

EXPERT OPINION
of the Sectoral Expert Council
on the results of post-accreditation monitoring

Higher education institution	
Study programme	
Level of higher education	
Specialty	

This expert opinion is based on the results of the study programme review submitted for post-accreditation monitoring by the Sector Expert Council (SEC). The post-accreditation monitoring of the study programme assesses the implementation of recommendations and comments identified during the previous accreditation. It is carried out based on the submitted Self-Evaluation Report (SER) of the SP for post-accreditation monitoring.

More details on the purpose and procedure for conducting post-accreditation monitoring are available in the Regulations on Accreditation of Study Programmes in Higher Education.

Abbreviations used:

ASU - separate structural unit

SEC - Sectoral Expert Council

ECTS - European Credit Transfer and Accumulation System

HEI - higher education institution

SP - study programme

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Case No.

Sectoral Expert Council of the National Agency for Higher Education Quality Assurance in the field of knowledge _____ consisting of:

_____ - chair

_____ ,

_____ ,

_____ ,

_____ ,

_____ ,

_____ ,

with the participation of invited persons:

_____ - HEI's representative,

_____ - SP Guarantor,

_____ - _____ ,

considered at its meeting the materials of the post-accreditation monitoring of the study programme:

Name of the SP	
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Field of knowledge	
Specialty	
Specialisation (if any)	<i>none</i>
Level of higher education	
Type of study programme	professionally oriented

Based on the results of the the post-accreditation monitoring, the Sectoral Expert Council

RECOMMENDS

to adopt a decision on:

- Successful completion of the post-accreditation monitoring. /
- Completion of the post-accreditation monitoring with remarks. /
- Termination of the validity of the certificate of accreditation for the respective study programme.

Analysis

In this section, the SEC assesses the HEI's information regarding the implementation of recommendations and the response to comments and drawbacks identified by the EP, SEC, and NAQA during the accreditation of the study programme. (to be completed if there are any drawbacks, comments, or recommendations for each sub-criterion).

3. Recommendations for further improvement of the study programme

Criterion 1. Design of the study programme	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The study programme enables the achievement of the learning outcomes defined by the higher education standard in the relevant specialty and level of higher education. If there is no approved higher education standard for the relevant specialty and level of higher education, the learning outcomes of the programme shall be approved by the higher education institution and must meet the requirements of the National Qualifications Framework for the relevant qualification level.	
2. The content of the study programme takes into account the requirements of the relevant professional standards (if available). Study programmes that provide for the award of professional qualifications must ensure that the requirements of the relevant professional standards are met.	
3. The study programme has a clearly defined goal that is consistent with the mission and strategy of the higher education institution.	
4. The goal of the study programme and programme learning outcomes are determined taking into account the needs of stakeholders.	
5. The goal of the study programme and programme learning outcomes are determined considering trends in the development of science, specialty, labor market, sectoral and regional context, as well as the experience of similar Ukrainian and foreign study programmes.	
Criterion 2. Structure and content of the study programme	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	

Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The scope of the study programme and individual educational components (in credits of the European Credit Transfer and Accumulation System) meets the requirements of the legislation on the scope of study programmes for the relevant level of higher education and the relevant higher education standard (if available).	
2. The content of the study programme has a clear structure; the educational components included in the study programme constitute a logical interconnected system and in total enable the achievement of the stated goal and programme learning outcomes. The content of the study programme ensures the formation of general cultural and civic competencies, the achievement of programme learning outcomes that provide for the applicant's readiness to independently analyze and determine the laws of social processes.	
3. The content of the study programme is in line with the subject area of the specialty (specialties, if the study programme is interdisciplinary).	
4. The structure and content of the study programme provide an opportunity to form an individual educational trajectory, in particular through the individual choice of academic disciplines by students to the extent provided by law.	
5. The study programme and curriculum provide for practical training of students, enabling them to achieve the competencies necessary for further professional activity.	
6. The study programme provides for the acquisition of social skills by students.	
7. The scope of individual educational components (in credits of the European Credit Transfer and Accumulation System) complies with the legislation, the actual workload of students, and the programme learning outcomes.	
8. The structure of the study programme, educational components ensure the practiceoriented nature of the study programme or are consistent with the objectives and	

characteristics of the dual form of education (if this form is implemented in the study programme).	
9. The study programme ensures that students acquire competencies aimed at achieving the Sustainable Development Goals (SDGs) by 2030, proclaimed by the United Nations General Assembly resolution No. 70/1 of 25 September 2015, as defined by the Decree of the President of Ukraine of 30 September 2019, No. 722.	
Criterion 3. Access to the study programme and recognition of learning outcomes	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The rules for admission to the study programme developed in accordance with the Terms (Procedure) for admission to higher education are clear and understandable, do not contain discriminatory provisions and are published on the official website of the higher education institution.	
2. The rules for admission to the study programme take into account its specific characteristics.	
3. The higher education institution, within the framework of the study programme, recognises the programme learning outcomes and qualifications obtained in other study programmes (including through academic mobility). Such recognition is carried out in accordance with clear and understandable rules that do not contradict national legislation or international instruments, are accessible to all participants in the educational process, and are consistently followed. The procedure and decisions on recognition are duly documented in accordance with the law.	
4. The higher education institution, within the framework of the study programme, recognises learning outcomes obtained through non-formal and/or informal education. Such recognition shall be carried out in accordance with clear and comprehensible rules that do not contravene applicable legislation and are accessible to all participants in the educational process.	

Criterion 4. Learning and teaching in the study programme	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The educational process meets the requirements of the law. The methods, means and technologies of learning and teaching contribute to the achievement of the goals and programme learning outcomes stated in the study programme, meet the requirements of the student-centered approach and the principles of academic freedom.	
2. All participants in the educational process are provided with accessible and comprehensible information in a timely manner on the objectives, content and programme learning outcomes, the procedure and criteria for assessment within individual educational components (in the form of a work programme of the discipline, syllabus).	
3. The higher education institution ensures a combination of training and research in the implementation of the study programme in accordance with the level of higher education, specialty, and goal of the study programme.	
4. Pedagogical, academic, and research staff (hereinafter 'teachers') shall regularly update the content of educational components based on scientific advancements and current practices in the relevant field.	
5. Learning, teaching and research are associated with the internationalisation of activities under the study programme and at the higher education institution.	
Criterion 5. Control measures, assessment of students and academic integrity	
Level of compliance (EP) according to the previous evaluation	

Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The forms of control measures and assessment criteria for students are clear, comprehensible, enable determining the achievement of learning outcomes by a student for a separate education component and/or study programme as a whole and are published in advance.	
2. The forms of attestation for students comply with the requirements of the higher education standard (if available). Learning outcomes are confirmed by the results of the Unified State Qualification Exam in the specialties for which it is introduced.	
3. Clear and comprehensible rules for conducting control measures (including the scientific component of the academic programme for the preparation of Doctor of Philosophy students) are established. Such rules are accessible to all participants in the educational process, ensure the objectivity of examiners (in particular by including procedures for preventing and resolving conflicts of interest), define the procedure for appealing the results of control measures and retaking them, and shall be consistently followed during the implementation of the study programme.	
4. The higher education institution has defined clear and comprehensible policies and procedures for maintaining academic integrity, which are consistently followed by all participants in the educational process during the implementation of the study programme. The higher education institution promotes academic integrity (primarily, through its implementation in the quality culture of the higher education institution) and uses appropriate technological solutions as tools to counteract violations of academic integrity.	
Criterion 6. Human resources	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	

Analysis	
1. The instructors involved in the implementation of the study programme, given their qualifications and/or professional experience, are able to deliver the educational components that they implement within the study programme, taking into account the requirements for instructors specified by law.	
2. Procedures for competitive selection of instructors are transparent, non-discriminatory, provide the necessary level of professionalism for the successful implementation of the study programme and are consistently applied.	
3. The higher education institution involves employers, their organizations, practitioners and industry experts in the implementation of the educational process.	
4. The higher education institution promotes the professional development of teachers through its own programmes or in cooperation with other organizations, encourages the development of teaching skills.	
Criterion 7. Educational environment and material resources	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The teaching and methodological support of the study programme, the financial and material-technical resources (software, equipment, library facilities, and other infrastructure), ensure the achievement of the study programme's defined goal and the programme learning outcomes.	
2. The higher education institution ensures access for instructors and students to the appropriate infrastructure and information resources necessary for learning, teaching and/or scientific activities within the study programme, in accordance with the law.	

3. The educational environment provides an opportunity to meet the needs and interests of students enrolled in the study programme and is safe for their life, physical and mental health.	
4. The higher education institution provides educational, organizational, informational, advisory and social support, support for the physical and mental health of students enrolled in the study programme.	
5. The higher education institution creates sufficient conditions for the realization of the right to education for persons with special educational needs who study under the study programme.	
6. Standardized anti-corruption policies and procedures for responding to cases of bullying, discrimination, sexual harassment, and other conflict situations are accessible to all participants in the education process and are consistently adhered to during the implementation of the study programme.	
Criterion 8. Internal quality assurance of the study programme	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The higher education institution consistently conducts its established procedures for the development, approval, monitoring and periodic review of the study programme	
2. Students directly and through the relevant self-government bodies are involved as partners in the process of periodic review of the study programme and other procedures for ensuring its quality. Proposals of students are taken into account when reviewing the study program.	

3. Employers directly and/or through their associations are involved as partners in the periodic review of the study programme and other quality assurance procedures.	
4. There is a practice of collecting, analyzing and taking into account information on the career path of the study programme graduates (except in the case of first-time accreditation).	
5. The quality assurance system of the higher education institution ensures timely response to the monitoring results of the study programme and/or educational activities for the implementation of the study programme, in particular, carried out through a stakeholder survey.	
6. The results of external quality assurance in higher education (including comments and recommendations formulated during previous accreditations) are taken into account when revising the study programme.	
7. The academic community of the higher education institution forms a culture of quality education that contributes to the continuous development of the study programme and education activities under this programme.	
Criterion 9. Transparency and publicity	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. Clear and comprehensible rules and procedures governing the rights and obligations of all participants in the educational process are established, accessible to them, and consistently followed during the implementation of the study programme.	
2. The higher education institution publishes the relevant draft on its official website no later than one month before the approval of the study programme or changes to it in order to receive comments and suggestions from interested parties.	

3. The higher education institution provides open access to information and documents on its website in accordance with the law. The higher education institution timely publishes on its official website accurate and reliable information about the study programme (the full study programme, curricula, work programmes of academic disciplines, opportunities for forming an individual educational trajectory of students) in an amount sufficient to inform the relevant stakeholders and society.	
Criterion 10. Learning through research	
Level of compliance (EP) according to the previous evaluation	
Level of compliance (SEC) according to the previous evaluation	
Level of compliance (NAQA) according to the previous accreditation (if the level of compliance was changed)	
Current level of compliance	
Analysis	
1. The content of the education and research (education and creation) programme ensures comprehensive training of post-graduate students (adjuncts) to solve complex problems in the field of professional and/or research and innovation activities in the relevant specialty (specialties) and/or field of knowledge (fields of knowledge), mastery of the methodology of scientific and pedagogical activities.	
2. The scientific (educational and creative) activity of post-graduate students (adjuncts) corresponds to the direction of research (creativity) of scientific (creative) supervisors.	
3. The higher education institution is able to establish ad hoc specialized scientific councils (ad hoc specialized councils for awarding the degree of Doctor of Arts) for the attestation of postgraduate students (adjuncts) enrolled in the respective study programme.	
4. The higher education institution organizationally and materially provides opportunities for conducting scientific research (creative projects) and validating their results in accordance with the research topics of postgraduate students (adjuncts) (holding regular conferences, seminars, colloquia, concerts, performances, master classes, personal exhibitions, public presentations, and providing access to laboratories, equipment, information, and computing resources, among others).	

5. The higher education institution provides opportunities for involving post-graduate students (adjuncts) in the international academic community in their specialty, in particular through presentations at conferences, publications, concerts, performances, master classes, personal exhibitions, public speaking, participation in joint research (creative art) projects, etc.
6. There is a practice of participation of scientific (creative) supervisors of post-graduate students (adjuncts) in research (creative art) projects, the results of which are regularly published, presented and/or practically implemented.
7. The higher education institution ensures compliance with academic integrity in the professional activities of scientific (creative) supervisors and postgraduate students (adjuncts), in particular, takes measures to prevent the exercise of scientific (creative) supervision by persons who have committed violations of academic integrity.

Assessment of the level of implementation of comments and recommendations from the latest accreditation of the study programme

This section provides an assessment of the HEI's information regarding the level of implementation of comments and recommendations from the latest accreditation of the SP: full, partial, or non-implementation (confirmation of the provided justification for the non-implementation of recommendations and the remediation of drawbacks identified by the EP, SEC, and NAQA).

Criteria	Level of Implementation *Indicate the corresponding level opposite each criterion: - Full - Partial - Non-implementation (assessment of the HEI's justification (if provided) for the non-implementation of recommendations and the remediation of drawbacks identified by the EP, SEC, and NAQA)
Criterion 1. Design of the study programme	
Criterion 2. Structure and content of the study programme	
Criterion 3. Access to the study programme and recognition of learning outcomes	
Criterion 4. Learning and teaching in the study	

programme	
Criterion 5. Control measures, assessment of students and academic integrity	
Criterion 6. Human resources	
Criterion 7. Educational environment and material resources	
Criterion 8. Internal quality assurance of the study programme	
Criterion 9. Transparency and publicity	
Criterion 10. Learning through research	

Recommendations

By signing this expert opinion, I confirm that the information entered therein regarding those present at the SEC meeting and the voting results of the SEC members is reliable, and that the expert opinion was approved at the SEC meeting as detailed above.

The document is signed with a qualified electronic signature.

Chair of the SEC meeting