The evaluation also identified some aspects in which it is advisable to improve the training of experts, in particular, in terms of meeting deadlines, justifying levels of compliance with the Criteria for assessing the quality of the study programme, professional ethics and integrity of the expert, and conflict management during the accreditation examination.

The results were analysed at a meeting of the Commission for Assessment of the Quality of Expert Work and considered at NAQA meeting on 14 August 2024 (Minutes No. 7 (12)). As a result, we improved the assessment methodology and identified further steps to strengthen the professional development of experts.

3.3. Ensuring professional development of NAQA's secretariat staff

Based on the results of monitoring the effectiveness of internal organisational processes, NAQA provided professional development opportunities for the secretariat staff in accordance with the identified needs in 2024. These needs are generated both by the implementation of the strategic goals of NAQA (full membership in ENQA and inclusion in EQAR, testing of the institutional accreditation model) and dictated by changes in Ukrainian legislation, current trends in the development of higher education, etc.

For example, as part of NAQA's preparation for joining ENQA, under the project "Supporting European Quality Assurance Agencies in Achieving ESG Compliance (SEQA-ESG) II", employees of the Analytical and Training Support Department and the Public Relations and International Cooperation Department took part in a series of international workshops on the following topics: aligning processes and methods with ESG (May 2024, Belgrade, Serbia), Belgrade, Serbia); working with accreditation experts (October 2024, Brussels, Belgium); engaging stakeholders in quality assurance processes (November 2024, Brussels, Belgium).

28 employees of NAQA's secretariat attended a training seminar on the main novelties of the Law of Ukraine "On Administrative Procedure" (Kyiv) under the project "Continued Support to Comprehensive Public Administration Reform in Ukraine" (EU4PAR2). The training provided information on the peculiarities of implementing the Law of Ukraine "On Administrative Procedure" in the activities of administrative bodies, unification of processes and principles of authorities and other authorised entities, initiation and resolution of administrative proceedings, appeal procedures and enforcement of administrative acts.

As part of the preparation for the new accreditation season 2024/2025, in connection with the entry into force of the new Regulations on Accreditation of Study Programmes (2024) on 1 August 2024, a business game "Accreditation 2024" was developed and conducted for the heads of the departments of accreditation of study programmes, support of experts and support of sectoral expert councils. The purpose of the business game was to simulate all stages of the accreditation process — from the registration of an HEI's application for accreditation of a study programme to the decision of NAQA. It also covered potential challenges that could lead to a violation of the accreditation procedure in order to agree on a common vision of ways to prevent the impact of these challenges and respond to them in a timely manner.

Employees of the Legal Support Department and the Department for Support of Sectoral Expert Councils participated in training programmes and workshops related to the implementation of the Law of Ukraine "On Prevention of Corruption" and other regulatory acts to maintain an integrity environment in the NACP Secretariat and ensure transparency of the accreditation process. The topics of the NACP training courses were as follows:

- Online course "How the state interacts: study, communicate, change";
- Online course "Working with the Single Whistleblower Reporting Portal";
- Basic course "All about anti-corruption for public figures";
- Online course "Newcomer to Public Service";
- Online course "Building Integrity Organisations";
- Course for public figures "Understanding Conflict of Interest";
- Online course "Know Who Your Counterparty Is";
- Webinar "Corruption risk management";
- The online course "Influence and Exposure";
- Completion of the educational series Whistleblower in Law;
- Training course "6 Steps to Integrity: From Theory to Practice";
- Corruption Risk Management marathon.

The skills and experience gained were used to develop NAQA's anti-corruption programme, advise the secretariat staff and update training and methodological materials for NAQA's experts.

Webinars were devoted to academic integrity issues, which were presented by specialists from the Department of Support of One-off Councils and Analytics, the Department of Support of Industry Expert Councils, among others:

- an online workshop by Plagiat.pl on "Recognition of Artificial Intelligence Content in Strikeplagiarism.com";
- Clarivate webinar "The most influential new specialisations and research areas in 2023";
- Open Access webinar by Clarivate;
- Clarivate webinar "Maintaining research integrity with reliable tools and data".

In addition, the Head of the Department of One-off Advice and Analytics completed an internship at Plagiat.pl on analysing and interpreting reports from the Strikeplagiarism.com system (60 ECTS credits).

In addition, the specialists of the One-off Advisory and Analytics Support Department and the

accreditation of study programmes attended a series of online lectures on the use of artificial intelligence in education: "Strengthening Ukrainian Higher Education: Navigating the AI Revolution in Teaching and Learning" (speaker: Professor Rose Luckin), "Generative Artificial Intelligence and Education: Opportunities and Challenges" (speaker: Professor Mike Sharples).

Employees of the Human Resources Department improved their professional level in military registration and booking, as well as personnel records management, in particular, they attended the webinar "Changes in Military Registration and Booking" (Kadrovik.UA); advanced training under the programme "Military Registration at Enterprises. STANDARD" (Scientific and Educational Centre for Professional Development of the Yaroslav Mudryi National Law University).

Specialists of the Public Relations and International Cooperation Department took an online course "Financial Management Workshop for Grant Projects". The Head of the Department took part in an event as part of the International Educational Project "Innovative University and Leadership. Phase VII: Models and Strategies for University Development".

Specialists of the Sectoral Expert Councils Support Department also completed the Accreditation Coaching training course (6 ECTS credits) at the Vadym Hetmach Kyiv University of Trade and Economics; the Leaders Changing Education training seminar at the University of Reading (UK) and other training programmes aimed at developing digital skills of educators, leadership in education, etc.

Improving the level of English language proficiency remains an important component of the professional development of NAQA's secretariat. In 2024, in partnership with and with the support of Mariupol State University, NAQA provided all its employees with free access to the English language learning platform from Reallyenglish.com Limited called English4Ukraine. The variety of courses offered provided an opportunity to choose the direction of study according to their level of English proficiency and professional interests.

Thus, the professional development of NAQA’s secretariat in 2024 was aimed at improving professional skills in operational areas of work and at familiarising themselves with current trends in higher education.

CHAPTER 4. COMPLIANCE WITH STANDARDS AND RECOMMENDATIONS FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG 2015)

NAQA Strategy, which was updated in April 2024, identified one of the three strategic goals as gaining full membership in the European Association for Quality Assurance in Higher Education (ENQA) and inclusion in the European Quality Assurance Agency Register (EQAR), and 2024 was the beginning of an active phase in achieving this goal. In February 2024, the Ukrainian delegation, which included NAQA representatives, the Ministry of Education and Science of Ukraine, the Verkhovna Rada Committee on Education, Science and Innovative Development, with the involvement of key stakeholders, held a strategic meeting with ENQA and EQAR management and experts in Budapest, Hungary. The participants of the meeting discussed progress in developing the quality assurance system of Ukrainian higher education and its alignment with the requirements of ESG 2015, and identified further steps for NAQA to become a full member of ENQA and join EQAR. NAQA's participation in the Erasmus+ project SEQA-ESG-2 (Supporting European QA Agencies in meeting the ESG), within which NAQA representatives were able to participate in a number of workshops and mobility programmes on ESG 2015 standards, is a significant support in the implementation of these steps.

On 4 December 2025, NAQA working group was formed to prepare for full membership in ENQA and inclusion in EQAR.

In 2024, a team was formed to develop a self-assessment report on NAQA's compliance with the ESG 2015 standards and to collect data and prepare a draft report, which is currently available at NAQA website[28])and is being discussed with international and Ukrainian stakeholders. Below is a summary of the key part of this self-assessment report, which demonstrates NAQA's compliance with European standards in Part 2.

Standard 2.1 Consideration of internal quality assurance: *External quality assurance shall address the effectiveness of the internal quality assurance processes described in ESG Part 1.*

The processes and standards of external quality assessment of study programmes are described in detail in the new Regulation on Accreditation of Study Programmes for Higher Education (No. 686 of 15.05.2024).

The methodology used by NAQA for external quality assurance of higher education is developed in accordance with ESG 2015. The criteria for assessing the quality of an educational programme used by NAQA fully take into account the Standards and Recommendations for Internal Quality Assurance of Part 1 of the ESG (see Table 19. Compliance of the Criteria for Assessing the Quality of a Study Programme with Part 1 of the ESG 2015).

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[28]Self-assessment Report of the National Agency for Higher Education Quality Assurance 2025 URL: http://bit.ly/44eeeF9 (accessed 10.02.2025)

Table 28: Compliance of the Criteria for assessing the quality of the study programme with Part 1 of ESG 2015

<table>
<tr><th rowspan="2">ESG 2015 Part 1: Standards and guidelines for internal quality assurance</th><th colspan="2">Criteria for assessing the quality of the study programme</th></tr>
<tr><th>Study programmes of the first (bachelor's) and second (master's) level of higher education</th><th>Stusy programmes of the third (educational-scientific / educational-creative) level of higher education</th></tr>
<tr><td rowspan="2">1.1 Quality policy</td><td colspan="2">5. Control measures, assessment of higher education students and academic integrity (5.4.).
8. Internal quality assurance of the study programme (8.1., 8.2., 8.3., 8.4., 8.5., 8.6., 8.7.)</td></tr>
<tr><td></td><td>10. Learning through research (10.7.).</td></tr>
<tr><td>1.2 Development and approval of programmes</td><td colspan="2">1. Designing a study programme (1.1, 1.2., 1.3., 1.4., 1.5).
2. Structure and content of the study programme (2.1., 2.2., 2.3., 2.5., 2.6., 2.8., 2.9.).
5. Control measures, assessment of students and academic integrity (5.2.).</td></tr>
<tr><td rowspan="2">1.3 Student-centred learning, teaching and assessment</td><td colspan="2">2. Structure and content of the study programme (2.4., 2.5., 2.6., 2.9.).
3. Access to the study programme and recognition of learning outcomes (3.3., 3.4.).
4. Learning and teaching in the study programme (4.1., 4.3., 4.5.).
5. Control measures, assessment of students and academic integrity (5.1., 5.3).
8. Internal quality assurance of the study programme (8.2.).</td></tr>
<tr><td></td><td>10. Learning through research (10.1., 10.5.).</td></tr>
</table>

<table>
<tr><th rowspan="2">ESG 2015 Part 1: Standards and guidelines for internal quality assurance</th><th colspan="2">Criteria for assessing the quality of the study programme</th></tr>
<tr><th>Study programmes of the first (bachelor's) and second (master's) level of higher education</th><th>Study programmes of the third (educational-scientific / educational-creative) level of higher education</th></tr>
<tr><td>1.4 Enrolment, achievement, recognition and certification of students</td><td colspan="2">3. Access to the study programme and recognition of learning outcomes (3.1., 3.2.).
4. Learning and teaching in the study programme (4.2.).
5. Control measures, assessment of higher education students and academic integrity (5.1., 5.2., 5.3.).</td></tr>
<tr><td rowspan="2">1.5 Teaching staff</td><td colspan="2">6. Human resources (6.1., 6.2., 6.3., 6.4.).</td></tr>
<tr><td></td><td>10. Learning through research (10.2.).</td></tr>
<tr><td rowspan="2">1.6 Learning resources and student support</td><td colspan="2">4. Learning and teaching in the study programme (4.4.).
7. Educational environment and material resources (7.1., 7.2., 7.3., 7.4., 7.5., 7.6.).</td></tr>
<tr><td></td><td>10. Learning through research (10.4., 10.5).</td></tr>
<tr><td>1.7 Information management</td><td colspan="2">8. Internal quality assurance of the study programme (8.2, 8.3, 8.4, 8.5).
9. Transparency and publicity (9.2.).</td></tr>
<tr><td>1.8 Public information</td><td colspan="2">9. Transparency and publicity (9.1., 9.3.).</td></tr>
<tr><td>1.9 Ongoing monitoring and periodic review of programmes</td><td colspan="2">8. Internal quality assurance of the study programme (8.1., 8.2., 8.3., 8.4., 8.5., 8.6., 8.7.)</td></tr>
<tr><td>1.10 Cyclical external quality assurance</td><td colspan="2">Implemented in:
— The Law of Ukraine "On Education" (Articles 46, 48, 49);
— The Law of Ukraine "On Higher Education" (Articles 24, 25);
— The Law of Ukraine "On Licensing of Economic Activities";</td></tr>
</table>

ESG 2015 Part 1: Standards and guidelines for internal quality assurance	Criteria for assessing the quality of the study programme	
	Study programmes of the first (bachelor's) and second (master's) level of higher education	Study programmes of the third (educational-scientific / educational-creative) level of higher education
	– Resolution of the Cabinet of Ministers of Ukraine dated 30 December 2015 No. 1187 "On Approval of Licensing Conditions for Conducting Educational Activities"; – Resolution of the Cabinet of Ministers of Ukraine dated 10 May 2018 No. 347 "On Amendments to the Resolution of the Cabinet of Ministers of Ukraine dated 30 December 2015". № 1187"	

Standard 2.2 Designing methodologies that are fit for purpose: *External quality assessments should be defined and designed to ensure that they are fit for purpose and meet the goals and objectives set for them, while taking into account relevant regulations. Stakeholders should be involved in its development and continuous improvement.*

The accreditation of study programmes at all levels of higher education is carried out according to a single methodology based on a holistic approach and focused on continuous improvement of the quality of higher education in accordance with European standards. The new Regulation on Accreditation of Study Programmes (2024) introduced certain changes, in particular, the procedures for post-accreditation monitoring and work with restricted information during accreditation, the possibility of accrediting joint programmes in accordance with the European Approach for Quality Assurance of Joint Programmes, and the possibility of involving international experts and employers in accreditation procedures. A wide range of stakeholders, including students and employers, were actively involved at all stages of the development and adoption of the new Regulation on Accreditation of Study Programmes (2024).

Standard 2.3 Implementation processes: *External quality assurance processes shall be reliable, 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 actions based on the assessment results.*

In 2024, the new version of the Regulation on Accreditation of Study Programmes for the Training of Students included a post-accreditation monitoring procedure. In February, 8 Ukrainian higher education institutions voluntarily participated in the piloting of the post-accreditation monitoring procedure, and later the experiment was expanded to include 30 more institutions. From September 2024, the post-accreditation monitoring procedure is mandatory for all study programmes that undergo external evaluation. Post-accreditation monitoring involves assessing the implementation of the recommendations made as a result of accreditation. NAQA carries it out during the third year after the study programme receives accreditation. Post-accreditation monitoring includes pre-expert evaluation of materials (verification of data by the secretariat), review by the industry expert Council and review by NAQA.

To conduct post-accreditation monitoring, a higher education institution submits to NAQA information on changes that the study programme has undergone since the previous accreditation, information on the response to recommendations and shortcomings identified during the accreditation of the relevant study programme, other documents or links to Internet resources confirming the information provided.

It is worth noting that further implementation of post-accreditation monitoring is one of the tasks set out in the National Action Plan for External Quality Assurance in Higher Education of Ukraine for the period 2024-2026.

The implementation of the post-accreditation monitoring procedure in the external quality assurance mechanism allowed NAQA to ensure full compliance with Standard 2.3 "Implementation Processes" of ESG 2015.

Standard 2.4. Independent (external) experts: *External quality assurance should be carried out by a group of independent (external) experts, including a student representative(s).*

Training and improvement of experts is an important part of NAQA work. The updated Regulation on Expert and Expert Panel of the National Agency for Higher Education Quality Assurance (approved by the National Agency for Higher Education Quality Assurance, protocol of 27 August 2024№ 15 (65) defines the procedure for selecting persons to the Register, maintaining the Register, forming expert groups, and expert evaluation of EPs. This Regulation also contains the Criteria for evaluating candidates for inclusion in the Register of Experts of the National Agency for Higher Education Quality Assurance and a list of typical situations of conflict of interest in which an expert may find himself.

In 2024, the Commission for Quality Assurance of Experts of the National Agency for Higher Education Quality Assurance continued its work, with the main goal of improving the quality of accreditation expertise and preventing improper assessment of the quality of study programmes by members of expert panels.

In 2024, the content of the training programmes was updated to reflect the changes to the Regulations on Accreditation of Study Programmes (2024) and the new report form. The update of materials is based on feedback from stakeholders, monitoring and changes in legislation. Such improvements are important for maintaining the quality and relevance of training.

In 2024, NAQA together with the Ukrainian Association of Students (UAS), developed and implemented the UAS QA POOL training programme for students interested in quality assurance processes and potentially becoming members of NAQA's Register of Experts. "The UAS QA POOL is a three-day training programme, where the trainers are NAQA members and representatives of the Secretariat. In 2024, three trainings were held in different Ukrainian higher education institutions.

NAQA continued to involve international experts in the accreditation of study programmes. As of December 2024, the list of international experts consisted of 113 international experts, including 99 academic staff and 14 applicants. 22 international experts were members of sectoral expert councils. Thus, as of the end of 2024, the number of NAQA international experts was 135.

Standard 2.5 Criteria for results: *Any conclusions or judgements reached as a result of external quality assurance should be based on clear and published criteria that are consistently applied, regardless of whether the process leads to a formal decision.*

The evaluation of the study programme is carried out according to clear criteria published in Annex 1 to the new Regulation on Accreditation of Study Programmes (2024). In accordance with this Regulation, NAQA also developed and approved on 22 October 2024 (Protocol No. 18(68)) a methodological guide "Clarification on the Application of the Criteria for Assessing the Quality of a Study Programme"[29]. The publication contains up-to-date recommendations for the evaluation of study programmes in accordance with external quality assurance standards, recommendations for justifying the existence of deficiencies, references to Ukrainian legislation and international recommendations, as well as a detailed description of the requirements for the internal support system, study programme and educational activities. The manual is relevant for experts in the evaluation of study programmes, members of sectoral expert councils and all those involved in quality assurance processes.

Standard 2.6 Reporting: *Full peer review reports should be published and made understandable and accessible to the academic community, external partners and other interested parties. If the agency takes any formal decision based on these reports, the decision should be published along with the report.*

In accordance with paragraph 9 of Part 1 of the Regulations on Accreditation of Study Programmes (2024), to ensure openness and transparency of accreditation, they are published in a machine-readable format:

1) on the official website of the higher education institution:
   - information on the self-assessment of the relevant study programme - no later than 5 working days from the date of submission of the accreditation file by the higher education institution to NAQA;
   - Programme of the expert visit and notification of the date, time and place of the visit

[29] Clarification on the application of the Criteria for assessing the quality of the educational programme: methodological guide [Electronic edition] / A. Butenko, H. Denyskina, O. Yeremenko, O. Knysh, I. Simshag, O. Trebenko - Kyiv : National Agency for Higher Education Quality Assurance, 2024. 127 p. https://bit.ly/44fcStS (accessed 10.02.2025)

conducting an open meeting - no later than the next business day after the programme is approved in accordance with these Regulations;

- NAQA decision, the expert opinion of the relevant PIU, the report of the expert group or a link to their publication in the information and NAQA communication system (hereinafter referred to as the ICS) - within 5 business days after the publication of NAQA's decision in the ICS.
- A higher education institution is obliged to provide access to the documents specified in this subparagraph on its website for at least one year after NAQA has made a decision on the study programme;

2) in the Information and Communication System:

- an order appointing the composition of the expert group to conduct expert evaluation of a particular study programme (particular study programmes) - no later than the next business day after its signing;
- NAQA decision, the expert opinion of t h e relevant SEC, the report of the expert group - within 10 working days after NAQA makes the relevant decision.

The relevant documents of each accreditation case are posted in the ICS. In view of repeated cyberattacks and in accordance with the recommendations of the Security Service of Ukraine, access to the Information and Communication System for external unauthorised users was temporarily restricted.

Standard 2.7 Complaints and appeals: *The complaints and appeals processes should be clearly defined as part of the external quality assurance process model and communicated to the institution.*

In 2024, an independent NAQA Appeals Chamber was established and began its work.

Immediately after the Regulation on the Appeals Chamber of the National Agency for Higher Education Quality Assurance was registered with the Ministry of Justice of Ukraine on 05 February 2024, work began on the formation of a selection committee, and then a competition was held to select the members of the Appeals Chamber. The composition of the Appeals Chamber was approved at a meeting of the National Agency on 22.10.2024 (Minutes No. 18 (68)).

The Appeals Chamber is responsible for reviewing appeals against decisions of the National Agency for Higher Education Quality Assurance.

NAQA Appeals Committee also continued its work, which is responsible for reviewing appeals, applications and complaints regarding the activities and decisions of specialised academic councils, sectoral expert councils, expert councils, independent institutions for assessing and ensuring the quality of higher education, and expert commissions.

One of the key challenges for NAQA to fully comply with Part 2 of ESG 2015 was Standard 2.7 Complaints and Appeals. Due to the amendments to the Law of Ukraine "On Higher Education" of 2 May 2023[30], an independent Appeals Chamber was established and launched, which allows us to speak of full compliance with Standard 2.7 of ESG 2015.

[30]On Amendments to Certain Laws of Ukraine on Ensuring the Quality of Higher Education: Law of Ukraine of 02.05.2023 No. 3062-IX URL: https://zakon.rada.gov.ua/laws/show/3062- 20#Text (accessed 15.02.2025)

PROSPECTS AND DIRECTIONS OF MODERNISATION OF THE SYSTEM OF EXTERNAL ASSURANCE QUALITY OF HIGHER EDUCATION IN UKRAINE

In 2024, it was 10 years since the adoption of the Law of Ukraine "On Higher Education", which laid the foundations for the modern system of quality assurance in higher education in Ukraine, and 5 years since the launch of the National Agency for Higher Education Quality Assurance and the approval of the first Regulation on Accreditation of Study Programmes for Higher Education. Over these five years, despite all the external extraordinary challenges, the system of external quality assurance of higher education has been fully launched in accordance with the European standards ESG 2015, in particular:

- one of the key forms of quality assurance in accordance with ESG 2015 was implemented - accreditation of study programmes;
- internal quality assurance systems have been formed and are being developed in Ukrainian higher education institutions (561 educational institutions implementing higher study programmes (including separate structural sub-sections), which according to Criterion 8 stated the existence of internal quality assurance systems, were accredited with at least one EP);
- The Ukrainian system of quality assurance in higher education has become one of the most open systems in the world, allowing for the widest possible cooperation with foreign agencies;
- Ukrainian HEIs have access to a wide range of tools for developing internal quality assurance systems;
- a broad professional discussion of the quality of each study programme is launched and implemented in a public and transparent manner;
- A broad public debate continues on the quality of education in Ukraine and ways to improve it.

However, in the process of its evolution, the Ukrainian system of external quality assurance in higher education faces a number of challenges and problems that need to be addressed, namely

- the growing demand from society for higher quality higher education;
- an excessive number of EPs implemented in Ukrainian HEIs;
- an increase in the number of HEIs submitted for accreditation and insufficient resources of one institution to assess the quality of all HEIs in the system;
- the need to review the role of foreign agencies and establish quality requirements for their accreditations;
- the need for the next stage of development of the external quality assurance system;
- Stakeholders' request for additional external quality assurance tools;
- Ensuring compliance with modern European trends, in particular in terms of developing institutional accreditation and ensuring the quality of programmes that provide micro-qualifications.

To address these issues, in response to a request from stakeholders and in order to update the external quality assurance system in Ukraine, in particular to develop a concept and procedure for introducing institutional accreditation in the national quality assurance system of higher education in Ukraine, NAQA established a working group on 04 July 2024. The working group included representatives of the National Agency for Higher Education Quality Assurance, the Ministry of Education and Science of Ukraine, students' and other public organisations, public and private higher education institutions from different regions of Ukraine, including relocated universities. In the period from July 2024 to January 2025, several meetings of the working group were held to discuss and develop proposals for updating the system of external quality assurance in higher education in Ukraine, as well as the parameters and criteria for institutional accreditation.

In particular, the main principles of modernising the system of external quality assurance in higher education are recognised:

- Systemic renewal should bring significant public benefits, including a guarantee of high-quality education in accredited institutions, positioning of higher education institutions not only in Ukraine but also abroad, and ensuring the competitiveness of Ukrainian higher education in the world;
- The introduction of institutional accreditation should be part of the modernisation of the entire external quality assurance system, including the launch of independent assessment institutions, primary and cluster accreditation;
- According to the law, institutional accreditation is not mandatory, so it should be exclusive (not inclusive) and become a clear indicator of the highest quality of education provided by the HEI for the state, society, and the world;
- The updated quality assurance system should be diversified and competitive;
- Compliance with the ESG 2015 European Recommendations and Guidelines, the European Approach to the Accreditation of Coherent Programmes and other European documents in the field of higher education should be maintained and strengthened;
- Ensuring expertise and developing an expert ecosystem is a prerequisite for modernising external quality assurance;
- Maintaining the key role of the principles of innovation, digitalisation and sustainable development.

The conceptual model also envisages expanding the types of external quality assurance:

- Primary accreditation of higher education institutions (a mandatory procedure as an access to educational activities),
- accreditation of the training provider (mandatory);
- educational audit/evaluation (optional);
- accreditation of educational programmes that provide micro-qualifications (optional);
- accreditation of cluster/group of HEIs, industry, faculty (optional);
- institutional accreditation (optional).

In accordance with European standards and Ukrainian legislation, a higher education institution is responsible for the quality of its study programmes, forms an internal quality assurance system, and develops a culture of quality education.

As part of the modernisation of the system, it is proposed that NAQA will carry out institutional accreditation, cluster accreditation, accreditation of study programmes in regulated specialities; accreditation of independent assessment institutions; approve the results of assessments conducted by independent quality assessment institutions; formulate proposals for the inclusion of foreign agencies in the list of agencies whose certificates of accreditation of study programmes are recognised in Ukraine, which is approved by the Cabinet of Ministers of Ukraine.

It also provides for the launch of independent assessment institutions that will be able to evaluate study programmes, groups of study programmes, and programmes that provide micro-qualifications. The decision on accreditation is made by NAQA on the basis of the evaluation report provided by the independent evaluation institution. Accreditation of such independent institutions will also be carried out by NAQA (or other authorised body).

From the point of view of NAQA, the system of recognition of the results of accreditation procedures carried out by foreign agencies needs to be more clearly regulated. In particular, the working group proposed a model according to which the accreditation certificates of CBs/groups of CBs and micro-qualifications issued by foreign agencies are recognised in Ukraine only if the foreign agencies comply with the requirements of EQAR key considerations for Cross-Border QA and the norms of the national legislation of Ukraine.

The Concept of Modernisation of the System of External Quality Assurance of Higher Education in Ukraine can be found at NAQA official website[31].

NAQA does not ignore its important task of ensuring the quality of higher education, such as activities related to academic integrity. NAQA primarily the Ethics Committee, and the Secretariat staff constantly analyse numerous cases of academic integrity violations. However, no final decisions have been made at the state level, primarily due to the "blocking" of the consideration and decision-making in these cases by the courts. We would also like to point out the constant pressure on the agency's members by interested parties to stop considering the facts of textual borrowing without proper references, which is, in fact, a manifestation of academic dishonesty.

Thus, it is difficult to talk about noticeable changes in the field of academic integrity at the moment. We are sure that the issues of academic integrity, in particular, the detection of academic plagiarism, could be resolved much more successfully if the educational community attached more importance to academic integrity and counteracted manifestations of dishonesty. Unfortunately, today we have an active position of only a small number of

[31]Concept of modernisation of the system of external quality assurance of higher education in Ukraine URL: https://bit.ly/44Y0vCT (accessed 21.03.2025)

munity leaders. Instead, universities, especially those with negative trends, demonstrate neither understanding nor desire to change anything. Implementation of the proposed approaches to modernising the higher education quality assurance system, development of a new regulatory framework and its coordination is possible only if all participants in the process, including universities and public authorities, are synergistic. Discussion and actual testing of the concept of changes are key prerequisites for its further success. Therefore, we hope that the work of the National Agency together with key stakeholders and the materials presented in this report will be useful for further

The University of Applied Sciences is committed to modernising the system of quality assurance in higher education.

Information publication

REPORT ON THE QUALITY OF HIGHER EDUCATION IN UKRAINE, ITS COMPLIANCE WITH THE TASKS OF SUSTAINABLE INNOVATIVE DEVELOPMENT OF SOCIETY IN 2024

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