

Decision of the Higher Education Assessment Council of the Estonian Quality Agency for Education

Kyiv National Economic University named after Vadym Hetman

Institutional accreditation decision

29.08.2025

The Higher Education Assessment Council of the Estonian Quality Agency for Education decided to accredit the Kyiv National Economic University named after Vadym Hetman for seven years.

Pursuant to section 44.1 of the Conditions and Procedure for Institutional Accreditation in Ukraine established on the basis of the authorisation contained in subsection 3 of § 38 of the Higher Education Act and in subsection 5 of § 24 of the Statutes of the Education and Youth Board, the Higher Education Assessment Council of the Estonian Quality Agency for Education (hereinafter the Council) states the following:

1. The Kyiv National Economic University named after Vadym Hetman (hereinafter KNEU) and the Estonian Quality Agency for Education (HAKA) agreed on the period for institutional accreditation on 20.11.2024.
2. By the decision of 12.02.2025, the Director of HAKA approved the composition of the Assessment Committee for Institutional Accreditation (hereinafter the Committee) as follows:

Enn Listra (chair)	Professor emeritus; Tallinn University of Technology; Estonia
Maiki Udam (secretary)	Head of the Department of Study Quality; Estonian Education and Youth Board; Estonia
Heidi Maiberg	Student member of the Panel; Royal Holloway University of London; Estonia
Maksym Karpash	Vice-rector for International Affairs and Strategic Development; King Danylo University; Ukraine
Nataliia Shalimova	Dean of the Faculty of Economics; Central Ukrainian National Technical University; Ukraine
Olena Smyntyna	Head of Center of Higher Education Quality Assurance; Odessa National I. I. Mechnikov University; Ukraine

3. KNEU submitted the self-evaluation report to HAKA on 15.03.2025, and the assessment coordinator of HAKA sent the self-evaluation report to the Committee on 21.03.2025.
4. The hybrid assessment visit to KNEU took place from 3rd to 5th June 2025.



5. The Committee sent the draft assessment report to HAKA on 07.07.2025, HAKA forwarded the draft assessment report to the higher education institution for comment on 07.07.2025, and KNEU submitted its comments on 20.07.2025.
6. The Committee submitted the final assessment report to HAKA on 05.08.2025. The assessment report is an integral part of the decision. The report is available on the HAKA website.
7. The Secretary of the Council forwarded the final assessment report and the self-evaluation report to the members of the Council on 22.08.2025.

8. The Assessment Committee's assessments were as follows:

Assessment area	Assessment
Organisational management and performance	Conforms to requirements
Teaching and learning	Conforms to requirements
Research, development and/or other creative activities (RDC)	Conforms to requirements
Service to society	Conforms to requirements

★ Worthy of Recognition

- ★ The University benefits from a highly qualified and competent faculty, which is a key determinant of the quality of both education and research at KNEU.
 - ★ Despite the extreme psychological strain caused by wartime conditions, KNEU provides continuous and easily accessible psychological support through multiple channels, playing a crucial role in helping members of the academic community cope with stress and maintain mental resilience.
 - ★ The University has strong relationship with society through its supportive group of diversified stakeholders committed to contributing to KNEU's growth and development and by diverse positions held by academic staff in NGOs and professional associations, supervisory boards at enterprises, advisory and methodological councils at public organisations, and expert groups that contribute to public policy and regulation.
9. At its meeting of 29 August 2025, with the participation of 10 members, the Council discussed the received documents and decided to highlight from the assessment report the following strengths¹, areas of concern and recommendations² and opportunities for further improvement³ regarding KNEU.

9.1 ORGANISATIONAL MANAGEMENT AND PERFORMANCE

Strengths

¹ Achievements that exceed the level of the standard (not compliance with the standard) are presented as strengths.

² Areas of concern and recommendations point to shortcomings in meeting the requirements of the institutional accreditation standard and affect the formation of the final decision of the Council.

³ Opportunities for further improvement are proposals for improvement that do not contain a reference to noncompliance with the standard and the inclusion or exclusion of which is at the discretion of the institution of higher education. Proposals for further developments will not affect the final decision of the Council.

1. The University has established Advisory and Supervisory Boards that can provide strategic guidance.
2. A significant proportion of KNEU academic staff hold doctoral and PhD degrees.
3. Purpose-built IT tools support academic staff performance monitoring and evaluation.
4. KNEU maintains its physical infrastructure in good condition and ensures access for external users, supporting wider societal engagement.

Areas of concern and recommendations

1. The current formulation of the mission and vision is broad and lacks specific reference to KNEU's core disciplinary areas, which are central to its identity and strategic direction. The vision and mission statements should be revised to reflect more clearly KNEU's disciplinary focus, such as economics, finance, and management.
2. While implementation of the Development Strategy is primarily the responsibility of middle-level managers, their involvement in shaping strategic goals and priorities remains limited. Mid-level management should be more actively involved in the strategic planning process.
3. Although the hierarchical management structure is well established, communication between decision-making levels is often fragmented, and staff at lower levels are not always fully informed or engaged. Internal communication mechanisms should be enhanced to ensure alignment across units and promote student and staff engagement.
4. Some functional overlaps exist within administrative units, and the number of strategic documents and responsibilities may cause confusion in terms of roles and accountability. The current organisational structure should be reviewed using a fit-for-purpose approach to reduce redundancy and clarify roles.
5. Discrepancies exist between the human resource strategic goals outlined in KNEU's Development Strategy 2025–2029 and the actual regulations and practices related to staff recruitment, evaluation, and monitoring. Strategic targets - such as increasing the proportion of academic staff with scientific degrees or achieving a 1:1 ratio of academic to other staff - are not yet fully supported by internal procedures or implementation mechanisms. KNEU should ensure alignment between its strategic objectives, existing legal constraints, and operational practices by updating its regulatory framework and key performance indicators accordingly.
6. Although several entities, such as the Human Resources Department, dean's offices, and faculty councils, are formally tasked with recruitment and staff evaluation, these processes are largely carried out by department heads with limited substantive involvement from other units. To promote shared responsibility and coherence, KNEU should revise its internal regulations on staff recruitment and performance evaluation to clearly distribute responsibilities across the relevant structural units.
7. Staff satisfaction surveys have been suspended due to the ongoing martial law, and internal communication has not been evaluated as part of these efforts. Moreover, little evidence suggests that past survey results have informed decision-making. KNEU should reinstate regular staff satisfaction surveys, include internal communication as a dedicated area of assessment, and develop formal procedures for incorporating feedback into institutional management practices.

8. Nearly 80% of total expenditures are allocated to staff salaries, yet satisfaction levels among staff remain low. The remuneration policy should be reviewed using a fitness-for-purpose approach to enhance effectiveness and fairness.
9. The share of expenditures dedicated to research and development remains low. This should be addressed by increasing revenues through targeted international fundraising and grant acquisition. Increased revenues shall be long-term planned for the following allocations: staff professional development, institutional support to existing and new R&D divisions, and support for breakthrough innovations.

Opportunities for further improvement

1. Internal communication could be aligned with the current management agenda in terms of tools, channels, and content, as some staff members appear to lack full awareness of the activities carried out by their colleagues.
2. To support the professional development of early-career academic staff, KNEU could consider introducing career consulting services, for example, in the form of a structured onboarding programme. Such an initiative could facilitate more effective internal communication, accelerate staff integration and performance, and enhance the University's attractiveness to young researchers, including its own alumni.
3. To ensure continuity in academic capacity and long-term institutional sustainability, KNEU could also increase the proportion of younger staff members - such as assistants and lecturers - within its academic community.
4. Greater financial autonomy for faculties, particularly those actively involved in external fundraising, could be explored as a means of enhancing resource efficiency and incentivising innovation.

9.2. TEACHING AND LEARNING

Strengths

1. An effective system for forming the student body at the bachelor's level, combining preparatory training and diversified outreach activities, enables the recruitment of highly motivated candidates with strong academic potential.
2. Extensive, multi-level cooperation with employers contributes to the high national and international competitiveness of KNEU graduates, as evidenced by the University's leading positions in recognised rankings.
3. Study programme development procedures are clearly defined in internal regulatory documents, widely communicated, and well understood by academic staff. Targeted professional development activities, such as "Accreditation Coaching" and training programmes, support programme teams and managers in implementing these procedures effectively.
4. All study programmes are aligned with national higher education and professional standards while also reflecting KNEU's unique academic strengths and stakeholder needs.
5. Comprehensive and transparent information about study programmes, their evaluation by students, employers, and external quality assurance bodies (such as NAQA), is publicly

accessible via the University website through tools such as the Map of Educational Programmes and the e-Portfolio.

6. Stakeholder engagement in programme development is systematic and diverse. Employers are involved through consultations, participation in project teams, department-level engagement, and the Professional Advisory Committee. Students contribute through formal representation, open consultations, and anonymous surveys administered by the Institute of Sociological Research.
7. KNEU demonstrates a strong commitment to student support under extremely challenging conditions. Notably, the University has established an accessible and flexible psychological support system, including anonymous 24/7 counselling services, which represents an exemplary response to student well-being during wartime.

Areas of concern and recommendations

1. Enrolment at the master's level remains significantly below licensed capacity. KNEU should expand its offer by introducing interdisciplinary study programmes and promoting second-degree opportunities to graduates of other Ukrainian and international universities.
2. Support for students with visual, hearing, and other disabilities remains limited. KNEU should enhance physical accessibility (e.g. tactile markers, auditory signage), improve digital accessibility on its websites, and provide clearer visual aids for students with hearing impairments.
3. While current students are regularly surveyed, there is no systematic use of anonymous surveys targeting other key stakeholder groups such as graduates and employers. KNEU should expand its feedback mechanisms to include targeted anonymous surveys for graduates and employers and integrate these results into the programme development process.
4. The procedures for recognising prior learning and work experience are insufficiently transparent and rarely applied in practice. Students have limited awareness of the process, and the recognition is based primarily on content comparison rather than learning outcomes. KNEU should review and update its recognition procedures in line with European best practices, ensure they include informal and non-formal learning, and improve communication to students about available opportunities and application procedures.

Opportunities for further improvement

1. Several KNEU study programmes have been accredited by the National Agency for Higher Education Quality Assurance with excellence. Although these cases are used as references in staff training, their wider dissemination remains limited. KNEU could enhance the institutional learning process by systematically sharing and applying best practices from these exemplary programmes across all study areas and academic units.
2. The University could enhance consistency and efficiency in digital learning by adopting a unified platform, such as Microsoft Teams, for communication, material sharing, and virtual teaching across all study programmes.

9.3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITIES (RDC)

Strengths

1. KNEU articulates RDC objectives aligned with international research standards (e.g. Scopus, WoS).
2. The University has achieved substantial growth in research output and citation impact. The University demonstrates a high absolute volume of internationally recognised research output.
3. A strong interdisciplinary profile is evident in the thematic distribution of publications.
4. The University has a highly qualified academic staff capable of conducting advanced research and providing effective supervision to doctoral students.
5. A significant proportion of eligible students are actively engaged in research activities.

Areas of concern and recommendations

1. While institutional KPIs are defined in the Development Strategy, the SER and interviews reveal that their translation into operational targets at lower levels is not systematically regulated. The alignment of KPIs at faculty and department levels with institutional RDC targets should be strengthened through clearer internal procedures.
2. Although total publication output is strong, the SER indicates, and interviews confirm that productivity per academic staff member remains modest and uneven across units and faculty members. The University should increase the research productivity of its academic staff, including publication output per faculty member.
3. The University currently relies on indirect or ad hoc sources for identifying societal needs, without a structured or consistent approach to gathering and analysing such data for research planning. A formal mechanism should be introduced to systematically monitor the needs of society and the labour market for integration into RDC planning.
4. Without systematic collection and analysis of student feedback on research supervision, the University lacks reliable evidence to identify areas for improvement, address emerging issues proactively, and ensure consistent quality across supervisory practices. Therefore, student feedback on the quality of research supervision should be collected and analysed more systematically to inform continuous improvement.

Opportunities for further improvement

1. Reconsidering the distribution of research across subject areas would help concentrate efforts and resources on KNEU's strategic disciplinary strengths—such as economics, finance, and management—thereby enhancing research visibility, impact, and alignment with institutional priorities.
2. The University could consider acquiring additional specialised software tools, e.g., Stata, to further support data-driven research activities.
3. Given the breadth and complexity of the RDC support infrastructure, the University could introduce dedicated staff satisfaction surveys specifically focused on RDC support services to enhance service development.
4. The University should prioritise the expansion of international research cooperation as soon as conditions permit.

9.4. SERVICE TO SOCIETY

Strengths

1. Active participation of academic staff in national and international professional associations, NGOs, advisory councils, and strategic policy initiatives, demonstrating a strong institutional commitment to societal engagement.
2. Consistent dissemination of research and academic achievements through diverse communication channels, including regular media coverage of collaborative projects, joint publications with international organisations, targeted outreach to school communities, and representation in prominent international rankings and initiatives.
3. The University demonstrates a clear and strategic commitment to lifelong learning, with relevant objectives embedded across multiple strategic and operational goals in the Development Strategy. This includes a focus on inclusive access and responsiveness to societal needs.
4. KNEU has established a broad and diverse infrastructure for continuing education, including specialised centres such as the Institute of Business Education, the Educational Centre for Intensive Learning of Foreign and Ukrainian Languages “Intensive”, the Center for Veteran Development, and the Startup School. These facilities are accessible to both internal and external audiences. The establishment of the Center for Veteran Development in 2025 serves as a timely and targeted initiative aligned with national priorities and exemplifies good practice in collaboration with government stakeholders.
5. Long-standing and well-integrated public-oriented initiatives such as the “Firm’s Strategy” tournament, Startup School, IDEA FEST, and “School of Young Professionals,” reflecting institutional commitment and continuity.
6. Active societal engagement through accessible cultural, sporting, and veteran-focused programmes supported by dedicated infrastructure and partnerships.

Areas of concern and recommendations

1. The absence of consistent and structured feedback mechanisms limits the University’s ability to evaluate the effectiveness of its lifelong learning programmes and respond to emerging needs. KNEU should develop and implement a comprehensive quality assurance framework for continuing education, including regular, systematic participant satisfaction surveys, structured societal needs assessments, and defined procedures for incorporating feedback into programme design and improvement.

Opportunities for further improvement

1. To strengthen the coherence and effectiveness of its outreach activities, KNEU could introduce more targeted key performance indicators (KPIs) for science communication and public engagement. These may include metrics such as the number of publicly accessible research outputs, expert contributions to media, or outreach events held.
2. The University could also benefit from further systematising its internal monitoring mechanisms to ensure consistent performance tracking and structured reporting. This would support a more robust assessment of the scope, relevance, and impact of its public engagement initiatives.

3. KNEU could consider introducing micro-credential certificates in high-demand areas to attract working professionals, enhance the flexibility of its offerings, and diversify revenue streams. Further leveraging international cooperation mechanisms - such as Erasmus+ and Creative Spark - could provide opportunities to benchmark practices against international standards and support the development of high-quality, modular continuing education provision.
 4. Strengthening strategic planning, monitoring, and impact assessment mechanisms would enhance the sustainability, visibility, and effectiveness of public-oriented initiatives, and support their alignment with institutional development goals and international benchmarks.
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10. 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.
 11. Considering the above, the Council

DECIDED TO:

Accredit the Kyiv National Economic University named after Vadym Hetman for seven years.

The decision was adopted with 10 votes in favour and 0 against.

12. Accreditation is valid until 29.08.2032.
13. A person who considers that his or her rights or freedoms have been infringed by the decision, can lodge a challenge with HAKA's Assessment Council within 30 days of the date on which the objector became aware or should have become aware of the contested act. The Council shall forward the challenge to HAKA's Appeals Committee who shall provide an unbiased opinion in writing regarding the validity of the challenge to the Council, within five days after receipt of the challenge. The Council shall resolve the appeal within 10 days of its receipt, taking into account the reasoned opinion of the Appeals Committee. If further examination of the challenge is necessary, the Assessment Council may extend the deadline for examining the challenge by up to 30 days. Judicial contestation of a decision is possible within 30 days from the date of service of the judgment by filing an appeal with the Tallinn Administrative Court pursuant to the procedure provided for in the Administrative Court Procedure Act.

Hillar Bauman

Secretary of the Council