

Conditions and Procedure for Institutional Accreditation in Ukraine

I. General provisions

1. 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.

2. Definitions

In this document, the following definitions are used:

- 2.1. **Sub-area** – a subdivision of an assessment area containing specific requirements (e.g., 4.1.1, 4.1.2, etc.).
- 2.2. **Evaluation criterion** – a recommended standard against which compliance with the requirements is evaluated.
- 2.3. **Assessment area** – core or support processes of a higher education institution the functioning of which the assessment committee evaluates in the course of institutional accreditation. The assessment areas include the organisational management and performance; teaching and learning; research, development and/or other creative activity; and service to society (e.g., 4.1, 4.2, etc.).
- 2.4. **Indicator** – a quantitative value describing the results or developments of an assessment area.
- 2.5. **Requirement** – an obligation of a higher education institution or expectation of institutional performance arising from legislation, strategies or international agreements (e.g., 4.1.1.1, 4.1.1.2, etc.).
- 2.6. **Component assessment** – separate assessments of four assessment areas by an assessment committee: the organisational management and performance;

teaching and learning; research, development and/or other creative activity; and service to society.

- 2.7. **Research, development and/or other creative activity** (hereinafter *RDC*) – research and development (including basic and applied research), and creative and development activities in the field of arts.
- 2.8. **Key results** – the most important output indicators describing institutional performance on the basis of which higher education institutions assess implementation of their development and action plans.

II. Assessment areas, sub-areas and requirements for institutional accreditation

3. When defining the assessment areas, sub-areas, and requirements for institutional accreditation; the legislation of the Republic of Estonia regulating higher education, national strategies, the Standards and Guidelines for Quality Assurance in the European Higher Education Area, and other international agreements, have been taken into account. In the case of accreditation of a foreign higher education institution, in addition to ESG, the requirements arising from the legal framework of the respective country are also taken into account, and if necessary, procedures, requirements, standards, criteria and/or indicators are supplemented accordingly.
4. 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 the following areas and sub-areas:

4.1. Organisational management and performance

4.1.1. General management

- 4.1.1.1. A higher education institution has defined its role in the Ukrainian society.
- 4.1.1.2. 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.
- 4.1.1.3. Key results of a higher education institution have been defined.
- 4.1.1.4. The leadership of a higher education institution conducts the preparation and implementation of development and action plans and includes the members and other stakeholders in this work.
- 4.1.1.5. 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.
- 4.1.1.6. Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.
- 4.1.1.7. 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).

- 4.1.1.8. 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.
- 4.1.2. Personnel management
 - 4.1.2.1. 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.
 - 4.1.2.2. 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 N°1187 On Approval of the Licensing Conditions of the Implementation of the Educational Activity.
 - 4.1.2.3. The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.
 - 4.1.2.4. Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.
 - 4.1.2.5. Employees participate in international mobility programmes, cooperation projects, networks, etc.
 - 4.1.2.6. Employees base their activities on principles of academic ethics.
- 4.1.3. Management of financial resources and infrastructure
 - 4.1.3.1. The allocation of financial resources of a higher education institution as well as 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).
 - 4.1.3.2. A higher education institution uses information systems that support its management and the coherent performance of its core processes.
 - 4.1.3.3. 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.
 - 4.1.3.4. The educational environment is safe for the life and health of all participants in the educational process.

4.2. Teaching and learning

- 4.2.1. Effectiveness of teaching and learning, and formation of the student body

- 4.2.1.1. A higher education institution has defined its educational objectives and measures their implementation.
 - 4.2.1.2. A higher education institution creates the prerequisites to ensure its graduates national and international competitiveness.
 - 4.2.1.3. The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education.
 - 4.2.1.4. The admission rules are consistent with the mission and purposes of an institution of higher education and support the formation of a motivated student body.
 - 4.2.1.5. Students are provided with opportunities to study at a higher education institution regardless of any special needs.
- 4.2.2. Study programme development
- 4.2.2.1. 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.
 - 4.2.2.2. Development activities related to study programmes are systematic and regular; different stakeholders are involved in the development of study programmes.
 - 4.2.2.3. Graduate satisfaction with the quality of instruction and employer satisfaction with the quality and suitability to the requirements of the labor market of graduates are surveyed and analysed; the results are considered in the development of study programmes.
- 4.2.3. Student academic progress and student assessment
- 4.2.3.1. Student academic progress is monitored and supported.
 - 4.2.3.2. Student assessment supports learning and is in line with learning outcomes.
 - 4.2.3.3. A higher education institution has an effective system for taking account of prior learning and work experience.
- 4.2.4. Support processes for learning
- 4.2.4.1. The organisation of studies creates an opportunity for students to complete their studies within the standard period.
 - 4.2.4.2. A higher education institution provides students with counselling related to their studies and career.
 - 4.2.4.3. A higher education institution supports student international mobility.
 - 4.2.4.4. Modern technical and educational technology resources are used to organise educational activities.
 - 4.2.4.5. 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.

4.3. Research, development and/or other creative activity (RDC)

4.3.1. RDC effectiveness

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

4.3.2. RDC resources and support processes

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

4.3.3. Student research supervision and doctoral studies

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

4.4. Service to society

4.4.1. Popularisation of core activities of a higher education institution and the involvement of an institution of higher education in social development

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

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

- 4.4.2.1. A higher education institution has defined the objectives regarding continuing education and measures their implementation.

- 4.4.2.2. 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.
- 4.4.2.3. Participant satisfaction with the quality of continuing education is regularly surveyed and the results are used in planning improvement activities.
- 4.4.3. Other public-oriented activities
 - 4.4.3.1. Public-oriented activities are purposeful, the results of the activities are periodically evaluated, and improvements are introduced based on evaluations.
 - 4.4.3.2. 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.
- 5. Assessment criteria and indicators for sub-areas shall be defined in the Annex to this document.

III. Formation and functions of an assessment committee

- 6. An assessment committee (hereinafter *committee*) shall consist of six members. The HAKA Bureau shall initiate the formation of a committee no later than six months prior to the planned assessment visit (hereinafter *visit*).
- 7. Committees shall be formed based on the following principles:
 - 7.1. at least one member of a committee shall be chosen from outside of higher education institutions;
 - 7.2. three members of a committee shall be chosen from Ukraine and three from Estonia;
 - 7.3. at least one member of a committee shall be a student or a person who has graduated from a higher education institution no more than one year prior (at the time of approval of the committee);
 - 7.4. at least one member of a committee has management experience in a higher education institution, preferably with a similar profile as the one being assessed;
 - 7.5. at least one member of a committee shall have past experience in institutional accreditation;
 - 7.6. members of a committee shall not be affiliated with the institution of higher education under evaluation.
- 8. Requirements for members of a committee:
 - 8.1. members of a committee are independent; they do not represent the interests of the organisation they are associated with;

- 8.2. members of a committee are unbiased in their assessments;
 - 8.3. members of a committee know the functioning of the system of higher education and are aware about trends in higher education and principles of external evaluation;
 - 8.4. members of a committee have the teamwork skills necessary for implementing the work;
 - 8.5. members of a committee are proficient in both spoken and written English.
9. After coordinating the composition of a preliminary committee with the HAKA Higher Education Quality Assessment Council (hereinafter *Quality Assessment Council*), the HAKA Bureau shall forward the relevant information to the higher education institution, who then has one week to present its position on the composition of a committee and, when justified, to ask for additional members or for the removal of a member within a number limit provided for in clause 6 above.
 10. The Director of HAKA shall approve the final composition of a committee by his or her order and appoint a chairperson of the committee, secretary of the committee (if needed) and two assessment coordinators (hereinafter *coordinator*).
 11. One assessment coordinator shall be HAKA employee and another coordinator shall be NAQA (*National Agency for Higher Education Quality Assurance in Ukraine*) employee who have past experience in external evaluation in the field of higher education. The coordinators are support persons of a committee and administrators of the accreditation process. The coordinators are not members of a committee.
 12. Members of a committee shall confirm by signature an obligation to maintain the confidentiality of information that has become known to them in the course of evaluation, and a lack of conflict of interest. In the case of a conflict of interest, committee members shall immediately notify the Director of HAKA of it and remove themselves from the work of the committee. A conflict of interest is presumed to be present in the following cases:
 - 12.1. A committee member has an employment or other contractual relationship with the higher education institution under evaluation at the time of evaluation, or he or she has had an employment relationship with that higher education institution within three years prior to the assessment visit.
 - 12.2. A committee member is participating in the work of a decision-making or advisory body of the higher education institution under evaluation at the time of evaluation.
 - 12.3. A committee member is studying at the higher education institution under evaluation or has graduated from it less than three years ago.
 - 12.4. The membership connected with the higher education institution under evaluation includes a person closely related to a committee member (spouse or life partner, child or parent).
 13. The working language of a committee shall be English. If the higher education institution wants to use interpretation services, it shall coordinate the selection of an

interpreter with the assessment coordinator no later than one month prior to the assessment visit. The interpreter must meet the following requirements: he or she has necessary preparation for consecutive interpretation in Ukrainian-English-Ukrainian (master degree studies in interpreting, continuing education training in interpreting, interpreting as an additional specialty, etc.), past experience in consecutive interpretation, and commands the terminology regarding higher education.

14. With the consent of the chairperson of a committee and by an order of the Director of HAKA, up to two observers from NAQA can be appointed. Observers shall confirm by signature an obligation to maintain the confidentiality of information that has become known to them in the course of evaluation. Observers have no right to intervene in the process of evaluation.
15. Duties of members of a committee:
 - 15.1. to examine documents regulating institutional accreditation and complete assessment training;
 - 15.2. to review a self-evaluation report of an institution of higher education, and prepare and submit to a coordinator a list of topics to be focused on in the course of evaluation by assessment areas and sub-areas;
 - 15.3. to participate in the meetings and discussions of the committee;
 - 15.4. to participate in the preparation of a visit;
 - 15.5. to participate in the visit;
 - 15.6. to participate in wording component assessments and preparing the assessment report;
 - 15.7. to examine the comments of the institution of higher education about the assessment report and consider them when coordinating the output of the final assessment report;
 - 15.8. to perform other tasks related to evaluation activities according to the division of tasks among the members of a committee;
 - 15.9. to adhere to the agreed committee deadlines.
16. Duties of a coordinator:
 - 16.1. to ensure smooth functioning of the evaluation process on the basis of the requirements and the timeframe provided in this document;
 - 16.2. to coordinate with the members of a committee the list of people whom the committee would like to interview, and the list of additional materials that the committee needs to prepare for the visit;
 - 16.3. to coordinate with an institution of higher education the schedule of the visit, the names and the titles of positions of the people participating in meetings; and, if necessary, to request additional materials from the institution of higher education;
 - 16.4. to perform other one-time tasks related to a specific evaluation assigned by the committee chairperson.
17. Duties of the chairperson of a committee:
 - 17.1. to chair the meetings of the committee;

- 17.2. to divide tasks among the members of the committee;
 - 17.3. to lead the committee during the visit;
 - 17.4. after the visit, give the overview of provisional conclusions of the committee to the higher education institution;
 - 17.5. to ensure that the component assessments are justified;
 - 17.6. to prepare and confirm the assessment report.
18. The Secretary is a member of the committee who, in addition to the tasks that apply to all members, collects and unifies the individual parts of the report written by the committee members.
19. Interviews conducted during visits shall be documented.

IV. Preparation of a self-evaluation report

20. Self-evaluation reports shall contain an evidence-based analysis of the strengths and areas for improvement of higher education institutions by assessment areas and sub-areas.
21. Self-evaluation reports shall be in English. The maximum length of the report, including annexes, is 120,000 characters but not longer than 70 pages.
22. HAKA and NAQA shall provide training in self-evaluation to higher education institutions.
23. Higher education institutions shall submit their self-evaluation reports in electronic format to HAKA and NAQA no later than two months prior to an assessment visit.
24. HAKA and NAQA shall review a self-evaluation report within two weeks after receiving it and, if necessary, return it to the higher education institution for amendments and improvements. The higher education institution shall send the amended report back to HAKA and NAQA within two weeks.
25. The coordinator shall send the self-evaluation report to the committee no later than one month prior to the visit.

V. Assessment visit

26. The higher education institution who receives a committee shall, no later than one month before a visit, appoint a person who is responsible for a smooth process of the visit, and ensures appropriate working conditions for members of the committee.
27. The secretary shall, based on the proposals by members of the committee and in coordination with them, prepare a list of the following items concerning the self-evaluation report:

- 27.1. questions and/or comments;
 - 27.2. a provisional list of the strengths of the higher education institution and the topics to be focused on in the course of evaluation;
 - 27.3. a list of additional materials to be requested;
 - 27.4. a list of individuals, whom the committee would like to meet during the visit;
28. The coordinators shall prepare the schedule for the visit and coordinate it with the higher education institution under evaluation no later than two weeks before the visit.
29. A visit shall last up to three days.
30. In the course of an onsite visit, the higher education institution shall make an appropriately furnished room available to the committee members and allow the committee to:
- 30.1. access internal normative documents that provide for and govern the activities of the higher education institution;
 - 30.2. interview employees and students of the higher education institution at the choice of committee members;
 - 30.3. access information related to education, research, development and students, and information systems;
 - 30.4. access information related to employees of the higher education institution (their CVs, job descriptions, etc.);
 - 30.5. examine the infrastructure of the higher education institution;
 - 30.6. access students' research, development and creative works;
 - 30.7. access information related to financial activities of the higher education institution;
 - 30.8. if necessary, obtain other information related to the management and administration of the higher education institution.
31. Within five days after the visit, HAKA or NAQA shall ask the higher education institution to give feedback on the apparent preparation of members of the committee, the relevance of their questions and other pertinent issues according to the form established by HAKA. The results of the feedback shall be taken as the basis for choosing members of committees for subsequent accreditations.

VI. Assessment report and formation of component assessments

32. Committees shall evaluate institutions of higher education in four separate areas: the organisational management and performance; teaching and learning; research, development and/or other creative activity; and service to society (hereinafter *component assessments*).
33. Component assessments shall be based on conformity analysis by sub-area. Sub-areas shall be evaluated on a scale with three values: 'conforms with requirements', 'partially conforms with requirements', and 'does not conform with requirements'.

34. Committees shall base their component assessments on the following principles:
- 34.1. If all sub-areas are evaluated as 'conforms with requirements', the component assessment shall be 'conforms with requirements'.
 - 34.2. If one sub-area is evaluated as 'partially conforms with requirements' and all other sub-areas are evaluated as 'conforms with requirements', the component assessment shall be either 'conforms with requirements' or 'partially conforms with requirements', based on the conclusion after weighing the strengths of the area against its weaknesses.
 - 34.3. If more than one sub-area is evaluated as 'partially conforms with requirements', the component assessment shall be 'partially conforms with requirements'.
 - 34.4. If one sub-area is evaluated as 'does not conform with requirements' and all other sub-areas are evaluated as 'conforms with requirements', the component assessment shall be 'partially conforms with requirements'.
 - 34.5. If one sub-area is evaluated as 'does not conform with requirements' and at least one is evaluated as 'partially conforms with requirements', the component assessment shall be either 'partially conforms with requirements' or 'does not conform with requirements', based on the conclusion after weighing the strengths of the area against its weaknesses.
 - 34.6. If at least two sub-areas are evaluated as 'does not conform with requirements', the component assessment shall be 'does not conform with requirements'.
35. Committees' component assessments shall preferably be based on a decision adopted by consensus. If consensus is not reached, a simple majority of members of the committee shall make the decision, and the dissenting view(s) together with the reason(s) shall be included. If the votes are equally divided, the vote of the chairperson shall decide.
36. Sub-areas where a higher education institution has shown outstanding results and/or initiatives, the committee may recognize it with an additional note of 'worthy of recognition'. If the committee estimates that at least two sub-areas of an assessment area deserve recognition, the committee shall recognize the achievements of the university in that assessment area with an additional note of 'worthy of recognition'.
37. HAKA and NAQA shall submit an assessment report the higher education institution by the end of the fifth week after the visit. Upon a special agreement between HAKA, NAQA, the committee and the higher education institution, in the case where several higher education institutions are evaluated simultaneously, the deadline for the submission of the assessment report can be extended for up to two weeks.
38. Higher education institutions shall have the opportunity to submit their comments about the assessment report within two weeks after receipt of the report. The

committee shall review the comments received and consider them in preparing the final report.

39. The chairperson of a committee shall forward the electronic version of the final assessment report, including the final component assessments to HAKA and NAQA no later than by the end of the eighth week after the visit.
40. HAKA shall forward the committee's assessment report to the HAKA Quality Assessment Council and the higher education institution under evaluation.

VII. Final decision by HAKA Quality Assessment Council

41. The Quality Assessment Council shall make the final decision on the institutional accreditation at its session within three months after receiving the report. If necessary, the Quality Assessment Council may ask the chairperson of the committee or a member of the committee assigned by the chairperson to attend the session for explanations.
42. The Quality Assessment Council shall base its decision on the self-evaluation report of a higher education institution, the component assessments by a committee, comments by the higher education institution received in a timely manner, and additional materials submitted at the request of the Quality Assessment Council.
43. In case of contradictions in component assessments or inadequate justification, the Quality Assessment Council shall have the right to return the report to the assessment committee to be reviewed and clarified. The committee shall re-send the reviewed report to HAKA and NAQA no later than within two weeks after it was returned to the committee and HAKA and NAQA shall proceed in accordance with the procedure established by clauses 38 and 39 above.
44. The Quality Assessment Council shall base its decision regarding institutional accreditation on the following principles:
 - 44.1. If all component assessments are provided as 'conforms with requirements', the Quality Assessment Council shall conclude that the management, administration, academic and research activity, and academic and research environment, meet the requirements; and decide to accredit the institution of higher education for seven years.
 - 44.2. If one or two component assessments are provided as 'partially conforms with requirements' and all other component assessments are provided as 'conforms with requirements', the Quality Assessment Council shall analyse the strengths and areas for improvement of the higher education institution and conclude that the management, administration, academic and research activity, and academic and research environment, meet the requirements; and decide to accredit the higher education institution for seven years; or shall conclude that there are deficiencies in the management, administration, academic and

research activity, or academic and research environment of the higher education institution; give instructions to remove them; and decide to accredit the higher education institution for three years.

- 44.3. If three component assessments are provided as 'partially conforms with requirements' and none of the component assessments are provided as 'does not conform with requirements', the Quality Assessment Council shall conclude that there are deficiencies in the management, administration, academic and research activity, or academic and research environment of the higher education institution; give instructions to remove them; and decide to accredit the institution of higher education for three years.
 - 44.4. If all component assessments are provided as 'partially conforms with requirements', the Quality Assessment Council shall analyse the strengths and areas for improvement of the institution of higher education and conclude that there are deficiencies in the management, administration, academic and research activity, or academic and research environment of the higher education institution; give instructions to remove them; and decide to accredit the institution of higher education for three years; or shall conclude that the management, administration, academic and research activity, or academic and research environment of the higher education institution does not meet the requirements; and decide not to accredit the institution of higher education.
 - 44.5. If one component assessment is provided as 'does not conform with requirements', the Quality Assessment Council shall analyse the strengths and areas for improvement of the higher education institution, and conclude that the management, administration, academic and research activity, or academic and research environment of the higher education institution does not meet the requirements; and decide not to accredit the institution of higher education; or shall conclude that there are deficiencies in the management, administration, academic and research activity, or academic and research environment of the higher education institution; give instructions to remove them; and decide to accredit the higher education institution for three years. In this case, the accreditation for three years shall be possible only if all other component assessments are 'conforms with requirements'.
 - 44.6. If at least two component assessments are provided as 'does not conform with requirements', the Quality Assessment Council shall conclude that the management, administration, academic and research activity, or academic and research environment of the higher education institution does not meet the requirements; and decide not to accredit the institution of higher education.
45. If committees have recognized the development of an assessment area with an additional note 'worthy of recognition', the Quality Assessment Council shall cite the recognition(s) in the final decision. The additional note shall not influence the result of the accreditation.

46. HAKA shall electronically forward the final decision by the Quality Assessment Council and the assessment report to the institution of higher education within two weeks after the date of the decision by the Quality Assessment Council.
47. Within one week after the final decision and the assessment report were forwarded to the institution of higher education, HAKA shall publicise on its website the final decision, the assessment report and, in coordination with the higher education institution, the self-evaluation report.

VIII. Contesting of accreditation proceedings conducted by HAKA and final decision by Quality Assessment Council

48. A person who finds that his or her rights are violated or his or her freedoms are restricted by assessment procedures conducted by HAKA or by a decision made by the HAKA Quality Assessment Council may file a challenge pursuant to the procedure provided for in the Administrative Procedure Act. The challenge shall be filed with the HAKA Quality Assessment Council within 30 days after the person filing the challenge became or should have become aware of the contested finding.
49. The Assessment Council shall forward the challenge to the Appeals Committee who provides the Assessment Council with an unbiased opinion regarding the validity of the challenge within 5 days after receiving the challenge. The Assessment Council shall adjudicate the challenge within 10 days after the challenge is delivered to the Council, taking into account the justified opinion of the Appeals Committee. If the challenge needs to be further examined, the Assessment Council may extend a term for review of the challenge by up to 30 days.
50. The final decision by HAKA Quality Assessment Council may be challenged within 30 days after the delivery of the final decision, filing an action with the Tallinn courthouse of the Tallinn Administrative Court pursuant to the procedure provided for in the Code of Administrative Court Procedure.

IX. Follow-up activities

51. HAKA assumes that the responsibility for resolving the problems pointed out in assessment reports and for continuous improvement activities lies with the higher education institutions. Two years after the adoption of the decision to accredit the higher education institution for seven years, HAKA asks the institution to give the Quality Assessment Council a written review of the planned and implemented activities deriving from the recommendations presented in the assessment report, as well as their results.

ANNEX 1: Evaluation criteria and indicators

1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE		
Requirements	Assessment criteria	Indicators
1.1. General management		
<ul style="list-style-type: none"> • 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 	<p>The higher education institution has defined its role in the Ukrainian society; its mission and vision take into account the operational environment and expectations of stakeholders. Action plans of the higher education institution arise from the concrete purposes built on its mission, vision and core values, that consider the country's priorities and society's expectations; and also from the principle that the higher education institution has an important role in shaping the students into responsible citizens of initiative. The leadership of the higher education institution conducts the preparation and implementation of development and action plans, and involves the members (including students, whose participation in the management of the institution of higher education it supports) and different stakeholders. Key results of the higher education institution have been defined, including target values (numerical indicators describing key results, i.e., the objectives to be reached) and output indicators (numerical indicators describing current situations and trends). The development plan and policies are periodically reviewed; the key results are measured and</p>	<ul style="list-style-type: none"> • the rate of achievement prescribed in development/action plans (key results) • results of employee satisfaction survey: satisfaction with management and information flow • other indicators arising from institutional purposes

<p>it supports the achievement of institutional purposes and the coherent performance of core processes.</p> <ul style="list-style-type: none"> • 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 	<p>analysed, and if necessary, development and action plans are amended; the development planning is evidence-based (reasoned).</p> <p>The management, academic and administrative (support) structure of the higher education institution supports the achievement of purposes. Liability at all management levels has been defined and described, and it supports the coherent performance of core processes. Employees and students of the higher education institution are aware of institutional purposes and their roles in achieving them. Both the internal and external communications of the higher education institution (including marketing and image building) are managed: they are based on institutional purposes, their functioning is periodically reviewed, and the necessary amendments are made.</p> <p>All groups of HEI's stakeholders, including students and external stakeholders, are involved in internal evaluations. The findings of internal and external evaluations are analysed, and quality improvement activities implemented.</p> <p>The HEI values its members and ensures that all its employees and students are treated according to the principle of equal treatment. Employees and students of the HEI are guided by the agreed principles of academic ethics in all their activities. The HEI supports its students and teaching staff in their understanding and</p>	
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<p>these principles. The higher education institution has a functioning system for handling complaints.</p>	<p>responding to ethical issues. Teaching staff and students do not tolerate academic fraud, including cheating and plagiarism, and they will act immediately upon any such occurrence. Attention is paid to the application of principles of academic ethics in the digital environment: avoidance of creative theft, the protection of intellectual property rights etc. Management of complaints from HEI members (including discrimination cases) is transparent and objective, ensuring fair treatment of all parties.</p>	
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1.2. Personnel management

<ul style="list-style-type: none"> • 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 	<p>There are clear rules and procedures for employee recruitment and development that arise from objectives of the development plan of the higher education institution. Trends in academic and support staff related to their qualifications, age distribution and competition for positions, indicate sustainability. The principles of remuneration and motivation of employees are clearly defined and available to all employees. They are consistent with trends and potentials of the higher education institution, and indicate the institution's sustainability in terms of recruiting qualified staff. Employee satisfaction and dedication are regularly surveyed and the results used in improvement activities. Workload distribution for members of the academic staff is clearly fixed among teaching, research and development</p>	<ul style="list-style-type: none"> • the rate of competition for academic positions • the number and profile of the staff (academic and administrative/support staff, age distribution, qualifications, including their average age by qualification level) • the proportion of foreign teaching staff and research staff • indicators of international mobility of academic staff as a proportion of their total number • other indicators arising from institutional purposes
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<p>of Ukraine dated 30.12.2015 №1187 On Approval of the Licensing Conditions of the Implementation of the Educational Activity.</p> <ul style="list-style-type: none"> • 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. 	<p>activities and other activities, including management. When selecting, appointing and evaluating members of the academic staff, their past activities, including research, development of teaching techniques, student feedback, etc., are taken into account in a balanced way. Employees (both academic and administrative/support staff) participate in international mobility programmes and are active in self-development.</p>	
<p>1.3. Management of financial resources and infrastructure</p>		
<ul style="list-style-type: none"> • The allocation of financial resources of a higher education institution, and the administration and development of infrastructure, are economically feasible; and are 	<p>The allocation of financial resources of the higher education institution, and the administration and development of infrastructure, are economically feasible; and are based on the objectives of the development plan of the higher education institution and national priorities (except private institutions).</p>	<ul style="list-style-type: none"> • the distribution of the revenue and expenditure • investment dynamics • results of employee satisfaction survey: satisfaction with working conditions • results of student satisfaction survey:

<p>based on the objectives of the development plan of an institution of higher education and national priorities (except private institutions).</p> <ul style="list-style-type: none"> • 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 	<p>Budget funds come from different sources, which helps to manage risks.</p> <p>The higher education institution uses information systems that support its management and the coherent performance of core processes.</p> <p>Both 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 the institution of higher education and expectations of target groups.</p> <p>Students have been provided with opportunities for both independent and team work at the higher education institution.</p> <p>The higher education institution analyses the use of its assets and considers the results in improvement activities.</p>	<p>satisfaction with learning and RDC conditions</p> <ul style="list-style-type: none"> • availability of bomb shelters that are equipped with everything necessary • other indicators arising from institutional purposes
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2. TEACHING AND LEARNING		
Requirements	Assessment criteria	Indicators
2.1. Effectiveness of teaching and learning, and formation of the student body		
<ul style="list-style-type: none"> • 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. 	<p>The higher education institution has defined its educational objectives and measures their implementation. The higher education institution has developed a system for analysing and evaluating competencies and international competitiveness of its graduates; the results are systematically used in the development of study programmes, teaching and learning.</p> <p>The organisation of work practice is clearly regulated, including the requirements for supervisors.</p> <p>The number of student places is planned in accordance with the social need, the provision of state-commissioned education (RKT), and the potentials and purposes of the higher education institution. The fulfilment of plans (including RKT) is analysed and the plans are modified according to the results of the analyses.</p> <p>The admission rules are transparent, consistent with the mission and purposes of the higher education institution and support the formation of the motivated student body; the rules are periodically reviewed, and the results are applied to development activities.</p> <p>Students are provided with opportunities to study at the institution of higher education regardless of any special needs (e.g., special admission conditions, physical environment takes into account special needs, special grants, etc.).</p>	<ul style="list-style-type: none"> • positive graduation rates, including the fulfilment of RKT • employer satisfaction with preparation of graduates • rates of alumni employment • other indicators arising from institutional purposes that give, among other things, evidence of the international competitiveness of graduates

2.2. Study programme development		
<ul style="list-style-type: none"> • 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. 	<p>Development activities related to study programmes are systematic and regular, and different stakeholders (including students, graduates, employers, professional associations) are involved in the development of study programmes. Graduate and labour market feedback on the quality of graduates and their compliance with labour market requirements are examined and analysed, and the results used in improvement activities.</p> <p>The higher education institution starts new study programmes (including joint study programmes) taking into account the current and developmental needs of the labour market, and including the best national and/or international practices.</p> <p>Results of the external evaluation of study programmes, teaching and learning, are analysed and taken into account in development activities.</p> <p>The scope of the study programme and its separate educational components (in ECTS credits) are in line with the requirements of legislation concerning the learning workload for the relevant higher education level and meet the relevant higher education standard (if available).</p>	<ul style="list-style-type: none"> • student satisfaction with the quality of instruction • alumni satisfaction with the quality of instruction • employer satisfaction with preparation of graduates • results of quality assessments of study programme groups • other indicators arising from institutional purposes, e.g., the number of joint study programmes, the number of study programmes in English, etc.
2.3. Student academic progress and student assessment		
<ul style="list-style-type: none"> • Student academic progress is monitored and supported. • Student assessment supports learning and 	<p>The progress and study results of students are monitored and supported (including activities for talented students and students at risk of dropout, bridging courses).</p>	<ul style="list-style-type: none"> • the average duration of study by academic cycles • the proportion of dropouts

<p>is in line with learning outcomes.</p> <ul style="list-style-type: none"> • A higher education institution has an effective system for taking account of prior learning and work experience. 	<p>The establishment of student status (calculating full-time and part-time study, defining minimum student workload, etc.) follows clear rules that ensure fair treatment to all students. The assessment takes place according to a procedure determined by the higher education institution, it supports learning, is consistent with learning outcomes, and considers the particular nature of a student contingent; the procedure for assessment is regularly reviewed and improved: the assessment measures the achievement of expected learning outcomes and objectives of a study programme, contains clear and publicized assessment criteria, and considers clear regulations in cases of student absence, illness or other mitigating circumstances. The procedure for assessment (including examination and thesis defence procedures, the time and form of notification of grades) is transparent and ensures fair treatment of students. There is an effective system for challenging assessment results; challenges are analysed and the assessment system is improved.</p> <p>The higher education institution has an effective system for taking account of prior learning and work experience, and it is regularly evaluated and improved.</p>	<ul style="list-style-type: none"> • other indicators arising from institutional purposes
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2.4. Support processes for learning

<ul style="list-style-type: none"> • The organisation of studies creates an opportunity for students to complete their studies within the standard period. • A higher education institution provides 	<p>The organisation of studies ensures students an opportunity to complete their studies within the standard period. The principles for preparing timetables support the appropriate use of time of students and teaching staff.</p>	<ul style="list-style-type: none"> • the proportion of foreign students and foreign guest students • the number/proportion of students who have studied at foreign institutions of higher education compared
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<p>counselling related to studies and career.</p> <ul style="list-style-type: none"> • 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. 	<p>Student international mobility is supported, including studies in foreign institutions of higher education. The recognition of studies in foreign institutions is based on the Lisbon Convention. Systems have been created to support foreign (guest) students. The higher education institution provides counselling related to studies and career, including for student candidates. Students are periodically asked for feedback on organisation of studies, assessment, counselling, etc.; it is analysed, and the results taken into account in improvement activities. The teaching staff are asked for feedback on the organisation of studies and support services; it is analysed, and the results used in improvement activities. Modern technical and educational technology resources are used to organise educational activities.</p>	<p>to the total number of current students and graduates</p> <ul style="list-style-type: none"> • the proportion of dropouts • results of feedbacks • other indicators arising from institutional purposes
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3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)		
Requirements	Assessment criteria	Indicators
3.1. RDC effectiveness		
<ul style="list-style-type: none"> • 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 	<p>The university has defined its RDC objectives and measures their implementation. RDC objectives and activities of the university take into account, among other things, the current and developmental needs of society and the labour market. The university has developed a system for identifying those needs.</p>	<p>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its RDC objectives:</p> <ul style="list-style-type: none"> • results of external evaluations (research evaluation, quality assessment of doctoral studies)

<p>them in planning RDC activities.</p>	<p>The university has taken into account the comments made in the course of research evaluation.</p>	<ul style="list-style-type: none"> • management and participation in centres of excellence: the number and scope of finances of centres • numerical data: (1) total research publications; (2) publications of categories 1.1., 1.2, 2.1, 3.1; monographs on national sciences; (3) public presentations of creative works; recognitions from international competitions; reviews in professional publications, etc.; (4) patent applications, patents; (5) text books, teaching tools for various media; (6) system development solutions, product development solutions, environmental solutions; (7) contracts with enterprises; (8) spin-off firms, etc. • the number of research publications/creative works per member of the teaching staff and per member of research staff (calculated in full-time positions, by field) • other indicators arising from institutional purposes
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3.2. RDC resources and support processes		
<ul style="list-style-type: none"> • 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. 	<p>The university has an effective RDC support system (e.g., counselling related to intellectual property, support for publishing publications, attending conferences, referral to doctoral studies, motivating the cooperation with employers). Financial resources needed for RDC exist, along with a strategy that supports their acquisition. The university participates in different RDC networks. RDC infrastructure of the university is continuously being updated and used effectively.</p>	<p>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its RDC objectives:</p> <ul style="list-style-type: none"> • results of employee satisfaction survey: satisfaction with RDC support services • investments into the RDC infrastructure • the proportion of RDC finances in the total budget, separately including finances received from international contracts, applied R&D contracts, grants for creative activity; trends, comparison with partners (partial overlap with management) • ratio of RDC finances to research staff (calculated in full-time positions)
3.3. Student research supervision and doctoral studies		
<ul style="list-style-type: none"> • 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 	<p>The university has involved students of all academic cycles in research, creative or project activity; and systematically surveys their satisfaction with supervision. The results of feedback are taken into account in improvement activities. Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and a positive (university) graduation rate.</p>	<p>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its RDC objectives:</p> <ul style="list-style-type: none"> • total number of defences of doctoral theses, their number by field, trends • average period of doctoral studies, trends

<p>reasonably balanced, which ensures the quality of research papers and positive graduation rates.</p> <ul style="list-style-type: none"> • 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. 	<p>Students are guided to recognize plagiarism and to avoid it. The effectiveness of doctoral studies at universities (the period of studies, fulfilment of RKT, the percentage of graduates compared to the number entering studies four years prior) is stable or improving. The quality of doctoral theses (publishing, opponents) meets a required standard. Supervisors of doctoral theses publish at least on the level of doctoral theses and qualify for research grants and research themes of targeted financing. The proportion of international doctoral students and doctoral students who have studied abroad for at least one semester is stable or increasing. Improvement activities take account of feedback from doctoral students and graduates of doctoral studies. Recognized foreign scientists are involved in the provision of doctoral studies and the supervision of doctoral theses.</p>	<ul style="list-style-type: none"> • the proportion of international doctoral students • the proportion of doctoral students who have studied at foreign universities for at least one semester • the proportion of supervisors (including co-supervisors) from outside of the higher education institution, including from foreign countries • the proportion of opponents from foreign countries at defences of doctoral theses • results of student satisfaction survey: satisfaction with supervision • other indicators arising from institutional purposes
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4. SERVICE TO SOCIETY		
Requirements	Assessment criteria	Indicators
4.1. Popularisation of core activities of a higher education institution and its involvement in social development		
<ul style="list-style-type: none"> • A higher education institution has a system for popularising its core activities. • Employees of an institution of higher 	<p>The higher education institution has a system for popularising its core activities; events for students of basic and upper secondary schools and vocational educational institutions take place and the number of participants is</p>	<p>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its objectives:</p>

<p>education participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.</p>	<p>stable or increasing. In media, employees of the institution of higher education publish articles of popular science, introducing specialities and scientific research. Employees of the higher education institution participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.</p>	<ul style="list-style-type: none"> • the number of people/enterprises (including students, separately) involved in popularisation activities, the number of events by type, trends • employee participation in non-university bodies (the number and %) • articles by employees in newspapers (the number of articles per employee), commentaries, interviews, etc. • other indicators arising from institutional purposes
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4.2. Continuing education and other educational activities for the general public

<ul style="list-style-type: none"> • 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 	<p>The higher education institution has strategic objectives and a clear action plan in the field of lifelong learning. The success of activities is periodically evaluated and improved as necessary. The system of development, implementation and evaluation continuing education ensures its quality, including the quality of documents issued. The number of participants in continuing education and the money earned by providing such training are stable or increasing.</p>	<p>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its objectives:</p> <ul style="list-style-type: none"> • the number of participants in continuing education (and in other forms of paid open learning) per hour, or per ECP earned (including participant to full-time academic staff ratios) • the proportion of money acquired from continuing education compared to the total scope of finances for educational activities
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improvement activities.		<ul style="list-style-type: none"> • other indicators arising from institutional purposes
4.3. Other public-oriented activities		
<ul style="list-style-type: none"> • 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. 	<p>Public-oriented activities are defined in the development plan of the higher education institution; the results of the activities are periodically evaluated, and improvements introduced based on those evaluations.</p> <p>The higher education institution contributes to the enhancement of regional welfare by sharing its resources (library, museums, sports facilities, etc.) and/or by organising concerts, exhibitions, performances, conferences, fairs and other events.</p> <p>The higher education institution provides support to vulnerable populations, including those affected by the Russian-Ukrainian war (veterans, internally displaced persons, orphans, etc.).</p>	<p>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its objectives:</p> <ul style="list-style-type: none"> • the number of public-oriented events by type, the number of participants (if measurable) • other indicators arising from institutional purposes