

Self-Assessment Report of the Study Programme for Post-Accreditation Monitoring

The Information contains fields for answers to two types of open questions: 'short field' (maximum 1 500 characters including spaces) and 'long field' (maximum 3 000 characters including spaces).

General Information

Fields marked with an asterisk * are mandatory.

1. Information about the HEI

*HEI Registration Number in the USEDE	
*Full Name of the HEI	
*HEI Identification Code	
*Full Name of the HEI Head	
*Link to the official HEI website	
Information about the Affiliated Structural Unit (ASU) (Only if the SP is delivered in an ASU)	
HEI's ASU Registration Number in the USEDE	
Full Name of the HEI's ASU	
HEI's ASU Identification Code	
Full Name of the HEI's ASU Head	
Link to the official HEI's ASU website	

2. Link to information about the HEI (HEI's ASU) in the Register of Educational Activity Subjects of the USEDE

3. General information on the study programme submitted for post-accreditation monitoring

*ID of the study programme in USEDE	
*Full Name of the SP	

*Details of the decision on licensing the speciality at the relevant level of higher education	
*Level of higher education	

*Field of knowledge	
*Specialty	
Specialisation (if applicable)	
*Type of study programme	
*Admission to the study programme is based on the degree level of	
*Duration of study	
*Forms of education acquisition for the SP	
*Structural unit (department or other unit) responsible for the implementation of the SP	
Other academic structural units (department or other units) involved in the implementation of the SP	
*Location (address) of educational activity provision for the SP	
*The study programme provides for the awarding of a professional qualification	Yes/No
Professional qualification awarded by the SP (if applicable)	
*Language(s) of instruction	
*ID of the SP Guarantor in USEDE	
*Full Name of the SP Guarantor	
*Position of the SP Guarantor	
*Corporate email address of the SP Guarantor	
*Contact telephone number of the SP Guarantor	
Additional contact telephone number of the SP Guarantor	

4. ****Changes undergone by the study programme and HEI's educational activity after the previous accreditation***

long field

- 5.** *Information on the contingent of students in higher education for the SP as of 1 October of the current academic year, categorised by forms of education acquisition and the licensed capacity for the SP

Year of Study	1st Year	2nd Year	3rd Year	4th Year
1. Academic year in which the students of the corresponding year of study were enrolled				
2. Licensed capacity				
3. Student contingent:				
3.1. full-time study				
3.2. part-time study				
4. Including international students:				
4.1. full-time study				
4.2. part-time study				

If the SP provides training under other forms of study, the corresponding number of rows is added to columns 3 and 4.

- 6.** *Information on the HEI premises area, as of the time of submitting the SER, in sq. m.

Overall Area
All HEI's Premises
HEI's Own Premises (owned or managed under rights of ownership, economic management, or operational management)
Premises used under a right other than the right of ownership, economic management, or operational management (including lease agreements and free use)
Premises Leased Out

Educational Area
All HEI's Premises
HEI's Own Premises (owned or managed under rights of ownership, economic management, or operational management)

Premises used under a right other than the right of ownership, economic management, or operational management (including lease agreements and free use)
Premises Leased Out

Note. For an HEI with an ASU, the information shall be specified as follows:

- Regarding the SP implemented in the parent HEI, without taking into account the premises of the ASU;
- Regarding the SP implemented in the ASU, only with respect to the premises of that ASU.

7. * Links to documents that are published on the HEI's website

<i>Document Title(s)</i>	<i>Field for the document link</i>
*Study Programme	
*Curriculum for the SP	
Materials from the HEI: a table showing the correspondence between research supervisors' publications and the research directions (topics) of doctoral students (for SPs of the third level of higher education).	

8. *Information about the presence of restricted information in the accreditation case

The case contains restricted information – Yes/No

Please indicate which parts of the SER contain restricted access information, the type of restricted access information it belongs to, and the grounds on which this is based (specifying the relevant provisions of the legislation and/or the details of the decision on restricting access to the information).

Part of the SER that contains restricted access information	Type of restricted access information	Description of the restricted access information	Grounds for restricting access to the information

9. Information on the response to the comments of the EP, the SEC, and the National Agency, and drawbacks identified during the accreditation of the relevant study programme, and the implementation of recommendations (to be completed for each sub-criterion if there are any drawbacks, comments, or recommendations).

1. Design of the study programme
Does the study programme provide an opportunity to achieve the learning outcomes defined by the Higher Education Standard for the relevant speciality and level of higher education? If the higher education standard for the relevant speciality and level of higher education is absent, explain how the programme learning outcomes defined by the SP comply with the requirements of the National Qualifications Framework for the relevant qualification level? <i>short field</i>
Does the content of the study programme take into account the requirements of the relevant professional standards (if applicable)? <i>short field</i>
Are the study programme's aim and programme learning outcomes defined taking into account the needs of stakeholders: students and programme graduates – <i>short field</i> employers – <i>short field</i> academic community – <i>short field</i> other stakeholders – <i>short field</i>
Does the study programme's aim align with the HEI's mission and strategy? <i>short field</i>
Are the study programme's aim and programme learning outcomes defined in light of trends in the development of science and the speciality? <i>short field</i>
Are the study programme's aim and programme learning outcomes defined in light of trends in labour-market development and the sectoral and regional context? <i>short field</i>
Are the study programme's aim and programme learning outcomes defined taking into account the experience of similar domestic study programmes? <i>long field</i>
Are the study programme's aim and programme learning outcomes defined taking into account the experience of similar foreign study programmes? <i>long field</i>
2. Structure and content of the study programme
What is the volume of the SP (in ECTS credits)?
What is the volume of Educational Components (in ECTS credits) aimed at forming the competences defined by the Standard of Higher Education for the relevant speciality and level of higher education (if applicable)?
What volume (in ECTS credits) is allocated to elective courses for students?

Demonstrate that the content of the SP corresponds to the subject area of the speciality declared for it (specialities, if the study programme is interdisciplinary) <i>long field</i>
How is the opportunity for students to form an individual study pathway ensured? <i>short field</i>
How can students realise their right to choose academic disciplines? <i>long field</i>
Describe how the SP and the curriculum provide for practical training of students, which allows them to acquire the competences necessary for further professional activity <i>short field</i>
Demonstrate that the SP allows for the acquisition of soft skills by students during the study period <i>short field</i>
Demonstrate that the content of the study programme has a clear structure; the Educational Components included in the study programme form a logical, interconnected system and collectively enable the achievement of the declared goal and Programme Learning Outcomes. Demonstrate that the content of the study programme ensures the formation of general cultural and civic competences, the achievement of Programme Learning Outcomes that involve the student's readiness to analyse and determine patterns of social processes independently <i>short field</i>
What approach does the HEI use to correlate the volume of individual Educational Components of the SP (in ECTS credits) with the actual workload of students (including independent study)? <i>short field</i>
How does the structure of the study programme and its Educational Components ensure the practical orientation of the study programme? If the SP provides training for students under the dual form of education, describe the model and forms of its implementation <i>short field</i>
How does the SP ensure the acquisition by students of skills and competences aimed at achieving the global Sustainable Development Goals by 2030, proclaimed by the United Nations General Assembly Resolution No. 70/1 of 25 September 2015, and defined by the Decree of the President of Ukraine No. 722 of 30 September 2019 <i>short field</i>
3. Access to the study programme and recognition of learning outcomes
Provide a link to the web page containing information on the rules of admission to study and requirements for applicants to the SP.

Explain how the rules of admission to study and requirements for applicants take into account the specifics of the SP?

short field

What document of the HEI regulates the recognition of learning outcomes and qualifications obtained under other study programmes? How is the accessibility of this procedure ensured for participants in the educational process?

short field

Provide specific examples and decisions made regarding the recognition of learning outcomes and qualifications obtained under other study programmes (in particular during academic mobility)

short field

What document of the HEI regulates the recognition of learning outcomes obtained in non-formal and/or informal education? How is the accessibility of this procedure ensured for participants in the educational process?

short field

Provide specific examples and decisions made regarding the recognition of learning outcomes obtained in non-formal and/or informal education.

short field

4. Learning and teaching in the study programme

Demonstrate that the educational process of the study programme complies with the requirements of legislation (provide links to the relevant documents). How do the methods, means, and technologies of learning and teaching within the SP contribute to the achievement of the goal and Programme Learning Outcomes?

short field

Demonstrate how the methods, means, and technologies of learning and teaching comply with the requirements of the student-centred approach. What is the level of satisfaction of students with the methods of learning and teaching according to survey results?

short field

Demonstrate how the compliance of the methods, means, and technologies of learning and teaching within the SP with the principles of academic freedom is ensured

short field

Describe how and within what timeframes participants in the educational process are provided with information regarding the goals, content, expected learning outcomes, procedures, and assessment criteria within individual Educational Components

short field

Describe how the integration of learning and research occurs during the implementation of the SP

long field

Demonstrate, with reference to specific examples, how academic staff update the content of Educational Components based on scientific achievements and modern practices in the relevant field

long field

Describe how learning, teaching, and scientific research are connected with the internationalisation of activities for the study programme and the Higher Education Institution

short field

5. Control measures, assessment of students and academic integrity

How do the forms of control measures and assessment criteria for students make it possible to establish the achievement of learning outcomes by the student for an individual Educational Component and/or the study programme as a whole?

long field

How are the clarity and comprehensibility of the forms of control measures and the criteria for assessing the learning achievements of students ensured?

short field

How and within what timeframes is information on the forms of control measures and assessment criteria communicated to students?

short field

How do the forms of student certification comply with the requirements of the standard of higher education (if applicable)? Demonstrate that the learning outcomes are confirmed by the results of the Unified State Qualification Examination for the specialities for which it is introduced

short field

Which HEI document governs the procedure for conducting control measures? How is its accessibility for participants in the educational process ensured?

short field

How do the procedures for conducting control measures ensure the objectivity of the examiners? What are the procedures for preventing and resolving conflicts of interest? Provide examples of the application of the relevant procedures within the SP <i>short field</i>
How do the HEI's procedures regulate the procedure for the repeated completion of control measures? Provide examples of the application of the relevant rules within the SP <i>short field</i>
How do the HEI's procedures regulate the appeal process for control measures and their results? Provide examples of the application of the relevant rules within the SP <i>short field</i>
What HEI documents regulate the policy, standards, and procedures for maintaining academic integrity? <i>short field</i>
What technological solutions are used within the SP as tools to counteract violations of academic integrity? Provide a link to the HEI's repository containing the qualification theses of SP's students <i>short field</i>
How does the HEI promote academic integrity among students of the SP? <i>short field</i>
How does the HEI respond to violations of academic integrity? Provide examples of relevant situations concerning students of the respective SP <i>short field</i>
6. Human resources
Demonstrate that the academic staff involved in the implementation of the study programme, taking into account their qualifications and/or professional experience, are capable of delivering the Educational Components they implement within the study programme, considering the requirements for academic staff defined by legislation <i>long field</i>
Demonstrate that the competitive selection procedures for academic staff are transparent, non-discriminatory, make it possible to ensure the required level of their professionalism for the successful implementation of the study programme, and are consistently applied <i>short field</i>
Describe, with reference to specific examples, how the Higher Education Institution involves employers, their organisations, practising professionals, and industry experts in the implementation of the educational process <i>short field</i>

How does the HEI promote the professional development of the SP's academic staff? Provide specific examples <i>short field</i>
Provide specific examples of encouraging the development of teaching excellence <i>short field</i>
7. Educational environment and material resources
Demonstrate how the educational and methodological support, financial, and material-technical resources (software, equipment, library, other infrastructure, etc.) of the SP ensure the achievement of the goals and Programme Learning Outcomes defined by the SP <i>short field</i>
Demonstrate how the Higher Education Institution ensures access for academic staff and students to the appropriate infrastructure and information resources required for learning, teaching, and/or research activities within the study programme, in accordance with the legislation <i>short field</i>
Describe how the educational environment provides an opportunity to satisfy the needs and interests of students enrolled in the study programme, and is safe for their life, physical, and mental health <i>short field</i>
Describe how the Higher Education Institution ensures educational, organisational, informational, consultative, and social support, as well as support for the physical and mental health of students enrolled in the study programme <i>long field</i>
How does the HEI create sufficient conditions for the realisation of the right to education for individuals with special educational needs? Provide links to specific examples of the creation of such conditions within the SP (if any) <i>short field</i>
Demonstrate the existence of regulated anti-corruption policies, procedures for responding to cases of bullying, discrimination, sexual harassment, and other conflict situations, which are accessible to all participants in the educational process and are consistently adhered to during the implementation of the study programme <i>long field</i>
8. Internal quality assurance of the study programme
What document of the HEI regulates the procedures for the development, approval, monitoring, and periodic review of the SP? Provide a link to this document, which is publicly available on its website <i>short field</i>

How and with what frequency is the SP reviewed? What changes were made to the SP based on the results of the last review, and what was the rationale for them? <i>long field</i>
Demonstrate, with reference to specific examples, how students are involved in the process of periodic review of the SP and other quality assurance procedures, and how their proposals are taken into account during the review of the SP <i>short field</i>
How does student self-governance participate in the internal quality assurance procedures of the SP? <i>short field</i>
Demonstrate, with reference to specific examples, how employers, directly or through their associations, are involved in the periodic review of the SP and other quality assurance procedures <i>short field</i>
Describe the practice of collecting, analysing, and taking into account information regarding the career path and employment trajectories of SP graduates (specify if undergoing accreditation for the first time) <i>short field</i>
Demonstrate that the quality assurance system of the Higher Education Institution ensures a timely response to the results of monitoring the study programme and/or educational activities for the implementation of the study programme, particularly those conducted through stakeholder surveys <i>long field</i>
Demonstrate that the results of external quality assurance in higher education are taken into account in improving the SP. <i>long field</i>
Describe how members of the academic community are involved in the internal quality assurance procedures of the SP <i>short field</i>
Demonstrate that a culture of educational quality is being formed within the academic community of the Higher Education Institution <i>short field</i>
9. Transparency and publicity

What documents of the HEI regulate the rights and obligations of all participants in the educational process? How is their accessibility for participants in the educational process ensured?

short field

Provide a link to the webpage containing information about the HEI's publication of the relevant draft study programme for receiving comments and proposals from interested parties (stakeholders)

webpage address

Provide a link to the information about the study programme (the study programme in full, curricula, syllabi of academic disciplines, opportunities for students to form an individual study pathway) published on its website in open access, to an extent sufficient to inform the relevant interested parties and society

webpage address

10. Навчання через дослідження
To be completed only for the SP of the third (doctoral) level

Demonstrate that the content of the research-oriented (art-oriented) study programme ensures the complete preparation of doctoral students (adjuncts) for solving complex problems in the field of professional and/or research-innovation activity within the corresponding speciality (specialities) and/or field of knowledge (fields of knowledge), and the mastery of the methodology of scientific and pedagogical activity.

Short field

Demonstrate that the research (art-oriented) activity of doctoral students (adjuncts) corresponds to the research (creative) direction of the scientific (creative) supervisors.

Short field

Demonstrate the capacity of the HEI to form one-time specialised academic councils (one-time specialised councils for the award of the Doctor of Arts degree) for the attestation of doctoral students (adjuncts) enrolled in the relevant study programme.

Short field

Describe how the HEI organisationally and materially ensures opportunities for the execution of scientific research (creative projects) and the approbation of their results in accordance with the topics of doctoral students (adjuncts) (holding regular conferences, seminars, colloquia, concerts, performances, master classes, personal exhibitions, public presentations, providing access to the use of laboratories, equipment, information and computing resources, etc.).

Short field

Describe how the HEI ensures opportunities for the involvement of doctoral students (adjuncts) in the international academic community within the speciality, particularly through presentations at conferences, publications, concerts, performances, master classes, personal exhibitions, public presentations, participation in joint research (creative artistic) projects, etc.
Short field

Describe the existing practice of participation of the scientific (creative) supervisors of doctoral students (adjuncts) in research (creative artistic) projects whose results are regularly published, presented, and/or practically implemented.
Short field

Describe how the HEI ensures adherence to academic integrity in the professional activity of the scientific (creative) supervisors and doctoral students (adjuncts).
Short field

Describe how the HEI takes measures to prevent individuals who have committed violations of academic integrity from conducting scientific (creative) supervision.
Short field

10. Review of Feedback and Suggestions from the Previous Accreditation of the Study Programme

Information regarding the level of implementation of comments and recommendations from the last accreditation of the study programme (complete, partial implementation, justification for non-implementation of recommendations and elimination of drawbacks identified by the EP, the SEC, and NAQA).
long field

Assurance

We assure that all information provided in the study programme SER for post-accreditation monitoring and the attached documents is reliable.

We guarantee that the HEI will provide the necessary documents and additional information related to the study programme and/or educational activity under this study programme upon request from the SEC.

We consent to the processing and public disclosure of this study programme SER for post-accreditation monitoring, as well as all attached documents, in full, in open access.

Appendices:

Table 1. Information on mandatory ECs of the SP

Table 2. Summary information on the academic staff of the SP

Other documents that confirm the information provided by the HEI.

The document is signed with a qualified electronic signature/qualified electronic seal.

Head of the HEI

<Full Name of the Head of the HEI>

Appendix

Table 1. Information on the Educational Components of the SP

Title of the EC	Type of Component	Link to the HEI website where the syllabus or course work programme is posted	If the EC requires special material and technical and/or informational support, provide information about it*

**** Information is provided, as a minimum, regarding the availability of appropriate material and technical support, its sufficiency for the implementation of the SP; for equipment/apparatus – also the quantity, year put into operation, year of the last repair; for software – also the number of licences and the software version.***

Table 2. Information on Academic Staff

Full Name of the Lecturer	Position	Structural unit where the lecturer works	Information on the Lecturer's Qualifications	Research and teaching work experience	Disciplines taught by the lecturer on the SP	Justification of compliance with the EC (qualification, professional experience, publications)