

ESTDEV  
From the people of Estonia



NATIONAL AGENCY  
For HIGHER EDUCATION  
QUALITY ASSURANCE  
(UKRAINE)



HAKA  
Estonian Quality  
Agency for Education

# **Institutional Accreditation Report**

## **Kyiv National Economic University named after Vadym Hetman**

August 2025

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

# Table of Contents

---

<b>1. Introduction.....</b>	<b>3</b>
The composition of the expert panel was as follows: .....	3
Assessment process .....	4
Information about Kyiv National Economic University .....	4
Main impressions of the self-evaluation report and the visit.....	6
Summary of the institutional accreditation findings .....	6
<b>2. Assessment across assessment areas and sub-areas.....</b>	<b>10</b>
2.1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE .....	10
SUMMARY OF THE ASSESSMENT AREA: ORGANISATIONAL MANAGEMENT AND PERFORMANCE .....	20
2.2. TEACHING AND LEARNING.....	22
SUMMARY OF THE ASSESSMENT AREA: TEACHING AND LEARNING .....	35
2.3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC).....	37
SUMMARY OF THE ASSESSMENT AREA: RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC).....	46
2.4. SERVICE TO SOCIETY .....	47
SUMMARY OF THE ASSESSMENT AREA: SERVICE TO SOCIETY .....	58

# 1. Introduction

---

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

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

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

The institutional accreditation of Kyiv National Economic University named after Vadym Hetman took place in June 3-5, 2025. The Estonian Quality Agency for Education (**HAKA**) together with National Agency for Higher Education Quality Assurance (**NAQA**) composed an international expert panel, which was approved by the higher education institution. The composition of the panel was thereafter approved by the order of HAKA director.

**The composition of the expert panel was as follows:**

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

## Assessment process

The assessment process was coordinated by HAKA and NAQA staff – Mr Hillar Bauman and Ms Anna Shylina.

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

On the meetings of the Panel on April 4, May 8 and June 2, 2025 members of the team agreed on the division of responsibilities, the overall questions and areas to discuss with each group during the site visit and to a detailed schedule for the site visit.

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

On 5 June 2025, 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 panel submitted the final report to HAKA on 5 August 2025.

## Information about Kyiv National Economic University

### Historical Background

Founded in 1906 as the Kyiv Higher Commercial Courses by Mytrofan Dovnar-Zapolskyi, KNEU is one of the oldest economic higher education institutions in Ukraine. Over more than a century, it has undergone a series of transformations and name changes, evolving in tandem with socio-political developments in Ukraine. It attained national status in 1997 and has been known since 2005 as Kyiv National Economic University named after Vadym Hetman, a prominent alumnus and Ukrainian statesman.

### Institutional Mission and Vision

KNEU's mission is to contribute to societal development through research, generation of new knowledge, and the training of socially responsible, creative, and competitive professionals. Its vision underscores national and international leadership and excellence in education and research. The University emphasizes values such as academic freedom, transparency, resilience, student-centricity, and sustainable development.

### Organizational Structure

KNEU is a state higher education institution operating under the Ministry of Education and Science of Ukraine. Its internal governance is structured around the Rectorate and multiple Vice-Rectors covering academic affairs, international relations, digital transformation, economy and infrastructure, and research. The Academic Council oversees academic governance, while numerous departments and institutes manage operational and pedagogical responsibilities.

Structural units include:

- Educational and Scientific Institutes (e.g., Law, Information Technologies in Economy)
- Departmental units supporting student services, international mobility, postgraduate studies, and educational quality assurance.

## **Academic and Research Profile**

KNEU provides higher education across all levels, from Bachelor's to Doctor of Philosophy (PhD), in the fields of economics, management, finance, law, and related disciplines. It is also engaged in fundamental and applied research, especially within Ukraine's post-war recovery framework.

Research is conducted through specialized institutes, centers, and partnerships with international and national stakeholders. The University also maintains a dedicated Innovation Development Programme and participates in global academic mobility networks.

## **International Rankings**

KNEU has gained international recognition, featuring in:

- QS World University Rankings: Europe 2025 (ranked 521–530)
- UI GreenMetric 2024 (ranked 12th in Ukraine)
- THE Impact Rankings 2024 (various SDGs)
- Webometrics Transparent Ranking (1st among Ukrainian economic universities)
- U-Multirank and uniRank (top rankings in national economic education)

## **Statistical Overview**

As of December 1, 2024:

- Total number of students: ~14,000
- Number of academic staff: 691, of whom 80.1% hold academic degrees or titles, including 123 Doctors of Science and 437 PhDs.
- Student-to-staff ratio: approximately 20:1

## **Financial Indicators**

The University is predominantly financed through public funds, tuition fees, and externally acquired grants. Over the years 2019–2024, its financial operations have been stable, with yearly budget allocations increasing from approximately 28.9 million UAH in 2019 to over 45.5 million UAH in 2024 for social support (scholarships). Scientific research activities are supported with a separate, though comparatively modest, allocation ranging between 2.5 and 4.5 million UAH per year.

## **Key Performance Indicators**

According to the 2025–2029 Development Strategy and the Institutional Self-Assessment:

- 100% of academic programmes are subject to quality assurance mechanisms
- 80% of academic staff are expected to demonstrate innovation-driven contributions annually
- The University aims to ensure at least 85% satisfaction rates in learning and working conditions
- H-index scores: 24 in Scopus, 18 in Web of Science, and 212 in Google Scholar;

- Annual increase targets include +1 in academic H-index scores and +2% in staff remuneration

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

The Self-Evaluation Report (**SER**) submitted by KNEU demonstrates a high level of institutional commitment to transparency, critical reflection, and continuous quality enhancement. The document is well-structured, clearly written, and supported by comprehensive annexes, which collectively offer a thorough and coherent account of the university's strategic priorities, academic activities, quality assurance mechanisms, and societal engagement. The SER reflects a mature quality culture and evidences a thoughtful self-assessment process grounded in both quantitative data and qualitative insights.

The site visit, conducted in a hybrid format, was generally well organized. Although some technical and interpretation challenges arose, they were addressed promptly and effectively, ensuring the smooth continuation of the evaluation process. The schedule was clear and well-paced, allowing for comprehensive coverage of all main institutional areas through focused and meaningful discussions.

Interviews with university leadership, academic and administrative staff, students, and external stakeholders were conducted in an open, professional, and collegial manner. Participants demonstrated a strong understanding of institutional objectives and were forthcoming in discussing both strengths and areas for improvement. Their engagement reflected a high level of institutional coherence and a shared commitment to quality enhancement.

The hospitality extended by KNEU throughout the visit was outstanding. The overall atmosphere was respectful, positive, and collaborative, contributing meaningfully to the effectiveness and depth of the site visit process.

## Summary of the institutional accreditation findings

---

### General Findings

Kyiv National Economic University named after Vadym Hetman (KNEU) has demonstrated a high level of institutional maturity and alignment with national and international expectations for modern higher education institutions. Based on the assessment of four areas - Organisational Management and Performance, Teaching and Learning, Research, Development and/or Other Creative Activities (RDC), and Service to Society – it is concluded that the University conforms to all requirements set by the Standards under review.

In the area of **Organisational Management and Performance**, KNEU has established a strong strategic framework. The University's Development Strategy is well-structured, aligned with national priorities, and operationalised through measurable objectives and key performance indicators. The institution demonstrates transparency and resilience in financial management, maintaining solvency and ensuring uninterrupted funding for essential areas such as salaries and student support. Its physical and digital infrastructure is robust, with effective systems for digital learning and administration. Governance and internal quality assurance processes are inclusive, with mechanisms for stakeholder involvement and performance evaluation firmly in place. Nonetheless, improvements could be made in onboarding new staff and improving internal communication. The University may also consider enhancing financial decentralisation to strengthen faculty-level capacity for innovation and fundraising.

In the area of **Teaching and Learning**, KNEU has developed clear and coherent educational objectives that are operationalised at the level of the institution, study programmes, and individual courses. These objectives are aligned with national and European qualifications frameworks and are supported by a strong system of stakeholder engagement. The University has established a robust and transparent student recruitment and admission process, which effectively targets and selects highly motivated applicants. Study programmes are developed in close collaboration with employers and regularly reviewed to ensure alignment with labour market demands. KNEU offers flexible learning paths and strong academic and psychological support for students. However, the institution should consider further expanding Master's level enrolment, potentially through interdisciplinary programmes and targeted recruitment of graduates from other institutions. The recognition of prior learning remains limited, especially with regard to informal and non-formal learning, and the approach tends to focus on content comparisons rather than learning outcomes. Furthermore, infrastructure improvements are needed to better support students with sensory impairments, and the adoption of a unified virtual learning environment across the University could enhance consistency in the learning experience.

In the field of **Research, Development and/or Other Creative Activities**, the University has developed a clear set of institutional RDC objectives, which are supported by a solid monitoring framework and reflect national development priorities. KNEU's research productivity is commendable, particularly in terms of absolute output and citation impact. The University benefits from a well-developed infrastructure, access to international networks, and meaningful engagement of students in research activities. Academic staff possess strong qualifications, and workload policies allow for effective research supervision and quality assurance. Academic integrity is well embedded through institutional regulations and practices. Nevertheless, a more formal mechanism for identifying and incorporating societal and labour market needs into RDC planning is required. The internationalisation of doctoral studies, while promising, remains constrained by the wartime context. The University should also consider expanding software access and introducing systematic feedback mechanisms to evaluate the performance of its RDC support systems.

With regard to **Service to Society**, KNEU's commitment is embedded in its strategic planning and demonstrated through a wide range of public-oriented activities. These include outreach to school pupils, support for entrepreneurs and veterans, and partnerships with governmental and non-governmental bodies. The University leverages its infrastructure, such as its cultural venues, sports facilities, and library, to support inclusive, community-focused initiatives. The Centre for Veteran Development represents an exemplary model of targeted, impactful engagement aligned with national needs. KNEU also maintains a strong media presence and contributes to international networks and rankings that reflect its social responsibility. In the domain of lifelong learning, the University provides a diverse set of offerings for internal and external audiences, though it lacks a comprehensive system for quality assurance in this area. Feedback mechanisms for short courses remain informal, and greater structure would enhance responsiveness and accountability. Similarly, while the range of public-oriented initiatives is impressive, more systematic monitoring and strategic coordination would improve sustainability and measurable impact.

Taken together, these findings show that KNEU is a resilient and forward-looking institution that meets the requirements across all assessed standards. The University demonstrates commitment to quality and relevance in its educational offerings, research activities, and societal contributions. Moving forward, further strengthening of feedback mechanisms, quality assurance in lifelong learning, internationalisation, and support for inclusion will enhance the institution's ability to meet future challenges and deepen its impact within Ukraine and beyond.

## **Commendations**

- KNEU maintains its physical infrastructure in good condition and ensures access for external users, supporting wider societal engagement. (2.1.3)

- 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. (2.2.1)
- 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. (2.2.2)
- 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. (2.2.4)
- The University has a highly qualified academic staff capable of conducting advanced research and providing effective supervision to doctoral students. (2.3.3), it articulates RDC objectives aligned with international research standards (e.g. Scopus, WoS) (2.3.1), has achieved substantial growth in research output and citation impact (2.3.1), and demonstrates a high absolute volume of internationally recognised research output. (2.3.2)
- A significant proportion of eligible students are actively engaged in research activities. (2.3.3)
- The University holds strong contacts with society through 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 (2.4.1), and disseminating its academic achievements through diverse communication channels, including regular media coverage of collaborative projects, joint publications with international organisations, and targeted outreach to school communities. (2.4.1)
- 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. 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. (2.4.2)
- The University has active societal engagement through accessible cultural, sporting, veteran-focused programmes supported by dedicated infrastructure and partnerships (2.4.3), and public-oriented initiatives such as the “Firm’s Strategy” tournament, Startup School, IDEAFEST, and “School of Young Professionals,” reflecting institutional commitment and continuity. (2.4.3)

### ★ **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. (2.1.2)
- ★ 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. (2.2.4)



- ★ 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. (2.4.1)

## Areas of concern and recommendations

- The University's management system seems to have structural discontinuity of involvement and information between top and middle management. Mid-level management should be more actively involved in the strategic planning process and the current processes should be reviewed using a fit-for-purpose approach to reduce redundancy and clarify roles. (2.1.1) The alignment of KPIs at faculty and department levels with institutional RDC targets should be strengthened through clearer internal procedures. (2.3.1).
- 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. KNEU should ensure alignment between its strategic objectives, existing legal constraints, and operational practices by updating its regulatory framework and key performance indicators accordingly. (2.1.2)
- Although several entities 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. (2.1.2)
- 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. (2.1.3)
- Support for students with 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. (2.2.1)
- While current students are regularly surveyed, there are several problems with getting feedback on the activities of the University with the purpose of enhancing their quality. KNEU should expand its feedback mechanisms to include targeted anonymous surveys for graduates and employers and integrate the results into the programme development process. (2.2.2) A formal mechanism should be introduced to systematically monitor the needs of society and the labour market for integration into RDC planning. (2.3.1) Also, KNEU should develop and implement a comprehensive quality assurance framework for continuing education (2.4.2)
- Despite the high absolute number of publications by the University's faculty, the average research productivity of faculty members remains low compared to international standards. The University should increase the research productivity of its academic staff, including publication output per faculty member. (2.3.1)
- Student feedback on the quality of research supervision should be collected and analysed more systematically to inform continuous improvement. (2.3.3)

#### ASSESSMENTS BY ASSESSMENT AREAS:

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

## 2. Assessment across assessment areas and sub-areas

### 2.1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE

#### 2.1.1. General management

##### Requirements:

- A higher education institution has defined its role in the Ukrainian society.
- The development plan and the related action plans of a higher education institution arise from the concrete purposes that are built on its mission, vision and core values, and that consider the country's priorities and society's expectations.
- Key results of a higher education institution have been defined.
- The leadership of a higher education institution conducts the preparation and implementation of development and action plans and involves the members and different stakeholders.
- Liability at all management levels has been defined and described, and it supports the achievement of institutional purposes and the coherent performance of core processes.

- Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.
- The higher education institution has defined the quality of its core and support processes, and the principles of quality assurance. In the higher education institution, internal evaluation supports strategic management and is conducted regularly at different levels (institution, units, study programmes).
- The higher education institution has defined its principles for academic ethics, has a system for disseminating them among its members, and has a code of conduct including guidelines for any cases of non-compliance with these principles. The higher education institution has a functioning system for handling complaints.

## Evidence and Analysis

In its principal strategic document, the *KNEU Development Strategy for 2025–2029*, which is referenced in the SER and published on the University's website, Kyiv National Economic University named after Vadym Hetman (KNEU) aspires to hold a leading position in Ukraine's higher education landscape. During the site visit, the panel clarified that this aspiration is particularly focused on the economic domain, with a long-term ambition to expand its influence into related sectors such as management, finance, and public administration. KNEU presents itself as a recognised national leader in economic education, actively contributing to reform and innovation in Ukraine's financial and academic systems. This positioning, however, should be further refined in accordance with feedback from alumni and external partners.

The University's mission is articulated as contributing to societal development through research, the creation and dissemination of new knowledge, and the education of socially responsible, creative, and competitive professionals. Engagement with the local community (notably the Shulyavka district) and with a wide range of national and international institutions forms a critical part of this mission, underscoring the University's commitment to fostering an innovative and sustainable knowledge society and promoting lifelong learning.

While the SER and the institutional website outline the University's core values and strategic goals, the development process of the Strategy revealed limitations. Although KNEU has established an Advisory Board and a Supervisory Board comprising alumni and external stakeholders, interviews confirmed that these bodies—as well as internal constituencies such as academic and administrative staff and students—were not substantively involved in the formulation of the current Development Strategy. This is corroborated by the authorship list, which includes only eight contributors beyond the Rector's Office.

The Strategy articulates eight strategic goals aligned with the University's values, including human capital development, modernisation of the management system, enhancement of education and research quality, international cooperation, digital transformation, resource mobilisation, and fostering patriotism and public consolidation. However, the vision and mission statements remain vague and insufficiently tailored to KNEU's unique institutional profile.

The strategic goals are complemented by an implementation roadmap that outlines specific operational targets, responsible units, deadlines, and key performance indicators (KPIs). While this roadmap represents a commendable effort to systematise institutional planning, interviews with mid-level management (e.g., deans and heads of departments) revealed limited awareness

of these targets and indicators. Furthermore, KPIs related to the University's service-to-society function are either absent or insufficiently developed.

The *Programme of Innovative Development of KNEU for 2025–2029* supports the strategic framework by detailing nine priority areas: scientific research, institutional innovation, the Science Park, the Start-up School, the WIN2EDIH digital innovation hub, the Entrepreneurship Centre, innovation laboratories, intellectual property protection, and international innovation networks. KNEU's focus on Ukraine's post-war recovery through education and research was emphasised during interviews, though it is not always explicitly linked to the formal strategic documents.

Responsibility for implementing the Strategy lies with the Rector and six Vice-Rectors overseeing defined functional areas. While the roadmap links activities to indicators and accountable personnel, public reporting mechanisms are weak. The Rector's annual report makes only limited reference to strategic objectives, and the dissemination of progress reports is not systematic.

KNEU has established a complex organisational structure with numerous departments and divisions. While this structure supports a high level of specialisation, it also leads to unclear delineation of responsibilities, overlapping mandates, and limited internal communication. These issues were substantiated during the site visit, particularly in relation to the management of education and research processes. Middle managers frequently lacked awareness of institutional KPIs and internal reporting obligations, indicating a need to streamline communication and clarify decision-making procedures.

Although KNEU does not have a standalone communication strategy, it employs a range of internal (e.g., email, the institutional website, messaging apps) and external (e.g., social media, public events) communication tools. These are coordinated by the Department of Professional and Public Communications. Interviews with the department head revealed limited awareness of the formal KPIs, insufficient alignment between activities and resources, and limited use of communication analytics for institutional planning. Evaluation of communication effectiveness currently relies primarily on student enrolment numbers, which is insufficient for evidence-based decision-making.

The University collects feedback through various surveys targeting students, staff, and external stakeholders. However, interview data revealed that participants in continuing education are not included in these surveys. While responsibility for feedback collection is shared among the Educational and Methodological Department, the Educational Department, and other relevant units (e.g., Quality Assurance), the utilisation of survey results for institutional decision-making remains limited. Although aggregated data are included in the SER, there is little evidence that results are systematically analysed or acted upon beyond the programme level. The lack of structured feedback loops at institutional level constitutes a minor weakness in KNEU's quality assurance system.

Recommendations from the Advisory Board and results from stakeholder surveys are used to inform programme-level changes, such as curriculum adjustments and staff selection. However, broader institutional impact is limited.

Academic integrity is central to KNEU's quality culture. The University has adopted multiple regulatory documents to guide its policy in this area and has established several mechanisms for addressing ethical issues, including an Ethics Committee, Student Ombudsman, and faculty-level structures. Nevertheless, all recent cases discussed with the panel were addressed reactively - only after becoming public. This suggests a need for a more proactive and systematic approach, including clearer distribution of responsibilities and procedural clarity in the handling of complaints.

## **Conclusions**

Based on the SER and insights gained during the site visit, the panel concludes that KNEU has articulated its strategic priorities and developed corresponding plans and mechanisms. However, the involvement of internal and external stakeholders in the formulation of these strategies was insufficient, and several key elements—particularly those concerning internal communication, performance monitoring, and stakeholder feedback—require further development.

The management team demonstrates a strong commitment to realising the University's strategic goals. However, the voice of students in institutional planning should be strengthened. While performance indicators exist, their dissemination and use at the operational level remain limited.

The panel concludes that KNEU **partially conforms to the requirements of Sub-area General Management**.

## ***Strengths***

- The University has established Advisory and Supervisory Boards that can provide strategic guidance.

## ***Areas of concern and recommendations***

- 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.
- 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.
- 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.
- 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.

## ***Opportunities for further improvement***

- 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.

### **2.1.2. 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**

The SER includes a chapter with statistical information on staff composition, including age and gender. As of the 2024/2025 academic year, the University employs 835 academic staff and 713 support staff. The gender distribution across both groups is consistent, with approximately 70% female and 30% male staff. The proportion of academic staff holding doctoral degrees has gradually increased, reaching 20.3% in 2024, while the share of those with a PhD has remained stable at approximately 60%. Over the past five years, the total number of staff has declined by 7–8% annually, while student enrolment has remained relatively constant at around 11,000. Age distribution data show a continuous increase in the average age of academic staff, with a decreasing number of early-career personnel and stable retention among older cohorts.

Staff recruitment is regulated by internal documents, including the Regulation on the Procedure for Competitive Selection for Academic Positions and the Regulation on Professional Development of Teaching and Research Staff. The Development Strategy 2025–2029 identifies ‘preservation and enhancement of human capital’ as a key objective, with specific KPIs and expected outcomes. However, these internal regulations do not always align with the strategic objectives, for example, the target of 80% of academic staff holding scientific degrees and the 1:1 ratio of academic to non-academic staff positions by 2029.

Interviews with academic and human resources managers, as well as teaching staff, demonstrated a general awareness of institutional staffing trends and a shared commitment to academic sustainability. According to student surveys cited in the SER, the qualifications of teaching staff meet educational and research demands, and this was corroborated by students

and doctoral candidates in interviews, who expressed high levels of satisfaction with staff competence and conduct.

The selection, appointment, and evaluation of academic staff adhere to the national regulatory framework, particularly Resolution No. 1187 of the Cabinet of Ministers of Ukraine. Decisions are based on qualifications, academic and research records, and societal engagement, ensuring transparency and non-discrimination.

Key staff performance indicators include publication output in indexed journals, citation impact, participation in research projects, acquisition of grant funding, and student supervision outcomes. Academic councils manage the selection and appointment of faculty members through transparent procedures. Staff are typically evaluated under contracts not exceeding five years, with annual assessments that also consider innovation contributions. An IT system is used to collect and manage performance data.

Panel interviews revealed that student survey results are rarely used in staff evaluations. Although these results are available to department heads, their use remains informal, with no student involvement or documented procedures. Moreover, the Human Resources Department appears to have limited influence over staff selection and evaluation. This disconnection raises concerns about the effective implementation of human resource management policies.

Despite human capital being a strategic priority, responsibilities for implementing related policies remain poorly defined. Interviews indicated that deans lack the organisational and financial autonomy to recruit academic staff and that there is no systematic collection of data on staffing needs across departments.

Staff remuneration and motivation are governed by the Collective Agreement (CA), a formal document negotiated between the university administration and the staff trade union. The head of the trade union indicated that approximately 60% of staff are union members, but the CA applies to all staff. This broad application without universal representation may raise governance concerns.

The CA outlines procedures for remuneration, bonuses, awards, and financial incentives linked to research and innovation. It is subject to public consultation and posted on the University website. Annual reports on implementation are shared with staff.

One notable example of staff retention is the honorary title of “Distinguished Employee of KNEU,” awarded after 20 years of continuous service and accompanied by a 15% monthly bonus. Staff are also recognised through non-financial incentives such as letters of honour, diplomas, and awards from the University and government authorities.

Remuneration accounts for 86% of KNEU’s total budget, leaving limited flexibility for bonuses (less than 4% of the wage fund). According to the chief accountant, this is a systemic limitation in state-owned institutions. Satisfaction surveys indicate that 54–70% of staff are dissatisfied with salaries. Bonus allocations are initiated by supervisors, endorsed by senior administrators, and approved by a Rector’s Office representative.

While KNEU has an internal system for surveying staff satisfaction, the SER includes data only up to 2021. Regular surveys have been suspended due to the imposition of martial law and the transition to remote operations. Past results indicate low satisfaction with working conditions, salary levels, and social support. Internal communication has not previously been surveyed, but

during interviews staff expressed a strong desire for more direct interaction with students and colleagues.

Interviews with institutional leadership confirmed limited use of staff survey results in decision-making, often citing legal constraints. However, the panel recommends leveraging digital tools and seeking external funding to address issues related to staff well-being and communication.

KNEU has established a continuing professional development (CPD) system at the Institute of Business Education named after A. Poruchnyk. Staff training is based on systematically assessed individual needs. In 2024, KNEU offered courses on distance learning technologies, accreditation, personal branding, and data science. These activities were confirmed during the site visit.

Staff development is also supported through international mobility and participation in cooperation projects and networks. The SER presents mobility data from 2020–2024, showing a positive trend in staff participation: 4.1% in 2022/2023, 10.1% in 2023/2024, and 6.8% in 2024/2025. Primary host countries include Poland, Germany, Italy, and the Czech Republic. The CIVICA for Ukraine project with Warsaw School of Economics is highlighted as a successful example.

Mobility procedures are transparent and open to all academic and managerial staff.

## Conclusion

Teaching and research at KNEU are carried out by a sufficient number of qualified staff, including a significant share holding doctoral and PhD degrees. Recruitment processes comply with national regulations and are understood by institutional stakeholders. Academic staff are regularly evaluated through student surveys, which consistently indicate high levels of satisfaction with their performance. However, the results of these surveys are not yet systematically used in staff evaluation or broader human resource management.

A human resource management framework exists, but clearer assignment of responsibilities is needed. Deans' offices, faculty councils, and the Human Resources Department should be more actively involved in recruitment and evaluation. Internal communication, autonomy at the division level, and the use of staff satisfaction data should be improved in alignment with the KNEU Development Strategy 2025–2029.

The panel concludes that KNEU **conforms to the requirements of Sub-area Personnel Management.**

## Strengths

- A significant proportion of KNEU academic staff hold doctoral and PhD degrees.
- Purpose-built IT tools support academic staff performance monitoring and evaluation.

## 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.



## Areas of concern and recommendations

- 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.
- 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.
- 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.

## Opportunities for further improvement

- 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.
- 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.

### 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

KNEU implements a strategic approach to financial resource allocation that aligns with both its institutional development plan and Ukraine's national priorities, particularly those related to post-war reconstruction. The university's budget planning process is regularly reviewed by the Rector's Office and the Academic Council to ensure economic feasibility and consistency with long-term institutional goals.

The allocation of financial resources at KNEU follows a transparent model with clear prioritisation of the following areas:

- Support for academic and non-academic staff
- Development of academic programmes
- Enhancement of research infrastructure
- Improvement of the digital learning environment
- Professional development of faculty
- Student support services

Annual financial reports are prepared by the Accounting Department and submitted to the Ministry of Education and Science of Ukraine. The accuracy of these reports in recent years reflects compliance with national financial regulations and effective use of available funds to meet strategic objectives.

Figures provided in the SER (Figures 19 and 20) indicate fluctuations in revenue and expenditure. In 2019–2020 and 2023–2024, revenues slightly exceeded expenditures, while the opposite occurred in 2021–2022. The structure of KNEU's income remained largely stable between 2019 and 2023, with over 99% of revenues coming from state budget allocations (52–54%) and tuition fees (45–48%). Grants and income from research activities represented less than 1%. In 2024, KNEU demonstrated notable improvement, increasing tuition fee contributions to 56% and grant income to 8%.

The university's expenditure profile has remained unchanged over recent years, with 77–80% allocated to salaries, 9–11% to student scholarships, and 7–8% to utilities. The remaining 3–5% supports capital repairs, research, travel, and other services. Staff satisfaction surveys reported in the SER show high dissatisfaction with salary levels (up to 70%), raising questions about the perceived fairness and effectiveness of the current remuneration structure.

During panel meetings, the Rector and Chief Accountant confirmed that limitations imposed by state regulations and the Treasury of Ukraine restrict flexibility in financial management. They acknowledged that current resources are insufficient to fully implement the Development Strategy for 2025–2029. However, international project grants and increased tuition revenues are being pursued as key strategies for growth. The panel supports these initiatives.

KNEU operates a comprehensive digital infrastructure that facilitates efficient academic and administrative management. Integrated systems include:  
“Dekanat” (academic records and planning)

“Rozklad” (academic scheduling)  
Faculty Workload Planning and Tracking  
“IS PRO” (accounting and HR)  
“KNEU-Campus” (student accommodation)  
“E-Portfolio for Faculty” (in development)  
“KNEU-Digital” (mobile app in development)

Interviews with academic and administrative staff confirmed the functionality, consistency, and non-duplication of these tools in daily operations.

The university’s physical infrastructure has been adapted to support distance learning while maintaining essential on-site operations. Students and staff have access to:

- A renovated library with specialised economic resources
- Computer labs equipped for economic analysis
- Research centres supporting faculty and doctoral research
- Lecture and seminar rooms with modern teaching technology
- Student services, including career counselling and psychological support

Regular feedback confirms general student satisfaction with learning conditions. Physical facilities, including bomb shelters, are regularly inspected, and safety protocols are well communicated and rehearsed. The university maintains a position of Advisor on Equal Opportunities and has introduced a Concept for Diversity and Inclusion. Programmes addressing bullying, harassment, and mental health are operational and supported by the Social Adaptation and Psychological Assistance Service.

## Conclusion

The planning and implementation of KNEU’s long-term financial resource management policy is satisfactory, ensuring financial stability despite the constraints imposed by martial law and the broader wartime context. The majority of financial resources are allocated to staff remuneration and student stipends, reflecting institutional priorities within existing limitations.

KNEU benefits from a well-developed digital ecosystem that integrates infrastructure and information systems for teaching, learning, and institutional management. These systems are well aligned with the university’s current emphasis on distance learning and ensure the efficient use of financial and organisational resources. Furthermore, KNEU’s commitment to a safe, inclusive, and supportive educational environment contributes meaningfully to the overall well-being and productivity of its academic community.

The panel concludes that KNEU **conforms to the requirements of Sub-area Management of financial resources and infrastructure.**

## Strengths

- KNEU maintains its physical infrastructure in good condition and ensures access for external users, supporting wider societal engagement.

## Areas of concern and recommendations

- 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.
- 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

- 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.

## SUMMARY OF THE ASSESSMENT AREA: ORGANISATIONAL MANAGEMENT AND PERFORMANCE

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

### Conclusion

KNEU has formulated its vision, mission, and strategic goals, which are supported by operational plans and implementation roadmaps. However, these documents lack specificity regarding the University's disciplinary profile and suffer from limited stakeholder participation in their development. While the overall managerial structure is well established, communication across administrative levels requires improvement, and the distribution of responsibilities remains unclear to some middle-level managers. Internal communication tools are in place but are not yet systematically aligned with managerial priorities. Although regular feedback is collected from students and staff, there is limited evidence that the results are used in institutional decision-making processes. The strategic emphasis on stakeholder engagement is acknowledged, yet its operationalisation remains uneven. Several areas for improvement have been identified, particularly in aligning strategic objectives with managerial practices, enhancing internal communication, and increasing stakeholder involvement in governance.

The university employs a qualified academic staff body, with a significant share of staff holding doctoral or PhD degrees. Recruitment and evaluation processes are governed by national regulations and internal procedures, and the qualification of academic staff is confirmed by

student satisfaction. However, there are inconsistencies between strategic objectives and operational practices regarding human resource management. While regular student feedback on staff performance is collected, it is not systematically used for evaluation or development. Responsibilities for staff recruitment and evaluation are unevenly distributed, with limited involvement of formally responsible units such as dean's offices and the Human Resources Department. Staff satisfaction surveys were suspended due to martial law, and internal communication was not previously assessed. KNEU's professional development infrastructure is well developed, and international mobility is actively supported. Nonetheless, further attention is needed to improve HR strategy implementation and staff engagement.

KNEU demonstrates financial stability under challenging wartime conditions and implements a transparent budgeting process aligned with its strategic priorities. While most financial resources are allocated to salaries and student stipends, the university is actively pursuing alternative income sources, such as grants and increased tuition fees. A well-integrated digital ecosystem supports institutional management and is aligned with the distance learning model. The physical infrastructure, including safety facilities, is well maintained and supports academic continuity during crises. Staff and student satisfaction with the working and learning environment is generally high. However, the current remuneration structure is viewed critically by employees, and the proportion of expenditures allocated to research and development remains low.

Taken together, the panel concludes that **KNEU conforms to the requirements of Assessment area Organisational management and performance**. The institution demonstrates effective general, personnel, and financial management practices, supported by stable infrastructure and robust digital systems. While some areas - particularly internal communication, staff engagement, and research funding - would benefit from further enhancement, the overall management system meets the necessary quality assurance criteria. Recommendations and opportunities for improvement have been identified to support ongoing development and strategic coherence.

## 2.2. TEACHING AND LEARNING

---

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

#### Requirements:

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

### Evidence and Analysis

The overarching educational objectives of KNEU are clearly articulated in the *Development Strategy of Kyiv National Economic University named after Vadym Hetman for 2025–2029* (Section 2, “Conceptual Foundations” and Section 3.3, “High-Quality Education and Educational Activities”). These objectives are formulated according to the SMART framework, with measurable KPIs and realistic implementation measures that align with the University’s mission and current trends within the European Higher Education Area.

Annual reports of the Rector further document the progress toward educational objectives and are also publicly available and discussed within the University community. During the site visit, staff and administrators demonstrated sound awareness of the institution’s educational goals and their implementation.

These institutional objectives are operationalized through 108 study programmes active as of 1 September 2024, as stated in the Self-Evaluation Report (SER). Each study programme articulates specific educational aims that reflect both the uniqueness of the programme and alignment with the national standards for each speciality, as approved by the Ministry of Education and Science of Ukraine. The study programmes also correspond with the European and National Qualifications Frameworks for the bachelor’s (Level 6), master’s (Level 7), and PhD (Level 8) cycles.

Each study programme description includes clearly defined educational purposes, a corresponding set of learning outcomes, and an articulated methodology for achieving them. The programme development process involves public consultation with a broad range of stakeholders, including faculty, students, alumni, and employers. Final versions, once approved by the Academic Council, are made publicly available via the University’s official website.

The national and international competitiveness of KNEU graduates is a central element of the University's mission, as outlined in the *Development Strategy* (p. 6). This goal is pursued through a combination of high-quality teaching and a multilevel, flexible system of employer engagement tailored both to institutional priorities - particularly in disciplines such as Economics, Accounting and Taxation, Finance, Banking, Entrepreneurship, and Management - and to the specific needs of individual study programmes.

To ensure alignment with labour market demands, KNEU has established a Professional Advisory Committee composed of volunteer experts from partner companies. Its role is to advise on curriculum development and enhance the relevance of student training. In parallel, the Employment Assistance Department "Perspektyva" supports students in securing their first employment through direct engagement with potential employers.

A range of support structures further fosters students' professional development, including the Business Clinic, IDEAFEST business idea competition, StartUp School, and Legal Clinic. These initiatives offer both training and practical experience. During the site visit, university administrators emphasized the positive impact of the Advisory Committee and the Department of Employment Promotion "Perspective", programme updates, and the development of new competitive study programmes.

Study programme managers and faculty members confirmed that each programme maintains its own dynamic network of employer contacts. These are actively involved in revising programme content - particularly in adapting compulsory and elective courses to reflect current industry trends - and in updating teaching methodologies with a focus on practice-based learning. Employers also participate in final certification commissions, contributing to the evaluation of graduates' professional readiness.

KNEU alumni constitute a significant component of the employer network. Feedback from alumni is regularly sought and valued for its role in enhancing the employability and competitiveness of graduates in both national and international contexts. This was reinforced during interviews with academic and administrative staff.

Students have direct access to employers through a variety of university-wide initiatives, including career forums such as "Science-Business-Education: Strategic Partnership," guest lectures, internships, and tailored professional development events coordinated at the departmental level. During the site visit, undergraduate and graduate students, as well as representatives of the Student Academic Union, reported high satisfaction with the career guidance and labour market access facilitated by KNEU.

The effectiveness of these initiatives is reflected in KNEU's placement in national and international university rankings. The University is featured in several prominent rankings, including QS World University Rankings, GreenMetric 2024, THE Impact Rankings 2024 (across selected Sustainable Development Goals), Webometrics Transparent Ranking, U-Multirank, uniRank, the National H-Index Ranking, International Google Scholar Ranking, and the Top-200 Ukrainian Universities. These recognitions serve as an additional external validation of the institution's academic performance and graduate competitiveness.

KNEU's mission, as articulated in the *Development Strategy* (p. 6), emphasises the institution's contribution to social development through the training of socially responsible, creative individuals and competitive professionals. It also prioritises the full mobilisation of institutional

capacity to attract high-performing prospective students and ensure the comprehensive implementation of all study programmes.

In accordance with national legislation, Ukrainian universities, including KNEU, have limited autonomy in determining the number of state-funded student places. These quotas are centrally allocated by the government based on national assessments of labour market demand. Admission to state-funded bachelor's and master's programmes is determined by a "broad competition" mechanism, which considers both applicants' academic performance (e.g. National Multi-Subject Test results and secondary school grades) and their university preferences.

Within this framework, KNEU has established a robust system for engaging prospective students across both dimensions of the admissions process. The University offers both short-term (several weeks) and long-term (several months) preparatory courses to support applicants in improving their performance in national exams and key school subjects. These courses also familiarise participants with the electronic admissions platform and include practice testing. In addition, the Applicants' Information Office provides technical assistance to applicants and their families. An online "Competitive Score Calculator" is available on the KNEU website, allowing applicants to estimate their likely placement in ranking lists for each study programme.

To promote KNEU as a preferred choice for higher education, the University actively organises career guidance and promotional activities. These include nationwide initiatives such as the business tournament "Firm Strategy", the financial competition "Life Capital Management", the annual "School of Young Professionals", and regular online and in-person "Open Doors" events, where prospective students and their families can engage directly with university representatives.

During the site visit, both university leadership and student representatives confirmed their active participation in outreach and recruitment activities. These efforts are designed not only to attract a strong applicant pool but also to support informed decision-making among prospective students.

The effectiveness of this strategy is evidenced by a high number of fee-paying (contract) students. While their admission is limited by the licensed capacity set by the Ministry of Education and Science—based on available academic and infrastructural resources—KNEU has consistently enrolled students up to this threshold in its bachelor's programmes over the past four admission cycles. According to Figure 23 of the Self-Evaluation Report, the licensed quota at the bachelor's level was nearly met each year, whereas at the master's level, utilisation ranged from 43% to 55%, which aligns with broader national trends in graduate education in Ukraine.

The student admission procedures at KNEU are transparent and clearly articulated in the official document *Rules of Admission to the University*, which is updated annually in full compliance with the national *Procedure for Admission to Higher Education*.

The admission regulations are consistent with KNEU's mission and educational objectives, as outlined in the *Development Strategy* (p. 6; Chapter 3.3). Their implementation contributes to the formation of a highly motivated student body capable of successfully engaging in academic and professional activities. Admission to KNEU is competitive and merit-based, ensuring the selection of applicants with the highest academic performance and motivation. The process guarantees non-discrimination on the basis of gender, nationality, citizenship, residence, or other characteristics.



A motivation letter is a required component of each applicant's submission and plays a significant role, particularly when candidates with equivalent academic results are competing for state-funded places. Motivation letters are reviewed for authenticity and adherence to academic integrity standards. Applicants are encouraged to demonstrate awareness of the University's academic offerings and their relevance to future career aspirations. This is supported by KNEU's broad range of career guidance activities, including the "Firm Strategy" Business Tournament, the "Life Capital Management" financial competition, the "School of Young Professionals", and other outreach events, which introduce prospective students to the university's educational environment and career development pathways.

In addition, the University provides group and individual consultations through the Applicants' Information Office and during the "Open Doors Week". Comprehensive information about all study programmes, including programme descriptions and feedback from students and employers (via the "Map of Educational Programmes" and "Study Programmes Portfolio"), is publicly available on the University's website.

The *Rules of Admission* also outline special provisions for applicants with specific family circumstances (e.g. children of military personnel or war victims) or those with special educational needs, in alignment with the University's strategic goal of promoting patriotism and social consolidation. For these categories, KNEU offers an alternative admission path, including tailored interviews and professional assessments. The relevant procedures and examination materials are developed by the University and published online in advance.

The *Rules of Admission* are accessible on the University's website and are actively communicated to prospective students and their families through personal consultations and dedicated orientation events, such as Open Doors Week.

Humanism, tolerance, and respect for social and cultural diversity are recognised as core institutional values in KNEU's *Development Strategy* (p. 8), which also identifies the promotion of patriotism and social consolidation as a key strategic goal. In line with these values, the *Statute of the University* (Art. 4, p. 16, para. 3) lists the creation of conditions enabling persons with special educational needs to access higher education as one of KNEU's five core responsibilities.

The University has taken steps to ensure accessibility for students with restricted mobility. The campus is equipped with elevators, fixed and mobile ramps, and adapted restrooms. A set of internal procedures facilitates access to classrooms, the library, and other facilities. During the on-site visit, representatives of the administration, teaching staff, and the Student Academic Union confirmed that the relevant procedures are clearly communicated to all members of the university community. However, the campus remains insufficiently adapted to the needs of individuals with visual, hearing, or other sensory impairments. For example, tactile flooring and wall signage are not installed, and auditory navigation aids are lacking. The University's official website and library systems also do not offer accessibility features for users with vision or hearing impairments.

Students with special educational needs are eligible for an individualised study schedule or participation in distance learning, including asynchronous formats. Academic and administrative staff provide tailored support and consultation as needed.

## **Conclusion**

The University's educational objectives are clearly defined at three levels: institution-wide (through the *Development Strategy*), at the study programme level (through published programme descriptions), and at the level of individual academic disciplines (via detailed course syllabi). These objectives are formulated in alignment with national and European qualification frameworks and are subject to public consultation with key stakeholders, including students and employers.

Implementation measures are realistic and are clearly articulated in institutional documents. Progress toward educational goals is regularly monitored, evaluated, and publicly reported, with meaningful engagement from the university community.

KNEU effectively supports the national and international competitiveness of its graduates through a well-developed, multi-level system of employer engagement. The Professional Advisory Committee and Employment Assistance Department offer structured pathways for student interaction with the labour market, while additional initiatives such as the Business Clinic and StartUp School reinforce applied learning and entrepreneurship. Rankings in national and international systems (e.g. QS, THE Impact Rankings, Webometrics, U-Multirank) further attest to the quality and relevance of education provided by the University.

Student recruitment procedures comply fully with national regulations and reflect the mission and educational priorities of KNEU. Initiatives such as preparatory courses, targeted guidance, and interactive tools (e.g. score calculators and programme portfolios) support informed student choice and broaden access. Admission procedures are transparent, competitive, and inclusive, with special provisions for candidates with particular social or educational needs.

The University provides inclusive access to education for students with restricted mobility through appropriate campus adaptations and support measures. However, facilities and digital resources remain insufficiently responsive to the needs of individuals with visual or hearing impairments, representing an area for further development.

Based on the analysis of the Self-Evaluation Report, supporting documentation, and interviews conducted during the site visit, the panel concludes that the effectiveness of teaching and learning, as well as the formation of the student body at KNEU, **fully conforms to the requirements of the standard.**

## Strengths

- 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.
- 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.

## Areas of concern and recommendations

- 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.

- 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.

### **2.2.2. Study programme development**

#### **Requirements:**

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

## **Evidence and Analysis**

The study programme development process at KNEU is guided by internal regulatory documents, particularly the *Regulations on Educational Programmes* (revised December 2024) and the *Procedure for the Examination of Educational Programmes*. Both documents were approved by the Academic Council and are publicly available on the University's website. An initiative group, composed of academic staff, is responsible for analysing labour market demands and societal expectations, including a comparative review of similar programmes offered by Ukrainian and international institutions.

Labour market needs and stakeholder expectations are identified through ongoing collaboration with employers, who are engaged via consultations, joint events, meetings with students, and interaction with programme design teams. During the on-site visit, study programme coordinators consistently emphasised the value of employer feedback in shaping programme content.

The evolution in the number and structure of study programmes from 114 in 2019 to 108 in 2024 (Figure 25 of the SER) demonstrates KNEU's adaptability to societal changes, including the challenges posed by the war. Notably, several programme modifications and newly introduced offerings indicate a strategic alignment with national recovery priorities.

All study programmes are developed in accordance with national higher education standards established by the Ministry of Education and Science of Ukraine for each level and speciality. Compliance is verified by the Educational and Methodological Department of Quality Assurance

and Accreditation. Each programme includes all mandatory competencies and learning outcomes specified by national standards, while allowing space for additional components tailored to institutional priorities and stakeholder needs.

Where applicable, programmes also align with national professional standards issued by the National Qualifications Agency, especially in cases where completion leads to a professional qualification. Programme compliance with these standards, particularly regarding the functional skills required of graduates, is assessed jointly by employer representatives and academic councils.

Programme content, development procedures, and stakeholder recommendations are made publicly available through the University's official channels, including the "Map of Study Programmes" and the digital E-Portfolio system.

Programme development and revision incorporate both internal and external quality assurance mechanisms. These processes are coordinated by the Educational and Methodological Department of Quality Assurance and Accreditation. During the site visit, university leadership and study programme managers highlighted this department's essential role, particularly its provision of targeted training (e.g., "Accreditation Coaching") to support the design and improvement of study programmes.

Internal quality assurance procedures encompass the development of new programmes, regular monitoring and revision of existing ones, and, where necessary, programme closure. Responsibilities are distributed across multiple university units and formalised in the *Regulation on the System for Ensuring the Quality of Educational Activities and Higher Education*.

Programme review may be triggered by updates to national educational or professional standards or initiated internally by programme coordinators in response to stakeholder feedback. Stakeholder engagement in programme development is regular and systematic. Students contribute through direct consultation, participation in programme review committees, and feedback mechanisms. During the site visit, student representatives cited several examples of influencing changes, particularly in elective course offerings, assessment formats, and internship arrangements.

Students also participate in structured surveys conducted by the Institute of Sociological Research. Survey results are published on the University's website and are taken into account during programme revisions. While anonymous feedback channels are available on the website, structured surveys targeting alumni and employers are not currently in place.

The academic community is actively involved in suggesting new disciplines, updating course content, and revising assessment formats. All syllabi are reviewed and approved at faculty level before being submitted for evaluation by the Academic Council of the University.

Employers contribute both as full members of programme development teams and as external experts. In both roles, they engage in curriculum development, particularly in shaping the list of mandatory and elective courses, and in designing and updating internship opportunities. Their involvement is coordinated through ongoing consultations and the work of the Professional Advisory Committee.

External quality assurance is conducted through programme accreditation by the National Agency for Higher Education Quality Assurance (NAQA), in line with national regulations. Since the introduction of the NAQA accreditation process in 2019, 47% of KNEU programmes have been accredited (Table 7 of SER), with PhD programmes showing the highest accreditation rate (80%) compared to bachelor programmes (31%). Notably, 20% of all accredited programmes received an “excellence” rating, with PhD programmes again leading this category (4 out of 8 accredited with excellence).

NAQA accreditation results are systematically reviewed within the University. Recommendations from expert panels and sectoral councils are considered during programme revisions and discussed during internal training sessions. While examples of implementing NAQA feedback were provided during the site visit, the application of best practices from highly rated programmes across the institution appears limited and could benefit from broader dissemination.

Student satisfaction with the quality of instruction is assessed annually through anonymous surveys developed and conducted by the Institute of Sociological Research at KNEU. The results are published on the University’s official website and are used in the revision of study programmes. While graduates continuing their studies at the next level may participate in these surveys, no targeted anonymous surveys are currently conducted for graduates. However, all interested parties, including alumni, may provide feedback via an open e-form on the University website.

During the site visit, students and representatives of the Students’ Academic Union provided concrete examples of their involvement in improving instructional quality, particularly in revising elective course offerings and modifying internship arrangements. Students also reported that they have the option to request a change of lecturer in cases of unsatisfactory teaching quality, which they considered an effective mechanism for maintaining educational standards.

Both current students and graduates confirmed that their feedback is considered in the ongoing development of study programmes. In particular, graduate-employers interviewed during the site visit shared specific instances where their input had contributed to improvements in curriculum design and teaching practices.

Employer satisfaction with graduate preparedness is regularly collected through structured interactions within study programme teams, departmental consultations, and the Professional Advisory Committee. While no systematic anonymous surveys are conducted among employers, feedback can be submitted at any time through the University’s open online form.

## **Conclusion**

The University has established a robust regulatory framework for the development, monitoring, revision, and closure of study programmes. Relevant procedures are clearly defined in institutional regulations, publicly discussed, and published on the official website. The Educational and Methodological Department of Quality Assurance and Accreditation plays a key coordinating role, offering substantial methodological and consultative support.

Study programmes are developed in alignment with national higher education standards, while also allowing for the articulation of KNEU's distinct academic profile and stakeholder priorities. In cases where professional qualifications are awarded, alignment with national professional standards is ensured.

The design and revision of study programmes are informed by active and continuous engagement with stakeholders, including students, graduates, academic staff, and employers. This engagement takes place through formal project teams, programme committees, feedback mechanisms, and anonymous surveys. Survey results are published and systematically used to guide programme improvement. In addition, all stakeholders are able to submit feedback through an open online form.

Both internal and external quality assurance mechanisms are consistently applied. Internal processes are comprehensive and governed by institutional regulations, while external programme evaluations are conducted in accordance with national accreditation procedures. The outcomes of these reviews, including NAQA recommendations and cases of excellence, are considered in ongoing programme development.

The University demonstrates a systematic and evidence-based approach to study programme development, ensuring its responsiveness to societal needs, labour market dynamics, and international educational standards.

The panel concludes that KNEU **conforms to the requirements of Sub-area Study programme development.**

## **Strengths**

- 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.
- All study programmes are aligned with national higher education and professional standards while also reflecting KNEU's unique academic strengths and stakeholder needs.
- 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.
- 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.

## **Areas of concern and recommendations**

- 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.

### **Opportunities for further improvement**

- 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.

#### **2.2.3. 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**

Student academic progress is evaluated through a cumulative and structured assessment system. As confirmed in SER and during on-site interviews, student performance is not based solely on end-of-course examinations but incorporates a variety of components such as attendance, participation in lectures and seminars, timely completion of coursework, and individual assignments. This multifactorial assessment model enables instructors to monitor students' progress throughout the semester and to provide timely academic support to those who may fall behind.

In addition, students benefit from several flexible study options, including full-time and part-time modes and the possibility to request individual learning schedules. These options are particularly valuable for students balancing academic studies with employment or personal responsibilities. Students also noted during site visit interviews that individualised assignments may be offered based on their interests and that participation in scientific events can lead to the award of bonus points. Such arrangements promote student motivation and engagement while supporting the achievement of learning outcomes.

The university offers access to mentoring and support services aimed at helping students to overcome academic and personal challenges. These services include academic advising, psychological counselling, and study-related consultations. According to the SER and on-site interviews, these mechanisms are well known among students and are regularly used.

Student assessment at KNEU is aligned with intended learning outcomes and structured to promote learning. The typical grading scheme consists of two major components: semester-based work (accounting for 50%) and the final examination (also 50%). However, teaching staff are



granted flexibility in applying appropriate assessment methods according to the nature of the subject and expected learning outcomes. These may include laboratory work, case studies, project assignments, and practicum components. This structure ensures consistency in assessment while allowing adaptation to the specific requirements of each discipline.

KNEU has adopted formal procedures for the recognition of prior learning and work experience, which in principle allow for both full and partial recognition of completed educational components. According to SER (p. 42), such recognition is granted when the previously acquired knowledge or skills correspond to the learning outcomes of a given course or module.

However, based on interviews conducted during the site visit, the actual implementation of this system appears to be limited. While the recognition framework is formally in place, the criteria used in practice tend to focus more on the comparison of content rather than the alignment of learning outcomes. This approach is inconsistent with modern principles of outcome-based education and restricts the meaningful recognition of learning achieved in other formats or contexts.

Furthermore, despite being theoretically available, the recognition of non-formal and informal learning is not applied in practice. Staff and students confirmed during the visit that such learning is rarely, if ever, considered, and that recognition efforts are limited almost exclusively to formal academic credentials. Awareness among students - particularly regarding the potential recognition of work experience - is notably low, and few could describe the process or had personal experience of it being used.

As a result, while a regulatory framework exists, the practical scope and application of prior learning recognition at KNEU remain underdeveloped. This limits the institution's capacity to support flexible learning pathways and to fully recognise the diverse learning achievements of its students.

## **Conclusion**

KNEU has established mechanisms for monitoring student academic progress and supporting student success. Academic progress is assessed through a structured and transparent system that combines continuous assessment with final examinations. Multiple forms of evaluation - including written assignments, practical work, and participation in scientific activities - are aligned with intended learning outcomes and allow for differentiated learning trajectories. Students also benefit from flexible study modes, the possibility of individualised study schedules, and access to academic and psychological support services.

The assessment system is consistently applied and contributes meaningfully to student learning. Students reported that they are able to influence aspects of instruction and assessment, particularly through elective course selection and through feedback channels that are respected by academic staff. The opportunity to earn bonus points through scientific and public engagement also helps motivate academic performance and supports the formation of active learners.

A formal framework exists for the recognition of prior learning and work experience. However, in practice, its application remains limited. The current approach relies primarily on content comparison rather than on learning outcomes, and there is no evidence of systematic recognition of informal or non-formal learning. Student awareness of recognition procedures is low, and



actual usage is minimal. These limitations reduce the system's inclusiveness and flexibility, and do not fully align with the principles of learner-centred, outcome-based education.

The panel concludes that KNEU **partially conforms to the requirements of Sub-area Student academic progress and student assessment.**

### **Areas of concern and recommendations**

- 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.

#### **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**

As stated in the SER and elaborated upon in interviews, the organisation of studies at KNEU creates an opportunity for students to complete their studies within the standard period. Despite a noted decline in the number of students completing their studies - primarily due to the ongoing full-scale war - KNEU has implemented supportive mechanisms to mitigate dropout risk. These include flexible attendance arrangements, the option to create individual study plans, and opportunities for students to attend lectures where possible, all of which help to support timely progression and graduation.

KNEU has established the necessary regulatory and organisational framework to support international student mobility (SER, p. 43). Even during wartime, students continue to participate in mobility programmes at partner universities abroad. During interviews, students demonstrated strong awareness of existing mobility opportunities, as well as the selection procedures for available placements. A system is in place for recognising and transferring credits earned during study abroad periods, ensuring academic continuity and integrity.

The development of students' professional competencies and soft skills is supported through various institutional projects involving employers in the educational process. These initiatives draw on the practical expertise and scientific potential of business professionals to foster relevant professional competencies (SER, p. 43). Teaching staff members are encouraged to use interactive learning methods and tools, such as Kahoot, to enhance student engagement. As confirmed during interviews, instructors have autonomy in choosing their preferred teaching methods. However, students noted the absence of a unified digital platform for teaching delivery, which creates inconsistencies in access and communication. They suggested the adoption of a common platform such as Zoom or MS Teams to ensure safer and more coherent access to online learning under martial law conditions.

Student feedback is systematically collected at multiple points throughout the learning process, including during and after courses, as well as following graduation. Both students and staff confirmed that this feedback is regularly reviewed and often results in immediate adjustments—sometimes within the same semester.

In addition to academic support mechanisms, students have access to institutional structures such as the Student Council and the Ombudsman's Office. These units provide assistance with concerns related to university life and offer a confidential channel for conflict resolution and student advocacy. KNEU has established a dedicated *Social Adaptation and Psychological Assistance Service* that provides essential support to all members of the academic community through multiple channels - an especially commendable initiative in light of the extraordinary challenges posed by the full-scale war. A *Special Advisor on Equal Opportunities, Diversity, and Inclusion* has been appointed by the Rector to oversee the implementation of inclusive policies and ensure progress in this area.

## Conclusion

The University has developed a comprehensive and responsive support system that effectively facilitates student learning and personal development. International mobility opportunities are well promoted, and students have access to a functioning credit recognition mechanism for study abroad periods. Despite the challenges posed by the ongoing war, KNEU continues to implement mobility initiatives successfully.

Feedback mechanisms are clearly defined and regularly implemented, with student input collected during courses, after completion, and following graduation. Interviews confirmed that feedback is acted upon in a timely manner. Institutional structures such as the Student Council and Ombudsman's Office provide additional layers of support, enabling students to voice concerns and access assistance when needed.

While there are opportunities to further enhance consistency in digital delivery across the University, particularly under martial law, the overall support processes for learning are robust and aligned with European standards.

The panel concludes that KNEU **conforms to the requirements of Sub-area Support processes for learning.**

## Strengths

- 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.

## Worthy of Recognition

- 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.

## Opportunities for further improvement

- 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.

## SUMMARY OF THE ASSESSMENT AREA: TEACHING AND LEARNING

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

## Conclusion

KNEU demonstrates a coherent, strategically grounded, and well-regulated approach to the development and implementation of its teaching and learning activities. The University's educational objectives are clearly defined and aligned across institutional, programme, and course levels. These objectives are publicly discussed, regularly evaluated, and monitored

through robust internal quality assurance mechanisms, supported by the active involvement of stakeholders. The link between learning outcomes, teaching methods, and assessment is evident and well-articulated in programme documentation.

The institution shows clear strengths in its flexible student recruitment processes, particularly at the bachelor's level, which combine preparatory training with diverse career guidance activities. There is strong multilevel cooperation with employers, which enhances the relevance and competitiveness of study programmes. Employers are actively engaged in programme development and graduate certification, and their input has demonstrably shaped both curricular content and practical training arrangements.

While support for students is clearly prioritised - including individualised learning paths, mentorship, and extensive psychological counselling - the University's recognition of prior learning and work experience remains underdeveloped. Although procedures exist, the approach is primarily content-based rather than outcome-oriented, and informal and non-formal learning are not recognised. Moreover, communication about recognition procedures is limited, and student awareness of this option remains low. These shortcomings, though not critical, point to an area requiring improvement to ensure alignment with European good practices in flexible learning pathways.

At the master's level, underutilisation of licensed enrolment capacity is a concern. This appears linked to limited interdisciplinary offerings and insufficient targeting of applicants beyond KNEU's own graduate pool. Strategic efforts to widen access and diversify programme offerings could help address this issue.

Despite these challenges, the University's internal quality assurance system is effective and promotes responsiveness to student feedback, stakeholder input, and external evaluation, including NAQA accreditation. The ability to maintain the continuity and quality of teaching under conditions of full-scale war further underscores the institution's resilience and commitment to its educational mission.

**Overall, KNEU conforms to the requirements of Assessment area Teaching and learning.**

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

---

### 2.3.1. RDC effectiveness

#### Requirements:

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

### Evidence and Analysis

KNEU's scientific activity focuses on both fundamental and applied research, its integration into teaching, and the promotion of science among younger generations (SER, p. 46). The University's primary research objectives are articulated in the *Development Strategy for 2025–2029*, which is supported by a detailed implementation roadmap. Strategic and operational goals related to research are presented in subchapter 3.4 of the Strategy (pp. 16–17).

These objectives are clearly future-oriented - emphasising post-war economic recovery -, efficiency-related - focusing on diversifying funding sources and enhancing research productivity -, and inclusive, highlighting student involvement in research, participation in academic clusters and networks, and engagement with stakeholders, including the business sector (SER, p. 25). Research is presented as a clear institutional priority within the University's development framework (Strategy, pp. 16–18).

Key Performance Indicators (KPIs) linked to research include: (1) improvement of the University's scientific publications portal, (2) increased volume of research-related funding, and (3) growth in the number of publications in international academic journals (SER, p. 25, Table 11). International cooperation is also a clearly stated strategic aim (SER, pp. 19–20). However, while institutional research priorities and KPIs are well-articulated, the alignment of these indicators at faculty and department levels with overarching RDC targets remains insufficiently structured. The evidence from interviews and the SER suggests that although faculties and departments undertake relevant research activities, there is a lack of clearly defined internal procedures to cascade and operationalise institutional RDC goals at all levels. Strengthening this vertical alignment would enhance the coherence and measurability of research performance across the institution and better support the achievement of strategic research outcomes.

The SER (p. 46) highlights the University's research priorities as: "the activation of interdisciplinary research based on the principles of open science, the generation and commercialization of new knowledge aimed at addressing pressing societal issues, and the post-war economic recovery of Ukraine." The Development Strategy also defines two overarching goals related to RDC: prioritising scientific research and innovation, and advancing the digital

transformation of the educational and scientific ecosystem—particularly the digitalisation of research activities (Strategy, pp. 8, 63–70, 77).

RDC objectives are further elaborated in the *Programme of Innovative Development for 2025–2029*, which outlines nine strategic directions: fundamental and applied scientific research, innovation activities within KNEU research institutes, the KNEU Science Park, the KNEU Startup School, the European Digital Innovation Hub WIN2EDIH, the Entrepreneurship Centre, innovation laboratories, intellectual property protection and commercialisation, and participation in international innovation networks and platforms (SER, p. 25; Programme, p. 5).

KNEU has set an ambitious goal to leverage its scientific capacity to foster innovative thinking, promote entrepreneurial competencies, commercialise the outcomes of fundamental and applied research, enhance collaboration with academic, business, and governmental stakeholders, and support international research initiatives.

Key initiatives supporting these directions include the WIN2EDIH hub, the Startup School, and the Science School (SER, p. 47). These initiatives are strategically aligned with national priorities for social and economic development, post-war recovery, and European research policy frameworks (Programme, p. 4). The *Programme of Innovative Development* outlines responsible actors, specific activities, and expected results for each strategic direction.

Research support is structurally embedded in the University through dedicated departments that coordinate RDC activities across academic units. Research outputs are monitored and recorded centrally (SER, Table 26, p. 50). Faculty members are required to submit individual research plans, the implementation of which is reviewed by department chairs in periodic discussions. A hierarchical reporting system ensures performance oversight at multiple levels.

According to Scopus SciVal, KNEU produced 879 publications by 641 authors between 2019 and 2025, including 179 indexed publications in 2024 alone - more than a tenfold increase compared to 2012 (Figure 1). Citation counts in Scopus and Web of Science (WoS) have also risen significantly over the past five years - from 674 to 4,417 in Scopus, and from 212 to 1,526 in WoS (SER). The number of citing countries expanded markedly in recent years, with 89 countries recorded in 2021 (Scopus SciVal). Between 25% and 30% of recent publications were co-authored with international partners.

The University's h5-index has also shown steady growth, reaching  $h5 = 21$  based on the most recent available data, with marked improvement since 2016.

Despite these achievements, there is room for improvement in research productivity per capita. In 2024, with 835 academic staff members, the publication rate was 0.2 Scopus-indexed outputs per faculty member.

KNEU's research exhibits a high degree of interdisciplinarity. According to Scopus SciVal, research output is distributed across multiple overlapping subject areas: social sciences and management (59.2%), engineering and technology (50.4%), natural sciences (21.1%), life sciences and medicine (10.5%), and arts and humanities (3.2%). This distribution reflects the University's broad academic engagement and interdisciplinary orientation.

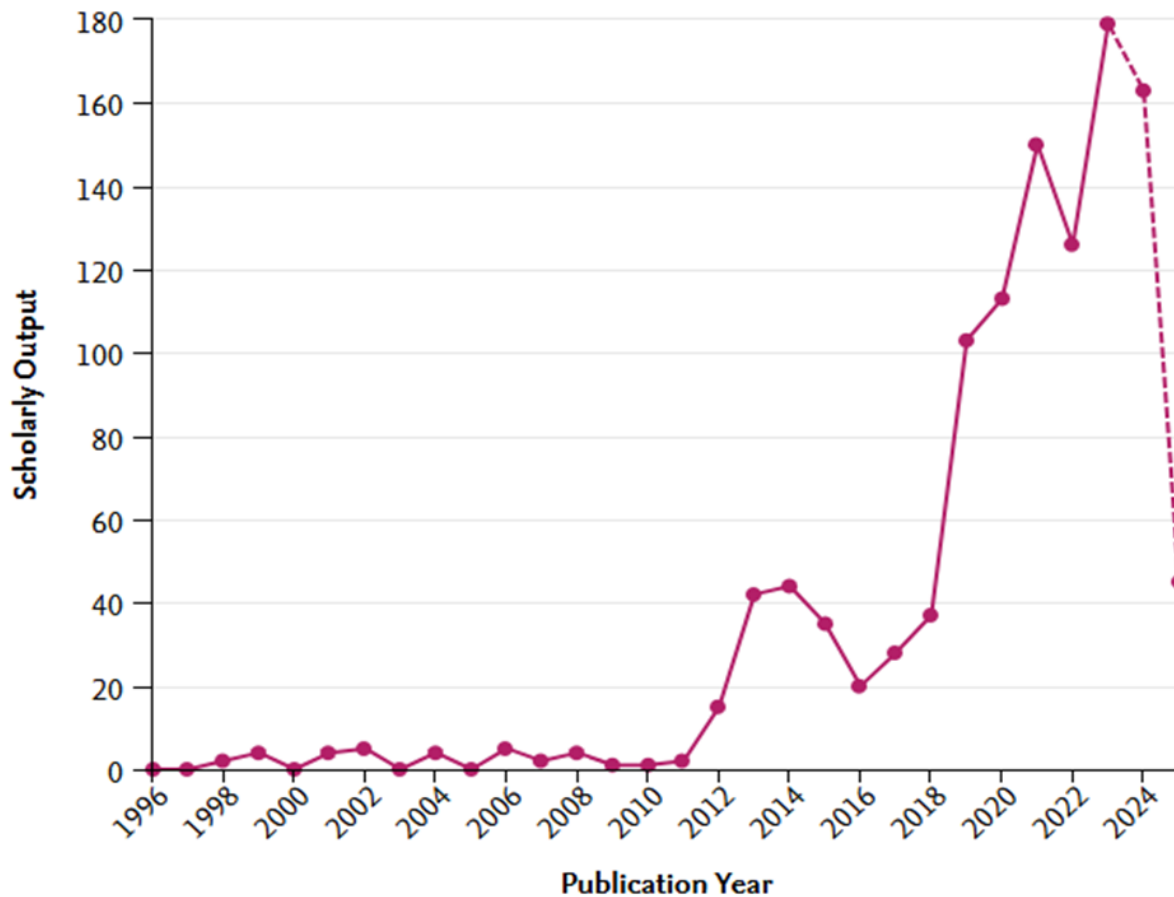


Figure 1. Number of publications in KNEU (Source: Scopus SciVal)

The SER does not include information on how the University systematically monitors the needs of society and the labour market, nor how such insights are incorporated into the planning of research, development, and creative (RDC) activities. The supplementary materials provided by the University did not offer additional data on this topic.

Nevertheless, in the course of the University's ongoing activities, certain forms of informal information emerge that help inform the provision of RDC services in response to societal and labour market needs. For example, public funding decisions and programme mandates by state agencies implicitly reflect societal priorities. Likewise, sustained demand for particular academic programmes signals long-term trends in labour market needs, while services provided to market participants offer insights into immediate or real-time requirements.

Some of these themes are addressed in the SER. For instance, the document refers to integrating the KNEU Science Park into national and international research and consulting networks; developing the KNEU Startup School, Entrepreneurship Centre, University Business Clinic, and the Digital Accelerator "Innovative Ukraine"; establishing engineering schools; and strengthening cooperation with both national and international organisations and venture capital funds (SER, p. 46).

In addition, the research topics pursued by academic staff and doctoral candidates are aligned with pressing national priorities. These include issues such as national security, post-war

economic recovery, digitalisation of production and labour markets, social development, financial and technological innovation, flexible forms of employment, and crisis management (SER, p. 50).

KNEU has a well-developed infrastructure that supports RDC activities and facilitates informal monitoring of societal and labour market needs. This includes:

1. 20 Scientific and Educational Schools;
2. 14 Research Institutes;
3. 4 Research and Educational Laboratories;
4. The KNEU Science Park, Startup School, and WIN-WIN EDIH initiative;
5. Membership in international research networks such as EUA, EUA-CDE, EDAMBA, GFCC, the Global Innovative Network for the Economic Renaissance of Ukraine, and the Global Digital Economy Research Network;
6. Collaboration with employers and innovation support structures, including the YEP Incubators and Accelerators Network, KPMG Laboratory, Technology and Innovation Support Centre (TISC), and the “Information Support for EU Youth Networks in Ukraine” project.

Societal expectations regarding high ethical standards are supported by the University’s Ethical Code.

Another indirect source of insight into societal needs is the evaluation of doctoral study programmes. The quality of these programmes is generally high, and several have received accreditation with exceptional status, reflecting their relevance to current academic and professional demands.

## Conclusion

The University has defined its RDC objectives and supports their implementation at institutional, faculty, and departmental levels. Mechanisms are in place for monitoring performance, analysing outcomes, and providing feedback to academic staff. Research priorities are clearly aligned with national development goals and international standards, and the University has demonstrated growth in output, citation impact, and interdisciplinary engagement.

However, the University does not currently operate a formal mechanism for systematically identifying and incorporating the needs of society and the labour market into RDC planning. As a result, planning in this area relies on informal or incidental data arising from other activities. This represents a notable shortcoming in the broader institutional approach to research relevance and responsiveness.

The panel concludes that KNEU **partially conforms to the requirements of Sub-area RDC effectiveness.**

## Strengths

- KNEU articulates RDC objectives aligned with international research standards (e.g. Scopus, WoS).



- The University has achieved substantial growth in research output and citation impact.
- A strong interdisciplinary profile is evident in the thematic distribution of publications.

### **Areas of concern and recommendations**

- 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.
- 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.
- 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.

### **Opportunities for further improvement**

- 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.

#### **2.3.2. 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.

KNEU maintains a comprehensive infrastructure to support RDC activities. The University operates 20 scientific and educational schools and 14 research institutes, each responsible for conducting and coordinating research activities across all major areas of business education (SER, pp. 46–47). In addition, five research and educational laboratories integrate research activities with teaching processes (SER, p. 47).

Institutional structures supporting RDC include the Department of Scientific Information, Department of International Academic Mobility, Department of Postgraduate and Doctoral Studies, Centre of Culture and Arts, Information and Computer Centre, Editorial and Publishing Department, and academic support units (SER, Appendix 2). The Scientific Library is also a critical component of the research support ecosystem, providing access to databases such as Scopus, Web of Science, Springer, and Elsevier (SER, pp. 47-48).

The University promotes academic integrity through institutional mechanisms including the Ethics Committee and the Scientific Library. Academic integrity resources are available online for

students, faculty, and researchers (<https://kneu.edu.ua/ua/students/>, <https://kneu.edu.ua/ua/professors/>, [https://kneu.edu.ua/ua/science\\_kneu/](https://kneu.edu.ua/ua/science_kneu/)). Plagiarism detection is supported through software solutions, with a transition underway from StrikePlagiarism to Unicheck (SER, p. 23). The system's effectiveness is demonstrated by recorded cases of academic misconduct and the responsive institutional measures (SER, p. 23, Table 10).

KNEU publishes nine scientific journals, which serve both as platforms for dissemination and as tools for developing early-career researchers.

Although the SER does not reference a dedicated satisfaction survey for RDC support services, interviews with faculty and research leaders confirmed that these topics are addressed through broader institutional surveys. The Science and Expertise Council acts as a bridge between academic and administrative units, facilitating support for research-related needs such as travel and publication development.

The University possesses adequate financial resources to support RDC activities and pursues a strategic approach to their acquisition. RDC funding primarily originates from two sources: state allocations (targeted and competitive) and revenue from externally commissioned research projects (SER, pp. 34, 50).

On average, KNEU undertakes approximately 15 research projects per year. In 2024, the University's Science Park secured seven new commercial contracts valued at UAH 2.158 million. Funding sources include the Baltic Sea Neighbourhood Programme and the Ministry of Education and Science of Ukraine.

Between 2020 and 2024, KNEU secured a total of UAH 20.967 million in competitive public research funding. Notable projects include initiatives on academic entrepreneurship and COVID-related socio-economic development. Awards and scholarships from the Verkhovna Rada, Cabinet of Ministers, and the President of Ukraine were granted to several young researchers during this period (SER, p. 52, Table 29).

The University also conducts research commissioned by private-sector entities. Over the past five years, nine such projects have been completed, totalling UAH 1.733 million. In 2024 alone, the Science Park concluded seven commercial agreements.

KNEU actively participates in national and international RDC networks. It is a member of prominent organisations including the European University Association (EUA), EUA Council for Doctoral Education (EUA-CDE), Global Federation of Competitiveness Councils (GFCC), and EDAMBA, which fosters cooperation with institutions such as Aarhus University, Corvinus University, ESADE, and Aix-Marseille University (<https://www.edamba.eu/>).

These partnerships are supported by affiliations with innovation ecosystems such as the YEP Incubators and Accelerators Network, KPMG Laboratory, Technology and Innovation Support Centre (TISC), and international youth platforms. Strategic partnerships also include Vienna University of Economics and Business, IE University, Philipp University of Marburg, and Warsaw School of Economics.

The University's RDC infrastructure is continually updated and used effectively. Physical, structural, and digital infrastructure is maintained to the extent permitted by the broader socio-

economic environment. Digital transformation and information systems development are priority areas within the University's strategic planning framework (Strategy, p. 23).

The Programme of Innovative Development outlines targeted measures to enhance RDC activities, and the University has aligned its scientific journals with international standards, with the goal of inclusion in indexing platforms such as Scopus and Web of Science. The recent establishment of new centres, incubators, and digital hubs further underscores the University's commitment to advancing its RDC capacity.

## Conclusion

The University has established a comprehensive and functional system for supporting research, development, and creative (RDC) activities. Adequate physical, digital, and organisational infrastructure is in place and continually updated, enabling the effective delivery of research support services across all academic levels. Research support units, including the Scientific Library, dedicated administrative departments, and the Science and Expertise Council, contribute to the coordination and facilitation of RDC initiatives.

Financial resources for RDC are sufficient and diversified. Funding is drawn from both public and competitive sources, including national programmes and project-based partnerships with private sector entities. The University demonstrates success in securing competitive grants, particularly those supporting young researchers, and actively promotes the commercialisation of research through the KNEU Science Park and affiliated centres.

KNEU's participation in national and international research networks further enhances its capacity to engage in collaborative research and expand the visibility and impact of its academic output. Strategic partnerships with universities and innovation platforms across Europe reinforce its international research profile. The University's commitment to academic integrity and efforts to align institutional journals with international indexing standards also contribute positively to its RDC environment.

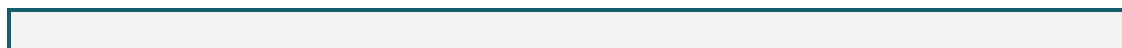
The panel concludes that KNEU **conforms to the requirements of Sub-area RDC resources and support processes.**

## Strengths

- The University demonstrates a high absolute volume of internationally recognised research output.

## Opportunities for further improvement

- The University could consider acquiring additional specialised software tools, e.g., Stata, to further support data-driven research activities.
- 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.



### 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

Between 22% and 30% of students at KNEU are actively involved in research activities. On average, approximately 120 students annually have participated in All-Ukrainian and international research competitions over the past three years, with around ten students awarded scholarships from the President of Ukraine. (SER, Table 28, p. 51)

KNEU organises a range of scientific events to support student research engagement. Fourteen conferences for students and early-career researchers have been held (SER, p. 51). Other structured initiatives include participation in the International Competition of Student Research Papers, two international student business idea competitions (IDEAFEST), and the KNEU Startup School.

While no formal survey data were presented to assess student satisfaction with research involvement or supervision quality, interview feedback confirmed that students feel well supported. PhD candidates expressed a positive view of their supervision experience, and faculty confirmed that supervisory responsibilities are well balanced and manageable.

The academic staff composition is appropriate for sustaining doctoral-level research. Of 835 academic staff members, 202 are full professors, 431 are associate professors, and 140 are senior lecturers. Although the proportion of younger faculty (assistants and lecturers) is below 3%, approximately 94% of full-time academic staff hold a doctoral or PhD degree, ensuring robust supervisory capacity and research expertise.

Supervisory workloads are adjusted flexibly at the departmental level. Interviews indicated that academic staff perceive the workload as equitable, and students confirmed that supervision is effective.

The University has maintained a sustained focus on academic integrity over the past decade, recognising it as a fundamental prerequisite for fulfilling its institutional mission.

Issues related to plagiarism are addressed in Chapter 9 of the *Regulation on the System of Ensuring the Quality of Educational Activities and Higher Education* (pp. 27–28). More specific provisions on academic integrity, including detailed guidance on plagiarism, are outlined in Chapter 4 of the *Regulation on Academic Integrity* (p. 17). The process of verifying academic and scientific texts is

governed by the *Regulations on Checking Academic and Scientific Texts*, and an additional document provides guidance on the formal structure and formatting of written academic work.

Compliance with academic integrity standards among all participants in the educational process is regulated by the *Regulation on the Organisation of Educational Process* (pp. 56–58). Subchapter 14.2 defines the principles of academic integrity applicable to students and outlines the main types of violations, along with their respective consequences, in a comprehensive and detailed manner.

The University actively promotes academic integrity through its membership in the European Network for Academic Integrity (SER, p. 22). Students receive continuous guidance on ethical academic conduct throughout their studies and research activities.

The University is open to international students, and its *Development Strategy* includes specific indicators aimed at increasing the number of students enrolled in dual-degree programmes and attracting international students for post-war studies (Strategy, p. 20). However, current wartime conditions have limited the implementation of these objectives. Despite these constraints, KNEU remains active in international academic networks and participates in initiatives such as the EDAMBA Summer Research Academy, the EUA Council for Doctoral Education (EUA-CDE), PhD supervisor forums, dissertation competitions, and annual academic conferences (SER, pp. 46, 48).

Although SER does not include quantitative data on the internationalisation of doctoral studies, additional documentation and interviews with the Vice-Rector for Research and representatives from the Department of Postgraduate and Doctoral Studies provided further clarification. Prior to the onset of war, the PhD programme *Finance, Banking and Insurance*, delivered in English, was particularly attractive to foreign applicants. Some international doctoral candidates also enrolled in Ukrainian-language programmes and successfully defended their dissertations in Ukrainian.

According to supplemental information provided by KNEU, an average of three international doctoral students were enrolled annually between 2020 and 2023: one student from Azerbaijan in the *Economics* programme (2020–2023); one from Germany in *Finance, Banking and Insurance* (2021–2023); one from Montenegro in *Law* (2017–2020); and one from China in *International Economic Relations* (2020–2023).

The involvement of foreign academics in doctoral training is facilitated through KNEU's cooperation with EDAMBA and other international partners, including the University of Marburg, Warsaw School of Economics, and Bremen University. The PhD programme in *Management* is particularly notable for its practice of dual supervision. For example, Prof. Dr. Wanja Wellbrock, Associate Professor at Heilbronn University of Applied Sciences (Germany), serves as a co-supervisor for a KNEU doctoral candidate.

KNEU also regularly invites internationally recognised scholars to serve as external reviewers in thesis defences. In 2023, Dr. Aleksander Kuczabski (University of Gdańsk) participated as an external examiner in a defence within the specialty *Mechanism of Public Administration*.

In addition, the University is a partner in the 6i-DIRS project (MSCA-COFUND-2018, H2020, 2019–2025), coordinated by the University of Deusto. This initiative offers opportunities for PhD candidates to pursue interdisciplinary research under a dual-supervision model.

While these activities demonstrate KNEU's ongoing commitment to internationalisation in doctoral education, the full development of international partnerships and student mobility is expected to expand significantly after the end of the war.

## Conclusion

KNEU provides a structured and supportive environment for student research supervision and doctoral studies. Students are actively engaged in research, creative, and project-based activities, and a wide range of institutional initiatives support their involvement. While survey data on student satisfaction with supervision is not systematically documented in the SER, interviews confirmed high levels of satisfaction with supervisory quality and availability. Supervisory responsibilities are appropriately distributed, ensuring a manageable workload and effective support for student progress and completion.

The University has a well-established regulatory framework for academic integrity, and students are systematically guided in recognising and avoiding plagiarism. Institutional documents and support mechanisms reinforce a strong culture of research ethics throughout the academic process.

Although KNEU demonstrates clear intent to expand international engagement in doctoral education—as outlined in its strategic documents—the full evaluation of these efforts is constrained by the ongoing war. Existing participation in international doctoral networks, dual supervision arrangements, and enrolment of foreign doctoral candidates provide a sound foundation for future development.

The panel concludes that KNEU **conforms to the requirements of Sub-area Student research supervision and doctoral studies.**

## Strengths

- The University has a highly qualified academic staff capable of conducting advanced research and providing effective supervision to doctoral students.
- A significant proportion of eligible students are actively engaged in research activities.

## Areas of concern and recommendations

- 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

- The University should prioritise the expansion of international research cooperation as soon as conditions permit.

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

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

## Conclusion

The University has clearly defined its RDC objectives, drawing on international benchmarks, and monitors their implementation at multiple levels. However, the institution does not operate a formalised mechanism for systematically collecting and analysing information on the needs of society and the labour market. Instead, it relies on indirect and incidental sources of information, which limits the strategic alignment of RDC activities with external needs.

KNEU has developed an effective support system for research and provides adequate financial and infrastructural resources for RDC development. The University demonstrates a high volume of internationally visible research output. While overall research productivity per faculty member remains an area for further improvement, the institutional framework supports ongoing enhancement of research quality and capacity.

A high proportion of academically qualified students are engaged in research activities, and doctoral students report satisfaction with the quality of supervision. The academic staff are well qualified and maintain a balanced workload that supports high-quality research and timely completion. Academic integrity is treated as a core institutional value, and a structured regulatory framework ensures compliance. While international cooperation in doctoral education is constrained by current circumstances, the University is well positioned to expand its internationalisation agenda once conditions allow.

Taken together, the panel concludes that KNEU **conforms to the requirements of Assessment area RDC**. The University has demonstrated a commitment to building institutional capacity in research, supporting student engagement, and aligning its RDC environment with national and international academic standards. Recommendations and opportunities for further development have been identified to support strategic refinement and continued progress.

## 2.4. SERVICE TO SOCIETY

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

#### Requirements:

- A higher education institution has a system for popularising its core activities.



- Employees of an institution of higher education participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.

## Evidence and Analysis

KNEU does not present the promotion of its activities as a standalone strategic block; however, societal engagement and visibility are embedded within several operational goals and performance indicators of the institutional *Development Strategy*. These include Goal 3.1 (“Preservation and Enhancement of Human Capital”), which sets a KPI for academic staff to maintain regular public visibility through at least two media publications per month (Strategy, pp. 9, 34), and proposes the development of an institutional image policy aligned with global best practices (p. 33).

Additional relevant indicators appear under Goal 3.3 (“High-Quality of Education and Educational Activities”) - focusing on institutional information transparency through website content and public communication - and Goal 3.8 (“Patriotism and Social Consolidation”), which includes plans for expanding KNEU’s communication network and strengthening engagement with external audiences such as alumni, prospective students, and employers (Strategy, pp. 15–16, 27–28).

The Department of Professional and Public Communications coordinates external visibility and maintains an active presence across major social media platforms (Facebook, Instagram, Telegram, YouTube). These platforms host a range of content, from study programme introductions to recordings of events such as the annual International Business Forum. According to the SER, the department targets communication to applicants, academic and business communities, employers, and alumni.

KNEU demonstrates a variety of public outreach formats, including lectures, seminars, and roundtables, alongside formal membership in the UN Global Compact since 2017. These initiatives support public understanding of economic issues and Ukraine’s post-war recovery. Nevertheless, specific KPIs for science popularisation are not fully articulated, and the SER does not include quantitative data on individual staff engagement with public media.

There is evidence of active science communication. Professor Bohdan Danylyshyn, former Minister of Economy, regularly publishes macroeconomic analyses in widely read outlets, supported by a team of academic colleagues. Other staff contribute to public discourse through advisory roles in ministries, NGOs, and private sector institutions.

Deans confirmed that non-academic publications are reported and monitored at faculty level, and media impact is tracked, though not evaluated systematically. KNEU’s consistent organisation of events also strengthens visibility. These include the long-running International Business Forum and the 2024 Forum on Ukraine’s Economic Revival, with over 500 participants from 16 countries. Between 2022 and 2024, the University hosted 56 conferences, 7 forums, and 65 additional public events.

Research dissemination via media is also established practice. KNEU regularly promotes project outcomes in national outlets (e.g., Ukrinform) and maintains a dedicated webpage for university-business collaboration. Notable initiatives include:



1. the Huawei-supported “Digital Economy” research project;
2. the British Council-backed “Creative Park”;
3. the “Resilience of Ukrainian Business During a Full-Scale Invasion” study.

Joint international publications further enhance visibility. For example, a collaborative report with the Japan Science and Technology Agency, published through the Global Federation of Competitiveness Councils, analyses Ukraine’s innovation capacity during crisis conditions.

Institutional recognition is also advanced through inclusion in global rankings. KNEU was the only Ukrainian university featured in the *2020 Global Go To Think Tank Index Report*. It also submits regular sustainability reports to the UN Global Compact, publicly available online.

Outreach to prospective applicants is proactive. Annual events such as the “Applicant Forum” and Open Days are supported by faculty chat groups and advisory teams. KNEU also engages secondary school students through a series of targeted initiatives: the “School of Young Professionals,” the “Firm’s Strategy” business tournament (11 years running), and the financial literacy competition “Life Capital,” held as part of Global Money Week.

The University collaborates with the Junior Academy of Sciences of Ukraine, where academic staff serve as research supervisors and expert commission members. Notably, the Department of Mathematical Modelling and Statistics coordinates national student activities in artificial intelligence and cybersecurity.

These activities demonstrate long-term institutional commitment, though formalisation and strategic integration could strengthen sustainability and impact.

Goal 3.1, “*Preservation and Enhancement of Human Capital*”, includes the operational objective of “Creating conditions for maximising the potential of each employee and increasing their contribution to University development and the achievement of the Sustainable Development Goals.” One of its indicators is the increase in the number of staff participating in the discussion of national and local draft regulatory acts (Strategy, p. 9). This aligns directly with the active engagement of KNEU staff in professional associations and their roles in supervisory boards and decision-making bodies, reflecting their contribution to policy development and institutional governance.

KNEU is a member of several prominent international networks—including EUA, EDAMBA, GFCC, Magna Charta Universitatum, and RSA—which facilitates academic staff participation in international policy dialogues, conferences, and collaborative initiatives.

The SER (pp. 56–57) provides detailed information on faculty involvement in professional organisations and expert networks. A full list of affiliations is available online and includes over 500 academic staff members (<https://drive.google.com/file/d/14ojEvKCiuUaj2eoE3EN7QzIBKzjaZVgd/view>). These activities encompass:

1. **Collaboration with National NGOs** in economics, accounting, management, law, and education (e.g., Council of Independent Accountants and Auditors, Ukrainian Association of International Economists).
2. **Membership in Humanitarian Associations**, including the National Union of Local Historians of Ukraine and the Ukrainian Association for Oral History.

3. **Engagement in Language Teaching Associations**, particularly by foreign language faculty.
4. **Affiliation with International Professional Bodies**, such as the International Association for Court Administration, Jean Monnet Community, and Council of European Studies.
5. **Roles in Government and Public-Sector Advisory Structures**, including the Scientific Advisory Council of the Constitutional Court of Ukraine, the National Bank of Ukraine, and the Kyiv City Development Strategy 2035 Working Group.

KNEU faculty not only participate in these bodies but also occupy leadership roles, such as chairs and academic secretaries, and contribute to national and local policy formation. This level of engagement significantly exceeds sectoral expectations and demonstrates a tangible contribution to public service and knowledge transfer.

This involvement is further reflected in staff participation in international development projects, such as EU4PFM (*EU Public Finance Management Support Programme in Ukraine*), PULSAR, STAREP, and *U-LEAD with Europe*. These activities were confirmed during panel interviews with faculty leadership.

Such cooperation enhances KNEU's visibility in academic and professional communities, strengthens its institutional reputation, and supports its role in shaping national and international standards. It also aligns with Goal 3.3 of the *Development Strategy*, which targets the expansion of educational programme accreditation by national and international professional bodies. This has already been achieved in programmes such as Accounting and Taxation, accredited by ACCA and CIMA, confirming both strategic commitment and practical outcomes.

## Conclusion

KNEU demonstrates a comprehensive and structured approach to promoting its academic, scientific, and educational activities. Strategic goals within the University's Development Strategy explicitly reference objectives related to public engagement, visibility, and communication, supported by the activities of the Department of Professional and Public Communications. A wide range of outreach initiatives effectively connect KNEU with diverse external audiences, including prospective students, business partners, and government representatives.

Academic staff contribute actively to public discourse through expert roles in professional associations, NGOs, advisory boards, and policymaking bodies. The scale and scope of participation reflect a sustained institutional commitment to policy engagement and professional integration.

While relevant KPIs for media visibility and stakeholder engagement are in place, there remains an opportunity to refine these indicators to better capture the scope of science communication and public impact. Similarly, more systematic and institution-wide evaluation of public engagement activities would enhance evidence-based planning and long-term effectiveness.

The panel concludes that KNEU **conforms to the requirements of Sub-area Popularisation of core activities of a higher education institution and its involvement in social development.**

## Strengths

- 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.
- 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.

## Worthy of Recognition

- 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.

## Opportunities for further improvement

- 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.
- 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.

### 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

KNEU explicitly promotes the principles of lifelong learning (LLL) across several strategic and operational goals outlined in its *Development Strategy*. Goal 3.1.5 (“*Human Capital Enhancement*”) highlights the implementation of internal corporate training programmes aimed at developing staff competencies in delivering LLL (Strategy, pp. 10, 36). Goal 3.5 addresses the enhancement of academic and scientific staff qualifications through a diversified range of educational services, including trainings, courses, and professional development programmes, intended to meet the learning needs of citizens of all ages in line with the concept of adult education (Strategy, pp. 50–

51). Goal 6.3 emphasises the digitalisation of educational activities, explicitly mentioning inclusive LLL opportunities for military personnel and veterans with special educational needs (Strategy, p. 76). Goal 8.3 (*“Encouragement of Real Autonomy”*) further refers to the alignment of LLL offerings with the evolving needs of key stakeholders and society at large (Strategy, p. 86).

Quantitative data presented in the SER (Figure 34, p. 58) and Appendix 6 (p. 11) show steady recovery and growth in LLL participation following the significant drop in 2022 caused by the onset of the war:

- In **2020**, **775** academic staff members participated in LLL courses.
- In **2022**, the number dropped significantly to **313**.
- In **2024**, the number reached **1,089**, surpassing pre-war levels

Additional information confirms that, between 2023 and 2025, 68% of LLL participants were external to the University, while 32% were internal academic staff, indicating KNEU’s outreach beyond its internal community.

Financial data further suggest that LLL programmes make a modest but consistent contribution to the University’s revenue. In 2020, income from external courses accounted for 4.8% of total revenue, while from 2021 to 2024 it remained stable at approximately 3.3%. An internal policy allows each academic staff member to attend one internal training course per year free of charge. This approach reflects a dual commitment: to fostering internal professional development and to expanding public-oriented learning opportunities that support broader social engagement and institutional sustainability.

KNEU has developed a robust infrastructure to support LLL, serving both its academic community and the broader public. Core units include the Institute of Business Education named after Anatoliy Poruchnyk, the Scientific and Educational Center for Intensive Learning of Foreign and Ukrainian Languages “Intensive,” and specialized centres established through the Erasmus+ KA2 CBHE project “Teacher Certification Centers: Innovative Approaches to Teaching Excellence (UTTERLY).” Additionally, innovation-focused platforms such as the StartUp School, Creative Spark, the KNEU Entrepreneurship Center, the KNEU Business Clinic, and the Center for Veteran Development contribute to LLL offerings. These initiatives are publicly accessible and facilitate inter-institutional collaboration and social inclusion.

The Institute of Business Education plays a central role in delivering lifelong learning programmes. Within the UTTERLY framework, the Sustainable Development Certification Center was launched, piloting four publicly available courses: Course Design, Dual Education, Teach-Thought, and Management of Educational Projects (<https://utterly.education/en/programs>).

LLL courses are tailored to diverse groups, including civil servants, entrepreneurs, and war-affected populations. Particularly popular among academic staff in 2024 were “Military Accounting at Enterprises, Institutions, Organizations, Government Agencies and Local Authorities” (1,527 participants) and “Practical Psychology” (112). Among external learners, the most in-demand offerings were “Military Accounting” (1,751), “Practical Psychology” (292), “Organization of Activities for the Management of a Residential Complex” (235), “Language Brand of a Modern Professional” (167), and “Information Security and Digital Hygiene” (48).

KNEU has taken tangible steps to advance inclusive LLL for veterans and military personnel. In February 2025, the University established the Center for Veteran Development, which focuses on professional development and social adaptation for mobilised individuals, veterans, and their

families. The Centre operates in close coordination with the Ministry of Veterans Affairs and veteran organisations, allowing targeted outreach to its intended audiences.

Training areas offered by the Centre include career orientation, employment support, entrepreneurship, social services, leadership, and upskilling for professionals who support veterans. Between 28 April and 30 May 2025, 33 KNEU staff members completed advanced training in supporting veterans and demobilised individuals ([https://kneu.edu.ua/ua/Secondary\\_education/vd\\_center/](https://kneu.edu.ua/ua/Secondary_education/vd_center/)).

While the University has the technical and institutional capacity to provide inclusive LLL for persons with special needs, there is currently no recorded demand. The Director of the Institute of Business Education confirmed that no requests have been received to date. Nonetheless, the topic remains on the institutional agenda. According to the Advisor on Equal Opportunities, Diversity, and Inclusion, a survey has been conducted to assess the competencies needed by staff to work with individuals with special needs. However, this has not yet translated into dedicated training offerings.

These initiatives demonstrate KNEU's responsiveness to national recovery priorities and individual learning needs. Moreover, the content of LLL programmes reflects the University's academic and research strengths, ensuring alignment between core institutional functions and societal engagement. While the University has made notable progress in developing programmes for veterans and military personnel, inclusive LLL for persons with special needs remains an area for future expansion, particularly in terms of needs-based programme design and community outreach.

There is a lack of clarity and consistency in the quality assurance processes related to LLL courses, particularly regarding the use of stakeholder surveys. The SER (p. 59) states that the content and design of continuing education programmes are informed by surveys of key stakeholder groups, as well as input from leading experts and employers. It also mentions that the Institute of Sociological Research regularly surveys academic staff and students of advanced training and second higher education programmes. However, since 2022, no university-wide surveys have been conducted, as the focus shifted to adaptation under martial law conditions. Furthermore, the University confirms in the additional information that no surveys have been carried out among participants of courses delivered by the Institute of Business Education named after Anatoliy Poruchnyk.

Interviews with representatives of the Human Resources Department and the Institute of Business Education confirmed that the assessment of societal needs and participant satisfaction is largely informal and unsystematic. New courses are typically developed based on limited participant feedback, internal discussions, and occasional input from staff or external partners, rather than through a structured needs assessment. While new course proposals are reviewed and approved by the Academic Council, systematic surveys are generally not employed, and feedback is gathered in an ad hoc manner. Although formal complaint mechanisms exist, it remains unclear how accessible or effective these are in addressing concerns raised by course participants.

## **Conclusion**

KNEU provides a structured and strategically integrated framework for lifelong learning, with clearly defined objectives embedded across multiple goals of its Development Strategy. Lifelong learning initiatives are supported by a well-developed infrastructure, including the Institute of

Business Education, the Center for Veteran Development, and other specialised units. These platforms enable the University to deliver inclusive education and training to diverse societal groups, with particular progress evident in programmes for veterans and displaced individuals.

Programmes are designed in alignment with national priorities and institutional expertise, and participation rates in recent years demonstrate recovery and growth following initial wartime disruption. The University also engages external participants and contributes to national capacity-building through targeted, publicly accessible courses.

However, while the University demonstrates strong institutional readiness and commitment, the assessment of societal needs and participant satisfaction is conducted in an informal and inconsistent manner. Quality assurance mechanisms - such as stakeholder surveys, structured feedback collection, and systematic needs analysis - are not fully implemented. Unlike other sub-areas under this assessment area, this gap represents an area of concern, particularly given the existence of both national and internal quality assurance frameworks.

The panel concludes that KNEU **partially conforms to the requirements of Sub-area Continuing education and other educational activities for the general public.**

## **Strengths**

- 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.
- 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.

## **Areas of concern and recommendations**

- 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**

- 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.



### **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**

KNEU explicitly integrates its commitment to service to society within its Development Strategy, most notably under the section "Fostering Patriotism and Social Consolidation" (Strategy, p. 8). Core institutional values, e.g., humanism, tolerance, and respect for social and cultural diversity, form the foundation of these efforts.

The University's strategic objectives reflect a deliberate and structured approach to public engagement. Goal-related indicators include: (1) the promotion of an academic culture grounded in universal human values; (2) fostering conscious and responsible citizenship; (3) creating conditions for self-development and self-education; and (4) expanding the University's communication network to strengthen partnerships with alumni, employers, and prospective students (Strategy, pp. 27–28). Together, these indicators frame service to society as an integral and measurable part of KNEU's mission.

Further strategic alignment is visible under other institutional priorities: for instance, "Strengthening Interaction with Stakeholders" (Strategy, pp. 9–10) and "Development of Cooperation with Labour Market Actors" highlight how faculty-level stakeholder councils contribute to aligning education and research with societal needs.

In the context of war, the role of service to society has grown in importance, moving from a complementary activity to a central institutional mission. This shift is evident in both project-based initiatives and broader institutional efforts, as confirmed in the Rector's interview.

The SER (3.4.4., pp. 60–62) outlines a broad range of impactful societal initiatives. Among them, the internationally recognised project "Digital Innovation Accelerator 'Innovation Ukraine'" received the UN Global Compact award in the category of Economic Development (October 2023). The KNEU Startup School and EDIH Win-Win project similarly target SMEs and aspiring entrepreneurs across Ukraine.

KNEU maintains a strong patriotic stance in light of the war. This is reflected in initiatives such as the "Unissued Diplomas" and "Handwriting of Courage" projects, and in the 2025 launch of the Center for Veteran Development, which works in cooperation with the Verkhovna Rada Committee on Social Policy and Veterans' Rights. In May 2025, KNEU hosted the exhibition "The Price of Our Freedom" ([https://kneu.edu.ua/ua/news\\_main/irtkbkdds/](https://kneu.edu.ua/ua/news_main/irtkbkdds/)).

A bottom-up governance model underpins KNEU's community outreach. Responsibility is distributed across departments and units, including the Service of Social Adaptation and Psychological Assistance, the Department of Employment Promotion "Perspective," the Centre of Culture and Arts, the University Library, and the Museum of University History. These bodies support outreach within their areas of expertise.

The continuity and scale of initiatives demonstrate long-term institutional commitment. For example, the 11th All-Ukrainian Business Tournament "Strategy of Success/Company Strategy-2025" in 2025 attracted 574 participants from 23 Ukrainian regions and four countries. Similarly, the Startup School launched its third season with 40 applications from across Ukraine.

Annual "School of Young Professionals" programmes, organised by each faculty, and long-standing events like the IDEAFEST Student Business Idea Competition (now in its ninth year), further demonstrate sustained public engagement. These events are funded either through internal university resources, business partnerships, or grants (e.g., WIN-WIN EDIH for IDEAFEST).

Faculty participation in outreach is incorporated into academic planning or realised through grant-funded projects, ensuring alignment with institutional priorities and the availability of support mechanisms.

KNEU also fosters partnerships with business and public institutions to enhance societal outreach. In February 2025, the University joined both the Kyiv Chamber of Commerce and Industry and the Chamber of Commerce and Industry of Ukraine ([https://kneu.edu.ua/ua/news\\_main/velkvpokgpobkto/](https://kneu.edu.ua/ua/news_main/velkvpokgpobkto/)).

Interviews with academic and administrative staff affirmed the University's growing recognition of the strategic value of public engagement. The Rectorate, Academic Council, and Scientific and Expert Council periodically review these efforts. According to the SER, the Scientific and Expert Council plays a key role in fostering societal development through research, knowledge dissemination, and the education of socially responsible graduates (Strategy, p. 15).

The Department of Professional and Public Communications applies measurable indicators to evaluate social engagement. These metrics include: leadership development, support for autonomy, financial literacy, lifelong learning, and informal education. Additional monitored areas include participation in NGOs and volunteerism. These targets reflect the University's commitment to assessing and enhancing its societal impact.

SER provides substantial information on KNEU's initiatives aimed at enhancing societal welfare (pp. 60–62). The University actively contributes to community development by making its cultural, educational, and sporting infrastructure accessible to a broad public, including local residents, schoolchildren, vulnerable groups, and veterans. These efforts foster social integration and strengthen local engagement.

Key actors in these initiatives include faculty offices (dean's offices), the Student Academic Council, the Department of Professional and Public Communications, the Centre of Culture and Arts, the "Economist" Sports Complex, the Scientific Library named after M.V. Dovnar-Zapolsky, the Museum of University History, and the Veteran Development Centre.



During the site visit, the expert panel was assured that these facilities are not only fully equipped but also actively used for diverse public events. Upon formal request, KNEU provides its premises free of charge to local authorities and schools, underlining its commitment to community service and inclusive engagement.

The University library is open to external visitors, further extending the institution's public accessibility. One notable initiative is the Research Centre for Trypillian Culture "Dyvosvit Trypillia," housed within the library and established on the occasion of KNEU's 115th anniversary. This centre demonstrates KNEU's dedication to cultural preservation and promotes public understanding of Ukraine's heritage.

The cultural club "Dorohamy do prekrasnoho," founded in 1968, contributes to the University's cultural life and offers a platform for students, faculty, and local residents to engage in artistic expression and appreciation. Similarly, the "Economist" Sports Complex serves the wider community by offering high-quality facilities and hosting public events, including free swimming sessions for veterans with special needs - an initiative supported exclusively by KNEU among all Kyiv institutions.

The Centre of Culture and Arts promotes creativity and inclusion through regular festivals and performances, such as "Student BOOM," "Autumn Fairy Tale," and "Freshmen Debut," as well as through permanent artistic studios and clubs.

The Student Academic Council plays a central role in service initiatives, including organizing fundraising and charitable events (e.g., Charity Party 2023, Charity Student Ball 2024, and Charity Basketball Matches 2023–2024) in support of the Armed Forces of Ukraine and displaced populations. Recognizing the potential of digital engagement, the Council has also developed KNEU Esports (launched in 2021), fostering student resilience and inclusion through online tournaments, such as the Kyiv Students Cup in CS:GO and the All-Ukrainian Youth Cyber Tournament in CS2 and Dota 2.

KNEU regularly hosts public events and facilitates initiatives from external partners and authorities. A notable example is the roundtable "Entrepreneurship as a Means of Psychological Recovery and Social Adaptation of Veterans," underscoring KNEU's active support for veteran reintegration. Furthermore, the University has provided temporary housing and legal support during wartime, reinforcing its role as a socially responsive institution.

Taken together, these sustained and inclusive activities reflect KNEU's ongoing commitment to community engagement, cultural development, and the public good.

## **Conclusion**

NEU offers a purposeful and inclusive framework for service to society, with public-oriented initiatives embedded in the Development Strategy and supported by dedicated units, facilities, and partnerships. Activities such as the "School of Young Professionals," Startup School, IDEAFEST, and the Center for Veteran Development demonstrate sustained outreach to diverse groups, including youth, veterans, entrepreneurs, and vulnerable communities.

The University makes its infrastructure, including the Scientific Library, "Economist" Sports Complex, and cultural centres, widely accessible, hosting educational, cultural, and charitable events that promote civic values and social cohesion. The continuity of these initiatives and the

introduction of innovative formats such as e-sports illustrate institutional adaptability and relevance.

Impact is measured through indicators such as leadership development, financial literacy, informal education, and volunteering, with periodic institutional reviews. However, enhancing strategic planning and adopting more structured assessment mechanisms - particularly those aligned with international frameworks - would improve the sustainability, visibility, and global recognition of KNEU's societal engagement.

The panel concludes that KNEU **conforms to the requirements of Sub-area Other public-oriented activities.**

## Strengths

- Long-standing and well-integrated public-oriented initiatives such as the "Firm's Strategy" tournament, Startup School, IDEAFEST, and "School of Young Professionals," reflecting institutional commitment and continuity.
- Active societal engagement through accessible cultural, sporting, and veteran-focused programmes supported by dedicated infrastructure and partnerships.

## Opportunities for further improvement

- 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.

## SUMMARY OF THE ASSESSMENT AREA: SERVICE TO SOCIETY

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

## Conclusion

KNEU demonstrates a comprehensive and well-integrated approach to service to society, with all sub-areas addressed strategically and supported by sustained institutional practices.

The University promotes its academic, scientific, and educational work through strategic references in the Development Strategy, a dedicated communications department, and a wide range of outreach events for school pupils, businesses, and public authorities. Individual academics actively contribute to public discourse, and the institution maintains a strong presence in national and international professional bodies. While existing KPIs and monitoring tools support these efforts, there is room for further refinement to strengthen evidence-based evaluation and science communication.

Lifelong learning objectives are clearly defined and supported by an extensive infrastructure, including targeted initiatives such as the Center for Veteran Development. However, systematic quality assurance mechanisms - such as participant satisfaction surveys and structured needs assessments - are not consistently applied. Given that both national and institutional quality frameworks are in place, this omission represents an area of concern that should be addressed to ensure continuous improvement.

The University organises inclusive and purposeful outreach initiatives for diverse audiences and makes its resources broadly accessible. Cultural, sporting, educational, and charitable events are supported by dedicated infrastructure and staff involvement, reflecting a strong institutional commitment to social cohesion and civic engagement. While traditional evaluation metrics may not fully capture the impact of these efforts, strengthening strategic monitoring and impact assessment would enhance their sustainability.

The panel concludes that KNEU **conforms to the requirements of Assessment area Service to society.**