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HAKA  
Eesti Hariduse  
Kvaliteediagentuur



NATIONAL AGENCY  
for HIGHER EDUCATION  
QUALITY ASSURANCE  
(UKRAINE)

# Guidelines to Self-Evaluation for Institutional Accreditation

Project „Enhancement of the Higher Education Quality in Ukraine“  
funded by the Estonian Centre for International Development (ESTDEV)

2024

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## I. INTRODUCTION and GENERAL PART

### STRUCTURE OF THE SELF-EVALUATION REPORT

The self-evaluation report serves as a primary information source for the panel in preparing for the on-site visit, during its interviews with the stakeholders, and when assessing the higher education institution. Good self-evaluation gives the assessment panel the best opportunity to provide valuable feedback and recommendations. However, the process is more complex than writing the report. Self-evaluation is often the most helpful part of the whole evaluation process for the institution. It provides opportunities for shared discussions, thus raising the HEI's quality culture.

The guidelines below aims to provide the most relevant information about the accreditation process and advice on the report to higher education institutions.

Please use the Template for self-evaluation report for writing and presenting the self-evaluation.

The content of each part has been explained below.

### Self-evaluation report consists of following parts:

- I. Introduction/General part – up to 10 pages
- II. Overview of outcomes of study programme accreditations – up to 3 pages
- III. Self-evaluation of the HEI across assessment areas – up to 50 pages
- IV. Annexes to self-evaluation report (list of additional documents)



- Introduction of the higher education institution (hereinafter the HEI): self-definition, a brief overview of its history, main strategic objectives, fields of activity, structure, key indicators, and other.
- A brief description of the self-evaluation process and producing the report (time frame, who was involved, distribution of work, approval, how it is disseminated and made public).
- Aggregated data about study programmes (including study programmes in English) and students by main units and levels of study (bachelor's, master's, doctoral). Depending on the structure of the HEI and the size of main units, the data may be presented either by the level of faculty, institute, department or another academic structural unit. For smaller HEIs a five-year trend of the total number of students, number of international students, admissions, dropouts and graduates across the study programmes. Please explain the trend dynamics or refer to the section in the self-evaluation report where it is discussed.
- Aggregated data about academic and support staff by main units as a 5-year trend: the total number of staff, the share of academic staff with PhD, the share of international (visiting) teaching staff, distribution by gender.

**Table 1 (example)**

|                                                                          |                             | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|--------------------------------------------------------------------------|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Academic unit                                                            |                             |           |           |           |           |           |
| Number of bachelor's study programmes, incl. study programmes in English |                             |           |           |           |           |           |
| Number master's study programmes, incl. study programmes in English      |                             |           |           |           |           |           |
| Number of doctoral study programmes, incl. study programmes in English   |                             |           |           |           |           |           |
| Students of bachelor's study programmes                                  | Number of students          |           |           |           |           |           |
|                                                                          | Number of students enrolled |           |           |           |           |           |
|                                                                          | Number of dropouts          |           |           |           |           |           |
|                                                                          | Number of graduates         |           |           |           |           |           |
| Students of master's study programmes                                    | Number of students          |           |           |           |           |           |
|                                                                          | Number of students enrolled |           |           |           |           |           |
|                                                                          | Number of dropouts          |           |           |           |           |           |
|                                                                          | Number of graduates         |           |           |           |           |           |
| Students of doctoral study programmes                                    | Number of students          |           |           |           |           |           |
|                                                                          | Number of students enrolled |           |           |           |           |           |
|                                                                          | Number of dropouts          |           |           |           |           |           |
|                                                                          | Number of graduates         |           |           |           |           |           |

**Table 2 (example)**

|                                                     | 2019/2020 | 2020/2021 | 2021/2022 | 2022/2023 | 2023/2024 |
|-----------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Academic unit                                       |           |           |           |           |           |
| Total number of academic staff (women/men)          |           |           |           |           |           |
| Number of academic staff with PhD                   |           |           |           |           |           |
| Distribution of academic staff members by age group |           |           |           |           |           |
| Number of international teaching staff              |           |           |           |           |           |
| Number of support staff                             |           |           |           |           |           |

## II. OVERVIEW OF OUTCOMES OF STUDY PROGRAMME ACCREDITATIONS

In this chapter, provide information about the study programme accreditations. There is a possibility of reflecting on the main lessons learned at the institutional level during the accreditation processes. Also, please express your expectations regarding the current accreditation procedure - what areas or topics would you most welcome the experts' feedback on?

- **What type of assessments and how many have you undergone over the five years and what have been the accreditation results?**
- **Do you have any experience with international accreditation?**
- **What are the outcomes of study programme accreditation?**

Table 3 (example)

|                             | Exeptional accreditation | Accreditation | Conditional accreditation | Total of study programmes |
|-----------------------------|--------------------------|---------------|---------------------------|---------------------------|
| Bachelor's study programmes |                          |               |                           |                           |
| Master's study programmes   |                          |               |                           |                           |
| Doctoral study programmes   |                          |               |                           |                           |

- **What have been the main developments based on the recommendations given in the assessment reports?**



### III. SELF-EVALUATION OF THE HEI ACROSS ASSESSMENT AREAS

In this part of the self-evaluation, analyze how the accreditation requirements are met in the university context. The self-evaluation report shall contain an evidence-based analysis of the strengths and areas for improvement of higher education institutions by assessment areas and sub-areas.

At the end of each assessment sub-area, the evaluation summarizes strengths and areas for improvement and provides an overview of the planned development activities.

All indicators identified in the guide are compulsory, except for RDC activities, where the HEI presents indicators according to their specificities. Where possible, please present the indicators as a 3 to 5-year trend by segments of main units and levels of study. It is advisable to submit further relevant data to complement the compulsory indicators.

The maximum length of the report is 120,000 characters but not longer than 70 pages. The guidelines above provide an indication of the length of chapters. It is recommended that links to the important regulatory documents in the self-evaluation text be provided. The list of key documents referred to in the self-evaluation shall be added as a separate chapter at the end of the self-evaluation report.



## **ASSESSMENT AREAS, SUB-AREAS AND REQUIREMENTS**

## 1.1. General management

## 1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Indicators                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A HEI has defined its role in the Ukrainian society.</li> <li>• The development plan and the related action plans of a HEI 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.</li> <li>• Key results of a HEI have been defined.</li> <li>• The leadership of a HEI conducts the preparation and implementation of development and action plans, and involves the members and different stakeholders.</li> <li>• 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.</li> <li>• Internal and external communications of a HEI (including marketing and image building) are purposeful and managed.</li> </ul> | <p>The HEI has defined its role in the Ukrainian society; its mission and vision take into account the operational environment and expectations of stakeholders.</p> <p>Action plans of the HEI arise from the concrete purposes built on its mission, vision and core values, that consider the country's priorities and society's expectations; and also from the principle that the HEI has an important role in shaping the students into responsible citizens of initiative.</p> <p>The leadership of the HEI conducts the preparation and implementation of development and action plans, and involves the members (including students, whose participation in the management of the institution of higher education it supports) and different stakeholders. Key results of the HEI have been defined, including target values (numerical indicators describing key results, i.e., the objectives to be reached) and output indicators (numerical indicators describing current situations and trends).</p> <p>The development plan and policies are periodically reviewed; the key results are measured and analysed, and if necessary, development and action plans are amended; the development planning is evidence-based (reasoned).</p> <p>The management, academic and administrative (support) structure of the HEI supports the achievement of purposes. Liability at all management levels has been defined and described, and it supports the coherent performance of core processes.</p> <p>Employees and students of the HEI are aware of institutional purposes and their roles in achieving them. Both the internal</p> | <ul style="list-style-type: none"> <li>• the rate of achievement prescribed in development/action plans (key results)</li> <li>• results of employee satisfaction survey: satisfaction with management and information flow</li> <li>• other indicators arising from institutional purposes</li> </ul> |

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Indicators |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <ul style="list-style-type: none"> <li>The HEI has defined the quality of its core and support processes, and the principles of quality assurance. In the HEI, internal evaluation supports strategic management and is conducted regularly at different levels (institution, units, study programmes).</li> <li>The HEI 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.</li> </ul> | <p>and external communications of the HEI (including marketing and image building) are managed: they are based on institutional purposes, their functioning is periodically reviewed, and the necessary amendments are made.</p> <p>All groups of HEI's stakeholders, including students and external stakeholders, are involved in internal evaluations. The findings of internal and external evaluations are analysed, and quality improvement activities implemented. The HEI values its members and ensures that all its employees and students are treated according to the principle of equal treatment. Employees and students of the HEI are guided by the agreed principles of academic ethics in all their activities. The HEI supports its students and teaching staff in their understanding and responding to ethical issues.</p> <p>Teaching staff and students do not tolerate academic fraud, including cheating and plagiarism, and they will act immediately upon any such occurrence. Attention is paid to the application of principles of academic ethics in the digital environment: avoidance of creative theft, the protection of intellectual property rights etc. Management of complaints from HEI members (including discrimination cases) is transparent and objective, ensuring fair treatment of all parties.</p> |            |

## 1.2. Personnel management

|                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>The principles and procedures for employee recruitment and development arise from the objectives of the development plan of a HEI and ensure academic sustainability.</li> </ul> | <p>There are clear rules and procedures for employee recruitment and development that arise from objectives of the development plan of the HEI.</p> <p>Trends in academic and support staff related to their qualifications, age distribution and competition for positions, indicate sustainability.</p> | <ul style="list-style-type: none"> <li>the rate of competition for academic positions</li> <li>the number and profile of the staff (academic and administrative/ support staff, age distribution,</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicators                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.</li> <li>• Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.</li> <li>• Employees participate in international mobility programmes, cooperation projects, networks, etc.</li> </ul> | <p>The principles of remuneration and motivation of employees are clearly defined and available to all employees. They are consistent with trends and potentials of the higher education institution, and indicate the institution's sustainability in terms of recruiting qualified staff.</p> <p>Employee satisfaction and dedication are regularly surveyed and the results used in improvement activities. Workload distribution for members of the academic staff is clearly fixed among teaching, research and development activities and other activities, including management.</p> <p>When selecting, appointing and evaluating members of the academic staff, their past activities, including research, development of teaching techniques, student feedback, etc., are taken into account in a balanced way.</p> <p>Employees (both academic and administrative/support staff) participate in international mobility programmes and are active in self-development.</p> | <ul style="list-style-type: none"> <li>• qualifications, including their average age by qualification level)</li> <li>• the proportion of foreign teaching staff and research staff</li> <li>• indicators of international mobility of academic staff as a proportion of their total number</li> <li>• other indicators arising from institutional purposes</li> </ul> |

### 1.3. Management of financial resources and infrastructure

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The allocation of financial resources of the HEI, 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).</li> <li>• The HEI uses information systems that support its management and the coherent performance of core processes.</li> <li>• The working conditions of the staff and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of the HEI and the expectations of members.</li> <li>• The educational environment is safe for the life and health of all participants in the educational process</li> </ul> | <p>The allocation of financial resources of the higher education institution, and the administration and development of infrastructure, are economically feasible; and are based on the objectives of the development plan of the higher education institution and national priorities (except private institutions).</p> <p>Budget funds come from different sources, which helps to manage risks.</p> <p>The HEI uses information systems that support its management and the coherent performance of core processes.</p> <p>Both the working conditions of the staff and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of the institution of higher education and expectations of target groups. Students have been provided with opportunities for both independent and team work at the HEI.</p> <p>The HEI analyses the use of its assets and considers the results in improvement activities.</p> | <ul style="list-style-type: none"> <li>• the distribution of the revenue and expenditure</li> <li>• investment dynamics</li> <li>• results of employee satisfaction survey: satisfaction with working conditions</li> <li>• results of student satisfaction survey: satisfaction with learning and RDC conditions</li> <li>• availability of bomb shelters that are equipped with everything necessary</li> <li>• other indicators arising from institutional purposes</li> </ul> |

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

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Indicators                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The HEI has defined its educational objectives and measures their implementation.</li> <li>• A HEI creates the prerequisites to ensure its graduates national and international competitiveness.</li> <li>• The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education.</li> <li>• 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.</li> <li>• Students are provided with opportunities to study at a HEI regardless of any special needs.</li> </ul> | <p>The HEI has defined its educational objectives and measures their implementation.</p> <p>The higher education institution has developed a system for analysing and evaluating competencies and international competitiveness of its graduates; the results are systematically used in the development of study programmes, teaching and learning.</p> <p>The organisation of work practice is clearly regulated, including the requirements for supervisors.</p> <p>The number of student places is planned in accordance with the social need, the provision of state-commissioned education (RKT), and the potentials and purposes of the higher education institution. The fulfilment of plans (including RKT) is analysed and the plans are modified according to the results of the analyses.</p> <p>The admission rules are transparent, consistent with the mission and purposes of the higher education institution and support the formation of the motivated student body; the rules are periodically reviewed, and the results are applied to development activities.</p> <p>Students are provided with opportunities to study at the institution of higher education regardless of any special needs (e.g., special admission conditions, physical environment takes into account special needs, special grants, etc.).</p> | <ul style="list-style-type: none"> <li>• positive graduation rates, including the fulfilment of RKT</li> <li>• employer satisfaction with preparation of graduates</li> <li>• rates of alumni employment</li> <li>• other indicators arising from institutional purposes that give, among other things, evidence of the international competitiveness of graduates</li> </ul> |

## 2.2. Study programme development

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

## 2.3. Student academic progress and student assessment

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

## 2.4. Support processes for learning

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Indicators                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The organisation of studies creates an opportunity for students to complete their studies within the standard period.</li> <li>• A higher education institution provides counselling related to studies and career.</li> <li>• A higher education institution supports student international mobility.</li> <li>• Modern technical and educational technology resources are used to organise educational activities.</li> <li>• 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.</li> </ul> | <p>The organisation of studies ensures students an opportunity to complete their studies within the standard period. The principles for preparing timetables support the appropriate use of time of students and teaching staff.</p> <p>Student international mobility is supported, including studies in foreign institutions of higher education. The recognition of studies in foreign institutions is based on the Lisbon Convention. Systems have been created to support foreign (guest) students.</p> <p>The higher education institution provides counselling related to studies and career, including for student candidates. Students are periodically asked for feedback on organisation of studies, assessment, counselling, etc.; it is analysed, and the results taken into account in improvement activities.</p> <p>The teaching staff are asked for feedback on the organisation of studies and support services; it is analysed, and the results used in improvement activities. Modern technical and educational technology resources are used to organise educational activities.</p> | <ul style="list-style-type: none"> <li>• the proportion of foreign students and foreign guest students</li> <li>• the number/ proportion of students who have studied at foreign HEIs compared to the total number of current students and graduates</li> <li>• the proportion of dropouts</li> <li>• results of feedback</li> <li>• other indicators arising from institutional purposes</li> </ul> |

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

#### 3.1. RDC effectiveness

| Requirements                                                                                                                                                                                                                                 | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>A HEI has defined its RDC objectives and measures their implementation.</li> <li>A HEI monitors the needs of society and the labour market, and considers them in planning RDC activities.</li> </ul> | <p>The university has defined its RDC objectives and measures their implementation.</p> <p>RDC objectives and activities of the university take into account, among other things, the current and developmental needs of society and the labour market. The university has developed a system for identifying those needs.</p> <p>The university has taken into account the comments made in the course of research evaluation.</p> | <p><b>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its RDC objectives:</b></p> <ul style="list-style-type: none"> <li>results of external evaluations (research evaluation, quality assessment of doctoral studies)</li> <li>management and participation in centres of excellence: the number and scope of finances of centres</li> <li>numerical data: (1) total research publications; (2) publications of categories 1.1., 1.2, 2.1, 3.1; monographs on national sciences; (3) public presentations of creative works; recognitions from international competitions; reviews in professional publications, etc.; (4) patent applications, patents; (5) text books, teaching tools for various media; (6) system development solutions, product development solutions, environmental solutions; (7) contracts with enterprises; (8) spin-off firms, etc.</li> </ul> |

| Requirements | Assessment criteria | Indicators                                                                                                                                                                                                                                                                         |
|--------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                     | <ul style="list-style-type: none"> <li>the number of research publications/creative works per member of the teaching staff and per member of research staff (calculated in full-time positions, by field)</li> <li>other indicators arising from institutional purposes</li> </ul> |

### 3.2. RDC resources and support processes

- 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.

The university has an effective RDC support system (e.g., counselling related to intellectual property, support for publishing publications, attending conferences, referral to doctoral studies, motivating the cooperation with employers).

Financial resources needed for RDC exist, along with a strategy that supports their acquisition. The university participates in different RDC networks.

RDC infrastructure of the university is continuously being updated and used effectively.

#### Examples of indicators the use of which depends on the particular nature of an institution of higher education and its RDC objectives:

- results of employee satisfaction survey: satisfaction with RDC support services
- investments into the RDC infrastructure
- the proportion of RDC finances in the total budget, separately including finances received from international contracts, applied R&D contracts, grants for creative activity; trends, comparison with partners (partial overlap with management)
- ratio of RDC finances to research staff (calculated in full-time positions)

### 3.3. Student research supervision and doctoral studies

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <ul style="list-style-type: none"> <li>• A HEI involves students of all academic cycles in research, creative or project activity; and systematically surveys student satisfaction with their supervision.</li> <li>• Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and positive graduation rates.</li> <li>• Students are guided to recognize plagiarism and to avoid it.</li> <li>• Conditions have been created for admission of international doctoral students and for studies abroad for all doctoral students.</li> <li>• A HEI involves recognized foreign scientists in the provision of doctoral studies and the supervision of doctoral theses.</li> </ul> | <p>The university has involved students of all academic cycles in research, creative or project activity; and systematically surveys their satisfaction with supervision.</p> <p>The results of feedback are taken into account in improvement activities.</p> <p>Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and a positive (university) graduation rate. Students are guided to recognize plagiarism and to avoid it.</p> <p>The effectiveness of doctoral studies at universities (the period of studies, fulfilment of RKT, the percentage of graduates compared to the number entering studies four years prior) is stable or improving.</p> <p>The quality of doctoral theses (publishing, opponents) meets a required standard. Supervisors of doctoral theses publish at least on the level of doctoral theses and qualify for research grants and research themes of targeted financing.</p> <p>The proportion of international doctoral students and doctoral students who have studied abroad for at least one semester is stable or increasing.</p> <p>Improvement activities take account of feedback from doctoral students and graduates of doctoral studies. Recognized foreign scientists are involved in the provision of doctoral studies and the supervision of doctoral theses.</p> | <p><b>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its RDC objectives:</b></p> <ul style="list-style-type: none"> <li>• total number of defences of doctoral theses, their number by field, trends</li> <li>• average period of doctoral studies, trends</li> <li>• the proportion of international doctoral students</li> <li>• the proportion of doctoral students who have studied at foreign universities for at least one semester</li> <li>• the proportion of supervisors (including co-supervisors) from outside of the higher education institution, including from foreign countries</li> <li>• the proportion of opponents from foreign countries at defences of doctoral theses</li> <li>• results of student satisfaction survey: satisfaction with supervision</li> <li>• other indicators arising from institutional purposes</li> </ul> |

## 4. SERVICE TO SOCIETY

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

| Requirements                                                                                                                                                                                                                                                                | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>A HEI has a system for popularising its core activities.</li> <li>Employees of a HEI participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.</li> </ul> | <p>The HEI has a system for popularising its core activities; events for students of basic and upper secondary schools and vocational educational institutions take place and the number of participants is stable or increasing.</p> <p>In media, employees of the institution of higher education publish articles of popular science, introducing specialities and scientific research.</p> <p>Employees of the HEI participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.</p> | <p><b>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its objectives:</b></p> <ul style="list-style-type: none"> <li>the number of people/enterprises (including students, separately) involved in popularisation activities, the number of events by type, trends</li> <li>employee participation in non-university bodies (the number and %)</li> <li>articles by employees in newspapers (the number of articles per employee), commentaries, interviews, etc.</li> <li>other indicators arising from institutional purposes</li> </ul> |

## 4.2. Continuing education and other educational activities for the general public

| Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Assessment criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>A HEI has defined its objectives regarding continuing education and measures their implementation.</li> <li>Continuing education is planned in accordance with the needs of target groups as well as with the potentials and purposes of the HEI.</li> <li>Participant satisfaction with the quality of continuing education is regularly surveyed and the results are used in planning improvement activities.</li> </ul> | <p>The higher education institution has strategic objectives and a clear action plan in the field of lifelong learning.</p> <p>The success of activities is periodically evaluated and improved as necessary.</p> <p>The system of development, implementation and evaluation continuing education ensures its quality, including the quality of documents issued. The number of participants in continuing education and the money earned by providing such training are stable or increasing.</p> | <p><b>Examples of indicators the use of which depends on the particular nature of an institution of higher education and its objectives:</b></p> <ul style="list-style-type: none"> <li>the number of participants in continuing education (and in other forms of paid open learning) per hour, or per ECP earned (including participant to full-time academic staff ratios)</li> <li>the proportion of money acquired from continuing education compared to the total scope of finances for educational activities</li> <li>other indicators arising from institutional purposes</li> </ul> |

## 4.3. Other public-oriented activities

|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>A HEI has a system for popularising its core activities.</li> <li>Employees of a HEI participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.</li> </ul> | <p>The HEI has a system for popularising its core activities; events for students of basic and upper secondary schools and vocational educational institutions take place and the number of participants is stable or increasing.</p> <p>In media, employees of the institution of higher education publish articles of popular science, introducing specialties and scientific research.</p> <p>Employees of the HEI participate in the activities of professional associations and, as experts, in social supervisory boards and decision-making bodies.</p> | <ul style="list-style-type: none"> <li>the number of people/enterprises (including students, separately) involved in popularisation activities, the number of events by type, trends</li> <li>employee participation in non-university bodies</li> <li>articles by employees in newspapers (the number of articles per employee), commentaries, interviews, etc.</li> <li>other indicators arising from institutional purposes</li> </ul> |
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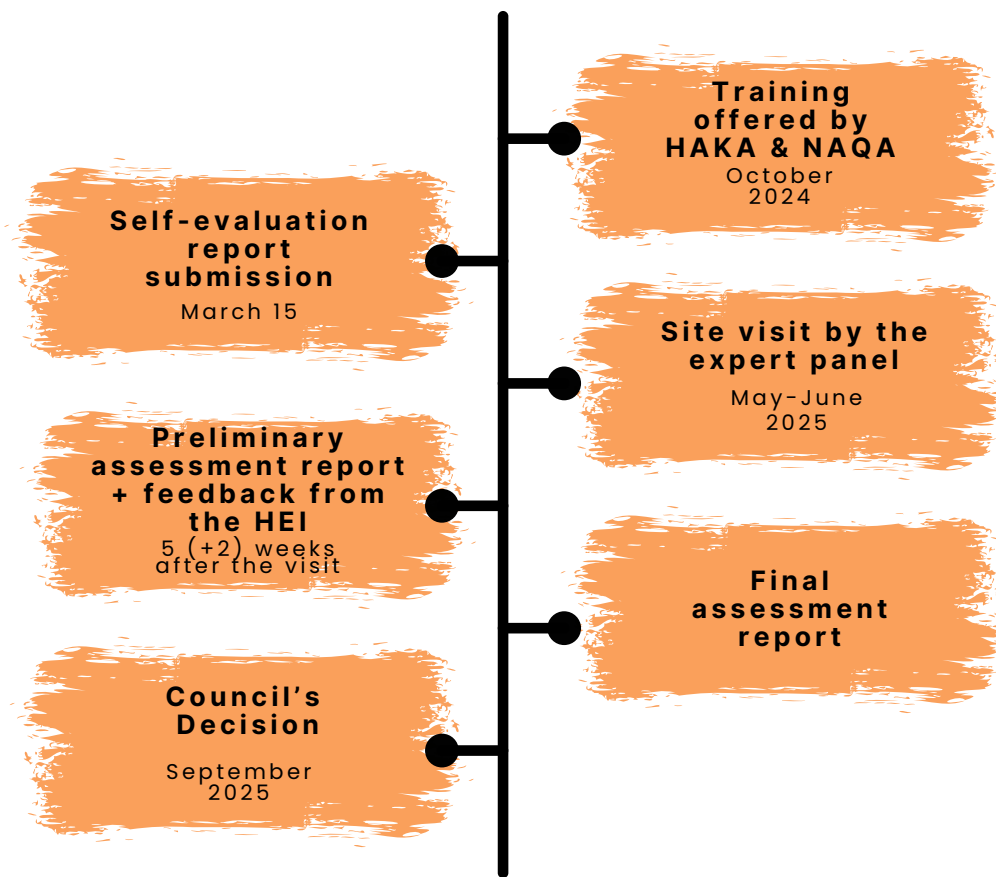
#### **IV. APPENDICES TO THE SELF-EVALUATION**

**List of key documents that will be provided together with self-evaluation in English:**

- Development Plan/Strategic Plan
- An organisational chart(s) of the
  - management structure (rector, council/senate, faculty deans and councils, major committees, etc.)
  - institution's faculties (or any other relevant units of teaching/research)
  - central services administration and support services (rector's office staff, libraries, etc.)
- Key data on finances: i.e. government funding (amount and percentage of total budget), other funding sources (type and percentage of total budget) and research funding (percentage within total budget); breakdown of institutional funding for teaching and research per faculty over the last three to five years
- Document regulating HEI's procedures for development of study programmes and organisation of studies
- HEI's regulation on personnel recruitment and development
- HEI's strategy on R&D, if existing
- Information on academic units' R&D achievements: publications, projects, etc. (compliance with the Licensing Conditions of the Implementation of the Educational Activity)
- Other important regulatory documents (additional documents you can provide in Ukrainian)

## V. TIMEFRAME AND ORGANISATION OF THE SELF-EVALUATION PROCESS

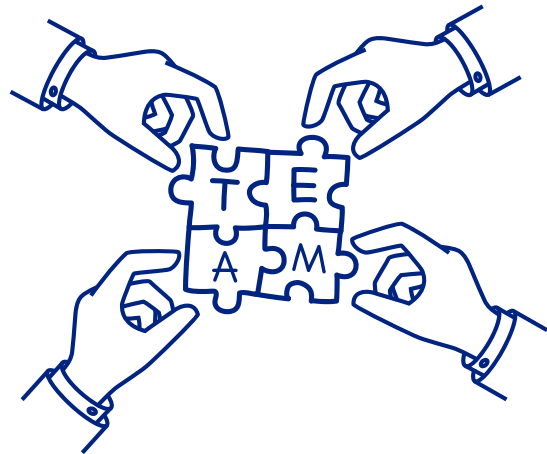
### Timeline of the accreditation process



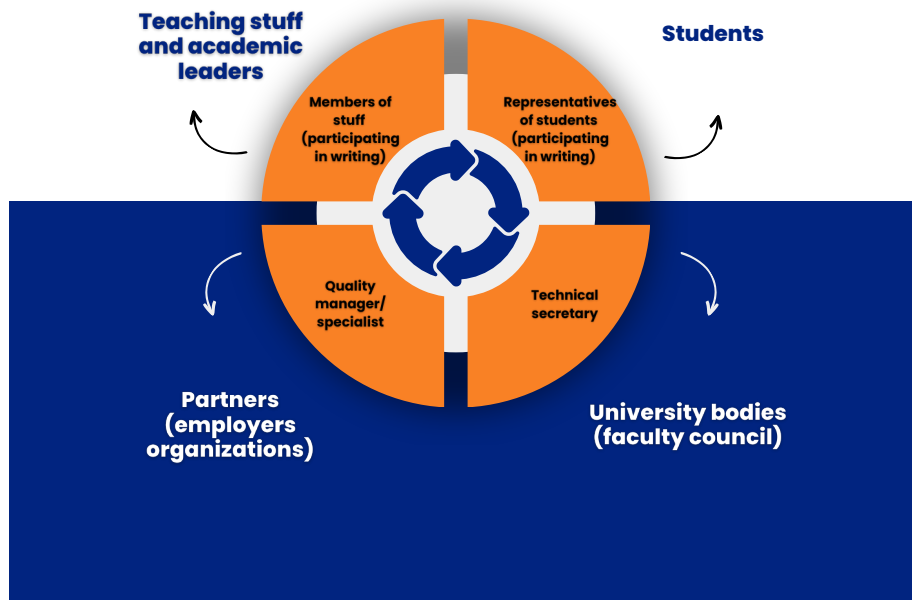
### Organisation of the self-evaluation process

Writing the self-evaluation report is the responsibility of the HEI as a whole. However, only some people are involved in the writing. Thus, the first thing the partners should decide is that the WHO is responsible for writing the report and collecting all information and evidence. It might be agreed that one person writes the draft and the other participants revise the report, making suggestions, recommending, or proposing changes. Another possibility is that different people contribute to different parts, and the report is jointly revised afterwards. It can be a mix of both.

## USEFUL TIPS FOR SELF-EVALUATION



### SELF-EVALUATION TEAM



- At the start of the process, decide who is responsible for self-evaluation, coordinating working groups, and managing relevant information and documents. A tip is to appoint two persons: one academic contributing to the report's contents and one administrative in charge of gathering documentation, etc.
- Forming a self-evaluation team and working groups and dividing the areas of responsibility is also necessary.
- To agree on the schedule and deadlines of self-evaluation
- Organization of the communication between sub-teams
- Make sure that self-evaluation is based on the guidelines.
- Organize all the documents in different folders from the beginning. Save all documents on a shared drive. Give access to this shared drive to the relevant people/focal points.

## CHARACTERISTICS OF A GOOD SELF-EVALUATION

- It is **reflective, analytical** and **evidence-based**
- It is **open and honest** about areas for further development
- It is a consistent narrative but **reflects institutional diversity**
- The assessment panel is provided with a **reflective view of the whole university** and its key activities through a self-evaluation report.
- **Strengths** are identified for each assessment area.
- **Areas needing improvement** have been identified
- **Good practices** in internal quality assurance have been identified and shared within the university

## RECOMMENDATIONS FOR WRITING SELF-EVALUATION

In writing the self-evaluation, always keep in mind the structure:



**How do you set goals?**

**How do you measure the achievement of the goal?**

**What are the results of the evaluation?**

**How do you use the results to plan the following activities?**

(Figure: Deming, W. E. Out of the Crisis, 1982)

Use graphs and tables as much as possible – it is easier to present trends and developments.



**What's working?  
What's not?  
What needs to change?**

Be concrete and analytical – there will be no room and need for long descriptions.

**Please keep it simple  
Focus on what you can change**

Give examples to prove and illustrate your statements. Be self-critical and honest – only then you will receive valuable feedback.

## COMPOSITION OF THE EXPERT PANEL

**Expert panels are formed based on the following principles:**

- three committee members shall be chosen from Ukraine and three from Estonia
- at least one committee member has management experience in a HEI, preferably with a profile similar to the one being assessed
- at least one member of a committee should have experience in institutional accreditation
- at least one member of a committee shall be a student or a person who has graduated from a HEI no more than one year prior (at the time of approval of the committee)
- at least one member of a committee shall be chosen from outside of HEIs
- committee members shall not be affiliated with the HEI under evaluation

**The expert panel for each HEI consists of six members.**

**Members of the expert panel:**

- are independent; they do not represent the interests of the organisation they are associated with
- are unbiased in their assessments
- know the functioning of the higher education system, trends in higher education, and principles of external evaluation
- have the teamwork skills necessary for implementing the work
- are proficient in both spoken and written English



## ASSESSMENT VISIT

HEI appoints a person responsible for a smooth process of the visit and ensures appropriate working conditions for committee members (no later than one month before a visit). He/she will be a contact person for HAKA and NAQA during the accreditation process.

The visit schedule will be prepared in cooperation with the assessment panel and coordinated with HEI (no later than two weeks before the visit).

### **A visit shall last up to three days.**

The HEI has the opportunity to give feedback on the assessment visit within five days after the visit.



**In the course of an onsite visit, the HEI shall make an appropriately furnished room available to the committee members and allow the committee to:**

- access internal normative documents that provide for and govern the activities of the HEI;
- interview employees and students of the HEI at the choice of committee members;
- access information related to education, research, development students, and information systems;
- access information related to employees of the HEI (their CVs, job descriptions, etc.);
- examine the infrastructure of the HEI;
- access students' research, development and creative works;
- access information related to the financial activities of the HEI;
- if necessary, obtain other information related to the management and administration of the HEI.

## ASSESSMENT REPORT

The expert panel will give their analysis and assessment of how the HEI conforms with the accreditation requirements in **four assessment areas**:

- organisational management and performance
- teaching and learning
- research, development and/or other creative activity
- service to society

The expert panel will base their assessments of assessment areas on the assessments of all sub-areas.

Sub-areas are evaluated on **a scale with three values**:

- 'conforms with requirements'
- 'partially conforms with requirements'
- 'does not conform with requirements'



HAKA and NAQA shall submit an assessment report to the HEI **by the end of the fifth week after the visit**. The deadline for submitting the assessment report can be extended for up to two weeks.

HEI will have the opportunity to submit their comments about the assessment report **within two weeks of receiving it**. The committee will review the comments received and consider them in preparing the final report.

The committee chairperson shall forward the electronic version of the final assessment report, including the final component assessments, to HAKA and NAQA **no later than the end of the eighth week after the visit**.

HAKA shall forward the committee's assessment report to the HAKA Quality Assessment Council and the HEI under evaluation.

## ACCREDITATION DECISION

The accreditation decision is made by the HAKA Quality Assessment Council. The council will make the decision at its session within three months of receiving the report.

### The decision will be based on:

- the HEI's self-evaluation report
- assessments by an expert panel
- comments by the HEI received promptly
- additional materials submitted at the request of the Quality Assessment Council

### The council's decision will be:

- to accredit the institution of higher education for seven years
- to accredit the higher education institution for three years
- not to accredit the institution of higher education

If the expert panel recognises the development of an assessment area with an additional note 'worthy of recognition', this will be noted in the accreditation decision.



