**Institutional Accreditation Report**

**…. (name of the institution)**

Month, Year

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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# **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 *….. (name of the institution)* took place in ... (month, year). 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:

|  |  |
| --- | --- |
| Name | Profession, organisation, country |
| Name | Profession, organisation, country |
| Name | Profession, organisation, country |
| Name | Profession, organisation, country |
| Name | Profession, organisation, country |
| Name | Profession, organisation, country |

##### Assessment process

The assessment process was coordinated by HAKA and NAQA staff – ….

After an initial preparation phase where the distribution of tasks between the members of the assessment panel was determined, the work of the assessment panel in Ukraine started on ... (date), with an introduction to the Higher Education System in Ukraine? as well as the assessment procedures by HAKA. Members of the team agreed the overall questions and areas to discuss with each group during the site visit and to a detailed schedule for the site visit.

During the following three days, from Tuesday 15th to Thursday 17th of October 2019, meetings were held with representatives of ... (name of HEI) as well as external stakeholders.

On ... (date), the panel held a meeting, during which the findings of the panel were discussed in detail and the structure of the final report was agreed. Findings of the team were compiled in a first draft of the assessment report and evaluation of the four assessment areas and sub-areas.

In finalising the assessment report, the panel took into consideration comments made by the institution./The institution did not have any clarifications or comments on the report. The panel submitted the final report to HAKA on … (date).

## Information about …. (name of institution)

General overview of the institution, its history, main developments, structure, statistics, key performance indicators, … (taken from the SER).

## Main impressions of the self-evaluation report and the visit

Comments on the quality of the self-evaluation report, and the organization of and atmosphere at the site visit.

# Summary of the institutional accreditation findings

**General Findings**

*Elaboration of the main strengths and areas for improvement to support the summary of the assessment indicated in the table below.*

**Commendations**

*Main commendations, based on best practices and strengths picked up from the report below.*

Pilt, millel on kujutatud lõikepilt

Kirjeldus on genereeritud automaatselt **Worthy of Recognition** (if applicable)

*Assessment areas and/or sub-areas where the HEI has comprehensively demonstrated outstanding results and/or initiatives.*

**Areas of concern and recommendations**

*Main areas of concern along with recommendations, picked up from the report below.*

*ASSESSMENTS BY ASSESSMENT AREAS:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | conforms to requirements | partially conforms to requirements | does not conform to requirements | worthy of recognition |
| Organisational management and performance |  |  |  |  |
| Teaching and learning |  |  |  |  |
| Research, development and/or other creative activities (RDC) |  |  |  |  |
| Service to society |  |  |  |  |

# **Assessment across assessment areas and sub-areas**

# ORGANISATIONAL MANAGEMENT AND PERFORMANCE

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| **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**

*In this part, the panel is expected to provide* ***evidence and analysis on implementation of requirements and criteria****. The analysis should be made with explicit reference to the written documents (self-evaluation report, analytical papers, strategies, questionnaires etc.), discussions during the interviews, and any other available evidence when and if applicable.*

*It is the task of the panel to* ***indicate the extent to which the institution meets or does not meet the requirements****.*

*The panel may also* ***go beyond the requirements****, identifying new improvement opportunities for the institution and providing examples of best practices that the institution could benefit from.*

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular sub-area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

**Strengths *(if applicable)***

* *Strengths are good practices, innovative solutions, etc. from previous analysis that have produced the desired results and / or exceed the requirements level and / or stand out in international comparison.*

**Areas of concern and recommendations (if applicable)**

* *Here the panel identifies the non-compliances to the requirements and gives recommendations on how to address the non-compliances. Area of concern means non-compliance with one or all aspects of the requirement. Please describe the problem followed by a recommendation. The recommendation is a must for the institution to carry out in order to comply with the requirements.*

**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

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| **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**

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**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

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| **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**

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**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

## 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 |  |  |  |  |
| Personnel management |  |  |  |  |
| Management of financial resources and infrastructure |  |  |  |  |

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular assessment area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis of sub-areas in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

# TEACHING AND LEARNING

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| **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**

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**Strengths *(if applicable)***

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**Areas of concern and recommendations (if applicable)**

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**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

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| **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 aresystematic 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**

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**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

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| **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**

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**Areas of concern and recommendations (if applicable)**

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**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

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| **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**

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**Opportunities for further improvement *(if applicable)***

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## 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 |  |  |  |  |
| Study programme development |  |  |  |  |
| Student academic progress and student assessment |  |  |  |  |
| Support processes for learning |  |  |  |  |

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular assessment area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis of sub-areas in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

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

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| **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**

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**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

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| **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**

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**Opportunities for further improvement *(if applicable)***

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| **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**

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* *Here the panel identifies the non-compliances to the requirements and gives recommendations on how to address the non-compliances. Area of concern means non-compliance with one or all aspects of the requirement. Please describe the problem followed by a recommendation. The recommendation is a must for the institution to carry out in order to comply with the requirements.*

**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

## 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 |  |  |  |  |
| RDC resources and support processes |  |  |  |  |
| Student research supervision and doctoral studies |  |  |  |  |

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular assessment area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis of sub-areas in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

# SERVICE TO SOCIETY

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| --- |
| **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**

*In this part, the panel is expected to provide* ***evidence and analysis on implementation of requirements and criteria****. The analysis should be made with explicit reference to the written documents (self-evaluation report, analytical papers, strategies, questionnaires etc.), discussions during the interviews, and any other available evidence when and if applicable.*

*It is the task of the panel to* ***indicate the extent to which the institution meets or does not meet the requirements****.*

*The panel may also* ***go beyond the requirements****, identifying new improvement opportunities for the institution and providing examples of best practices that the institution could benefit from.*

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular sub-area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

**Strengths *(if applicable)***

* *Strengths are good practices, innovative solutions, etc. from previous analysis that have produced the desired results and / or exceed the requirements level and / or stand out in international comparison.*

**Areas of concern and recommendations (if applicable)**

* *Here the panel identifies the non-compliances to the requirements and gives recommendations on how to address the non-compliances. Area of concern means non-compliance with one or all aspects of the requirement. Please describe the problem followed by a recommendation. The recommendation is a must for the institution to carry out in order to comply with the requirements.*

**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

|  |
| --- |
| **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**

*In this part, the panel is expected to provide* ***evidence and analysis on implementation of requirements and criteria****. The analysis should be made with explicit reference to the written documents (self-evaluation report, analytical papers, strategies, questionnaires etc.), discussions during the interviews, and any other available evidence when and if applicable.*

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*The panel may also* ***go beyond the requirements****, identifying new improvement opportunities for the institution and providing examples of best practices that the institution could benefit from.*

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular sub-area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

**Strengths *(if applicable)***

* *Strengths are good practices, innovative solutions, etc. from previous analysis that have produced the desired results and / or exceed the requirements level and / or stand out in international comparison.*

**Areas of concern and recommendations (if applicable)**

* *Here the panel identifies the non-compliances to the requirements and gives recommendations on how to address the non-compliances. Area of concern means non-compliance with one or all aspects of the requirement. Please describe the problem followed by a recommendation. The recommendation is a must for the institution to carry out in order to comply with the requirements.*

**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

|  |
| --- |
| **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**

*In this part, the panel is expected to provide* ***evidence and analysis on implementation of requirements and criteria****. The analysis should be made with explicit reference to the written documents (self-evaluation report, analytical papers, strategies, questionnaires etc.), discussions during the interviews, and any other available evidence when and if applicable.*

*It is the task of the panel to* ***indicate the extent to which the institution meets or does not meet the requirements****.*

*The panel may also* ***go beyond the requirements****, identifying new improvement opportunities for the institution and providing examples of best practices that the institution could benefit from.*

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular sub-area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*

**Strengths *(if applicable)***

* *Strengths are good practices, innovative solutions, etc. from previous analysis that have produced the desired results and / or exceed the requirements level and / or stand out in international comparison.*

**Areas of concern and recommendations (if applicable)**

* *Here the panel identifies the non-compliances to the requirements and gives recommendations on how to address the non-compliances. Area of concern means non-compliance with one or all aspects of the requirement. Please describe the problem followed by a recommendation. The recommendation is a must for the institution to carry out in order to comply with the requirements.*

**Opportunities for further improvement *(if applicable)***

* *Panel may include in this part any additional reflections or suggestions for further development that it may wish to offer.*

## SUMMARY OF THE ASSESSMENT AREA: SERVICE TO SOCIETY

*ASSESSMENTS BY ASSESSMENT SUB-AREAS: mark with ‘X’*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 |  |  |  |  |
| Continuing education and other educational activities for the general public |  |  |  |  |
| Other public-oriented activities |  |  |  |  |

**Conclusion**

*Based on the analysis, the panel is expected to draw the* ***justified conclusion****, whether the higher education institution (in the context of the particular assessment area) “conforms to requirements”, “partially conforms to requirements”, or “does not conform to requirements”. When forming the conclusion, it is important to* ***consider the strengths and weaknesses identified in the analysis of sub-areas in a holistic way*** *and to make a well-reasoned and sound decision. The justification should include* ***clear indication of the requirements*** *the institution is struggling to fulfil (if applicable).*