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HAKA
Estonian Quality
Agency for Education

Institutional Accreditation Report

Lutsk National Technical University

August 2025

This report has been compiled in the framework of the project
Enhancement of the Higher Education Quality in Ukraine
funded by ESTDEV - Estonian Centre for International Development.

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1. Introduction

Institutional accreditation is an external evaluation in the course of which the Estonian Quality Agency for Education (hereinafter *HAKA*) shall assess the compliance of the management, administration, academic and research activity, and academic and research environment of universities and institutions of professional higher education (hereinafter *higher education institutions*), with the legislation as well as with the purposes and development plans of institutions of higher education. The purpose of institutional accreditation is to support the development of strategic management and culture of quality in higher education institutions, inform stakeholders of the outcomes of the main activities thereof, and enhance the reliability and competitiveness of higher education in Ukraine.

HAKA shall assess the compliance of the management, administration, academic and research activity, and academic and research environment of higher education institutions with the requirements by four assessment areas. The assessment areas are: Organisational management and performance (including the following sub-areas: General management; Personnel management; Management of financial resources and infrastructure); Teaching and learning (including the following sub-areas: Effectiveness of teaching and learning, and formation of the student body; Study programme development; Student academic progress and student assessment; Support processes for learning); Research, development and/or other creative activity (RDC) (including the following sub-areas: RDC effectiveness; RDC resources and support processes; Student research supervision and doctoral studies); Service to society (including the following sub-areas: Popularisation of core activities of a higher education institution and the involvement of an institution of higher education in social development; Continuing education and other educational activities for the general public; Other public-oriented activities).

Institutional accreditation was conducted based on the regulation Conditions and Procedure for Institutional Accreditation in Ukraine approved by HAKA Quality Assessment Council for Higher Education as of 2.07.2024.

The institutional accreditation of the Lutsk National Technical University (LNTU) took place in June 2025. The Estonian Quality Agency for Education (HAKA) together with National Agency for Higher Education Quality Assurance (NAQA) composed an international expert panel, which was approved by the higher education institution. The composition of the panel was thereafter approved by the order of HAKA director.

The composition of the expert panel was as follows:

Kristiina Tõnnisson (Chair)	Head of the Johan Skytte Institute of Political Studies, University of Tartu (Estonia)
Birgit Vilgats (Secretary)	Director of Baltic Film, Media and Arts School, Tallinn University (Estonia)
Georgii Lopatenko	Associate professor, Dean of the Faculty of Health Physical Education and Sport, Borys Grinchenko Kyiv Metropolitan University (Ukraine)
Lauri Tabur	Public governance and education sector reform expert, former Rector of Estonian Academy of Security Sciences (Estonia)

Mykola Trehub	Vice-Rector for Educational Innovations, Kyiv School of Economics, professor of the Department of Geodesy, Dnipro University of Technology (Ukraine)
Polina Hombalevska	Student member of the Panel, President of national students' union of Ukraine – Ukrainian Association of Students - UAS (Ukraine)

Assessment process

The assessment process was coordinated by HAKA and NAQA staff – Dr Liia Lauri and Ms Oleksandra Osiiuk.

The work of the assessment panel in Ukraine started on March 4, 2025 with an introduction to the Higher Education System in Ukraine as well as the assessment procedures by HAKA.

On the meetings of the Panel on April 11 and on May 7, members of the team agreed on the division of responsibilities, the overall questions and areas to discuss with each group during the site visit and to a detailed schedule for the site visit.

During three days, from Tuesday, June 3 to Thursday, June 5, 2025, meetings were held with representatives of the Lutsk National Technical University as well as external stakeholders. The site visit took place in hybrid format.

The findings of the panel were discussed in detail in panel meetings and were compiled in the current assessment report.

In finalising the assessment report, the panel took into consideration comments made by the institution. The panel submitted the final report to HAKA on 31.07.2025.

Information about the Lutsk National Technical University

Lutsk National Technical University (LNTU) is a prominent Ukrainian state university with a strong focus on technical, economic, social, and humanitarian education. Founded in 1966 and granted national university status in 2008, LNTU now educates over 11,000 students across seven faculties and three colleges: Kovel Industrial and Economic Applied College, Technical Applied College in Lutsk, and Liubeshiv Technical Vocational College. The faculties are: Faculty of Architecture, Construction and Design; Faculty of Digital, Educational and Social Technologies; Faculty of Business and Law; Faculty of Economics and Management; Faculty of Engineering; Faculty of Transport and Mechanical Engineering; and Faculty of Agroengineering. The university's mission is to become an innovative "growth pole" of the Volyn region by promoting integration across education, science, business, and government.

Strategically, LNTU aims to create a competitive, inclusive, and innovation-driven educational environment. A central component of this strategy is the university's digital transformation: the institution has developed a modern digital campus, including an ERP system, Moodle-based e-learning environment, digital library repository, Automated Educational Management System (AEMS), and internal platforms for document management also to contribute to the quality assurance of teaching, learning and management of the university. These tools enhance coordination, student support, and academic monitoring. LNTU also maintains a robust internal quality assurance system, which supports continuous development and prepares the institution for external accreditation processes.

LNTU places strong emphasis on internationalisation, offering double degree programmes, student and staff exchanges, joint research projects, and participation in international networks and conferences. The university also maintains close cooperation with external stakeholders, including industrial enterprises, government bodies, and community organisations. These partnerships result in practical student training, real-world project implementation, and startup development. During wartime, the university has further reinforced its societal role through volunteer initiatives, humanitarian efforts, and support for veterans and the Armed Forces of Ukraine, demonstrating its commitment to both national resilience and global academic engagement.

Main impressions of the self-evaluation report and the visit

The self-evaluation report (SER) prepared by LNTU is comprehensive, nicely structured, and well-aligned with the institutional accreditation framework. It both demonstrates understanding of the standards and expectations of higher education quality assurance as well as reflects a coordinated institutional effort. SER offers a detailed overview of the university's governance, educational provision, research, and societal engagement. It highlights both strengths and areas in need of development. Notably, the document provides numerous examples of data-informed planning and decision-making, especially in the context of resilience during wartime. It identifies areas for improvement and pairs them with concrete development actions. The report presents strategic alignment, internal quality assurance structures, and performance indicators (KPIs).

The preparation process was inclusive and collaborative, involving diverse stakeholder groups. This was evident from the level of ownership demonstrated by staff and students during the site visit.

Also, the site visit was well-organised, with an open and welcoming atmosphere. All scheduled meetings took place as planned, and the university community was highly engaged throughout the discussions. The openness of dialogue and low hierarchical distance (e.g., initiatives such as “Coffee with the Rector”) created a sense of trust and mutual respect. Most facilities were in great condition, contributing to a positive impression of the university's learning environment.

Particularly noteworthy were the university's efforts to serve the local community during a time of national crisis. The motto “from innovation to usefulness”—frequently referenced during the visit—encapsulates LNTU's strong civic mission and commitment to societal needs.

In conclusion, the SER and the visit jointly reflect a university that is motivated and steadily advancing despite a complex external environment. The team observed a high degree of institutional resilience, student engagement, and a strong sense of mission—elements that collectively underpin LNTU's culture and its potential for further development.

Summary of the institutional accreditation findings

General Findings

LNTU is a resilient and mission-driven institution. The university has maintained operational continuity and strategic direction across all four core areas assessed—management, teaching and learning, research and development (RDC), and service to society—while responding to the pressing demands of wartime Ukraine. This section outlines the main strengths and areas for improvement identified across the assessment, serving as the foundation for the summary judgement in the table below.

In the area of management, LNTU benefits from a structured and stable governance system, supported by a clear division of responsibilities among the Rectorate, Vice-Rectors, deans, and departments. Strategic planning is guided by the university's Development Strategy (2021–2026), which includes measurable key performance indicators (KPIs). Formal internal quality assurance structures are in place, and planning processes are regularised. However, the internal evaluation system is not yet fully integrated across all domains, and the culture of evidence-based decision-making is not consistently embedded in all units. Stakeholder participation, while structurally foreseen, often takes place too late in key processes to influence their direction. Some KPIs, particularly in education and internationalisation, have already been exceeded, suggesting the need for updated, more ambitious targets in the upcoming strategic period.

Teaching and learning is one of LNTU's strongest areas, with programmes aligned to labour market needs, good use of digital platforms, and increasing international academic mobility. The university provides structured procedures for programme development and monitoring, including employer input and external evaluations. However, the early and meaningful involvement of students and stakeholders in programme design remains limited. Graduate feedback mechanisms exist but are weakened by low participation, and student support services—particularly in the area of career guidance—are not yet fully developed. While distance learning is available, the quality of e-learning content and support for academic staff varies across departments.

In the area of research and development, the university has demonstrated notable achievements in research output, international publishing, and infrastructure development. New research centres have been established, and internal funding mechanisms are available. At the same time, national research funding remains limited, and research support structures are fragmented. The institution lacks comprehensive quality assurance for research processes, including supervision quality, doctoral progression monitoring, and infrastructure coordination. A more strategic approach to talent management and administrative support for international projects would strengthen the research environment further.

Service to society is an area where LNTU demonstrates strong commitment, particularly through community engagement and regional cooperation. The university plays an active role in supporting civil society through volunteerism, social initiatives, and collaboration with local authorities. However, these efforts are not yet systematically embedded in the university's strategic planning or quality assurance system. Lifelong learning and continuing education are

underdeveloped, and there is no institutional framework to coordinate or evaluate third-mission activities. The university's potential in this area could be better realised through structured planning, performance monitoring, and resource allocation.

In summary, LNTU shows institutional strength and commitment across all core areas, with particularly good performance in teaching and digital transformation. The university has established a formalised management and quality assurance system and is actively engaged with its community. To move forward, LNTU should focus on strengthening quality assurance across all domains, enhancing stakeholder co-creation, and embedding the third mission and research support more fully into institutional structures and strategies.

Commendations

Organisational Management and Performance

- The Panel commends LNTU for maintaining a stable and operationally functional management structure despite ongoing wartime disruptions. The university demonstrates a clear allocation of responsibilities, and its strategic planning is well-documented and monitored.
- The implementation of institution-wide digital solutions, including the internally developed Academic Management System and performance monitoring tools, reflects a self-sufficient approach to digital transformation under resource constraints.
- LNTU's inclusive governance culture, marked by participatory decision-making and collegial structures, supports institutional stability and trust.

Teaching and Learning

- The university is commended for aligning its study programmes with labour market needs and implementing structured programme monitoring procedures supported by internal regulations.
- LNTU has achieved strong results in international academic mobility for both students and staff, exceeding its stated KPI targets and actively participating in international cooperation networks.
- The development and use of digital platforms for teaching and academic management, including Moodle, e-testing, and internal portals, have enhanced flexibility and transparency in the learning process.

Research, Development and/or Creative Activities (RDC)

- The university has successfully increased its research output, particularly in peer-reviewed international publications, and has established new research centres to support interdisciplinary collaboration.
- The engagement of students and young researchers in research activities is supported by internal funding schemes, motivation mechanisms, and research competitions.

- LNTU's progress in building research infrastructure and fostering international scientific collaboration reflects a commitment to strengthening its research capacity over the long term.

Service to Society

- The Panel commends the university's civic engagement and strong regional anchoring, including cooperation with local authorities, support for civil society, and community-oriented services such as legal clinics and psychological support initiatives.
- LNTU's response to wartime challenges through community support, volunteer initiatives, and inclusive access measures demonstrates an outstanding institutional commitment to social responsibility.
- The university has developed functional mechanisms for stakeholder cooperation in programme advisory boards and faculty-level employer councils, which strengthen the relevance of its academic offerings.

Worthy of Recognition

- Institutional resilience and civic mission during wartime. LNTU has shown exceptional commitment to continuity, community support, and societal responsibility despite operating under extreme national circumstances. The university's social initiatives, including psychological services, legal counselling, and support for displaced and vulnerable groups, reflect values-based leadership and serve as an example for other institutions.
- Staff international mobility performance. The university has significantly exceeded its targets for academic staff international mobility, demonstrating a proactive and well-supported approach to internationalisation, even in a constrained operating environment.
- Internal digital infrastructure development. LNTU's in-house creation of digital platforms—such as the Academic Management System, e-testing platform, and student/teacher portals—demonstrates initiative, technical capacity, and institutional self-reliance in advancing digital transformation.
- Interdisciplinary student engagement in research. Through the promotion of student-led research, grant schemes, and scientific competitions, LNTU has created a vibrant research culture among early-career scholars, integrating them meaningfully into institutional R&D.

Areas of concern and recommendations

Organisational Management and Performance

- Internal evaluation is narrowly focused on teaching and learning. The university's quality assurance system is formally established, but internal evaluation of strategic management, support services, and broader institutional performance remains limited. Recommendation: LNTU should expand the scope of its internal evaluation to include

governance, human resource development, infrastructure, and societal engagement. Evaluation outcomes should inform institutional planning and budgeting processes.

- Quality culture is not yet embedded across all levels. While relevant internal regulations exist—such as policies for programme monitoring and staff appraisal; and university has implemented the Strategy for the Development of the Internal Quality Assurance System, their application is inconsistent across faculties and administrative units. Furthermore, despite the fact that quality assurance processes are developed for all areas, in practice they are primarily focused on educational activities, and systematic, evidence-based decision-making is not yet embedded in all areas of institutional management.

Recommendation: Strengthen the institutional culture of quality by developing internal regulations that define quality assurance procedures across all functional areas, not just education. Introduce internal quality audits with follow-up processes and provide targeted training for middle management on data-driven planning and KPI interpretation. To ensure accountability, link the outcomes of QA processes—such as audit results and feedback implementation—to the performance evaluations of academic and administrative units. These steps will help embed consistent quality practices and evidence-based decision-making throughout the university.

- Fragmentation in survey coordination and data use. LNTU uses for surveys mostly its own developed portal, external stakeholders are surveyed using Google Forms. Though results are discussed at various levels and there are certain practices and policies in place, the conducted surveys are not always consolidated or acted upon effectively. Recommendation: Put more emphasis on practical feedback management and practical follow-up mechanisms to close the feedback loop.
- Some KPIs are no longer developmentally relevant. Several indicators have been significantly overachieved well before the end of the strategic period, suggesting that the initial targets were not sufficiently ambitious. Others no longer reflect the university's evolving priorities, particularly in areas such as internationalisation and third mission activities.

Recommendation: LNTU should revise its KPI framework already during the current development plan period if indicators are clearly achieved ahead of schedule. This mid-cycle adjustment would help maintain strategic relevance and momentum. In preparing the next development strategy, the university should set more ambitious, forward-looking KPIs that reflect institutional transformation and evolving goals in research, international engagement, and societal impact.

Teaching and Learning

- Limited involvement of students and employers in early curriculum development. Engagement tends to occur in later stages, reducing its impact on programme design. Recommendation: Formalise mechanisms for involving students and external stakeholders from the initial phase of programme planning and renewal.
- Graduate feedback remains underutilised. Response rates are low, and links between feedback and curricular decisions are not always documented. Recommendation: Improve the graduate feedback system through targeted outreach,

integrated alumni platforms, and transparent reporting on how feedback is used for improvement.

- Uneven development of e-learning content and support. While digital platforms are in place, the structure and quality of e-courses vary significantly. Recommendation: Establish university-wide standards for e-course design and provide academic staff with pedagogical and technical support to ensure consistency and quality.
- Career counselling is fragmented and oriented toward information-sharing than personalized guidance. There is limited structured efforts to assess students' individual interests, strengths, and career aspirations, or to provide tailored advice to support informed career decision-making.

Recommendation: Develop a comprehensive career service offering diagnostics, one-on-one guidance, employer networking, and tracking of graduate employment

Research, Development and/or Creative Activities (RDC)

- RDC support services require further development and coordination. While some structures and mechanisms are in place—such as internal funding schemes and participation in international projects—administrative and legal support for researchers, particularly in managing international collaborations, remains limited and uneven across the institution. A more centralised and strategically coordinated approach would enhance the overall effectiveness of research support. Recommendation: Strengthen central research support units with clearly defined roles, increased staffing, and targeted training in project management, funding, and IP regulation.
- Quality assurance in research processes is not systematic. There is no formal mechanism for evaluating supervision quality, doctoral progression, or infrastructure usage. Recommendation: Introduce research-specific QA processes, including feedback loops for doctoral students, infrastructure sharing policies, and supervision evaluation tools.
- Talent attraction and research career development lack strategic coordination. The focus is mostly on entry-level researchers, with limited pathways for senior talent development. Recommendation: Develop a long-term researcher development strategy that includes competitive recruitment, mentoring schemes, and performance-based incentives.
- Low success in attracting national research funding. While internal output has improved, external competitive grant income remains limited. Recommendation: Introduce internal grant writing support, encourage interdisciplinary project teams, and actively support participation in national and international research calls.

Service to Society

- The third mission is not structurally embedded. Despite active community engagement, societal service is not integrated into institutional planning or evaluation. Recommendation: Explicitly include service to society in the new development strategy and define key indicators to monitor progress and impact.

- **Continuing education is decentralised and strategically not focused.** The university lacks a coordinated approach to lifelong learning, despite its strategic importance. Recommendation: Establish a system with clearly defined responsibilities to coordinate offerings, support programme design, **manage resources** and liaise with external partners.
- Impact monitoring of societal initiatives is limited. While many valuable initiatives exist, their outcomes and long-term effects are not tracked. Recommendation: Develop tools and procedures for evaluating societal engagement activities, including stakeholder satisfaction surveys and impact indicators.

ASSESSMENTS BY ASSESSMENT AREAS:

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
Organisational management and performance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching and learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research, development and/or other creative activities (RDC)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to society	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Assessment across assessment areas and sub-areas

2.1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE

2.1.1. General management

Requirements:

- A higher education institution has defined its role in the Ukrainian society.
- The development plan and the related action plans of a higher education institution arise from the concrete purposes that are built on its mission, vision and core values, and that consider the country's priorities and society's expectations.
- Key results of a higher education institution have been defined.
- The leadership of a higher education institution conducts the preparation and implementation of development and action plans and involves the members and different stakeholders.
- Liability at all management levels has been defined and described, and it supports the achievement of institutional purposes and the coherent performance of core processes.
- Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.
- The higher education institution has defined the quality of its core and support processes, and the principles of quality assurance. In the higher education institution, internal evaluation supports strategic management and is conducted regularly at different levels (institution, units, study programmes).
- The higher education institution has defined its principles for academic ethics, has a system for disseminating them among its members, and has a code of conduct including guidelines for any cases of non-compliance with these principles. The higher education institution has a functioning system for handling complaints.

Evidence and Analysis

LNTU operates under a structured management system led by a Rector, elected for a five-year term, who is responsible for the university's overall activities, development, and strategic decisions. The Rectorate, comprising the Rector, Vice-Rectors, Deans, and Heads of departments, oversees educational and scientific research activities, ensuring high academic quality.

The university's structure is broadly divided into academic, administrative, and support components. Vice-Rectors are responsible for specific strategic areas, such as education, research, digital transformation, and partnerships. The academic component consists of seven faculties, each managed by a dean. Faculties combine departments for teaching, research, and student education. Departments serve as fundamental units for educational, methodological, and research activities within specific specialities.

Strategic management at LNTU is guided by its Development Strategy for 2021–2026, which outlines the university's mission, vision, objectives, and key action areas. This strategy, approved by the Academic Council with input from various stakeholders, defines values, goals, and key performance indicators (KPIs) that are monitored annually starting from the overall Strategy and up to individual unit action plans. During the panel meeting there were discussions that a new strategy is already under development by the initiative group. The new strategy will be based on the results of the previous performance considering current demands of the war period in Ukraine (SER p.12).

LNTU demonstrates a suitable approach to internal and external communication, which is integrated into its general management framework. Internally, the university fosters a culture of openness and low hierarchy, as evidenced by inclusive initiatives such as “Coffee with the Rector,” and utilizes various digital platforms—including student and staff portals, automated educational management systems, and electronic document management tools. Externally, LNTU communicates its societal role and strategic priorities through comprehensive stakeholder engagement, including employers, alumni, and regional authorities. Marketing and image-building efforts are supported by the university's positive performance in international mobility, digitalisation, and societal engagement during wartime, all of which enhance its reputation as a resilient and future-oriented institution. Nonetheless, the expert panel noted that while multiple communication tools and surveys are in use, the consolidation of feedback results and systematic follow-up actions could be improved to maximise their strategic impact.

The role of HEI strongly correlates with the third mission of higher educational institutions and is described in the Development Strategy of LNTU for 2021-2026: “Formation of a highly educated and nationally conscious generation of Ukrainian citizens by providing conditions for self-realization of students and employees in the process of their joint educational, scientific and innovative activities, high-quality training of highly qualified specialists-leaders in the field of transport, production and technology, construction, architecture and design, agrarian sciences and ecology, educational and food technologies, mechanical and electrical engineering, digital, computer and information technologies, automation and electronics, instrumentation and telecommunications, management and administration, mathematics and statistics, social security, psychology and pedagogy, humanities and social and behavioural sciences, journalism, civil security, service industry, international relations and law.” (Development Strategy for 2021–2026, p. 3). This mission clearly fits the roles of LNTU in society. We would like to focus on the educational, scientific, innovational and managerial roles.

The educational role: LNTU achieves this by developing a robust internal quality assurance system, implementing digital technologies for educational management and distance learning, promoting academic integrity, and actively combining theoretical knowledge with practical application through cooperation with businesses and dual education. The university emphasizes the introduction of innovative teaching methods, updates educational programs based on labour market demands and stakeholder needs, fosters international certifications, supports distance learning, aims to improve foreign language proficiency, and organizes student competitions. These efforts collectively position LNTU as an institution dedicated to providing modern, high-quality education that is responsive to the needs of students, the economy, and society (Development Strategy for 2021–2026, p. 4).

The scientific role: is centered on developing and enhancing its research potential and output. LNTU focuses on securing funding for scientific work, aligning research with educational

programs, and building research infrastructure. The university is committed to increasing its scientific visibility and impact through publications in international databases, commercialization of results, expanded international collaboration, and improving research facilities. LNTU also plays a role in developing scientific publications, supporting the training of scientific personnel through dissertation councils and postgraduate programs, engaging students and young scientists in research, and fostering scientific activity through motivation systems, professional development, internal grants, and the organization of scientific competitions. These efforts aim to contribute to scientific advancement and integrate research into both the academic environment and the wider society (Development Strategy for 2021–2026, p. 5).

The innovational role: is focused on creating a supportive ecosystem for developing and commercializing innovative products and research outcomes. This involves establishing modern research infrastructure like laboratories, centers, and clusters, often in collaboration with international partners, to produce joint innovative products and facilitate the commercialization of scientific results. LNTU utilizes a business incubator to promote innovative products, facilitate technology transfer, support startups, and provide intellectual property protection. The university also leverages external resources, attracts international technical assistance and grants, implements incentive systems for innovative activities, and prioritizes the development of energy efficiency as a key area. These efforts collectively highlight LNTU's commitment to driving innovation, fostering entrepreneurship, and contributing to societal advancement through the application of scientific knowledge.

The managerial role: is characterized by a commitment to modernizing its governance and operations. This involves adopting democratic principles in leadership selection, implementing an integrated digital management system, and empowering colleges with greater autonomy. The university emphasizes transparency, objectivity, and collegiality in strategic decision-making, incorporating feedback from staff, students, and employers. LNTU also focuses on optimizing its organizational structure, enhancing cooperation with oversight bodies, improving communication and feedback mechanisms, and creating supportive frameworks for academic mobility. These managerial practices aim to ensure effective, transparent, and stakeholder-oriented leadership that enables the university to fulfil its broader roles in education, science, and innovation within society (Development Strategy for 2021–2026, p. 6).

LNTU tracks its performance through KPIs across several strategic areas, demonstrating strong progress towards its goals, particularly in Teaching and Learning, and Research. Digital Transformation initiatives are actively underway with several key systems already launched.

LNTU has successfully met or exceeded its goals in all listed teaching and learning areas (SER, p. 14, table 4):

- English-taught hours: 8.81% achieved against a 6% goal.
- Multimedia-equipped lecture rooms: 63% achieved against a 55% goal (compared to 2020).
- Academic staff international mobility: 16.3% participation achieved against a 5% goal.
- Student international mobility: 2.5% participation achieved against a 2% goal.
- Total annual educational revenue: 408.7 million UAH achieved against a 300 million UAH goal.
- LNTU has also largely succeeded in its research goals, with one area still needing improvement:

- Expenditures on upgrading research and laboratory equipment: Increased by 11.6 million UAH, exceeding the goal of +2.0 million UAH compared to 2020.
- Research and Development (R&D) funding from national budget (competitive selection): This goal was not achieved, with a target of 30% increase compared to 2020.
- Establishment of research centres and innovative research structures: Achieved 3 units, meeting the goal of 3 units.
- Research articles published per faculty member per year: 3.87 articles achieved against a 2.0 goal.
- Cumulative h-index: Achieved 55 against a 50 goal.
- LNTU has made significant progress in its digital transformation, completing several key system developments:
- University-wide Automated Educational Management System: Achieved (completed in 2024).
- Student Web Portal & Teacher Web Portal: Achieved (completed in 2024).
- University's "Testing" system (own development): Achieved (completed in 2023).
- Faculty Performance Ranking System (own development): Achieved (completed in 2021).
- Electronic document management system: 27% complete (goal 2026).
- E-University (MyLNTU): 10% complete (goal 2028).

Such high results are likely the result of collaborative management of the university but also may suggest a potential mismatch in the targeted KPI's. It can be assumed that some KPIs might be reprocessed for the future period of strategical development of the LNTU.

LNTU aims to prepare graduates with practical technical skills, responsible leadership abilities, creativity, entrepreneurship, self-management, and teamwork skills. They are prepared to contribute significantly to Ukraine's economic development and reconstruction, and are competitive in the international labour market. Concurrently, LNTU conducts research specifically geared towards driving innovation and fostering economic growth within Ukraine. The university's governance approach is described as inclusive and values-based. LNTU operates with a strong strategic focus, aligning its priorities with national and regional development plans, including the Regional Development Strategy of Volyn Region until 2027, the Ministry of Education and Science's Strategic Plan until 2027, and the Cabinet of Ministers' priorities emphasizing innovation and new thinking in education (SER, p. 13).

In addition to academic and research focus, the university places significant emphasis on the development and enhancement of its essential support services. These encompass critical functions such as IT support, human resources management, marketing, administration, and various other services that are fundamental to ensuring the effective and seamless operation of the entire institution. Through this proactive and comprehensive engagement with all stakeholders — including students, alumni, employers, and staff — LNTU steadfastly commits to the continuous improvement of its educational processes, thereby ensuring its consistent responsiveness to modern challenges and the evolving needs of society.

LNTU's quality assurance system reflects a commendable institutional commitment to continuous improvement, but the university needs to strengthen the coherence, practical application, and effectiveness of its procedures to ensure that quality assurance not only supports compliance but also drives meaningful academic and institutional development.

The university has established a formal internal quality assurance structure, which includes the Quality Council, Academic Council, and various Educational and Methodological Councils at institutional and faculty levels. These collegial bodies are tasked with overseeing strategic development and ensuring alignment with national standards. Based on the site visit, it became evident that these bodies do not function merely as formal compliance structures, but also contribute to quality enhancement through ongoing discussions and inclusive decision-making.

A notable development has been the creation of the Department of Educational Quality Assurance, Licensing, and Accreditation in 2021, alongside the adoption of an Internal Quality Assurance Policy. This institutional move demonstrates formal commitment but requires continued effort to embed its principles systematically across faculties and programmes.

At faculty level, deans, programme leaders, and teaching staff are formally responsible for the implementation of quality processes. While structures are in place, there remains a gap in consistent practice and follow-through—particularly in translating feedback from monitoring and stakeholder engagement into demonstrable changes in teaching and learning. Study programme advisory boards and employer councils exist and are formally involved, yet their influence is still concentrated in later stages of programme cycles rather than in early development or strategic planning.

Although LNTU emphasizes external stakeholder engagement, this remains uneven and underutilized. For instance, graduate feedback is systematically collected but suffers from low response rates, and student involvement in programme design is limited. Employers are engaged mainly at the level of curriculum relevance and internships, but broader input into quality assurance mechanisms appears ad hoc rather than strategic. To fully benefit from these partnerships, the university must move beyond formal inclusion to meaningful, co-creative collaboration.

In sum, the institutional framework for quality assurance is in place and shows potential. However, real impact will depend on deepening the culture of quality across all academic units, ensuring consistent stakeholder involvement from the outset, and enhancing the use of evidence and feedback to close the quality loop in a systematic and transparent manner.

Although LNTU formally positions students as central to the development and improvement of its study programmes, their actual involvement in the early stages of programme design—such as needs analysis, formulation of learning outcomes, and curriculum structure—remains limited. LNTU maintains a structured process for the regular monitoring and revision of its study programmes (Regulation No. 760, On Study Programmes, Edition 05), which incorporates feedback primarily from academic staff and external stakeholders, such as employers and professional bodies. However, student feedback is typically considered only at later stages or through satisfaction surveys, which limits the authenticity of co-creation. To enhance programme relevance and responsiveness, the university is encouraged to systematically involve students earlier in the curriculum development cycle through mechanisms such as focus groups, student representation in curriculum committees, participatory workshops during the concept phase, and structured consultations before draft curricula are finalised. This would ensure that student perspectives are embedded from the outset and not retrofitted after key decisions have already been made.

The monitoring process follows clearly defined stages, beginning with a SWOT analysis of the existing programme. Proposed changes—initiated by programme leaders—draw on prior accreditation feedback and suggestions from staff and advisory boards. Draft revisions are then reviewed by study programme advisory boards and discussed at department meetings.

For transparency, LNTU publishes programme drafts on its official website for public consultation, particularly in the case of new programmes. However, the practical effectiveness of this step in soliciting meaningful student input remains limited. Following consultation, the revised programme proceeds through review by the Faculty Quality Committees, Quality Council, and Educational and Methodological Council, before final approval by the Academic Council and official publication.

While the framework for programme design and revision is well established, its full potential can only be realised by strengthening student participation—not only as recipients of education but as active contributors to its development.

LNTU places significant emphasis on learning from past experiences, particularly through a analysis of the results derived from previous study programme accreditations. The University reviews the expert reports and specific recommendations issued by the National Agency for Quality Assurance. These insights are considered and strategically integrated when formulating future improvement strategies for the university's educational offerings.

Self-assessment is an indispensable component of LNTU's quality assurance framework, serving as a tool for systematically identifying areas for potential enhancement across the educational process, institutional management, and aspects of students' lives. Through regular administrative reviews, the university consistently analyses the effectiveness of its curricula, evaluates course performance, and gauges student satisfaction levels. Demonstrating its proactive engagement with quality assurance, LNTU participated in the NAQA experiment on post-accreditation monitoring of study programmes in 2024, a testament to its commitment to external validation. This participation yielded a positive outcome, with the Bachelor's programme in Finance, Banking, and Insurance successfully passing the external post-accreditation monitoring.

While LNTU demonstrates a formal commitment to stakeholder feedback, the extent to which this input drives tangible change remains uneven. The university has implemented several mechanisms to collect feedback from students, graduates, staff, and employers, with the aim of supporting quality enhancement in teaching, learning, and support services. However, the quality assurance system as a whole remains primarily focused on the educational process, with limited evidence of a systematic approach to defining and evaluating the quality of core and support processes beyond teaching. Key feedback mechanisms include (SER, p. 16–17):

- Systematic student surveys conducted once per semester, aimed at evaluating the quality of the educational process. While the results are reviewed by programme advisory bodies and summarised in annual reports, the link between survey findings and concrete programme improvements is not always evident.
- Graduate surveys that assess satisfaction with the educational process and graduate preparedness. Participation rates in these surveys have been notably low, which weakens their analytical utility and the reliability of conclusions drawn.

- Employer surveys conducted via faculty employer councils, which are meant to inform programme relevance and alignment with labour market needs. While valuable in principle, their influence on the strategic development of study programmes appears limited.
- Staff satisfaction surveys, conducted biennially, addressing management, support, development opportunities, and working conditions. However, there is little evidence that survey findings lead to institution-wide changes, especially in workload management or staff motivation frameworks.

Although internal evaluation mechanisms exist, they are concentrated within the study domain, and it is not sufficiently clear how they support strategic management across all key institutional areas. The quality culture does not yet comprehensively extend to management, research and development (RDC), or service to society, which remain underrepresented in the quality assurance framework. To align with the expectations of institutional accreditation, the university should adopt a more integrated and systematic approach—ensuring that quality assurance principles and regular evaluation practices are embedded not only in academic programmes, but also in governance, research activities, and public engagement.

LNTU adheres to fundamental academic ethics principles derived from the European Charter for Researchers and the ALLEA Code of Conduct (2018), formalized in the Code of Ethics and other public regulatory documents. The university fosters academic integrity by supporting staff and students in ethical challenges, establishing an Ethics and Academic Integrity Committee for complaints and appeals, and conducting awareness seminars through its Quality Assurance Department. LNTU is also a member of the European Network for Academic Integrity (ENAI), contributing to educational materials.

For plagiarism detection, LNTU utilized Unicheck until 2024 and now employs StrikePlagiarism.com, with established instrumental check procedures for all academic and published works.

The university actively manages conflicts of interest, with management submitting annual financial disclosures. Anti-corruption efforts are led by an Authorized Person and supported by an annually updated Comprehensive Action Plan, an Institutional Anti-Corruption Programme (2023), and an Anti-Corruption Committee (2023). Anonymous surveys are conducted to identify potential illicit benefits.

LNTU provides confidential reporting mechanisms, including boxes and an online form. The Authorized Person also organizes campaigns to raise awareness against discrimination, harassment, and bullying, ensuring a safe and violence-free educational environment for all participants.

Conclusion

LNTU operates under a structured and strategically guided management system, led by an elected Rector and supported by Vice-Rectors responsible for key domains such as education, research, and digitalisation. The institutional framework is grounded in the Development Strategy 2021–2026, which outlines the university's mission and defines its educational, scientific, innovational, and managerial roles. These roles are reflected in LNTU's efforts to modernise teaching, enhance

research capacity, promote innovation through partnerships and infrastructure, and ensure transparent, participatory governance.

The university has demonstrated progress in meeting key performance indicators, particularly in teaching, mobility, digital systems, and research outputs. However, certain KPIs—especially in national research funding—remain unmet, and some targets appear insufficiently ambitious. Although LNTU’s quality assurance framework is well formalised, it remains focused primarily on the study process. Student involvement in early programme design stages is still limited, and feedback mechanisms—though in place—are unevenly utilised and rarely lead to clearly documented improvements. Broader institutional areas such as research, governance, and societal engagement are not yet fully integrated into the quality system.

While stakeholder surveys (students, graduates, employers, staff) are regularly conducted, low participation and limited follow-up reduce their impact. A stronger culture of quality would require systematic evidence use across all levels, early and meaningful stakeholder co-creation, and greater alignment of internal evaluation with strategic management. LNTU also upholds academic integrity and anti-corruption principles, but further attention is needed to embed quality thinking across all institutional functions—not just within education.

Strengths

- LNTU operates under a clearly defined and well-structured governance model, with responsibilities allocated across academic, administrative, and support units, ensuring coordinated institutional functioning.
- LNTU demonstrates strong performance in achieving or exceeding several key indicators in the areas of teaching and learning, internationalisation, and digital transformation, including notable growth in academic mobility and research outputs.
- The university has established an internal quality assurance system, including dedicated structures (e.g., Quality Council, Department of Educational Quality Assurance), which reflect a formal institutional commitment to continuous improvement.
- Academic integrity and ethics are actively promoted through established codes, awareness activities, and external affiliations (e.g., ENAI), supported by functioning mechanisms for reporting and resolution.
- The university’s digital management systems—such as student and staff portals, automated testing, and internal performance ranking tools—are evidence of a clear commitment to institutional modernisation.

Areas of concern and recommendations

- Key performance indicators (KPIs) are in place and appear to support the university’s improvement efforts. However, the current numerical targets are set too low and should be revised. The expert committee recommends a comprehensive review and recalibration of KPIs within the framework of the new development strategy. These revised KPIs should be more ambitious and challenging, better aligned with the university’s evolving capabilities and strategic goals—particularly in light of the current wartime context.
- Progress on long-term digital transformation projects — specifically the Electronic Document Management System (currently 27% complete, with a target year of 2026) and

the E-University platform (MyLNTU) (10% complete, target year 2028)—is advancing more slowly than anticipated. The expert committee recommends allocating additional dedicated resources and accelerating implementation timelines to ensure the timely completion of these critical digital infrastructure initiatives.

Opportunities for further improvement

- While LNTU manages conflicts of interest and academic integrity, the self-evaluation report and panels highlight the continuous challenge of upholding these principles in a dynamic environment, requiring constant vigilance and adaptation. Beyond current measures, implement regular, interactive training workshops on academic integrity and conflict of interest for all staff and students, focusing on practical case studies and fostering a proactive culture of ethical behaviour rather than just reactive enforcement.

2.1.2. Personnel management

Requirements:

- The principles and procedures for employee recruitment and development arise from the objectives of the development plan of a higher education institution and ensure academic sustainability.
- When selecting, appointing and evaluating members of the academic staff, their past activities (teaching, RDC, student feedback, etc.) are taken into account in a balanced way and are in compliance with Resolution of the Cabinet of Ministers of Ukraine dated 30.12.2015 №1187 On Approval of the Licensing Conditions of the Implementation of the Educational Activity.
- The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.
- Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.
- Employees participate in international mobility programmes, cooperation projects, networks, etc.

Evidence and Analysis

LNTU's approach to employee recruitment and development is strategically aligned with its Development Strategy for 2021-2026 and Human Resources Development Strategy, aiming to form, preserve, and continuously develop its academic and support staff, thereby ensuring academic sustainability. As an employer, LNTU fosters an environment where staff can realize their full potential in teaching, research, and administration, emphasizing equal opportunities and diversity. In return, academic staff are expected to engage in international work, continuous self-improvement, and active participation in research and teaching (SER, p. 20).

The university employs a structured academic career management system, defining position requirements and terms in accordance with the "Higher Education Institution Teacher" professional standard and Regulation No. 781. Promotion to titles like Associate Professor or

Professor is based on certification and transparent, collective decisions at Academic Council meetings, following departmental and faculty recommendations. Although the university experienced a decrease in academic staff in 2022 due to the full-scale invasion and pandemic, although a positive growth trend has been observed in 2023-2024, indicating LNTU's adaptability in a challenging labour market.

Recruitment for all vacant and regular academic positions is conducted through a public, open competitive selection process outlined in Regulation No. 781. This process involves a selection committee, public announcements, submission of documentation by applicants (including qualifications, experience, and publications), and a thorough review against criteria such as scientific degree, academic title, professional development, and compliance with licensing requirements. Candidates undergo self-presentations and secret voting at departmental and faculty levels, with final appointment decisions for senior roles made by the Academic Council and for junior roles by the faculty's academic council. This structured approach ensures the selection of highly competent candidates, contributing to LNTU's improved image as an employer. Despite challenges posed by martial law and a national workforce shortage, LNTU remains committed to attracting and developing staff critical for its academic sustainability.

Based on panel evidence, LNTU strives to foster a transparent and equitable environment where the principles guiding employee remuneration and motivation are intended to be clearly understood by all staff. The university's commitment to valuing contributions and supporting staff development suggests an underlying framework that rewards performance and engagement. This framework is based on the evaluation principles. All staff are expected to participate in ranking processes. After the ranking is delivered the remuneration and motivation is performed.

The evidence gathered by experts' panel proved that LNTU consistently prioritizes employee satisfaction, conducting biennial surveys to meticulously evaluate various aspects of personnel management. These surveys comprehensively assess key areas such as overall management effectiveness, the level of support provided, opportunities for professional development, and the suitability of working conditions. The invaluable feedback gathered from these assessments serves as a fundamental impetus for initiating concrete improvement activities across the university. This continuous improvement cycle, driven by staff input, is crucial for refining support services and ultimately elevating overall employee satisfaction levels at LNTU.

LNTU demonstrates a strong commitment to internationalization, particularly through the extensive engagement of its researchers in global educational and scientific activities. LNTU researchers actively participate in a wide array of international initiatives, including qualification enhancement programs, research and language internships, summer schools, and collaborative and individual international academic and research grant projects. This broad involvement showcases their success in securing various prestigious scholarships from programs such as the British Council STEM, CEEPUS, "Solidarity with Ukraine," NAWA, "Research Fellow," Plan-US de ayuda a Ucrania, ERASMUS+, etc.

LNTU maintains robust international collaborations, with researchers engaging with institutions across Europe and beyond. Notable partner universities include the American University of Sicily (Italy), the University of Abertay Dundee (G. Britain), various universities in Turkey (Pamukkale, Erzurum Technical, Akdeniz, Eskisehir Technical), Vytautas Magnus University (Lithuania), Technical University of Iasi and University of Galati (Romania), several Polish universities (John Paul II Catholic University of Lublin, University of Zielona Gora, Bialystok University of

Technology, Maria Curie-Sklodowska University, Jan Dlugosz University in Czestochowa, Gdańsk University of Technology), Polytechnic Institute of Bragança (Portugal), Centrale Lille (France), and Technische Universität Bergakademie Freiberg and OWL University of Applied Sciences and Arts (Germany). A specific example highlights an Associate Professor's internship at the University of Miami under the BridgeUSA: Exchange Programme for Ukrainian Educators (SER, p. 24-25).

During the reporting period, 529 academic staff members actively participated in international academic mobility programs. LNTU further supports staff and students in enhancing English language proficiency by utilizing international platforms like Future Learn and English4Ukraine, and by securing free licenses for the Grammarly platform through the "Grammarly for Education for Ukrainian HEIs" pilot project.

LNTU's academic staff are also significantly involved in diverse international project activities. Between 2020 and 2024, the university implemented numerous projects, including 3 EaPTC projects under the Cross Border Cooperation Programme Belarus-Ukraine, 5 Erasmus+ KA2 CBHE projects, 1 Erasmus+ KA220-YOU project, 1 Horizon 2020 project (EURIZON), 1 Erasmus+ Jean Monnet project, 1 Erasmus+ KA2 VET project, 1 project under the European EIT programme, 1 project under the Swedish Institute SI Baltic Sea Neighbourhood Programme, 1 project supported by USAID, 5 projects supported by NAWA, and 1 project supported by UNICEF. This extensive participation underscores LNTU's commitment to global engagement and its role in fostering international collaboration in education and research.

Despite LNTU's high expectations for academic staff to contribute actively to teaching, research, administrative work, and international activities, the expert panel did not witness comprehensive institutional framework to ensure that these responsibilities are distributed in a manageable and sustainable way. The panel observed that workload distribution is not systematically monitored or regulated across the university, which may lead to staff overload and reduced long-term effectiveness. To address this, the university should establish clear, university-wide principles for workload planning and regularly review staff responsibilities to maintain a healthy balance. These efforts should be accompanied by supportive structures and resources that enable staff to fulfil their roles effectively without compromising well-being.

Conclusion

LNTU strategically manages its employee recruitment and development to ensure academic sustainability, fostering an environment where staff can realize their full potential through transparent career progression and open competitive selection processes. Despite the challenges of wartime and workforce shortages, the university has demonstrated adaptability and positive growth in its academic staff numbers. Furthermore, LNTU exhibits a strong commitment to internationalization, actively engaging its researchers in a wide array of global educational and scientific initiatives, including extensive academic mobility programs and successful international grant projects. The university's robust international collaborations, spanning numerous countries and prestigious programs, significantly enhance its global academic footprint and professional development opportunities for both staff and students. Overall, LNTU's dedication to developing its human capital and fostering international engagement is pivotal to its ongoing academic excellence and resilience.

Based on the analysis conducted and the panels at LNTU, the experts conclude that the area of general management confirms the requirements.

Strengths

- LNTU's personnel management is strongly aligned with its strategic development goals, focusing on fostering, preserving, and continuously developing both academic and support staff to ensure long-term academic sustainability.
- The university cultivates a supportive and inclusive environment, valuing staff contributions and promoting professional growth through equal opportunities and diverse pathways.
- A clear and transparent academic career management system, including public competitive selection for positions and merit-based promotion processes, ensures the recruitment and advancement of highly competent professionals.
- LNTU has demonstrated remarkable resilience, achieving a positive growth trend in academic staff despite the challenges of wartime and labour shortages.
- The university actively promotes the internationalization of its staff, evidenced by extensive participation in academic mobility programs, research internships, and international projects, enhancing global competencies.

Areas of concern and recommendations

- Despite recent growth, LNTU has experienced a decline in academic staff numbers, primarily due to the full-scale invasion and the COVID-19 pandemic. Ongoing challenges posed by martial law and a national workforce shortage continue to threaten academic sustainability. The expert panel recommends developing robust contingency plans for staff retention and recruitment during times of crisis. These plans should prioritize enhanced support services, flexible work arrangements, and targeted talent acquisition strategies to mitigate the impact of external disruptions.
- Although academic staff are expected to engage in demanding international activities, pursue continuous professional development, and contribute actively to both research and teaching, there is currently no evidence of detailed mechanisms to ensure a balanced workload. This lack of oversight poses risks of burnout and reduced effectiveness. The expert panel advises implementing regular, transparent workload assessments and establishing clear, institution-wide guidelines for balancing teaching, research, administrative responsibilities, and international engagement. Adequate resources and support structures should accompany these measures to prevent staff overextension.

Opportunities for further improvement

- Detailed statistics from staff competition results (Table D.3) and professional development participation (Table D.5) can be used to conduct deeper analytics (e.g. using dashboards for data processing) for identifying specific skill gaps across departments, forecasting future academic needs, and tailoring professional development programs more precisely to maximize impact and ROI.
- While the self-evaluation report and conducted interviews emphasizes support and professional growth, the experts' panel didn't find evidence directly detailing the "principles of the reward and motivation". This presents an opportunity to clearly define, document, and widely disseminate these principles to all employees, ensuring transparency and fostering a stronger sense of fairness and recognition, which could further boost morale and retention.

- Given the emphasis on academic career management and transparent promotion, LNTU has an opportunity to develop more formalized succession planning and leadership development programs.

2.1.3. Management of financial resources and infrastructure

Requirements:

- The allocation of financial resources of a higher education institution, and the administration and development of infrastructure, are economically feasible; and are based on the objectives of the development plan of an institution of higher education and national priorities (except private institutions).
- A higher education institution uses information systems that support its management and the coherent performance of core processes.
- The working conditions of the staff and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of an institution of higher education and the expectations of members.
- The educational environment is safe for the life and health of all participants in the educational process.

Evidence and Analysis

Over the period 2020–2024, LNTU has demonstrated notable improvements in its financial performance. Revenues from the general state budget increased by nearly 55%, while own income through the special fund grew more than fourfold. This growth has largely been driven by a significant rise in student enrolment, which nearly doubled from 5,353 in 2020 to 11,111 in 2024. The university allocates these resources primarily toward staff salaries and strategic investments, such as infrastructure development and thermal modernisation, in line with national education priorities. Financial planning and spending are guided by the Budget Code of Ukraine as well as strategic directives from the Cabinet of Ministers and the Ministry of Education and Science. Based on this evidence, it can be concluded that the allocation of LNTU's financial resources and the management of infrastructure development are economically sound and strategically aligned with both institutional goals and national priorities.

The economic feasibility of LNTU's operations is evident in its significantly improved financial performance between 2020 and 2024. Revenues from the state budget's general fund increased by nearly 55%, while special fund revenues (own income) grew by over four times. This substantial growth is primarily attributed to a doubling of student enrolment from 5,353 in 2020 to 11,111 in 2024, as tuition fees from educational services constitute the university's main source of own income. This revenue stream, combined with annually received subventions for strategic investments like thermal modernization and infrastructure improvements, demonstrates a sustainable financial model that supports its growth objectives. Expenditures are managed within approved budget allocations, with a significant portion dedicated to staff salaries, reflecting the university's commitment to its human capital (SER, p. 26-27, fig. 9).

LNTU's infrastructure administration and development are strategically driven by its development plan and a clear focus on long-term sustainability. Investments in educational and research infrastructure from 2020 to 2024 were substantial, leading to the renewal of laboratory

equipment and providing essential resources for scientific work. While there was a significant increase in investments until 2023, a decrease in 2024 was attributed to the completion of major investment projects and cost optimization, indicating a prudent management approach. The university is actively implementing large-scale infrastructure projects such as the "SMART Volyn Hub" and the "Science Museum," which are integral to enhancing its research and educational capabilities and aligning with regional innovation goals.

In real estate development, LNTU actively seeks diverse investments — from international programs to local partnerships — to achieve long-term sustainability and climate neutrality. This includes a commitment to using renewable energy sources and "green" materials in reconstruction projects, guided by a developing Sustainable Development Strategy. During the period between 2020 and 2024 the largest reconstruction and modernization took place in the university's history, in total 165.6 million UAH in investments for academic buildings and dormitories. These investments aim to improve the comfort and functionality of the educational process, ensuring that the infrastructure supports all approved study programs with modern facilities, including updated lecture halls, laboratories, sports complexes, and digital infrastructure. A strong emphasis is placed on barrier-free accessibility, with renovations including accessible entry systems, specialized ramps, and elevator replacements. LNTU's continuous modernization efforts, including energy-saving initiatives and the establishment of on-campus shelters, further underscore its commitment to a safe, modern, and economically viable operational environment, all contributing to its overarching development goals (SER, p. 28-29).

LNTU places emphasis on information systems and digital solutions to underpin its management and ensure the coherent performance of core institutional processes. The university's IT infrastructure and digital services are continuously expanding, evolving beyond fundamental management tools to offer a comprehensive suite of digital solutions catering to both internal and external users.

The core of digital ecosystem is the Automated University Management System (AUMS), which provides centralized control over key operational processes. This includes the Admissions Office, where it facilitates electronic application tracking, automated placement distribution, and applicant list generation. The Automated Dean's Office (AS Dekanat) manages the academic process, encompassing student performance tracking, schedule formation, and the administration of academic groups. Furthermore, AUMS supports dedicated web portals for both teachers and students: the Teacher Web Portal grants faculty members access to electronic gradebooks, exam records, and class information, while the Student Web Portal provides students with access to their class schedules, grades, academic performance, and learning materials.

In 2023, LNTU enhanced its administrative efficiency by implementing the iDoc electronic document management system. This system is exclusively utilized for managing internal administrative documents, thereby streamlining document flow and increasing transparency in administrative processes.

For effective communication and collaboration across its community, LNTU leverages Google Workspace for Education.

Demonstrating its commitment to ongoing digital transformation, LNTU began implementing its own ERP system for educational process management in 2024. This system is designed to automate the administration of study programs, monitor academic performance, and further

enhance communication between students and university staff. Complementing these systems, the Moodle platform remains a key tool, widely used to support the university's learning processes.

LNTU prioritizes providing working conditions for staff and study, research and development (RDC) conditions for students that comprehensively meet the specific needs of a modern higher education institution and the expectations of its community members (SER, p. 28-30).

The university ensures comfortable learning and working environments across its academic buildings and dormitories throughout the year. Its extensive research and educational infrastructure includes key scientific equipment, instruments, archives, lecture halls, and a library serving as a vital information repository. LNTU's commitment to modern learning is reflected in its robust information and communication technology (ICT) resources, comprising computers, software, network connectivity, and other specialized facilities. For RDC activities, the university provides six dedicated scientific laboratories — covering fields such as Construction, Environmental, IR Spectroscopy, Solid-State Physics, Structural Analysis, and Agricultural Materials and Environmental Mechanics — which are actively utilized by Master's and PhD students for their research projects. Significant investments from 2020 to 2024 have enabled the continuous renewal of laboratory equipment, ensuring scientists and young researchers have access to essential resources for experimental research.

LNTU's physical infrastructure is substantial, encompassing 60.99 thousand m² with six academic buildings, three dormitories, and a sports complex. Out of 163 lecture halls, 53% are equipped with multimedia technology, enhancing teaching and learning. The sports complex provides excellent opportunities for physical development with a gym, fitness centers, an aerobics hall, a 25-meter swimming pool, and a stadium. To fully support its diverse study programs, LNTU ensures that the learning process is comprehensively equipped with necessary lecture halls, laboratories (including computer workstations), modern equipment, sports facilities, a medical center, a library with a reading hall, and food service points. Additionally, the university operates two sports and recreation bases, further enriching the student experience.

LNTU places a high priority on ensuring that its educational environment is safe for the life and health of all participants in the educational process. This commitment is reflected through various measures addressing both physical security and a supportive atmosphere.

To safeguard physical well-being, LNTU has established four basic shelters and one protective facility on campus. These civil protection shelters are regularly overseen, and the university ensures they are well-equipped with essential supplies, first-aid kits, and backup power sources, especially crucial given the current context in Ukraine. Beyond emergency preparedness, LNTU maintains comfortable study and working conditions within its academic buildings and dormitories throughout the academic year, contributing to the overall health and well-being of its community. The university also provides a medical center as part of its comprehensive facilities, offering immediate health support to students and staff.

LNTU actively works to ensure a safe environment free from discrimination, harassment, violence, and bullying. A dedicated authorized person for corruption prevention and detection organizes internal informational and educational campaigns. These campaigns are specifically designed to raise awareness among university staff about avoiding discrimination, particularly based on gender, and preventing all forms of harassment, including sexual harassment. These

proactive efforts collectively foster an educational environment where all participants feel secure and respected.

Conclusion

LNTU demonstrates robust and economically feasible financial management, strategically aligning resource allocation and infrastructure development with its institutional plan and national priorities, as evidenced by significant revenue growth and substantial investments in modernization. The university has made considerable advancements in its IT infrastructure and digital solutions, implementing comprehensive systems like AUMS and iDoc, along with leveraging Google Workspace and developing an ERP system, to streamline management and enhance communication. LNTU prioritizes creating optimal working conditions for staff and study/RDC conditions for students, ensuring access to modern facilities, scientific laboratories, and digital resources, all within a substantial and continuously updated physical infrastructure. Crucially, the university places a high emphasis on the safety and well-being of all participants, providing robust physical security measures, including shelters and emergency preparedness, and actively fostering an environment free from discrimination and harassment. These integrated efforts highlight LNTU's commitment to strategic financial stewardship, technological advancement, and a supportive, secure environment for its entire academic community.

Strengths

- LNTU demonstrates excellent economic feasibility with significantly improved financial performance between 2020 and 2024, notably a near 55% increase in general fund revenues and over four-fold growth in special fund revenues, largely driven by doubled student enrolment. This indicates a robust and sustainable financial model, capable of supporting its growth objectives.
- The university has invested substantially (UAH 165.6 million) in its infrastructure between 2020-2024, undergoing its largest reconstruction in history. This includes major projects like the "SMART Volyn Hub" and "Science Museum," ensuring continuous modernization, renewal of laboratory equipment, and the creation of modern, functional study and RDC spaces.
- Beyond functionality, LNTU places high priority on ensuring a safe, comfortable, and accessible environment. This is evident through the establishment and maintenance of shelters and emergency preparedness, continuous modernization of facilities (including energy-saving initiatives), and a strong emphasis on barrier-free accessibility in all renovations, reflecting a holistic approach to infrastructure management.

Areas of concern and recommendations

- The substantial increase in special fund revenues is primarily driven by a doubling of student enrolment, with tuition fees as the main source. This heavy reliance on student numbers makes the university financially vulnerable to demographic changes and shifts in enrolment trends. The expert committee recommends diversifying the university's own income streams by actively pursuing the commercialization of research outputs, expanding paid professional development courses for external learners, and increasing fundraising efforts targeting alumni and private donors. These measures would strengthen the university's financial resilience beyond tuition revenue.

Opportunities for further improvement

- Although investment levels declined in 2024 — mainly due to the completion of major projects and cost optimization — this trend could become problematic if sustained investment is not planned beyond the current initiatives. In light of the long-term demands associated with maintaining and modernizing extensive physical infrastructure, the expert committee recommends developing a comprehensive, multi-year strategic infrastructure investment plan. This plan should clearly identify future needs for maintenance, upgrades, and new developments, and ensure stable funding beyond the lifecycle of current projects to avoid future infrastructure deficits.
- LNTU demonstrates a commitment to sustainability through the use of renewable energy, eco-friendly materials, and energy-saving initiatives, guided by a developing Sustainable Development Strategy. However, the documentation lacks detail on specific funding allocations or a long-term feasibility plan to achieve climate neutrality. The expert committee advises finalizing and fully operationalizing the Sustainable Development Strategy by establishing clear, measurable targets for renewable energy use and green initiatives. This should be supported by dedicated long-term funding mechanisms and external partnerships to ensure the sustainability and credibility of progress toward climate neutrality.
- While the university has achieved cost optimization following major project completions, there's an opportunity to implement and embed continuous, university-wide operational efficiency programs across all departments and functions. This would move beyond project-specific savings to foster an ongoing culture of resource optimization and waste reduction in daily operations.
- With robust ICT resources and six dedicated scientific laboratories, LNTU has an opportunity to explore monetizing underutilized capacity by offering access to specialized equipment or digital services (e.g., data analysis, lab time, software access) to external businesses, research institutions, or community groups, generating additional revenue streams.

SUMMARY OF THE ASSESSMENT AREA: ORGANISATIONAL MANAGEMENT AND PERFORMANCE

ASSESSMENTS BY ASSESSMENT SUB-AREAS: mark with 'X'

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
General management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of financial resources and infrastructure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conclusion

LNTU demonstrates a well-structured and highly effective approach to organizational management and performance, firmly guided by its strategic development plans and clearly defined roles within Ukrainian society. The university's leadership and multi-level governance bodies ensure high academic quality, supported by a robust internal quality assurance system that actively integrates stakeholder feedback and external accreditation outcomes for continuous improvement. Personnel management is strategically aligned to foster staff development and internationalization, while financial resources are managed with economic feasibility, evidenced by strong revenue growth and significant, targeted infrastructure investments, including advanced digital solutions. LNTU's commitment to research, innovation, and student engagement in RDC activities is strong and yields competitive successes. Furthermore, the institution upholds rigorous academic ethics, supported by comprehensive anti-plagiarism tools, anti-corruption measures, and a functioning complaints system, all contributing to a safe and secure educational environment for all participants. All these aspects demonstrate high level of alignment with the accreditation demands and we can assure that LNTU conforms to accreditation requirements within the framework of organisational management and performance.

2.2. TEACHING AND LEARNING

2.2.1. Effectiveness of teaching and learning, and formation of the student body

Requirements:

- A higher education institution has defined its educational objectives and measures their implementation.
- A higher education institution creates the prerequisites to ensure its graduates national and international competitiveness.
- The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education.
- The admission rules are consistent with the mission and purposes of an institution of higher education and support the formation of the motivated student body.
- Students are provided with opportunities to study at a higher education institution regardless of any special needs.

Evidence and Analysis

LNTU has defined its strategic goal as creating a powerful, highly competitive, free, and comfortable educational and scientific space, an innovative “growth pole” of Volyn, which will implement the formula “education-science-business-government” (Development Strategy for 2021-2026, p 3; SER p.13). Its mission involves forming a highly educated and nationally conscious generation by providing conditions for self-realization and high-quality training of specialists in various fields (see Development Strategy for 2021-2026 p.3). To achieve these, LNTU has established strategic objectives described in a Target Programme for Educational Activities and Ensuring the Quality of Education of LNTU for 2021-2026 however this document does not set out the performance indicators needed to measure the achievement of the objectives.

During the site visit, the expert panel was informed that the university’s approach to educational quality goes beyond the preparation of competent professionals for the labour market. Instead, LNTU aims to educate graduates who are capable of actively shaping the labour market and influencing its development. The Rector emphasized that the university’s ultimate achievement lies in producing graduates who, through teamwork and a results-oriented mindset, contribute meaningfully to business success and societal advancement. The overarching goal is to foster a sense of responsibility and leadership in graduates, equipping them not only to integrate into existing systems but also to take initiative in transforming them.

LNTU measures the implementation of its educational objectives through a comprehensive analysis and control system involving various stakeholders like Study Programme Leaders, department heads, deans, the Educational and Methodological Department (EMD), and the Department for Quality Assurance of Educational Activities, Licensing and Accreditation (DQAEPLA) (SER p. 36). The university monitors selected Key Performance Indicators (KPIs) „related to teaching and learning, focusing on evidence-based learning, reducing dropout rates, timely graduation, graduate employability“ and special attention is given to increasing the number of courses taught in English and expanding faculty participation in international mobility programs” (SER p. 13-14). Student learning outcomes are central to the academic planning process (SER p. 45).

The university also conducts annual professional activity reviews of academic staff and has a performance ranking system that includes teaching activities as a criterion (SER, p 24). Furthermore, LNTU utilizes survey and monitoring tools to assess the quality of graduate training, employment outcomes, educational support, and student satisfaction (SER, p36; see also 3.1.1.)

LNTU aims to ensure its graduates' competitiveness through several measures. The university focuses on enhancing the quality of the educational process to align with contemporary demands and labor market needs (SER p 32). It strives to combine theoretical and applied aspects of education and improve the quality and efficiency of student internships through cooperation with businesses and organizations. Based on Development Strategy for 2021-2026 (p. 4), LNTU also introduces innovative forms and methods of teaching and modern types of educational practices, including e-learning, involving well-known professors and practitioners, and inclusive education. The university continuously updates educational programs with a focus on stakeholder needs and launches partnership programs with industry leaders like Microsoft and Cisco for professional certification.

Furthermore, LNTU promotes internationalization through maintaining and expanding international relations, supporting academic mobility for students and staff (including through ERASMUS+), and developing internationally recognized programs (SER p 13-14). Therefore, the focus is on communication and foreign language skills, especially English. The volume of English language courses is constantly increasing (SER p.35). LNTU offers free English language courses in collaboration with University of Edinburgh and INTI International University (Malaysia). For independent language learning, the university has introduced platforms such as Really English, Future Learn, English4Ukraine and Grammarly. Based on interviews with students and alumni, it can be said that students make active use of these opportunities.

The university's Internationalization Strategy 2021–2025 aims to enhance education and research quality by promoting student participation in international projects and modernizing study programs with a European dimension. Participation in double degree programs and international academic mobility initiatives provides students with international experience (SER p.36). Interviews with students and alumni suggest that students are well informed about the opportunities for academic mobility.

The inclusion of practical training as a mandatory component of study programs also aims to develop professional skills and ensure graduates are prepared for the labor market. The specifics of organizing practical training for LNTU students are outlined in Regulation No. 840 On Practical Training of Students at LNTU. The regulation complies with national higher education legislation and defines the purpose, content, and types of students' practical training. The regulation also specifies the requirements for internship bases where LNTU students may complete their internships. Organisational support and oversight of practical training are provided by the internship coordinator of the Dual Education Sector of the Educational and Research Centre "Volyn Business Hub" (Regulation No. 840, p. 7).

University has established internship agreements with institutions and organisations and constantly monitors student internships to get information for development of study programmes. LNTU has a sufficient number of agreements with various enterprises to ensure the effective practical training of its students. The university operates a flexible system for allocating students to internships. Students may complete their internships either at host organizations

proposed by the university or independently choose their own internship base, provided it meets the university's requirements. The expert panel also learned that elements of dual education have been implemented in certain study programmes, allowing students to study specific educational components directly at production sites and businesses.

During the site visit, the expert panel was able to confirm that LNTU students are well-informed about the specifics of practical training, are aware of the main objectives of the internship, and understand the criteria for assessing their performance at the host enterprises. Bachelor and Master students expressed satisfaction with the opportunities provided by LNTU for completing internships.

To increase the competitiveness of graduates, values such as academic integrity, cyber hygiene, and digital security skills are addressed (SER p.36).

The number of student places at LNTU is determined by its licensed capacity. Admission is based on maximum state-funded capacity and „total competitive admission volume“ regulated by LNTU (SER p.32). The university plans its student places in accordance with the social need and its potentials and purposes by licensing competitive specialties, opening interdisciplinary programs based on monitoring employer needs and labour market trends (Development Strategy for 2021-2026). LNTU also considers the regional and national labour market needs when forming student groups and opening new specialties (SER p 38). The LNTU Development Strategy emphasizes the university's role as an innovation hub for the economic growth of the Volyn region and Ukraine, implying that student enrolment planning considers the need for skilled professionals in these areas.

The expert panel reviewed the procedures governing the allocation of state-funded study places at LNTU and noted that they are aligned with national regulations applicable to all state universities in Ukraine. According to LNTU's official admission rules (p. 11–17), the system is multifaceted and involves several distinct approaches to allocating state-funded places, depending on the specialty and the Ministry's regulations for a given year.

The panel acknowledges that while the system is complex, LNTU demonstrates a clear understanding of its procedures and ensures compliance with national requirements, providing transparency and fairness in the admission process.

LNTU's admission rules are developed annually by the Admissions Committee and approved by the Supervisory Board (SER p. 32-33). These rules are consistent with the university's mission and purposes, which include providing conditions for self-realization and training competent professionals. Admission to LNTU is competitive, ensuring transparency and equal opportunities while fostering conditions for self-realization and academic advancement of prospective students. The university also cooperates with specialized schools and colleges to attract motivated students. University's admission campaign is preceded by comprehensive and systematic career guidance initiatives and information sharing in different media channels.

LNTU strives to create an inclusive learning environment. Based on SER (p. 38), the university creates conditions for educating people with special needs, develops accessibility infrastructure, and supports students with disabilities. The Education Process Regulations mention providing free access to study information in accessible formats using technologies that take into account limitations caused by health conditions for individuals with special educational needs. According to SER (p. 39), the university plans to further foster an inclusive culture by organizing educational events, forums, and lectures on inclusion and equal opportunities, and introducing programs in

inclusive education for academic staff and to develop interactive approaches to meet the inclusive needs of students to ensure equal opportunities for achieving learning outcomes and conducting research. The experts' panel strongly supports this initiative.

During the site visit, the expert panel was able to confirm that the premises of LNTU generally provide access for people with reduced mobility. The university continues to develop its infrastructure with consideration for the needs of learners with special educational needs.

Conclusion

The expert panel concludes that LNTU has clearly defined its educational mission and strategic objectives, aligned with its broader vision and societal role. A multi-level internal monitoring system supports their implementation. However, the absence of measurable performance indicators in key documents, such as the Target Programme for Educational Activities, weakens the effectiveness of tracking and evaluation.

LNTU ensures its graduates' national and international competitiveness through alignment with labour market needs, regularly updated curricula, practical training, and partnerships with industry, including Microsoft and Cisco. The university offers internships and dual education elements, and provides suitable academic, practical, and personal development conditions.

The university plans student intake strategically, in line with licensed capacity, national regulations, and institutional goals. Admission rules reflect the mission and support the selection of motivated students through a transparent and competitive process.

LNTU is committed to inclusive education and has taken concrete steps to support students with special needs by improving physical accessibility and offering materials in accessible formats. Infrastructure upgrades are ongoing.

The expert panel concludes that LNTU's policies for effectiveness of teaching and learning, and formation of the student body conform to the requirements.

Strengths

- LNTU has clearly articulated educational mission and strategic objectives, which are aligned with its broader institutional vision and societal role.
- University has established good relationships with professional organisations and institutions in order to ensure its graduates national and international competitiveness.
- Very good physical learning infrastructure that also caters for students with special needs.

Opportunities for further improvement

- The experts' panel encourages the university to further strengthen its quality assurance system by integrating quantifiable indicators directly linked to its strategic objectives. For example, goal "providing labour market with highly qualified graduates" might have quantifiable indicator about employability rate of graduates. This would enhance institutional capacity to monitor goal achievement, support data-informed decision-making, and ensure continuous improvement.

- Experts' panel strongly supports university's initiative to develop interactive approaches to meet the inclusive needs of students to ensure equal opportunities for achieving learning outcomes and conducting research.

2.2.2. Study programme development

Requirements:

- A higher education institution bases its new study programmes on its purposes and the needs of the labour market and takes into account the strategies of the country, expectations of the society and the higher education and professional standards.
- Development activities related to study programmes are systematic and regular, and different stakeholders are involved in the development of study programmes.
- Graduate satisfaction with the quality of instruction and employer satisfaction with the quality of graduates are surveyed and analysed; the results are considered in the development of study programmes.

Evidence and Analysis

LNTU's strategic priorities are explicitly aligned with national and regional development strategies, including the Regional Development Strategy of Volyn Region until 2027 and the Strategic Plan of the Ministry of Education and Science of Ukraine until 2027 (SER, p. 14). The university aims to prepare graduates with practical technical skills, responsible leadership abilities, creativity, entrepreneurship, self-management, and teamwork skills, enabling them to contribute to economic development and reconstruction and be competitive in the international labour market (SER p. 13). The strategy emphasizes responsiveness to stakeholders' needs and alignment with global labour market demands.

Based on SER and LNTU'S Regulation No. 839, the development of study programmes at LNTU strictly adheres to professional standards and higher education standards for specific specialties and academic degrees. This is clearly reflected in formal policies and procedures established by LNTU for governing the design of new study programmes and the monitoring, revision and closure of existing ones (Regulation No. 760 on the Study Programme at LNTU).

The development of a new study programme can be initiated by a range of stakeholders, including academic departments, individual academic staff members, university leadership, and external employers. The expert panel acknowledges that LNTU has established formal procedures for the development of new study programmes. However, the panel notes a limitation in stakeholder engagement, particularly during the early stages of programme development. Analysis of the additional documentation (Extract from minutes No 2 and No 7 Meeting of the Department of Automobiles and Transport Technologies, Extract from minutes No. 9 of the extended meeting of the Department of Socio-Humanitarian Technologies) confirms that only employers are actively involved, and primarily during the final stages, after draft programmes have already been formulated. There is no evidence of student participation in the early-stage development process, and the university itself acknowledges in the SER that early-stage stakeholder engagement

remains an area for improvement. While the institution has taken steps to ensure that some external input is considered before programme approval, the lack of a comprehensive, inclusive engagement strategy limits the responsiveness and relevance of new programmes to broader stakeholder needs.

LNTU has established formal policies and procedures for the monitoring and revision of study programmes. These are outlined in Regulation No. 760 on the Study Programme. According to this regulation, all study programmes are subject to annual monitoring, aimed at evaluating the quality of educational services and identifying issues in programme implementation. The monitoring process is coordinated by the programme leader and the faculty quality assurance commission.

Several tools are used in the monitoring process. Surveys are conducted among key stakeholder groups—students, graduates, academic staff, and employers. These are governed by the Procedure for Conducting Surveys among Students, Graduates, Academic Staff, and Employers Regarding the Quality of Education and Educational Activity at LNTU and implemented using either LNTU’s internal survey platform or Google Forms. The following surveys are carried out on an annual basis:

- Student survey on teaching quality in individual courses.
- Student survey on the overall study programme.
- Student survey on psychological climate, student support, and conflict resolution.
- Academic staff survey on the study programme.
- Graduate survey on satisfaction with the study programme.
- Employer survey on graduate preparedness and expectations regarding programme content and competencies.

All questionnaires include both closed and open-ended items, allowing respondents to suggest improvements or highlight concerns regarding study programme implementation.

LNTU conducts self-assessments using the criteria applied by the National Agency for Higher Education Quality Assurance (NAQA). The study programme leader and quality assurance commission complete a detailed compliance matrix, assessing each sub-criterion’s alignment with national standards. The results of this analysis, along with a SWOT assessment, are submitted to the University’s Teaching and Methodological Council.

Monitoring results may lead to updates or revisions of study programmes. The Regulation No. 760 on Study Programmes allows for the annual updating of educational components, though the programme’s aim and intended learning outcomes typically remain unchanged. A broader revision must occur at least once during the programme’s implementation cycle. Updates can be triggered by stakeholder feedback, monitoring outcomes, or changes in resources and infrastructure.

Analysis of the LNTU website, particularly the section containing study programme descriptions, confirms that updates are generally carried out regularly—annually or once every two years. During the site visit, the expert panel was able to confirm that various stakeholder groups—including students, graduates, academic staff, and employer representatives—are actively

involved in the process of updating study programmes at LNTU. Stakeholders are engaged both through survey procedures and directly by participating in discussions of draft study programmes at LNTU's departments.

The expert panel notes a high level of awareness among different stakeholder groups regarding the procedures developed and implemented by LNTU for updating its study programmes. Representatives of students, graduates, and employers provided specific examples of how their suggestions had been taken into account in the process of programme revision.

Study programme revisions are undertaken in cases where a redefinition of the aim, structure, or intended learning outcomes is required. When a national standard is approved for a given specialty, all programmes within that specialty must be revised. The regulation also mandates the involvement of employer representatives and external experts during the revision process. This is confirmed by documentation on the LNTU website, which indicates that external stakeholders provide formal reviews on updated programme drafts.

The assessment of graduate satisfaction with the quality of teaching and employer satisfaction with the quality of graduates at LNTU is conducted in accordance with the Procedure for Conducting Surveys among Students, Graduates, Academic Staff, and Employers Regarding the Quality of Education and Educational Activity at LNTU.

According to this Procedure, there are two main types of surveys: scheduled and unscheduled. Scheduled surveys are conducted according to a pre-approved timetable published on the LNTU website. Unscheduled surveys are conducted as needed and may be initiated by the university administration, study programme leaders, or other LNTU unit heads.

An analysis of the LNTU website shows that the university regularly surveys its graduates, and the results of these surveys are made publicly available (see also SER, Table C.5.). At the time of the accreditation review, the LNTU website included the results of annual graduate surveys for 2023 and 2024. The questionnaires include questions on graduates' satisfaction with the education received, as well as questions aimed at collecting feedback on key content- and process-related aspects of the educational experience. In addition, the questionnaire includes open-ended questions that allow graduates to suggest improvements to the educational process.

However, an analysis of the survey results indicates low graduate engagement in the survey process. According to Table F.2. of the SER, in 2023, the number of bachelor's degree graduates at LNTU was 1,077, and the number of master's degree graduates was 460. In 2024, the number of bachelor's degree graduates was 1,208, and the number of master's degree graduates was 1,252. Meanwhile, the results of the graduate surveys published on the LNTU website indicate that in the March 2023 survey, only 40 bachelor's graduates from 2022 and 7 bachelor's graduates from 2023 participated. For master's graduates, 38 graduates from 2022 and 24 from 2023 responded. The 2024 survey results show that 7 bachelor's graduates from 2023 and 8 master's graduates from 2024 participated in the survey. Furthermore, neither the SER nor the LNTU website provides information on survey results for PhD programme graduates.

LNTU regularly conducts employer surveys regarding the preparedness of its graduates (SER, Table C.4.). The results of such surveys over the past five years are available on the LNTU website. The analysis of these results indicates a relatively high level of employer satisfaction with the qualifications of LNTU graduates. The questionnaires for employers collect feedback on the extent to which LNTU graduates have developed the necessary competences, which skills are

considered most essential for the modern labour market and explore potential forms of cooperation with LNTU.

The expert panel found that LNTU maintains long-standing and productive relationships with industry representatives and employers, many of whom are alumni of the university. This alumni-employer overlap contributes to a deep understanding of the university's educational processes and the content of its study programmes. In some cases, employers have been cooperating with LNTU for over 20 years, creating a strong foundation for sustained collaboration.

The panel observed that feedback from employers is provided both informally and formally. Informal feedback is continuous, facilitated by regular mutual visits and ongoing professional interaction. This close contact allows for real-time sharing of observations and suggestions regarding the relevance and quality of study programmes. Formal feedback mechanisms are implemented through the university's employers' councils, which include representatives from various sectors and serve as structured platforms for employer input on study programme and graduate readiness.

Conclusion

The expert panel concludes that LNTU has in place a comprehensive procedure for the design and approval of new study programmes. The process is transparent and aligned with national regulations and qualification frameworks. The system enables the university to consider labour market demands, societal expectations, and professional standards in programme development. At the same time, the panel notes that the involvement of students in the development of new study programmes is not clearly demonstrated.

LNTU has established a systematic and structured approach to the monitoring and development of its study programmes. This process involves comprehensive stakeholder engagement, whose feedback is collected through annual surveys containing both quantitative and qualitative items and through the participation of stakeholders in the department meetings. The institution demonstrates good practice by aligning its internal self-assessments with national quality assurance criteria and by utilizing these results to update study programmes. The regularity of the study programmes updates—typically on an annual or biennial basis—is confirmed by evidence published on the LNTU website, though isolated exceptions exist. While the mechanisms for data collection and application are clearly in place, the panel notes that their effectiveness may be limited by low levels of graduate participation.

Although there are some concerns regarding the level of stakeholders' participation in the early stages of study programs development and graduate participation in the annual surveys, the expert panel concludes that LNTU's policies for study programme development conform to the requirements.

Strengths

- University has close contacts with society and the labour market and bases new study programmes on society- and labour market needs.
- LNTU has developed a comprehensive procedure for the design and updating of study programmes.

Areas of concern and recommendations

- The expert panel notes a limitation in stakeholder engagement, particularly during the early stages of study programme development. Analysis of the additional documentation provided by LNTU confirms that only employers are actively involved, and primarily during the final stages, after draft of the study programmes have already been formulated. There is no evidence of student participation in the early-stages of the study programme development process, and the university itself acknowledges in the SER that early-stage stakeholder engagement remains an area for improvement. The panel recommends that LNTU strengthen its procedures to ensure earlier and more systematic involvement of a wider range of stakeholders, including students, throughout all phases of programme development.
- Graduate participation in the annual surveys are rather low. The expert panel recommends that LNTU take additional steps to increase graduate response rates in order to enhance the representativeness and reliability of survey data. The university might want to explore the possibility of integrating feedback collection into official alumni relations processes or graduation procedures.

Opportunities for further improvement

- The expert panel recommends that LNTU introduce regular surveys of PhD graduates and ensure that the results are made publicly available on the university's official website. This practice would enhance transparency, support quality assurance, and provide valuable insights for the continuous improvement of doctoral education.

2.2.3. Student academic progress and student assessment

Requirements:

- Student academic progress is monitored and supported.
- Student assessment supports learning and is in line with learning outcomes.
- A higher education institution has an effective system for taking account of prior learning and work experience.

Evidence and Analysis

LNTU has established clear policies and procedures regarding the organization of the educational process and the monitoring of students' academic progress. These are outlined in the Regulation on the Organisation of the Educational Process at LNTU, edition 4. Monitoring the quality of student learning is also one of the defined objectives in the Target Programme for Educational Activities and Quality Assurance 2021–2026.

According to the Regulation on the Organisation of the Educational Process at LNTU (p. 31) and SER (p. 42), students' academic progress is reviewed each semester by the study programme leader and the faculty dean. The results of this monitoring are presented and discussed at departmental meetings, faculty academic council meetings, meetings of the University's Educational and Methodological Council, and meetings of the Academic Council (SER p.42). Changes in student academic performance may serve as a basis for reviewing and modifying study programmes.

According to the SER (p. 42), the Educational and Methodological Department of LNTU also regularly analyses the results of final certification at both the Bachelor's and Master's levels. According to Figure 13 of the SER, a partial decline in academic performance has been observed in recent years. LNTU attributes this trend to the psychological and emotional pressure experienced by students due to the full-scale Russian invasion. The expert panel acknowledges that this pattern is consistent with what is observed in many other Ukrainian higher education institutions under current circumstances.

The results of academic monitoring are also used to compile academic rankings of students. These rankings serve several functions at LNTU, including:

- awarding academic scholarships;
- selecting candidates for international academic mobility programmes;
- transferring students from fee-paying to state-funded studies;
- and other related purposes.

According to the Regulation on the Organisation of the Educational Process at LNTU (p. 32), the calculation of ranking scores may include additional points for students' participation in research, creative, athletic, or civic activities. The faculty scholarship commissions are responsible for compiling these rankings, and the expert panel confirmed that faculty-level student academic rankings are publicly available on the official LNTU website.

The expert panel notes that LNTU has established several mechanisms to provide academic support and guidance to students. Based on the interviews, one such mechanism is the tutor system, through which students receive direct advice and support from assigned academic staff members. This system facilitates regular communication and helps address academic or organizational issues in a timely manner.

In addition, all lecturers maintain scheduled consultation hours, during which students can seek individual academic guidance, clarification of course materials, or advice on their academic progress. As it merged from the interviews, these consultation opportunities are communicated to students and are an integral part of the university's student support framework.

The university also demonstrates a student-centered approach by providing a range of support services to meet diverse student needs, including academic, psychological, and social support. For example, based on information from interviews with academic staff, it can be argued that students with psychological difficulties are offered alternatives, such as written presentations instead of oral presentations, to ensure inclusive learning conditions. There is a special centre for psychological counseling for students.

LNTU has clear and transparent procedures for evaluating students' academic achievements. According to the Regulation on the Organisation of the Educational Process (p. 25), the main goals of student learning outcomes assessment are: to support higher education students in achieving the intended learning outcomes through effective feedback; to provide a quantitative evaluation of learning outcomes; and to develop students' self-assessment abilities to ensure their further effective learning.

LNTU has developed a student achievement assessment system that is applied at all three levels of higher education. The main types of assessment are ongoing (formative) assessment, module

assessment, and final assessment (Regulation on the Organisation of the Educational Process No. 839):

- Ongoing assessment allows for the monitoring of students' theoretical and practical knowledge throughout the study of a course or during practical training and ensures feedback between students and instructors. According to the Regulation on the Organisation of the Educational Process (page 26), instructors may independently determine the forms of ongoing assessment, types of tasks, their quantity, and grading criteria. The grade for ongoing assessment is calculated as the arithmetic mean of the grades received for each lesson. The results of the ongoing assessment are summarized after the last lesson of the semester.
- Module assessment involves intermediate evaluation based on the study of certain topics within a course module. Module assessment tasks may include tests, practical assignments, case studies, etc. In addition, the tasks may vary in difficulty and use different grading systems.
- Final assessment includes an exam or pass/fail test for a specific course. Students are admitted to the final assessment if they have completed all types of academic tasks outlined in the course syllabus. According to the Regulation (page 28), final assessments are usually conducted using computer technologies or in written form. In exceptional cases, oral assessments may be applied.

The final grade for pass/fail courses is calculated as a weighted average of the ongoing and module assessment components. For courses with an exam, the final grade is the sum of the ongoing assessment grade and the exam grade. A student is considered to have passed the exam if they score 60 or more points according to the ECTS scale.

According to the Self-Evaluation Report (SER, p. 42), the methods of assessment that verify the achievement of intended learning outcomes, the criteria and procedures for assessment, and the method for calculating the final grade are outlined in the syllabus for each educational component. Teachers inform students about the assessment rules and criteria before each course begins. An analysis of LNTU's official website confirms that the syllabi of educational components, containing comprehensive information about course content, expected learning outcomes, and assessment systems and criteria, are publicly available on department webpages. The analysis of the content of individual syllabi shows that the forms and methods of assessment chosen by teachers align with the intended learning outcomes. Additionally, the assessment criteria for each educational component are available in LNTU's electronic learning system. During the site visit, the expert panel was able to confirm that students were well-informed about the assessment procedures and criteria.

The expert panel observed that LNTU implements a student-centred approach to assessment, which emphasizes transparency, dialogue, and flexibility. During the ongoing control of learning outcomes, students are regularly assessed, and the marks awarded are discussed with them. This collaborative process ensures that students clearly understand the basis of their evaluation and have the opportunity to receive feedback for improvement. Furthermore, the teacher allows students to re-defend or revise their work if they are not satisfied with the initial assessment.

While LNTU demonstrates a student-centred approach to assessment, the expert panel notes certain limitations in the formalization and consistency of these practices. Specifically, the panel found that challenges arise in situations where teaching is delivered by part-time or non-

permanent academic staff responsible for only specific components of a course. In such cases, there is no established procedure for reviewing or improving marks once the engagement of such staff members concludes. This gap may limit students' opportunities to seek clarification and get feedback.

The expert panel notes that LNTU has introduced internal regulations concerning the use of artificial intelligence (AI) in the educational process (Policy #894). These regulations are aimed at ensuring both academic integrity and the responsible integration of emerging technologies into learning activities. According to established practices, students are informed by their teachers that the direct use of AI tools to complete academic tasks (such as writing assignments or solving problems) is prohibited. However, the use of AI for consultation or support during the learning process—for example, to clarify concepts or seek guidance—is permitted and even encouraged as a supplementary resource. To enforce these principles, academic staff utilize software tools to verify the originality of student work and to detect potential AI-generated content. Based on the information gathered during the interviews, it can be argued that students are explicitly informed about these controls and expectations regarding the acceptable use of AI.

According to the SER (p. 42), LNTU has developed assessment criteria for qualification theses, which are included in the respective guidelines for writing Bachelor's and Master's theses. However, an analysis of official departmental web pages at LNTU revealed that some of the guidelines are outdated and/or do not include assessment criteria for qualification theses. For example: the 2018 guidelines for Bachelor's theses in the specialty 131 – “Applied Mechanics” (professional area: “Metal-Cutting Machines and Systems”); guidelines for Bachelor's theses in the specialty 073 – “Management”; and the guidelines for Bachelor's and Master's theses for the students of the specialty 132 – “Materials Science.”

LNTU has several policies related to the appeal procedure in cases where a student disagrees with a received grade. The policy on submitting appeals regarding the results of final assessments in individual educational components is set out in Regulation No. 551 on the Appeal of the Results of the Final Knowledge Control of Students at Lutsk National Technical University (SER, p. 42). The procedure for appealing the results of final certification is outlined in Regulation No. 574 on the Appeal of the Results of Certification of Students at Lutsk National Technical University.

Both documents define the key principles of the appeal process, describe the procedure for forming the appeal commission and its composition, and provide information on the submission and review of appeals. An analysis of the official LNTU website shows that the “Quality of Education” section contains a schematic description of the appeal procedure concerning final assessment results, which facilitates comprehension and promotes a clearer understanding of the process among students. Although the appeal procedure is in place for students who disagree with awarded grades, the panel notes that no formal appeals have been submitted since 2022.

LNTU has established clear policies and procedures for the recognition of prior learning outcomes acquired through both formal and non-formal education. These procedures are outlined in the Regulation on the Organisation of the Educational Process (Section 4, p. 38) and in Regulation No. 745 On Non-Formal and Informal Education at Lutsk National Technical University.

According to the Regulation on the Organisation of the Educational Process (Section 4, p. 38), the university may transfer credits earned by students during prior studies in other educational programmes based on documents confirming previously acquired education, an extract from the

academic record, concurrent studies in multiple programmes, or an ECTS academic transcript. Recognition of prior learning outcomes is based on the European Credit Transfer and Accumulation System (ECTS).

The recognition of prior learning acquired through formal education applies in the following cases: transfer of a student from another university to LNTU; reinstatement of a student to continue studies at LNTU; outcomes of academic mobility or double degree programmes; admission to the first year based on a previously acquired EQF level 5 qualification; learning acquired through dual education elements; and simultaneous studies in two educational programmes.

During the site visit, the expert panel noted that LNTU encourages students, including those at the postgraduate level, to engage in informal and non-formal learning as a means of complementing their formal education. Students are supported in participating in additional courses, particularly those aligned with their research interests or areas of academic development. These may include short-term courses, training sessions, and online modules offered by external providers or partner institutions. Postgraduate students are encouraged to pursue learning opportunities that contribute to their scholarly work, such as courses on academic writing, research methodologies, and publication practices. The university promotes the use of open educational resources and online platforms, enabling students to expand their competencies independently.

While participation in informal education is not formally integrated into the study programmes, it is clearly supported and valued by the university as a component of lifelong learning and academic development. The panel commends this approach and encourages further institutionalization of recognition mechanisms for relevant informal learning achievements.

Conclusion

The expert panel finds that LNTU has established comprehensive procedures for monitoring and supporting student academic progress, embedded in institutional regulations and implemented through regular reviews by programme leaders and deans. Monitoring results are systematically analysed and discussed at various governance levels.

Academic monitoring data are used effectively—for awarding scholarships, selecting mobility programme participants, and facilitating funding-type transfers. The university also considers external factors affecting performance, notably the impact of war.

LNTU has a clearly defined and structured student assessment system, ensuring alignment with intended learning outcomes and promoting transparency. Academic staff have autonomy in choosing assessment formats, supporting flexibility and academic freedom. An appeal procedure is in place, though no disputes have arisen since 2022 due to the common practice of allowing grade improvements. However, this increases staff workload, and clearer institutional rules are needed to standardise such practices.

The panel notes inconsistencies in the availability and currency of thesis guidelines and assessment criteria, potentially undermining the transparency and comparability of thesis evaluation across programmes.

LNTU has implemented a robust system for recognising prior formal, non-formal, and informal learning, grounded in institutional regulations (including Regulation No. 745). Procedures,

eligibility criteria, and timelines are clearly defined and communicated. A structured decision-making process and formal documentation ensure transparency and reliability of outcomes.

Strengths

- Academic staff have the autonomy to determine assessment formats, which promotes flexibility and supports academic freedom.

Areas of concern and recommendations

- The guidelines for writing Bachelor's and Master's theses do not include assessment criteria for qualification theses. Some of the guidelines published on the LNTU web pages are outdated. The panel recommends that LNTU ensure that all departments regularly update and publish current guidelines for qualification theses, including clearly defined assessment criteria. This will enhance consistency in the evaluation of final student work and support institutional quality assurance efforts.
- Based on the information gathered during the interviews, experts' panel learned that teachers regularly allow students to improve their grades, which is why there have been no grade disputes since 2022. This approach significantly increases the workload of academic staff members and requires university management to set clear rules on when grade improvements are allowed (for example, only for the lowest grade).

Opportunities for further improvement

- The university may wish to consider developing formal procedures to ensure consistent and equitable handling of grade disputes and improvement requests, particularly in cases involving temporary teaching staff. Such measures would strengthen the university's commitment to student-centred learning and further enhance the transparency and fairness of its assessment system.

2.2.4. Support processes for learning

Requirements:

- The organisation of studies creates an opportunity for students to complete their studies within the standard period.
- A higher education institution provides counselling related to studies and career.
- A higher education institution supports student international mobility.
- Modern technical and educational technology resources are used to organise educational activities.
- Students are periodically asked for feedback on learning and support processes (the organisation of studies, assessment, counselling, etc.); the results of surveys are taken into account in improvement activities.

Evidence and Analysis

According to Regulation No 839, the university develops study plans for each admission year, level of education, and form of study, which specify the standard duration of study. Successful

completion of the study plan requires obtaining the necessary ECTS credits within the defined timelines. The university also uses individual study plans which are mandatory for completion and are developed based on the curriculum for each academic year.

LNTU has a clearly defined and formalized regulation regarding the development, approval, and implementation of individual study plans and schedules for students. Regulations 733/1 on the Individual Study Plan and Individual Study Schedule for Students at Lutsk National Technical University complies with the current legislation of Ukraine, including the Laws "On Education" and "On Higher Education," and is integrated into the university's internal regulatory framework.

The individual study plan (ISP) is developed to implement a personalized educational trajectory for students, taking into account their individual abilities, needs, and interests. The planning is carried out annually by faculties in cooperation with students based on approved study programmes and structural-logical training schemes.

The university ensures a transparent procedure for students to select elective courses within the approved ECTS credit limits. The procedure for modifying the elective components of the ISP is also regulated and allows for adjustments, provided students submit well-grounded requests.

The ISP is approved by the faculty member, ECTS coordinators, study programme leaders and deans of the faculties. The documents are stored in both paper and electronic formats (within the university's database), ensuring control and transparency in the implementation of study plans.

Particular attention is given to the conditions and mechanisms for granting students the right to study under an individual schedule. A clear list of grounds for its approval is defined, including employment in the field of study, involvement in research, participation in sports and cultural events, academic mobility, and special personal circumstances.

The university maintains effective oversight of the implementation of ISPs and individual study schedules through the involvement of academic advisors, departments, and dean's offices. A system of regular monitoring of students' academic progress is in place through various types of assessment (ongoing, modular, and semester-based).

In general, the LNTU has a well-developed regulatory framework and effective mechanisms to ensure that students' individual learning pathways meet modern higher education standards.

The study programme leaders, deputy deans and deans offer consultations about organization of education and everyday issues (SER p44). The dean's office helps resolve issues of documentary support and monitors students' attendance and performance (SER p. 44).

The university also has developing consulting direction for students' career opportunities through partnerships with employers, inviting guest lecturers, and holding events like "Business-Profi-Day" and employers have meetings with the students in their enterprises (SER p. 45). Graduate surveys indicate that a significant portion (61%) of graduates appreciate the university's role in providing practical training relevant to employment and many graduates (23%) are grateful to LNTU in finding their current place of employment.

During the site visit, the expert panel found that LNTU offers counselling services primarily focused on academic support, including guidance related to study planning, course selection, and navigating the educational process. These services are accessible to students and contribute to their academic progress. However, the panel notes that career counselling at LNTU is less developed and is currently oriented more toward information-sharing than personalized guidance. Existing practices are largely limited to providing students with general information

about job opportunities, labour market trends, or potential employers. There is limited evidence of structured efforts to assess students' individual interests, strengths, and career aspirations, or to provide tailored advice to support informed career decision-making.

The university has an Internationalization Strategy for 2021–2025 aimed at enhancing education and research quality through international projects and modernizing study programmes with a European focus. The International Relations Office (IRO) coordinates international student mobility.

The procedures governing the organisation of academic mobility for students and academic staff at LNTU, both within Ukraine and abroad, as well as the recognition of academic mobility outcomes, are defined by Regulation No. 735 The Procedure for Implementation of the Right to Academic Mobility at Lutsk National Technical University. This document states the main objectives of academic mobility, outlines the possible durations of mobility periods for students and staff, along with the rights and responsibilities of academic mobility participants.

LNTU has also developed procedures for the competitive selection of candidates for participation in academic mobility programmes. These are described in Regulation No. 826 Regulations on the Procedure for Organising and Conducting a Competition and a Selection Committee for the Selection of Applicants for Participation in Academic Mobility Programmes of Students and Staff of LNTU. The regulation provides detailed eligibility requirements for students, doctoral students, academic staff, and representatives of administrative units wishing to participate in international academic mobility.

Section 4 of Regulation No. 826 (p. 5–7) presents the criteria used to select participants for academic mobility programmes. For students and doctoral candidates, the primary requirements are a high level of academic performance and proficiency in a foreign language. Additional points may be awarded for prior experience in civic or scientific activities, as well as for the submission of a motivation letter and letters of recommendation. For academic staff, the key selection criteria include language proficiency, a Europass-format CV, and a justification for participation in the mobility programme. Regulation No. 826 also defines the conditions for conducting the competition and the responsibilities of the selection committee.

The LNTU study programmes include the practice of participating in academic mobility programs, and both students and teachers actively use virtual educational platforms, as evidenced by received certificates. Student academic mobility trends demonstrate growth.

During the site visit the expert panel learned that LNTU has adopted a multidimensional approach to internationalization, with clearly defined strategic directions. Key areas of focus include academic mobility, participation in international grant projects, and the development of joint educational initiatives.

Mobility is a central component of the university's internationalization strategy. In recent years, LNTU has significantly increased the involvement of its academic staff in international mobility programmes. While the initial Key Performance Indicator (KPI) set by the university was 8%, by 2024 this figure had more than doubled, reaching 16.5% of teaching staff participation in mobility activities. This reflects a growing institutional commitment to international engagement and capacity building.

Another important aspect of LNTU's internationalization efforts is its engagement in joint degree programmes and credit mobility initiatives. More than 12 study programmes are involved in such international cooperation formats, enabling students and staff to benefit from cross-border educational experiences and fostering alignment with European higher education practices.

During the meeting with bachelor's, master's, and PhD students, the expert panel was able to confirm that students are familiar with the conditions for participation in academic mobility programmes, as well as with the selection criteria for such programmes. Students noted that information about international academic mobility opportunities is accessible and published on the official LNTU website. In addition, information is also communicated through the dean's offices.

Despite the challenges posed by the ongoing war and restrictions on academic mobility for male students, the university provides sufficient support to its students in the context of international academic mobility opportunities. More than half of the students who participated in meetings with the expert panel have taken part in one or two academic mobility programmes. LNTU has demonstrated exceptional progress in expanding its student mobility programmes.

Overall, the panel acknowledges that LNTU demonstrates a strategic and steadily expanding approach to internationalization, supported by tangible results and a clear institutional vision.

The university is undergoing a digital transformation, implementing technologies to stimulate changes (SER p. 47). Feedback is provided to students using technical solutions like the Electronic Student Portal, Electronic Survey, and Moodle. Structured collections of educational and methodological materials are located on the Moodle platform, and students have remote online access to the library. Lecturers use IT and multimedia, along with digital resources integrated into textbooks, to enhance teaching (SER p. 46). Zoom, Microsoft Teams, Google Meet, Google Classroom, and BigBlueButton are actively used (SER p.46).

The expert panel notes that the development and structure of e-courses at LNTU are largely determined by individual teaching staff. While this approach allows for academic freedom and flexibility, it also leads to variability in the quality and format of e-learning materials across different courses. During the site visit, the panel reviewed an example of an e-course in Macroeconomics. The content presented was primarily composed of Word documents, with limited use of interactive or multimedia elements. This suggests that, in some cases, the potential of digital platforms to enhance learning through diverse formats—such as video lectures, quizzes, discussion forums, or other engaging tools—is not fully utilized.

During the site visit, the expert panel was given a comprehensive tour of LNTU's facilities, including lecture halls, specialized classrooms, and laboratories serving various academic disciplines. The panel noted that the university actively collaborates with business partners and employers in the development of its laboratory infrastructure. An example of this is the laboratory for cosmetic studies, which is being established in cooperation with industry stakeholders, illustrating the university's commitment to aligning practical training with labour market needs.

Additional support services are coordinated through educational and IT departments, which assist students with creating and managing their digital accounts. Through this account, students can access their schedules, select elective courses, and use library services, thereby streamlining access to academic resources and administrative functions.

Overall, LNTU uses modern technical and educational technology to organize educational activities.

The university systematically conducts student surveys on the quality of teaching, courses, and the organization of the educational process once per semester (SER p.18). Surveys regarding students' free choice of disciplines are conducted twice a year, and suggestions are discussed and considered in the internal quality assurance processes (SER p. 47).

Specifically, at the end of each semester, students are invited to provide feedback on every course they have completed. Additionally, annual institutional surveys are conducted to gather more comprehensive insights on the quality of the educational process, the adequacy of the material and technical base, and the overall effectiveness of university support services. Although these surveys are administered to the entire student body at once, the data collected can be disaggregated and analysed at the level of individual study programme, allowing for programme-specific improvements.

LNTU is also a participant in the OPTIMA project and regularly conducts surveys focused on academic integrity, demonstrating its commitment to fostering ethical academic practices.

Survey administration and data analysis are managed through a digital platform. Two key staff members are involved in data processing and analysis: the Vice-Rector for Digitalization and a member of the Quality Assurance Office. The analysed results are shared and discussed with study programme leaders, faculty quality assurance commissions, and the University Quality Council. This structured feedback loop ensures that the insights gained from student surveys are systematically incorporated into quality enhancement efforts at both the study programme and institutional levels.

The expert panel found that LNTU has implemented a multi-layered system for collecting and analysing student feedback as part of its internal quality assurance mechanisms. Different types of surveys are conducted to regularly assess various aspects of the educational process. However, the panel observed that there are currently no dedicated surveys focused specifically on counselling services, especially career counselling from the perspective of students.

Conclusion

The expert panel concludes that LNTU has established a robust framework to support timely graduation, with study plans and individual study plans (ISPs) aligned with national legislation and European credit standards. Students can personalise their learning through elective choices and flexible scheduling, supported by academic advising and progress monitoring.

Academic counselling is accessible and effective, involving academic advisors, faculty curators, and administrative staff. While career support includes employer events and partnerships, career counselling remains underdeveloped.

LNTU promotes international mobility through a clear strategy and structured procedures, supporting physical and virtual exchanges, and participating in joint programmes. Despite war-related constraints, mobility rates are increasing, reflecting institutional commitment to global engagement.

Modern digital tools (Moodle, Teams, Zoom) and platforms enhance teaching and learning, though the quality and interactivity of e-learning materials vary across courses due to decentralised development.

Student feedback is gathered systematically through regular surveys on teaching, courses, and support services. Results inform internal quality processes via programme managers and quality bodies. However, feedback mechanisms specific to academic and career counselling are not yet in place.

The panel concludes that LNTU's learning support policies meet established requirements.

Strengths

- LNTU actively supports student international mobility through a well-articulated institutional strategy and structured procedures. The expert panel commends the university's efforts to promote mobility despite external challenges such as war-related restrictions.

Areas of concern and recommendations

- The expert panel notes that the development and structure of e-courses at LNTU are largely determined by individual teaching staff. While this approach allows for academic freedom and flexibility, it also leads to variability in the quality and format of e-learning materials across different courses. Panel recommends that the university's management consider creating e-learning support system for academic staff.

Opportunities for further improvement

- The expert panel suggest that LNTU further develop its career counselling services by integrating diagnostic tools, personalised coaching, and structured employer engagement. Enhancing these services would support students in aligning their academic paths with long-term career objectives and reinforce the university's role in facilitating successful labour market transitions.
- The panel advises LNTU to introduce targeted surveys to systematically evaluate the quality and effectiveness of its counselling services. Collecting structured feedback would help identify areas for improvement, ensure alignment with student needs, and contribute to the continuous development of the student support system.

SUMMARY OF THE ASSESSMENT AREA: TEACHING AND LEARNING

ASSESSMENTS BY ASSESSMENT SUB-AREAS: mark with 'X'

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
Effectiveness of teaching and learning, and formation of the student body	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study programme development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student academic progress and student assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support processes for learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Conclusion

The expert panel concludes that LNTU conforms to the requirements in the Teaching and Learning area.

LNTU has clearly articulated its educational mission and strategic objectives, aligning them with broader institutional goals and societal expectations. The university demonstrates a strong commitment to graduate competitiveness, effectively aligning its educational offerings with labour market needs through systematic updates and practical training, facilitated by robust industry partnerships and dual education components.

Admission procedures at LNTU are transparent, strategically informed, and effectively contribute to forming motivated student cohorts. The institution prioritizes inclusivity, systematically improving accessibility, and providing comprehensive support for students with special needs.

LNTU has developed transparent and structured processes for designing, monitoring, and updating study programmes, incorporating comprehensive stakeholder feedback, although initial stages of stakeholder involvement, particularly student participation, need enhancement. Procedures for graduate and employer feedback are systematically implemented, though graduate participation rates require improvement for more representative data.

The university effectively monitors and supports student academic progress through regulated and systematic procedures, employing academic advising and clearly articulated assessment processes aligned with learning outcomes. LNTU's comprehensive framework for the recognition of prior learning ensures fairness and transparency.

Academic counselling services and structured support mechanisms promote timely completion of studies, although further development is recommended for career counselling.

LNTU actively promotes international mobility and effectively integrates digital technologies and e-learning tools into educational processes, despite variability in the quality and interactivity of digital resources. Regularly conducted student surveys are systematically integrated into quality assurance activities, though specific feedback mechanisms for counselling services remain to be established.

Overall, the panel finds that LNTU demonstrates a coherent and robust approach to Teaching and Learning, effectively meeting established accreditation standards.

2.3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)

2.3.1. RDC effectiveness

Requirements:

- A higher education institution has defined its RDC objectives and measures their implementation.
- A higher education institution monitors the needs of society and the labour market, and considers them in planning RDC activities.

Evidence and Analysis

LNTU's RDC Activity is formally guided by its Development Strategy for 2021-2026, the Target Programme for Scientific and Innovative Activities, and an Open Science Policy. While these foundational documents establish a clear institutional structure for scientific endeavors, including guidelines for product creation, commercialization, and staff stimulation, their execution, particularly in fully meeting all objectives, reveals areas for further enhancement. A stated key objective is to ensure RDC responsiveness to societal and labour market needs through extensive cooperation; however, the systematic integration of these needs into research planning requires more robust mechanisms. Annually, the Academic Council reviews the "Report of LNTU on scientific and technical activities and the implementation of scientific research results in the educational process." This review assesses target indicators, evaluates strategy implementation, clarifies specific metrics, and determines future directions for activation through resolutions and orders (SER, p. 48). The implementation of RDC objectives is subject to annual review by the Academic Council, assessing target indicators and strategy implementation, yet the effectiveness of these reviews in driving specific and consistent improvements across all RDC facets could be further strengthened.

Quantitative measures of RDC implementation include (SER, p. 48-50):

- Funding Dynamics: research work is financed from both the state budget (for applied research and development) and through various private enterprises.
- Research Output: LNTU closely tracks the publication of monographs, articles, and scientific works in journals indexed by prominent scientometric databases.
- Academic Impact: the university's academic impact is measured by its Hirsch index.
- International Collaboration: the share of international co-authored publications serves as a key indicator of successful research internationalization.
- Partnership Growth: LNTU actively measures its engagement through the number of cooperation agreements.
- Innovation and Technology Transfer: measurement of this objective is demonstrated through the establishment of research centers, laboratories, the Business Innovation Center (BIC), and a university business incubator.

The presented quantitative measures of RDC implementation present a mixed picture. While total research funding in 2024 surpassed 2020 indicators, largely due to successful attraction of funds

from Ukrainian and international partners, a significant concern remains the decrease of state budget funding for applied research to zero in 2024, indicating a persistent vulnerability and challenge in securing national competitive grants.

Research output demonstrates consistent scholarly activity, with publications reaching 230 in 2023 and 219 in 2024, and academic impact is steadily growing with a Hirsch index of 21 in SCOPUS and 29 in Web of Science.

International collaboration is a clear strength, with co-authored publications peaking at 32% in 2023. LNTU actively measures engagement through a substantial network of 120 international partners, 29 state authorities, and over 300 local business partners; however, the systematic leverage of these diverse networks for targeted RDC projects and consistent feedback on research quality requires further development.

Innovation and technology transfer efforts are evident through the establishment of centers like the Business Innovation Center (BIC) and patent activity; nonetheless, explicit metrics to evaluate the actual economic or societal impact of commercialized RDC results are not detailed, limiting a comprehensive assessment of their real-world contribution.

Through these comprehensive objectives and rigorous measurement strategies, LNTU ensures accountability and continuous improvement in its RDC activities, aligning them with its strategic vision and broader societal needs.

While LNTU actively monitors societal and labour market needs and engages with over 300 local business partners, the systematic process for proactively aligning LNTU's RDC capabilities with specific, high-priority industrial or sectoral demands, beyond general employer involvement, is not fully articulated. This limits the potential for consistently undertaking higher-value commissioned research. Although applied research "to business order" forms a significant funding basis, the overall approach to integrating external demand into long-term RDC planning could benefit from more structured mechanisms. Furthermore, the absence of a systematic feedback loop from business partners or government entities specifically on the quality and relevance of RDC outcomes hinders a comprehensive understanding of external satisfaction and areas for improvement. LNTU's four distinct scientific schools are valuable assets, but there is no clear evidence on formalized mechanisms that actively encourage interdisciplinary collaboration between these schools, which could limit the scope for truly innovative and complex problem-solving.

Conclusion

The experts conclude, that the LNTU demonstrates a commendable alignment of its RDC activities with strategic documents and market needs, leveraging extensive partnerships for relevance and impact, its overall effectiveness is tempered by persistent challenges. Despite significant gains in overall research funding through strategic engagement with Ukrainian and international partners, the complete cessation of state budget funding for applied research in 2024 highlights a critical vulnerability in securing diverse and stable national competitive grants. While scholarly productivity remains consistent with a growing academic impact (evidenced by publications and H-index), the lack of clear, detailed metrics for the actual economic or societal impact of commercialized RDC results, beyond mere establishment or registration, significantly limits the full assessment of real-world contributions. Furthermore, the absence of explicit mechanisms for fostering interdisciplinary collaboration among its scientific schools and a systematic feedback

loop from external partners on research quality suggests areas where LNTU's RDC management, while effective in many respects, requires substantial refinement for comprehensive optimization and sustained strategic growth.

Strengths

- LNTU maintains an extensive network of international and national partnerships that directly support its research and innovation agenda. The university cooperates with 120 foreign universities across 26 countries and has signed agreements with 29 national public authorities and organisations — a number that continues to grow. These partnerships enable joint research projects and collaborative innovation.
- LNTU actively integrates the evolving needs of society and the labour market into its RDC planning, evidenced by extensive cooperation with over 300 local business partners and the undertaking of "research to business order," ensuring the relevance and practical application of its scientific work.
- The university consistently shows increasing research output and impact, with high publication numbers in scientometric databases, a continuously growing Hirsch index, and a significant increase in international co-authored publications (peaking at 32% in 2023), highlighting its successful internationalization and contribution to global knowledge.

Areas of concern and recommendations

- LNTU did not achieve its goal for R&D funding obtained through competitive selection from the national budget, and this funding stream decreased to zero in 2024. This indicates a persistent challenge in securing national competitive research grants. Experts' panel suggest developing a targeted strategy to enhance project application writing skills among academic staff, specifically for national competitive grants, and establish a dedicated support unit to identify, prepare, and submit high-quality applications to relevant government funding programs.
- While LNTU mentions commercialization and technology transfer (e.g., through BIC and patent activity), there were no evidence about detail specific metrics for evaluating the actual economic or societal impact of commercialized RDC results beyond just their establishment or registration. Experts recommend setting clear KPIs for tracking the commercialization success of RDC outcomes, such as spin-off creation, licensing agreements, generated revenue from transferred technologies, and documented societal benefits from applied research, to provide a more comprehensive picture of impact, during the development of new strategy of LNTU.
- While there are over 300 business partners and "research to business order," there were no evidence on a systematic process for identifying and proactively aligning LNTU's RDC capabilities with specific, high-priority industrial or sectoral needs, beyond general employer involvement. Experts highly recommend conducting regular, in-depth analyses of key industry sectors in Ukraine and globally to identify emerging research needs and technological gaps, then proactively align LNTU's scientific schools and laboratories to these specific demands, potentially leading to more targeted and higher-value commissioned research.
- While employers are involved in educational processes, the panel didn't prove the existence of systematic feedback loop from business partners or government entities

specifically on the quality and relevance of RDC outcomes or scientific services provided by LNTU. Expert panel recommends establishing clear feedback mechanisms (e.g., annual surveys, dedicated advisory committees) for RDC partners to provide structured input on the quality, applicability, and impact of LNTU's research and scientific services, using this feedback for continuous RDC improvement.

Opportunities for further improvement

- LNTU lists four distinct scientific schools. While valuable, there were no evidence on mechanisms that actively encourage interdisciplinary collaboration between these schools, which could limit the scope for truly innovative, complex problem-solving. Expert panel suggest developing and incentivize interdisciplinary RDC programs, workshops, and joint funding opportunities that specifically encourage collaboration between LNTU's distinct scientific schools, fostering cross-pollination of ideas and approaches to tackle multifaceted challenges.
- The panel advises LNTU to strengthen its research commercialisation pipeline by enhancing institutional support for intellectual property protection, conducting market analyses for university-generated technologies, and facilitating connections with venture capital and industrial stakeholders to maximise the socio-economic impact of research.
- The panel encourages the establishment of interdisciplinary research clusters addressing major societal challenges—such as post-war reconstruction, sustainable development, and digital transformation—by integrating expertise across faculties and scientific schools to promote collaborative and high-impact RDC initiatives.
- The panel recommends that LNTU complement its existing soft incentive measures with a more comprehensive, performance-based reward system for academic staff and students. This system should recognise achievements in high-impact publishing, successful grant acquisition, patenting, and commercialisation activities, thereby enhancing research excellence.
- The expert panel suggests that LNTU expand the scope and diversity of international mobility opportunities specifically oriented towards research, development, and creativity. This includes enabling extended research visits, joint supervision arrangements with international experts, and participation in global research consortia to deepen integration into the international academic community.

2.3.2. RDC resources and support processes

Requirements:

- A higher education institution has an effective RDC support system.
- A higher education institution has financial resources needed for RDC development and a strategy that supports their acquisition.
- A higher education institution participates in different RDC networks.
- RDC infrastructure is being updated and used effectively.

Evidence and Analysis

LNTU has established an RDC support system, managed by the Vice-Rector for Scientific, Pedagogical Work and Research, which is intended to foster academic excellence, facilitate innovation, and ensure coherent scientific performance. This system comprises several key departments and units (SER, p. 51-52), each providing specialized assistance across various research aspects.

The RDC support system at LNTU is built upon several key departments and units that provide specialized assistance across various aspects of research (SER, p. 51-52):

- Business Innovation Center (BIC): this center is crucial for implementing scientific, scientific-technical, and innovative activities. It coordinates RDC efforts, fosters a favourable innovation environment, supports the adoption of modern, environmentally friendly, and energy/resource-saving technologies, and manages state policy on technology transfer, intellectual property rights acquisition, protection, and commercialization.
- Scientific and Research Part: this unit provides essential scientific-organizational, personnel, planning, financial, accounting, and information support, ensuring that researchers have the necessary administrative and logistical backing.
- Student Design and Technology Bureau (SDTB) 'Innovation Park': this bureau actively engages in the development and implementation of advanced technologies, new materials, energy-efficient solutions, and innovative projects, contributing directly to the country's sustainable development.
- Department of Postgraduate and Doctoral Studies: this department is responsible for organizing and providing the training and support necessary for postgraduate and doctoral students to conduct their research effectively.
- Technology and Innovation Support Centre (TISC): this center offers users high-quality technology and innovation support services, facilitating access to crucial resources and expertise.

While the BIC is crucial for coordinating innovative activities, technology transfer, and intellectual property management, and the Scientific and Research Part offers essential administrative, financial, and information support, the mechanisms ensuring consistent quality and standardization of services across these diverse units are not explicitly detailed. Similarly, the SDTB 'Innovation Park' actively engages in advanced technology development, the Department of Postgraduate and Doctoral Studies organizes training, and the TISC provides expertise, yet the overall coordination for seamless, standardized support remains an area for potential enhancement.

LNTU's RDC support system is underpinned by modern infrastructure, including multimedia classrooms, well-equipped library and six specialized research laboratories (e.g., Construction, Environmental, Solid-State Physics). These facilities are actively utilized by Master's and PhD students for their research, with investments aiming to provide essential resources. However, despite significant equipment improvements, a formal system for sharing high-cost equipment or specialized infrastructure between these laboratories or faculties is not explicitly described, potentially leading to underutilization or redundancy. While the increasing revenues from international cooperation projects and economic contracts, coupled with active publication in LNTU's journals, attest to the system's effectiveness in some areas, the overall comprehensiveness and optimal utilization of all administrative, financial, technical, and

collaborative resources could be further refined to fully meet the demands of high-quality research and innovation.

LNTU's research work is financed through a dual mechanism (SER, p. 52): state budget allocations for applied research and a significant portion from enterprise orders, directly linking RDC to industry demand. While the university demonstrated resilience by attracting substantial funds from Ukrainian and international partners, allowing total research funding in 2024 to surpass 2020 indicators despite state budget funding for applied research decreasing to zero, the internal strategic allocation of funds secured from enterprise orders to specific research initiatives or labs is not explicitly detailed, potentially impacting equitable distribution and strategic investment. The volume of revenues specifically for scientific and technical works under international cooperation projects, economic contracts, and scientific services has consistently increased, reaching UAH 11,862.76 thousand by January 2024. The consistent increase in revenues from international cooperation projects and economic contracts highlights successful external engagement, yet the transparency and strategic oversight of internal fund distribution remain areas for development.

LNTU's strategy for acquiring RDC resources is outlined in key regulatory documents, emphasizing broad cooperation, local business engagement (over 300 agreements), employer involvement, and proactive investment attraction. While this multi-pronged approach has enabled LNTU to secure necessary financial resources and adapt to changing landscapes, the rapid increase in international collaborations and projects necessitates a corresponding scaling up of administrative and legal support for international agreements and complex reporting requirements, as existing units might become overburdened. Furthermore, while dedicated support structures like the BIC and Scientific and Research Part are instrumental, the mechanisms for ensuring consistent quality and standardization of administrative and logistical support services across these units are not explicitly detailed, potentially leading to inefficiencies in resource utilization.

LNTU's extensive involvement in RDC networks spans international academic collaborations (120 partners, 30+ associations, and participation in European University Alliances), national and regional institutional agreements (29 state authorities), and robust local business and innovation ecosystem networks (over 300 agreements). While these diverse partnerships are crucial for enhancing RDC capabilities and aligning with societal needs, the systematic process for identifying and proactively aligning LNTU's RDC capabilities with specific, high-priority industrial or sectoral needs, beyond general employer involvement, is not fully articulated. Furthermore, despite active participation in various international university rankings for benchmarking, the absence of a systematic feedback loop from business partners or government entities specifically on the quality and relevance of RDC outcomes or scientific services provided by LNTU represents a missed opportunity for continuous improvement in external stakeholder engagement.

LNTU's involvement in RDC networks encompasses several key areas:

- **International Academic and Collaborative Networks:** the university maintains active international collaborations with 120 partner universities across 26 countries, indicating a broad global research footprint. This is further solidified by its membership of approximately 30 international professional associations and organizations. Notable examples include the European Association for International

Education (EAIE), the Association of European Universities (EUA), the Coalition for the Advancement of Research Assessment (CoARA), the European Network for Academic Integrity (ENAI), the National Council of University Research Administrators (NCURA), and the European Law Faculties Association (ELFA). LNTU also participates in the Magna Charta Universitatum 2020 and, starting from 2023, has initiated cooperation with three Alliances of European Universities: Unite!, ECIU, and STARS EU.

- **National and Regional Institutional Networks:** LNTU has established strong institutional cooperation agreements with 29 state authorities and organizations, including regional councils, state administrations, city councils, the National Police, and various ministries. These partnerships help align LNTU's research with national and regional development priorities.
- **Local Business and Innovation Ecosystem Networks:** the university has significantly expanded its network of local business partners, establishing over 300 agreements with companies and private entrepreneurs. This involvement extends to inviting employers to participate in the organization and implementation of educational processes, which often leads to applied research projects commissioned directly by businesses, thereby integrating LNTU into the local labor market and innovation ecosystem. Furthermore, LNTU's internal innovation environment is bolstered by collaboration with entities such as the VERITAS legal clinic, Student Design and Technology Bureaus (SDTB "Innovation Park," SDTB "School of Business and Law"), and IT studio "Prosperous Studio Programing," all of which contribute to knowledge and technology transfer.
- **Ranking and Assessment Networks:** LNTU actively participates in various international university rankings, which serve as a form of network for assessment and benchmarking against global standards. The university is a member of the QS World University Rankings (including EECA and Europe sectors), uniRank University Ranking, EduRank, Interdisciplinary Science Rankings, and Scimago Institutions Ranking. It has also submitted data to the Times Higher Education Impact Rankings, demonstrating its commitment to external evaluation and continuous improvement within the global academic community.

LNTU's RDC infrastructure, comprising scientific equipment, ICT resources, and six specialized laboratories, has benefited from significant investments between 2020 and 2024, including a five-fold growth in 2023 and over UAH 165.6 million allocated for modernization and repairs (SER, p. 53). While these efforts ensure modern research environments and provide essential resources for Master's and PhD students, the absence of a formal system for sharing high-cost equipment or specialized infrastructure between these laboratories or faculties is not explicitly described, potentially leading to redundancy or underutilization. Despite continuous upgrades and strategic projects like the "SMART Volyn Hub," the lack of a detailed, long-term, scheduled maintenance and upgrade plan for this substantial infrastructure beyond current completed projects could pose future challenges to sustained operational excellence.

Conclusion

The expert panel concludes, that the LNTU operates a multi-faceted RDC support system, centrally managed by the Vice-Rector and encompassing specialized units like the Business

Innovation Center, Scientific and Research Part, SDTBs, and TISC, ensuring comprehensive administrative, financial, logistical, and innovation-related assistance to researchers.

Although the increase in international cooperation and external funding is commendable, the administrative and legal support systems necessary to manage complex agreements and reporting processes need to scale proportionally. Without this, there is a risk of overburdening existing structures and undermining project efficiency.

LNTU's RDC activities are effectively financed through a diversified strategy combining state budget allocations with significant revenue from enterprise orders and proactive attraction of funds from international partners, demonstrating strong resilience in maintaining research funding even amidst challenging external conditions. However, the internal strategic allocation of research funding, particularly from enterprise orders, lacks internal policy and communication regarding distribution principles or alignment with institutional priorities. This gap could impact equitable investment and long-term strategic planning.

Furthermore, while LNTU has extensive engagement with local businesses and public institutions, a formalized mechanism to align university research capacities with sector-specific or industrial needs is not fully developed. Similarly, feedback loops from business partners and public authorities regarding the relevance and quality of research outputs are not systematically in place, limiting opportunities for continuous improvement and stakeholder engagement.

LNTU boasts a robust RDC infrastructure, including six specialized laboratories and significant ICT resources, which are continuously updated through substantial investments (e.g., 5-fold growth in 2023). This modern infrastructure is effectively utilized by students and staff for high-quality research, further supporting innovation and academic excellence.

Strengths

- The RDC support system at LNTU is founded on several key departments and units that provide specialised assistance across various aspects of research.
- The university has demonstrated resilience in securing RDC funding, particularly during challenging periods.
- LNTU is actively engaged in promoting science among young people and in fostering a culture of research and development.

Areas of concern and recommendations

- While "research on order for enterprises" is a significant funding source, there was no evidence on how these funds are strategically allocated internally to specific research initiatives, labs, or researchers, which could impact equitable distribution and strategic investment. University should develop and communicate clear, transparent internal policies for the allocation and management of funds secured from enterprise orders, ensuring these resources strategically support LNTU's RDC priorities, encourage interdisciplinary collaboration, and incentivize high-impact research.
- LNTU has significantly increased international collaborations and projects. Without explicit mention of scaling up administrative and legal support for international agreements, intellectual property across borders, and complex international reporting requirements, existing units might become overburdened. Expert panel recommends conducting an assessment of the administrative capacity required to manage the growing volume of international RDC projects and collaborations, and strengthen relevant support

units (e.g., legal, finance, project management) with additional personnel or specialized training in international research administration.

Opportunities for further improvement

- The expert panel recommends developing and implementing a more ambitious and structured strategy for attracting international academic and research funding. This strategy should extend beyond individual scholarships and focus on participation in large-scale, multi-partner consortia, leveraging the university's international cooperation network.
- The expert panel recommends that LNTU establish a competitive internal seed funding or grant programme aimed at supporting early-stage, interdisciplinary, or high-risk research, development, and creativity (RDC) initiatives. This would encourage innovative projects with the potential for significant long-term impact, particularly those not yet eligible for external funding.
- The panel advises LNTU to adopt advanced data analytics tools, including AI-driven platforms, to monitor global research trends, identify emerging funding opportunities, and strategically position the university's RDC activities in areas of competitive advantage.
- The panel suggests that LNTU create a structured accelerator programme within the existing Business Innovation Center or a newly established unit. This programme should provide mentorship, legal and business development support, and seed investment to researchers and students seeking to commercialise RDC results through start-ups or technology licensing.
- The panel recommends the LNTU to implement a targeted strategy to enhance the global visibility and reputation of its research. In addition to improving traditional metrics, this could include promoting open science practices, strengthening institutional repositories, increasing participation in prestigious international conferences, fostering collaborations with leading researchers worldwide, and engaging in strategic science communication through international media and digital platforms to highlight LNTU's research strengths and contributions.
- The experts panel advise to establish a centralized online platform or a dedicated RDC infrastructure manager responsible for tracking high-value equipment, facilitating inter-laboratory sharing agreements, and promoting optimal utilization of specialized research infrastructure across the university.
- The experts panel recommends LNTU has six dedicated scientific laboratories with renewed equipment. However, the SER doesn't explicitly describe a formal system for sharing high-cost equipment or specialized infrastructure between these laboratories or faculties, which could lead to redundancy or underutilization. to implement a regular internal audit and quality assurance program for all RDC support units, including researcher feedback surveys, to identify bottlenecks, standardize best practices, and ensure equitable and high-quality administrative support across all scientific endeavors. While various units like BIC and Scientific and Research Part provide support, there were no evidence about detailed mechanisms to ensure consistent quality, training, or standardization of administrative and logistical support services provided by each to researchers, which could lead to inefficiencies.

2.3.3. Student research supervision and doctoral studies

Requirements:

- A higher education institution involves students of all academic cycles in research, creative or project activity, and systematically surveys student satisfaction with their supervision.
- Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and positive graduation rates.
- Students are guided to recognize plagiarism and to avoid it.
- Conditions have been created for admission of international doctoral students and for studies abroad for all doctoral students.
- A higher education institution involves recognized foreign scientists in the provision of doctoral studies and the supervision of doctoral theses.

Evidence and Analysis

LNTU deeply integrates research, creative, and project activities across all academic cycles, actively engaging students from undergraduate to doctoral levels. This commitment is a core part of its Development Strategy for 2021-2026, aiming to foster professional and personal development.

LNTU creates a supportive environment for student participation in scientific research through various initiatives (SER, p. 54-55):

- **Dedicated Hubs:** Students have access to research clubs, two educational and scientific laboratories (STEM Lab, Study Travel Agency - STUDY TRAVEL), two educational and scientific production bureaus (Listech, Smart-cafe), and an architectural and design bureau. These spaces allow students to engage with research results in their fields and conduct their own studies, including course and qualification work, under the guidance of leading university scientists.
- **Academic Entrepreneurship:** The university fosters entrepreneurial thinking by developing an academic entrepreneurship model focused on generating innovative ideas and capitalizing on new knowledge. This is supported by structures such as the Student Business Incubator, Project Activity Department, Startup School, Legal Clinic, School of Business and Law, and the Prosperous Studio Programming IT studio. LNTU's commitment to innovation is further underscored by its participation in the Accent Project "Accelerating Innovation and Entrepreneurial Excellence in Higher Education Institutions."
- **Practical and Competitive Engagement:** Students are actively involved in research projects, including international ones, covering both fundamental and applied research. They collaborate with professors on joint projects, such as the "Reconstruction of Avdiivka" vision and the development of a "robot manipulator for hazardous work." LNTU student teams regularly participate in and achieve success in national and international competitions, including business projects and startups (e.g., winning 1st place in the International Competition of Business Projects and Startups in 2024 and 2022) and innovation challenges (e.g., Sikorsky Challenge, "Try it!").

- **Dissemination and Interdisciplinary Work:** The university organizes scientific conferences, seminars, and annual competitions for research papers, providing platforms for students to present and discuss their findings. Students are encouraged to publish their research results in articles and conference proceedings. Their involvement in interdisciplinary projects further develops crucial skills like teamwork and critical thinking, preparing them for complex real-world problem-solving. The scientific activity results of students, postgraduates, and doctoral candidates are systematically analysed annually at departments.
- **Doctoral and Postgraduate Support:** For doctoral and postgraduate students, LNTU ensures high-quality dissertation work through public presentations and departmental discussions of scientific results to ascertain novelty and significance. They have extensive opportunities for academic mobility, including research internships both in Ukraine and abroad (e.g., Maria Curie-Skłodowska University), and participation in various international academic programs, seminars, and joint projects. The university actively involves foreign scientists as co-supervisors and lecturers, integrating international standards and topical research issues into PhD programs.

LNTU systematically monitors student satisfaction, particularly among postgraduate students, with their supervision. Results from regular surveys indicate that postgraduate students are generally satisfied with the quality of the educational process, the level of scientific advice received, the material resources available, and the opportunities for internationalizing their research. This feedback loop helps LNTU ensure the effectiveness of its supervision and support systems for student research and development (SER, p. 56-57). Despite the fact that Masters' students are also involved in the process of the research, there was no evidence on how they provide feedback about it.

LNTU prioritizes ensuring the professionalism and effectiveness of its research supervisors to maintain the high quality of research papers and dissertations.

The university's regulations explicitly define the requirements for postgraduate student supervisors, stipulating that they must be LNTU employees holding a relevant academic degree and possessing the necessary scientific qualifications. LNTU further enhances the quality of supervision by actively involving foreign scientists, who serve as co-supervisors and advisors to PhD students.

To further ensure the quality of PhD and doctoral dissertations, LNTU mandates a public presentation of scientific results by postgraduate students, followed by a thorough discussion at departmental meetings. This process culminates in a formal conclusion regarding the scientific novelty, theoretical, and practical significance of the dissertation's findings, serving as a critical quality assurance mechanism directly linked to the effectiveness of supervision.

While the provided information strongly emphasizes the professionalism and effectiveness of supervisors and its impact on research quality, explicit details regarding the "workload of supervisors being reasonably balanced" or specific "positive graduation rates" are not detailed in the self-evaluation report. However, the comprehensive support system and high student satisfaction imply an environment conducive to successful research completion.

The university has clearly defined principles for academic ethics, which are systematically disseminated among all its members. This is supported by a comprehensive code of conduct that includes specific guidelines for cases of non-compliance, implicitly encompassing acts such as

plagiarism. Furthermore, LNTU's membership in organizations like the European Network for Academic Integrity (ENAI) underscores its dedication to fostering an environment of academic honesty and providing students with the necessary understanding to uphold ethical research and writing standards.

LNTU has a well-defined framework for academic mobility, governed by Procedure No. 735, which allows postgraduate and doctoral students to enhance their professional level, pedagogical skills, and scientific qualifications through educational and scientific internships both within Ukraine and internationally. This academic mobility encompasses a wide range of activities, including participation in credit academic mobility programs, language and research internships, attendance at seminars, workshops, conferences, training sessions, webinars, master classes, and engagement in joint educational and research projects. The duration of participation in these academic mobility programs can extend up to two consecutive years. LNTU doctoral students have specifically undertaken research internships at esteemed institutions such as Maria Curie-Skłodowska University and participated in international projects like the "Winter Doctoral School 'Sustainable, Inclusive and Smart Development in the Context of Decentralisation: The EU Experience'." This commitment to fostering international experience through cooperation with foreign universities and research centers helps create conditions for the mutual exchange of experience and scientific ideas, significantly increasing the competitiveness of its graduates.

The university's Regulation No. 812 permits foreign scientists to serve as co-supervisors for PhD students, providing expert guidance and orienting them to international standards of scientific research. Foreign scientists are also actively involved in one-off dissertation defence councils. Furthermore, LNTU actively engages foreign scientists in organizing doctoral programs through lectures and joint international projects. This direct involvement enriches the educational process, allows postgraduate students (including international ones) to work on topical global issues, and ensures the integration of modern scientific trends into PhD programs. The university's overall cooperation with foreign universities and research centers fosters an open and collaborative environment, which inherently supports the admission and successful academic journey of international doctoral students by ensuring they have access to high-quality supervision and diverse research opportunities.

According to LNTU's Regulation No. 812, foreign scientists can serve as co-supervisors for PhD students, providing guidance and helping them develop and conduct dissertation research. This involvement is crucial for orienting postgraduate students toward international standards of scientific inquiry. Beyond supervision, foreign scientists also participate in the evaluation process by being involved in one-off dissertation defence councils, where they can act as opponents during thesis defences.

Furthermore, foreign scientists play an active role in the broader organization of doctoral programs at LNTU. They contribute to the education of postgraduate students through lectures and engagement in joint international projects. This direct involvement creates valuable opportunities for LNTU's doctoral candidates to work on topical issues within the framework of international cooperation, thereby improving the quality of education, facilitating knowledge exchange, and integrating modern scientific trends into PhD programs. The university's cooperation with foreign universities and research centers fosters a mutual exchange of experience, scientific ideas, and approaches, which is vital for developing new research and increasing competitiveness.

Conclusion

The experts conclude, that the LNTU involves students from undergraduate to doctoral levels in research, creative, and project activities, providing diverse opportunities through dedicated hubs, academic entrepreneurship initiatives (like the Student Business Incubator), and practical participation in national and international competitions.

The university ensures the professionalism and effectiveness of its research supervisors through clear regulations and actively enhances supervision quality by involving recognized foreign scientists as co-supervisors, advisors, and participants in dissertation defence councils, integrating international standards into doctoral training. However, there is no transparent workload management system for academic staff involved in supervision, considering the number of students, research intensity, and administrative duties, to ensure sustainable and high-quality mentorship without overburdening supervisors.

LNTU provides robust frameworks for postgraduate and doctoral students to engage in academic mobility, including research internships and participation in international programs both in Ukraine and abroad, significantly enhancing their professional, pedagogical, and scientific qualifications and fostering global research collaboration.

LNTU maintains rigorous quality assurance for dissertations through public presentations and departmental discussions, and systematically monitors student satisfaction with supervision, with consistently positive survey results indicating that the support and resources provided meet student expectations and contribute to research quality. However, there was no evidence on how feedback on research supervision is systematically gathered from undergraduate or Master's students involved in research, creative, or project activities.

Strengths

- LNTU effectively engages students across all academic cycles (undergraduate to doctoral) in diverse research, creative, and project activities, providing dedicated hubs (clubs, labs, bureaus) that foster professional and personal development.
- The university actively cultivates entrepreneurial thinking through a well-developed ecosystem, including a Student Business Incubator, Startup School, and other support structures, empowering students to develop innovative ideas and achieve significant success in national and international startup competitions.
- The university provides comprehensive opportunities for postgraduate and doctoral students to undertake research internships and participate in international academic programs both in Ukraine and abroad, significantly boosting their professional and scientific qualifications through global exposure.

Areas of concern and recommendations

- While supervisor professionalism and foreign scientist involvement are highlighted, the focus should be on how the workload of supervisors is managed to ensure it is "reasonably balanced," which is critical for sustaining high-quality supervision amidst diverse responsibilities (teaching, RDC, international work). University should implement a transparent workload management system for academic staff involved in supervision, considering the number of students, research intensity, and administrative duties, to ensure sustainable and high-quality mentorship without overburdening supervisors.

- While LNTU nurtures young talent, there was no evidence for any strategy of attracting and retaining highly experienced, well-known researchers or research leaders, especially given the national workforce shortages and global competition for talent. University should develop a targeted talent acquisition and retention strategy for senior researchers, including competitive research packages, reduced teaching loads, opportunities for establishing new research groups, and active participation in international scientific diplomacy, to elevate LNTU's research profile.
- The interviewees emphasize research quality, but there was not explicitly provided information or the timeliness discussed of doctoral thesis completion or overall graduation rates, which are key indicators of program effectiveness. Experts' panel advise to begin systematically tracking and reporting doctoral graduation rates and average time-to-degree and analyse this data to identify any systemic barriers or areas for improvement in the doctoral study process and supervision.
- While postgraduate students' satisfaction with supervision is surveyed, there was no evidence on how feedback on research supervision is systematically gathered from undergraduate or Master's students involved in research, creative, or project activities. Panel recommends extending systematic student satisfaction surveys specifically regarding research supervision and project mentorship to undergraduate and Master's students, utilizing their feedback to continuously refine guidance and support for early-career researchers.

Opportunities for further improvement

- The expert panel recommends that LNTU establish a continuous professional development programme for all academic staff involved in student supervision. This should focus on best practices in mentorship, ethical research conduct, student well-being support, and the effective integration of interdisciplinary approaches in student-led projects.
- The panel suggests that LNTU develop an intuitive online platform to match students at all levels with available research projects and supervisors based on shared interests and expertise. The platform should include features for collaborative project management, progress monitoring, and efficient communication.
- The expert panel advises LNTU to establish a formal mentorship programme linking current doctoral students with successful alumni from academia, industry, and entrepreneurship. This initiative would provide career guidance, networking opportunities, and insights into diverse post-graduation pathways.
- The panel recommends that LNTU complement its existing soft incentive measures with a more comprehensive, performance-based reward system for academic staff and students. This system should recognise achievements in high-impact publishing, successful grant acquisition, patenting, and commercialisation activities, thereby enhancing research excellence.
- The expert panel suggests that LNTU expand the scope and diversity of international mobility opportunities specifically oriented towards research, development, and creativity. This includes enabling extended research visits, joint supervision arrangements with international experts, and participation in global research consortia to deepen integration into the international academic community.

SUMMARY OF THE ASSESSMENT AREA: RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)

ASSESSMENTS BY ASSESSMENT SUB-AREAS: mark with 'X'

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
RDC effectiveness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RDC resources and support processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student research supervision and doctoral studies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conclusion

While LNTU demonstrates a well-defined strategic framework for its RDC activities, characterized by consistent growth in research output, academic impact (rising h-index), and international co-authorship, its overall effectiveness is notably constrained by several critical shortcomings. The university benefits from a comprehensive RDC internal support system and has shown resilience in attracting diverse funding despite national budget limitations; however, the persistent failure to secure competitive national R&D funding represents a significant vulnerability. Although LNTU effectively engages students in RDC and entrepreneurship with strong international supervision, the lack of explicit metrics for commercialization impact, coupled with insufficient systematic leveraging of its extensive RDC networks, hinders the effective realization of its innovative potential. Furthermore, the absence of formalized, long-term infrastructure maintenance plans and clear mechanisms for interdisciplinary collaboration between scientific schools indicates that while LNTU has a path for improvement, its current RDC management only partially conforms to requirements, necessitating more robust and integrated strategies to achieve sustained excellence and fully capitalize on its established strengths.

2.4. SERVICE TO SOCIETY

2.4.1. Popularisation of core activities of a higher education institution and its involvement in social development

Requirements:

- A higher education institution has a system for popularising its core activities.
- Employees of an institution of higher education participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.

Evidence and Analysis

The Development Strategy of LNTU for 2021-2026, Goal 7, aims to popularise the university's core activities and foster partnerships at regional, national, and international levels. It includes several planned tasks and implementation activities to support this objective, such as building cooperation with businesses, municipality and state, and encouraging its own staff to promote the achievements of their work. Also, the 2024 LNTU Open Science Policy (p.3) aims to promote the creation, preservation, dissemination, and utilisation of scientific knowledge with maximum accessibility, transparency, and inclusivity. The policy is supported by the LNTU R&D Strategy of 2021, which, under the strategic tasks "Development of Human Resources ..." foresees "Holding of all-Ukrainian and international scientific conferences, forums, seminars, exhibitions, trainings and other events aimed at the development and implementation of scientific research and innovative activities". As reflected in the Information on the Implementation of the Target Program of Prospective Development Scientific and Innovative Activities of the Lutsk National Technical University for 2021-2026 (p. 5), in 2022, despite martial law, 72 scientific and technical events were organized and held by LNTU, including 11 international, 7 all-Ukrainian and 39 events of regional significance. Of these, 4 international scientific conferences of higher education students and young scientists and 2 all-Ukrainian conferences of higher education students and young scientists.

According to the SER (p. 59), LNTU offers public services across various areas, promoting diversity, equity, and inclusion. This includes visits and partnerships with various stakeholders, showcasing best practices, and participating in multiple volunteer activities. As was confirmed during the site visit, both the staff of the university, its students and especially its Student Council are actively engaged in popularising of its core activities. The SER (p. 59) also highlights that LNTU's branding and promotion office is developing a system to publicise the university's activities in scientific, educational, project-based, international, youth, and public sectors through tailored communication channels. While this system is yet to be formalised, initiatives such as the Veritas Legal Clinic, LNTU Youth Centre, Contenta Studio, Digital Innovation Space (DISpace), SMART Volyn Hub, Sport Complex, and Veteran HUB already exemplify efforts to popularise LNTU's core activities. Representatives of industry and other employers of LNTU graduates also emphasised their role in promoting the university, noting that LNTU plays a pivotal role in their success by providing high-quality human resources and up-to-date knowledge.

Employees of LNTU actively participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies of Lutsk and Volyn region. Table H1 in Appendix H of the SER lists various professional associations and unions that LNTU is involved with. During the site visit to LNTU in June 2025, several representatives of local and regional associations confirmed the active and valuable participation of the LNTU staff. As noted in the SER (p. 60), LNTU strives to enhance decision-making processes leading to sustainable and equitable outcomes. As emphasised in the same “Lutsk National Technical University plays a pivotal role in shaping the educational, scientific, and innovative landscape of Lutsk, its region, and Ukraine, actively pursuing engagement with the public and stakeholders.” Practical examples of such engagements include chairing the Lutsk City Council Youth Council and collaborating with the LNTU Alumni Association. During the assessment, the LNTU provided additional personalised information on membership in various professional entities, such as the European Association for International Education (EAIE), Association of European Universities (EUA), Coalition for the Advancement of Research Assessment (CoARA), European Network for Academic Integrity (ENAI), National Council of University Research Administrators (NCURA), European Law Faculties Association (ELFA), Magna Charta Universitatum 2020. Starting from 2023, the University will start practical cooperation with 3 Alliances of European Universities - Unite!, ECIU, STARS EU.

It can be assumed, that there are many more similar practical examples available, which could be further used to promote the core activities and especially business value of the LNTU to its partners if integrated into branding and promotion activities of the university.

Conclusion

The experts conclude that the higher education institution fulfils the requirements of the criterion "Popularisation of the core activities of a higher education institution and its involvement in social development." LNTU's strategic focus on popularising its core activities and fostering multi-level partnerships is clearly embedded in its Development Strategy for 2021–2026 and supported by key policy documents such as the 2024 Open Science Policy and the 2021 R&D Strategy. These frameworks reflect a strong institutional commitment to accessibility, inclusivity, and the dissemination of scientific knowledge.

Despite the constraints of martial law, LNTU has demonstrated resilience and proactivity by organising a significant number of scientific and technical events at international, national, and regional levels. This commitment is further reinforced by active staff and student engagement in volunteer initiatives, public services, and outreach activities aimed at promoting the university's mission and visibility.

Although the communication and branding system is still being updated, a number of flagship initiatives - such as the Veritas Legal Clinic, DISpace, SMART Volyn Hub, and Veteran HUB - illustrate LNTU's efforts to enhance its public image and societal relevance. The university's close collaboration with industry stakeholders and its contributions to local and regional governance further underscore its pivotal role in the socio-economic development of the Volyn region and beyond.

LNTU staff actively participate in professional associations and decision-making bodies, both nationally and internationally, reinforcing the university's visibility and influence. Its growing engagement with international networks such as EUA, ENAI, and upcoming cooperation with

three European University Alliances further highlights its ambition to integrate into the wider European academic and innovation landscape.

To maximise the impact of these achievements, the experts conclude, that the LNTU could benefit from systematically integrating these practical examples into a comprehensive and forward-looking branding and promotion strategy, particularly to enhance its value proposition for current and prospective partners.

Strengths

- LNTU identifies itself strongly through local community, being in many ways the community centre for the whole Volyn Region
- The university maintains a stable network of local cooperation partners in research, staff development, and internships, fostering mutually beneficial collaboration.
- Essential strategic frameworks are in place to guide the overall direction the higher education institution aims to take while promoting its core activities and engaging in social development.

Opportunities for further improvement

- LNTU could find it feasible to continue translating the available key strategic frameworks into practical plans (who-when-what) to align more efficiently with societal expectations. There are impressive number of initiatives implemented, especially related to providing services to society, and linking them more with overall operational planning of the university could allow even more efficiency in its work.
- LNTU might also consider integrating their active participation in various associations and decision-making bodies more into branding and promotion activities of the university to promote the business value of the LNTU to its (potential) partners.

2.4.2. Continuing education and other educational activities for the general public

Requirements:

- A higher education institution has defined its objectives regarding continuing education and measures their implementation.
- Continuing education is planned in accordance with the needs of target groups as well as with the potentials and purposes of an institution of higher education.
- Participant satisfaction with the quality of continuing education is regularly surveyed and the results are used in planning improvement activities.

Evidence and Analysis

Although LNTU has not formally introduced a separate strategic framework for continuing education that would clearly define its objectives and measures for implementation, some alignment with this field can be inferred from its Development Strategy for 2021-2026. The strategy includes strategic objective 1, "Improving the educational process to meet the requirements of the times, students' needs, and the labour market," with tasks and activities relevant to the development of continuing education. Specifically, as emphasised in the SER (p.

62) and outlined in the Development Strategy for 2021-2026 (p. 5), the objective to “Introduce innovative forms and methods of teaching and modern types of educational practices (including training, e-learning courses, distance learning, inclusive education, teaching different age groups according to the principle of Lifelong Learning, and the involvement of well-known professors and practitioners)” is pertinent to the continuing education sector. At the same time, its focus remains vague.

In light of the war's impact on the learning environment, the SER (p. 62) notes that, since 2021, most professional development courses have been moved online. Starting in 2022, new courses adapted to the conditions of martial law have been made available on digital learning platforms, both by LNTU itself and in partnership with platforms such as Coursera, Khan Academy, edX, Udacity, Udemy, Prometheus, EdEra, FutureLearn, OpenUp, Stanford Online, Codecademy, and others. This shift has enabled LNTU to deliver its continuing education programs to various target groups through online means. By easing access to continuing education, the number of participants in these programmes has steadily increased since 2022, from 2,853 in 2022 to 6,288 in 2024. During the site-visit, university partners also emphasised the constant need for continuous education and highlighted the openness of the LNTU in this regard to discuss and provide necessary courses.

Even though the SER does not explicitly state how continuing education is planned in accordance with the needs of target groups, [several pieces of internal regulation and especially](#) the described programmes - such as for example the military specialisation courses starting in 2024, the Veteran HUB offering programmes for veterans, and the State Emergency Service-affiliated programme for Unmanned Aerial Vehicle operators - suggest that the institution is making efforts to align its offerings with the needs of specific target groups. However, the SER (p. 63) also notes that only a small number of LNTU academic staff are involved as instructors in continuing education courses, raising concerns about the sustainability of these programmes. This issue was discussed during the site visit with several staff members and partners of LNTU, who did not perceive significant obstacles to greater involvement of academic staff in such programmes. Given the high demand for these courses from both external partners and for the professional development of LNTU's own staff, further development of the continuing education system would undoubtedly enhance the overall quality of the university's work and strengthen its position among its partners.

Even though LNTU is receiving significant amount of qualitative feedback to its work and programs, including continuing education programs, though its various councils, the system for surveying participant satisfaction with the quality of continuing education, with the results being used to enhance the programmes, has not yet been fully established at LNTU. This exacerbates a situation where programme design is only vaguely linked to the expectations of target groups.

Conclusion

The experts conclude that the higher education institution partially meets the requirements of the criterion "Continuing education and other educational activities for the general public". Continuous education's strategic objectives and target group needs are only partially defined, and the sustainability of the programmes is challenged by the limited involvement of academic staff. Although this was not viewed as a major obstacle by staff and partners, broader participation would enhance programme quality and institutional resilience.

While qualitative feedback is received through various internal structures, the absence of a systematic participant satisfaction survey mechanism limits the university's ability to consistently align its continuing education provision with the evolving expectations of learners. Establishing such a mechanism, alongside broader staff engagement and strategic clarity, would significantly strengthen LNTU's continuing education system.

Strengths

- Smooth transitioning into online environment has positively impacted participation numbers of professional development programs.
- The university demonstrates good practice in offering targeted competencies through initiatives such as the Veteran HUB and military specialisation programmes.
- LNTU is visibly open to partners, offering training programmes not only to business partners and its own staff, but also to the wider community.

Areas of concern and recommendations

- LNTU objectives regarding continuing education are only vaguely defined and **dispersed in various documents** making it difficult to assess whether its implementation is effective in relation to these objectives. Therefore, further formal alignment of its continuous education with strategic objectives is needed.
- The system for surveying participant satisfaction with the quality of continuing education is not yet fully established and needs to be more integrated with programme development.

2.4.3. Other public-oriented activities

Requirements:

- Public-oriented activities are purposeful, the results of the activities are periodically evaluated, and improvements are introduced based on those evaluations.
- A higher education institution contributes to the enhancement of community welfare by sharing its resources (library, museums, sports facilities, etc.) and/or by organising concerts, exhibitions, performances, conferences, fairs and other events.

Evidence and Analysis

The SER (p. 64) states that the LNTU Branding and Promotion Office develops a communication strategy through various channels, making information about community service and social initiatives visible to the public and creating new opportunities for collaboration. It is also noted in the SER that, compared to the largest universities in Ukraine, LNTU is a leading institution in the fields of technology, engineering, IT, business, administration, and research-driven collaboration with enterprises, institutions, and organisations in the media sector. A key strategic objective for LNTU is to enhance its impact in craft technologies, design, and green transformation. It should be also noted herewith that the current communication strategy of the LNTU dates back to 2021, that is to pre-war time.

Although the SER does not explicitly outline whether, and how, the outcomes of public-oriented activities are evaluated, the June 2025 site visit revealed the existence of several formal and informal panels and councils through which representatives of local businesses and other community groups are able to share their expectations and perspectives on the relevance and effectiveness of LNTU's public-oriented activities for the target groups. According to LNTU representatives, these efforts to assess the impact of such activities have provided invaluable feedback, enabling the university to offer more targeted support to society during the challenging circumstances of wartime.

LNTU strongly identifies itself through its connection with the local community. The SER (p. 64) highlights that LNTU actively initiates and participates in charitable initiatives and volunteer activities, which have significantly intensified since 2022. The university's staff and students have launched numerous volunteer initiatives, such as logistics support, collection of food, medicine, and essential supplies for soldiers and affected civilians, provision of meals for internally displaced persons and military personnel, and the weaving of camouflage nets. Fundraising events are regularly organised by both LNTU staff and students. During the interview with representatives of the LNTU Student Council, it was revealed that the Council regards its most impactful and valuable activities as those related to charitable initiatives and voluntary work in support of individuals in need. LNTU departments also collaborate closely with units of the Armed Forces of Ukraine (AFU) and the State Emergency Service of Ukraine (SESU), fulfilling special orders such as developing sapper probes, protective mechanisms, and other engineering solutions. Table H.2 in the Appendix of the SER provides a list of projects supporting the Security and Defence Forces of Ukraine, implemented at the LNTU Student Design and Technical Bureau "Innovation Centre," which serves as the main platform for organising such initiatives at the university.

As outlined in the LNTU Open Science Policy (p. 3), the policy aims to ensure free access to research outcomes, including scientific publications, data, software, and other materials, thereby enabling all stakeholders—researchers, students, the general public, and businesses—to access knowledge without financial or technical barriers. During the site visit, both LNTU staff and partners confirmed that, in addition to access to LNTU's research outputs and publications, partners also benefit from access to laboratories and other facilities. Several research and other collaborative initiatives were cited, in which partners and LNTU staff have worked together at LNTU facilities for mutual benefit. Through these efforts, LNTU is also making a broader contribution to the enhancement of community welfare.

In line with its commitment to regional development and societal needs, LNTU has undertaken a range of forward-looking initiatives that reflect a strong alignment between its educational strategy and the socio-economic priorities of the Volyn region. One such example is the innovative development and implementation of the Master's degree programme in Public management and administration of youth policy. This unique programme, the first of its kind in Ukraine, was co-designed through a collaborative process involving the Ministry of Youth and Sports of Ukraine, national and regional youth initiatives, and civil society actors such as the NGO "Youth Platform." The programme emerged from an intensive two-day design session and is underpinned by research into the current state of youth policy in Ukraine. Its existence underscores the university's capacity to engage in co-creation with diverse stakeholders to address pressing societal challenges.

The university's development plan is linked with the Volyn Regional Development Strategy, particularly in strategic sectors such as IT, smart specializations, and agriculture. Within its 'third mission' agenda, LNTU contributes to regional advancement by providing scientific consultancy to a wide range of professional communities and by participating in regional planning processes. Notably, representatives of LNTU are actively involved in the development of strategic documents for the Volyn Region, including in areas such as environmental sustainability, digital transformation, and tourism development.

In collaboration with local enterprises such as PrSC "SKF Ukraine" and LLC "Oblada Group," LNTU has developed projects focused on waste management, recycling, and sustainable practices. A notable example is a student-led research initiative that enabled a local company to improve waste utilization processes, followed by a formal contract for engineering services. The university also supports enterprises by providing scientific expertise and repair services, and by co-organising conferences and innovation exchange forums such as Forum Volyn Unique, which has contributed to shaping regional tourism strategies.

LNTU's leadership fosters a participatory approach in planning and implementation, ensuring broad engagement of university members and external stakeholders. This is achieved through sustained partnerships with industrial enterprises, governmental bodies, and organisations from multiple sectors. As a result, the university integrates practical student training, the development of real-world projects, teamwork, and startup incubation into its educational model. This approach is informed by contemporary leadership models, including the theory of horizontal leadership which was mentioned by the 1st vice-rector of LNTU, and is supported through capacity-building programmes facilitated by the British Council and the Ministry of Education and Science of Ukraine.

In response to ongoing wartime pressures and their psycho-social impacts, the university has also strengthened its focus on mental health and well-being. The establishment of the Center for Mediation and Psychology offers preventive and advisory support, including pre-conflict interventions and psychological counselling services. Moreover, the Veteran Hub within LNTU provides targeted support to war veterans and young people affected by conflict, offering regular workshops, debates, physical activities, and access to psychosocial resources. These initiatives are coordinated through the LNTU Youth Centre and reflect a proactive approach to community resilience.

The LNTU Youth Centre serves as a hub for civic engagement and entrepreneurship and delivers youth-oriented programmes, offering psycho-social support, skills development, and startup launch assistance. Through the 2024 Memorandum on Raising Digital Skills, LNTU has assumed a leading role in enhancing digital literacy in the region with the implementation of the Volyn Digital Transformation Program, which includes AI literacy.

Through these multifaceted and context-responsive initiatives, LNTU demonstrates a strong institutional commitment to serving society, embedding civic responsibility, community development, and regional impact at the core of its mission.

Conclusion

The experts conclude that the higher education institution conforms to the requirements of the criterion "Other public-oriented activities." LNTU demonstrates a robust and evolving

commitment to community engagement, public service, and regional development, firmly embedding its 'third mission' into institutional strategy and practice. While its current communication strategy dates back to the pre-war period, the university has effectively adapted to wartime conditions by intensifying its outreach and reinforcing its societal relevance through charitable activities, volunteer work, and support for national defence efforts.

The university's strong ties with the local community, businesses, and public institutions are evident in its collaborative educational initiatives, research partnerships, and co-created programmes, such as the pioneering Master's in Public Management and Youth Policy. LNTU's responsiveness to socio-economic challenges is further reflected in its alignment with the Volyn Regional Development Strategy and its active contribution to environmental sustainability, digital transformation, and tourism development.

Although the evaluation of public-oriented activities is not yet systematically structured, feedback from community stakeholders is being channelled through various formal and informal mechanisms, contributing to more targeted and impactful societal engagement. The institution's open science policy, coupled with access to university facilities and research outputs, further underscores its inclusive and participatory approach to knowledge-sharing.

Finally, through initiatives such as the Veteran Hub, the Centre for Mediation and Psychology, and the Youth Centre, LNTU addresses pressing psycho-social needs and fosters civic engagement, mental health, and digital literacy. These actions reflect a clear strategic shift towards societal resilience and underscore the university's growing role as a key actor in regional recovery and sustainable development.

Strengths

- LNTU has significant number of public-oriented activities ongoing which contribute to the enhancement of community welfare
- The university maintains long-standing and stable partnerships with a broad spectrum of external stakeholders, including business and public sector organisations, reflecting sustained mutual cooperation.
- The implementation of the Open Science Policy demonstrates LNTU's commitment to transparency and accessibility in research, fostering an open and inclusive relationship with the wider public.
- The LNTU is open and flexible, adapting quickly to the needs and expectations of the community.

Opportunities for further improvement

- Expert panel advise updating the 2021 communication strategy to reflect the current context would contribute to better aligning the university's overall communication initiatives with its community-oriented focus.

SUMMARY OF THE ASSESSMENT AREA: SERVICE TO SOCIETY

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
Popularisation of core activities of a higher education institution and the involvement of an institution of higher education in social development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing education and other educational activities for the general public	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other public-oriented activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conclusion

The expert panel concludes that the higher education institution conforms to the requirements of the criteria within the assessment area “Service to Society.” LNTU maintains strong ties with local community partners, who also support the promotion of its core activities through internal resources and alumni engagement. University staff are actively involved in professional and decision-making bodies at both local and international levels, contributing to the visibility and impact of LNTU’s work. The institution demonstrates a clear community focus through voluntary initiatives, collaboration with the business and other sectors, community access to facilities, and mobility opportunities for staff and students. Ongoing feedback from external partners enables LNTU to remain responsive to community needs. However, further improvements are recommended in the area of continuing education to ensure even greater alignment with the expectations of its partners.