CASE STUDY

European, Ukrainian and Kazakh policies, strategies and practices of quality assurance in higher education in the context of WP2.1

Implementation of Education Quality Assurance system via cooperation of University-Business-Government in HEIs
586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP-EDUQAS

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2021

European, Ukrainian and Kazakh policies, strategies and practices of quality assurance in higher education

CASE STUDY

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European, Ukrainian and Kazakh policies, strategies and practices of quality assurance in higher education: Case Study. – 306 p.

This publication introduced European, Ukrainian, Kazakh policies, strategies and practices of quality assurance in higher education on national and institutional level. In publications of Ukrainian and Kazakh HEIs a lot of attention has been paid to the results of implementation of Erasmus + project EDUQAS "Implementation of Education Quality Assurance system via cooperation of University-Business-Government in HEIs" (586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP) at Ukrainian and Kazakh universities-partners based on mastering the best European practices.

The holistic approach to solving the issues of internal quality assurance of higher education was demonstrated. The role of active cooperation between HEIs and internal and external stakeholders was shown.

This case study is recommended for HEIs representatives as well as for everyone who are interested in establishing a quality system in higher education.

CONTENT

INTRODUCTION

This publication introduced European, Ukrainian, Kazakh policies, strategies and practices of quality assurance in higher education on national and institutional level.

The first part is dedicated to the internal and external aspects of quality assurance in higher education in the EU countries. The principles and methodology of functioning of national quality assurance agencies in Belgium (AEQES), Bulgaria (NEAA), France (HCERES), Romania (ARACIS), Sweden (UKÄ) have been comprehensively considered. The features of functioning of internal quality assurance systems of educational activities in European universities-partners of Erasmus + project EDUQAS "Implementation of Education Quality Assurance system via cooperation of University-Business-Government in HEIs" (586109-EPP-1-2017-1-RO-EPPKA2-CBHE- SP) were presented, namely: the University of Liège, the University of Plovdiv, the University de Lorraine, the University of Latvia, the University of Craiova, KTH Royal Institute of Technology.

Description of quality assurance systems for higher education on national and institutional level in Ukraine and Kazakhstan was presented in the second and third parts of the case study. National Agency for Higher Education Quality Assurance (Ukraine) and Institute of Higher Education NAPS of Ukraine have provided the comprehensive information regarding Ukrainian quality assurance system for higher education, the main regulations, transformational issues according to the modern challenges, measures implemented by the National Agency and the first results of its activities.

In publications of Ukrainian and Kazakh HEIs attention has been paid to the results of implementation of EDUQAS project at universities-partners based on mastering the best European practices. The presented materials highlight the differences between the internal quality assurance systems of higher education at partner universities, which are the result of taking into account the specifics, existing university traditions and internal quality culture of each university when adapting national regulations, ESG-2015 criteria and modern approaches to quality of education.

The holistic approach to solving the issues of internal quality assurance of higher education was demonstrated. The role of active cooperation between HEIs and internal and external stakeholders was shown.

This case study is recommended both for HEIs representatives and for all persons who are interested in establishing and improvement of a quality system in higher education.

CHAPTER 1

EUROPEAN POLICIES, STRATEGIES AND PRACTICES OF QUALITY ASSURANCE IN HIGHER EDUCATION ON NATIONAL AND INSTITUTIONAL LEVELS

1.1. Quality assurance in higher education in Belgium - AEQES (Agence pour l'Evaluation de la Qualité dans l'Enseignement Supérieur)

Author: Dominique Thewissen (ULiège)

HE system in FWB in Belgium[1]

The whole of the education sector has been dependent on the Communities since 1988. There are four sides to higher education, with universities on the one side and colleges of higher education, arts school and conservatories, LLL on the others (see figure further).

In the French Community of Belgium, the introduction of the first elements of the Bologna reform was the result of the decree of 31 March 2004, "defining higher education, promoting its integration into the European Higher Education Area and refinancing the universities", this decree was in turn modified by the decree of 7 November 2013 known as the "Landscape": "Decree defining the landscape of higher education and the academic organisation of studies". These successive decrees imposed an in-depth reform of higher education that went far beyond a "simple" adaptation to the Bologna process. The most visible change introduced by the reform appears, as is the case in many other countries, in the modification of the structure of educational programmes.

The decree places the emphasis on learning, stresses the need to clarify the objectives set, to link credits to each educational programme, to encourage student and teacher mobility (and in this context to work with institutions abroad) and to set up success-oriented support measures.

Now the "*Paysage*" decree organises higher education in French-speaking Belgium. The study programmes are presented in credits or ECTS (European

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[1] In FWB – *Fédération Wallonie Bruxelles* (the French speaking part of Belgium)
Administratively and politically, Belgium is a complex country, divided into three regions which are delimited on a territorial basis and superimposed on – though not quite - three linguistic communities.
The three regions are Brussels, Flanders and Wallonia.
The three communities are: - the Flemish Community (6 M inhabitants);
                              - the French-speaking Community (5 M inhabitants);
                              - the German-speaking Community (70 000 inhabitants).

transfer credit system). These units correspond to the workload that each student must devote to one teaching task within a study programme. The credit takes into account not only course hours but also practical work, seminars, laboratories, internships, personal work, research and field investigations, etc.

A credit is a lump sum equivalent to 30 hours of learning activities and a year of study has at least 60 credits.

1st CYCLE "BACHELIER" 180 credits

University bachelor's degrees are called "transitional": they do not lead to the exercise of a profession and give access to master's degrees. A single bachelor's degree may lead to several master's degrees that are an extension of the chosen bachelor's degree discipline or open the way to new subjects.

2nd CYCLE MASTER 60 120 or 180 credits

Master's degrees 60 credits, 120 credits and 180 credits (Veterinary Medicine and Medicine). The 120-credit masters represent the majority of the masters courses. They include numerous options and modules as well as the choice of a purpose (30 credits out of the 120).
· The didactic finality (FD) prepares for teaching in upper secondary education.
· The specialised finality (FS) prepares for a professional specialisation.
· The in-depth finality (FA) allows the acquisition of specialized knowledge and skills in a field and offers training in the profession of researcher. It can also include many options

The 120-credit Master's degree also gives access to the Specialised Masters and, if necessary, to a doctorate

3rd CYCLE DOCTORATE 180 CREDITS

The doctorate leads to the academic degree of doctor. It is accessible after a 120-credit master's degree and consists mainly of preparing and defending a thesis. The doctorate includes a 60-credit doctoral training course sanctioned by a research training certificate. This training is linked to the specific skills of the research teams and provides graduates with a high scientific and professional qualification

AEQES is an independent public service agency that carries out formative evaluation of higher education programmes organised in the Wallonia-Brussels Federation.

Within the framework of European harmonisation of higher education, the French Speaking Community of Belgium used a decree to establish, on November 14, 2002, an evaluation body: the Evaluation of Quality in Higher Education Agency (AEQES).

The Agency's principal missions are to completely independently chart the procedures for evaluating the quality of Higher Education in the French Speaking Community of Belgium – no matter the institution concerned (Universities, High Schools, Higher Education Institutes for the Arts, Architecture Higher Education Institutes, Social Promotion Schools, etc.) – and to arrange support follow-up for the evaluations carried out. It is not a question of accrediting institutions or curricula, or of establishing a ranking system. The objective is to progressively improve education by foregrounding good practice as well as weaknesses and the problems to be solved, and in generating proposals aimed at political authorities from a perspective of improving the overall quality.

AEQES reports on the quality of higher education and works towards its constant improvement. In doing so, it aims to encourage the development of a quality culture in institutions, the clarification of teaching profiles and training objectives in line with the missions of the institutions, the dissemination of good practice and the development of synergies between higher education stakeholders.

The Agency shall be part of a European process by referring to the references and guidelines for quality assurance in the European Higher Education Area (ESG 2015), by collaborating with other external agencies or bodies, and by raising public awareness of European developments in higher education.

Every 10 years, the AEQES evaluates the training programmes (so-called full or initial evaluation) in each of the higher education institutions of the Wallonia-Brussels Federation. The first follow-up evaluations (5 years after a full evaluation) started in 2013-2014.

AEQES is registered in the EQAR register

What does it actually do?

The quality agency defines:

- *a calendar for programmatic evaluations (every 10 years with a follow-up after 5 years),*
- *a methodology linked to the external evaluation,*
- *hires experts and organizes visits to the institutions.*

The quality agency organizes the external evaluation which will lead to

- *the drafting of an external expert report*
- *as well as a cross-cutting report which will take stock of the state of the art of teaching in each program (across French Speaking part)*

The frame of reference is based on 5 criteria (themselves subdivided into dimensions). These criteria are:

- *Governance and quality management*
- *Relevance: does the program meet the needs of society, students, the professional world, etc.?*
- *Internal coherence: KLO, LO, teaching method, curriculum organisation and student evaluation*
- *Efficiency and equity: are resources for the program and for students available*
- *Reflexivity and continuous improvement*

Role of higher education institutions

Legal context:

- "Bologna" Decree of 2004
  - o Article 9. - Higher education institutions are required to monitor and manage quality for all the tasks they perform.
- "Landscape" Decree of 2013
  - o Article 9. - Institutions are required to monitor and manage the quality of all their activities and to take all measures for effective internal self-evaluation and monitoring.

Each program across all types of higher education is therefore evaluated every 10 years in three stages (as required by the ESG):

- an internal self-evaluation,
- a visit by an external committee (external evaluation)
- the publication of an action plan.

A follow-up after 5 years is organized

For each institution:

- It will be necessary to convene an evaluation commission which will include 20% students and will appoint a coordinator.
- This commission will be in charge of writing a self-evaluation report based on the 5 criteria defined by the AEQES (5 criteria inspired by the ESG). It will have one academic year to do so.

- During the visit of the committee of experts (which will take place during the following academic year), the Institution will have to provide them with a whole series of documents as well as organize meetings with panels of the main stakeholders.

- After receiving the experts' report (after having given a right of reply) the program managers will have 6 months to publish an action plan for the improvement of the program in the short, medium and long term.

- The objective of the follow-up evaluation after 5 years is to put into perspective the quality management of the programme. The self-evaluation report is simplified and therefore focuses on quality management and the visit of the experts lasts only one day. Following this visit, the action plan is updated.

This figure shows the timeline
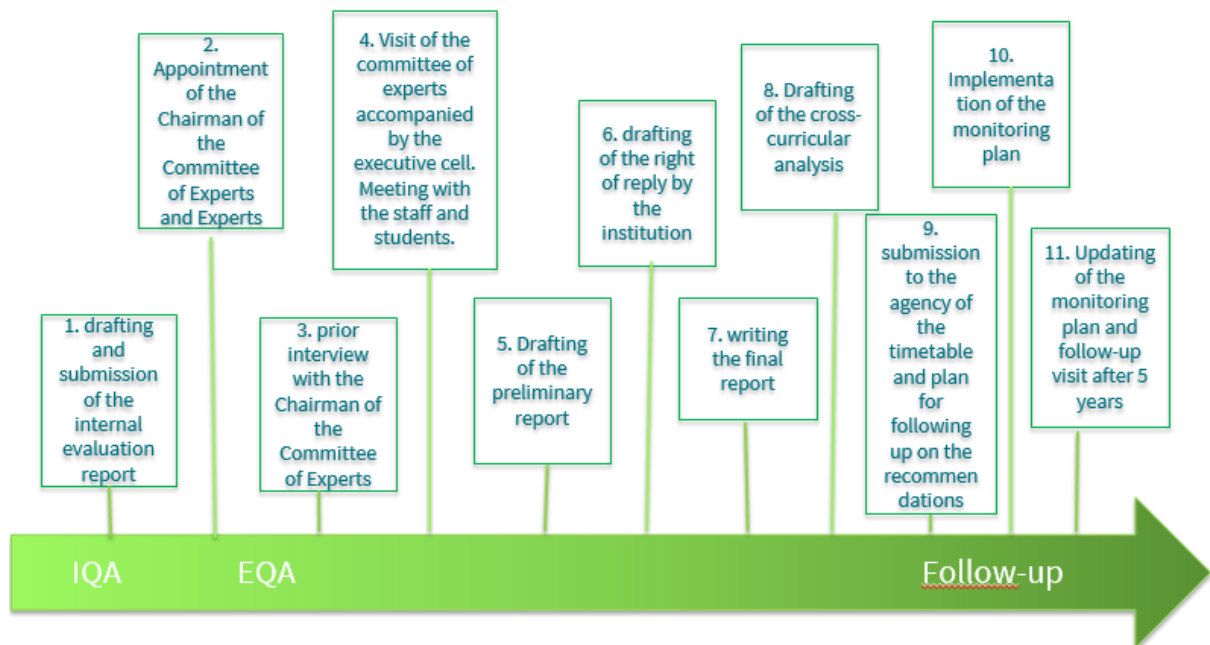
From a programmatic to an institutional evaluation

Since its creation in 2004, the AEQES wishes to be in touch with the changing needs of higher education in the Wallonia-Brussels Federation and keeps a watchful eye on international practices. In consultation with the various stakeholders in higher education, it aims to be a driving force for proposals.

It is in this dynamic that in 2015 it initiated a large-scale participatory reflection on the future of quality evaluations in higher education. Its objective: to strengthen the autonomy and accountability of institutions and support the development of "quality cultures".

This reflection led to a methodological proposal, which involves:

- *maintaining a programmatic approach,*

- *developing an institutional component of external evaluations*
- *developing a three-year pilot phase to test and develop, with 17 volunteer institutions, an **institutional evaluation mechanism**.*

2019-2021: The pilot phase (17 institutions) to try to co-develop the methodology,

from 2023: Implementation of the **new timetable for 6-year** programmatic evaluations

from 2023: Implementation of the first cycle of institutional evaluation

As part of their institutional evaluation, higher education institutions have the possibility of applying to AEQES for **recognition of their ability to organize external program evaluations themselves**.

This recognition is valid for 6 years, and a new application must be made at the time of the next institutional evaluation.

1.2.   Quality assurance in higher education in Bulgaria

Authors: Prof. Zhelyazka Raykova, PhD, Doc. Elisaveta Marekova, PhD
(University of Plovdiv "Paisii Hilendarski")

The current state of the system of higher education in Bulgaria is a result of features inherited from the period of state socialism such as fragmentation and narrow specialization of higher education institutions (HEIs); the subsequent liberal regime of establishing private and state HEIs; guaranteeing academic autonomy; expanding access to higher education and related challenges; the demographic crisis and emigration.

Higher education in Bulgaria is currently developing in an environment characterized by:

- *Relatively low levels of funding for education and science for the EU and hence not the high level of state subsidies to higher education institutions*;
- *Leading principle of financing is the number of students, which does not stimulate higher education institutions to maintain and improve the quality of education*;
- *Increasing competition from EU universities, which provide very good learning conditions, with a declining number of prospective students*;
- *Insufficiently active position of the stockholders, who in the vast majority suffer from a lack of capacity and /or a longer-term vision.*

The system of higher education in Bulgaria includes 51 higher schools, of which 37 publics and 14 private, incl. 44 universities and specialized universities that teach in a wide range of professional fields and 7 colleges. 22 HEIs are located in the capital, and the rest are located in most regional cities.

According to the Bulgarian constitution and the subsequent legislation, the state creates conditions for access to higher education and for its free development, such as:

- *guarantees the academic autonomy and self-government of HEIs*;
- *subsidizes education in state educational institutions and maintains a system for granting student loans*;
- *provides property to the state HEIs*;
- *provides tax and other tax relief for all educational institutions in carrying out their activities*;
- *determines the conditions for state recognition of the issued diplomas in our country and abroad*.

The state policy in the field of higher education is based on the Higher Education Act (February 2020). Bulgaria ranks among the first countries in Europe to introduce the three-level system of higher education and the ECTS; Recognition of Professional Qualifications Act (2016); Student and PhD Lending Act (2014); The Academic Staff Development Act (2020); The National Qualifications Framework of the Republic of Bulgaria (2012); The Strategy for the Development of Higher Education 2014-2020 (2015) and 2021-2030 (2020).

The legal framework is in harmony with European legislation and good European practices. It gave the right to HEIs on the basis of autonomy and academic self-government to create in their structure units for continuing or postgraduate education, as well as centers for career development. Bulgaria almost reaches the set in 2019 goal: 36% of young people (30-34 years) to have higher education. It is also gratifying that in 2015 the employment rate among recent graduates (between 1 and 3 years after graduation) was 87.1% compared to the EU average of 81.9%. This positive trend is a result not only of the intensification of the labor market after the end of the economic crisis, but also of the efforts of many HEIs, as well as access to European funds for financing proactive policies.

Another positive, but slow trend of the last 3-4 years is the gradual overcoming of imbalances between the fields of higher education: the share of social science, economics and law graduates, which is among the highest in the EU, is declining, while the share of computer science graduates, science, pedagogy and health, which was among the lowest in the EU, is increasing.

With regard to public policy in higher education, the pursuit of full transparency and publicity should be noted. The Ministry of Education and Science maintains a specialized information system, which contains:

- *Register of higher schools*,
- *Register of the academic staff of higher schools*,
- *Register of current and discontinued students and doctoral students*,
- *Register of graduates and doctoral students*,

- *Register of banks granting loans under the Law on Lending to Students and Doctoral Students*.

The NAAA (National Agency for Assessment and Accreditation) website publishes all data on its activities in internal and external quality assurance, incl. summarizing reports from the implemented program accreditations by areas.

There are similar requirements for HEIs, as they are embedded in the criteria system for their evaluation.

The Rating System of Higher Education Institutions established in 2010 plays a positive role.

Some of the indicators are based on the criteria system of NAAA, with special attention paid to the realization of the graduates. The rating system is used for partial differentiation of HEI funding according to the quality of education provided, first introduced in 2011.

The main challenges in the higher education system include:

- *Improving the quality for achieving the European standards (in particular: updating curricula, overcoming the aging of the academic staff*);
- *Better compliance with the needs of the labor market (in particular: career guidance, priority of engineering and pedagogical specialties)*;
- *Promoting student mobility.*

In this context, NAAA, as an independent institution responsible for quality assurance, focuses its efforts on achieving the objectives of the Strategy for the Development of Higher Education, in particular improving the quality of higher education and its compatibility with the European Higher Education Area (EHEA).

With a decision of the Accreditation Council in 2016, a new criteria system for institutional and program accreditation was adopted, fully compliant with the Standards and Guidelines for Quality Assurance in the EHEA (ESG) in order to overcome formal self-assessments, increase the role of quality indicators and competitiveness of HEIs, expressed in the achieved results.

The new criteria system includes many of the priorities of the Strategy for the Development of Higher Education, incl. the creation of sustainable links between HEIs and the labor market, the stimulation of research and innovation in HEIs, the care for the career growth of teachers.

NAAA's efforts are aimed at optimizing accreditation procedures, ensuring the objectivity of assessment, strict and consistent application of the principles of accountability and transparency for the establishment of NAAA as a factor in

improving the quality of higher education and a reliable partner of institutions working in this field in Bulgaria and the EU.

The accreditation drew the attention of the managements of the higher schools to the issues of the quality of education and its internal control.

Structures and procedures for monitoring and quality assurance have been established in HEIs.

Accreditation procedures contribute to the updating of the educational content and to the maintenance of proper educational documentation. These are not sporadic activities, but already established practices. The teaching teams have been largely stabilized, with a number of HEIs restricting or suspending the hiring of professors on a second employment contract.

The research activity is intensified through projects, as well as through the participation of lecturers in international research and academic networks. In response to the standards introduced by NAAA in Bulgarian HEIs, an approach is gaining momentum in which the construction of curriculum, training and evaluation are increasingly focused on students with their needs and interests, training and opportunities for professional realization.

Therefore, one of the main tasks solved with the updating of the curricula is to find a good balance between fundamental theoretical and profiling practical disciplines.

An indicator of the active role of students in the learning process and the opportunity for them to participate in determining (at least partially) the profile of their education are the possibility for elective courses in the curriculum.

As still unresolved issues in many HEIs, the evaluation teams point to the involvement of students in research, teaching and especially student mobility, intensification of relations with employers, improving the quality of publications, etc.

In general, Bulgarian higher education is in the process of seeking the right balance between striving to synchronize education with European standards and efforts to achieve their own identity, arising from the mission of the university, the peculiarities of the socio-cultural environment, the local labor market, etc. In these processes, the work of NAAA is crucial for limiting the negative impacts mentioned above, for maintaining and improving the quality of education in higher education, for successful enrollment of Bulgarian higher education in the EHEA.

1.3 Quality assurance in higher education in France: case of University de Lorraine

Author: Charles Ris (University of Lorraine)

1.3.1 HE system in France

The first university was created in Paris in 1200. Abolished during the French Revolution and subsequently restored, there are nowadays 67 French universities in 2018.

They are public institutions, administered according to the principles of university democracy, with a certain degree of autonomy. They are open to anyone who has passed the baccalaureate.

Classical university studies lead to the licence (three years after the baccalaureate), the master's degree (two years after the baccalaureate) and the doctorate (three years after the master's degree).

Other courses provide training in health professions, university degrees in technology and engineering training in integrated engineering schools. In 2016, 1.593 million out of a total of 2.551 million students will be enrolled in universities. In 2007, the Law on the Freedoms and Responsibilities of Universities reinforces the power of presidents and central councils. In particular, universities are given 'extended responsibilities and competences', and can manage their payrolls themselves. This has led to an increase in administrative functions within institutions, such as human resource management.

Communities of universities and institutions (COMUE) created by the law on higher education and research of 22 July 2013.

Public experimental establishments (EPE) created by the order of 12 December 2018 relating to the experimentation of new forms of bringing together higher education establishments.

Some universities are merging, starting with Strasbourg in 2009, then Aix-Marseille, Lorraine (2012), Bordeaux (2014), Montpellier (2015), etc.

The study programmes are presented in credits or ECTS (European transfer credit system) which is a point system developed by the European Union in the framework of the Bologna process. Its aim is to make it easier to read and compare study programmes within a country and across European countries. The ECTS system applies mainly to university education. A credit is a lump sum equivalent to 30 hours of learning activities and a year of study has at least 60 credits.

There are four university degrees in France: the baccalaureate, the licence, the master's degree and the doctorate. The master's degree was created in 1999 in connection with the LMD reform.

French university degrees are State degrees. The State has a monopoly on the collation of degrees, they are validated by the signature of a minister or a person with delegated authority to sign, usually the rector of the academy on delegation from the minister in charge of higher education.
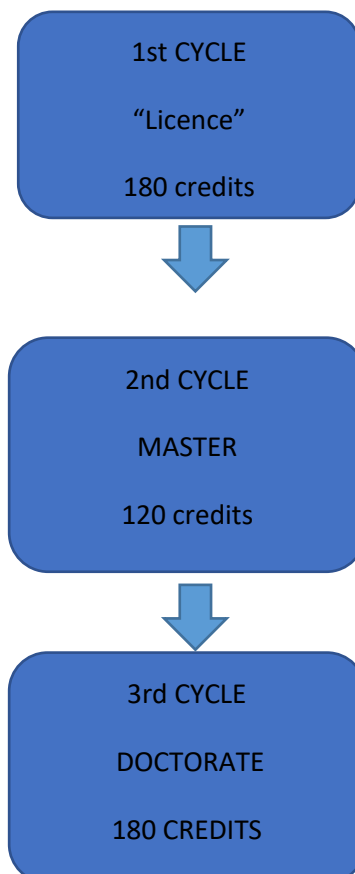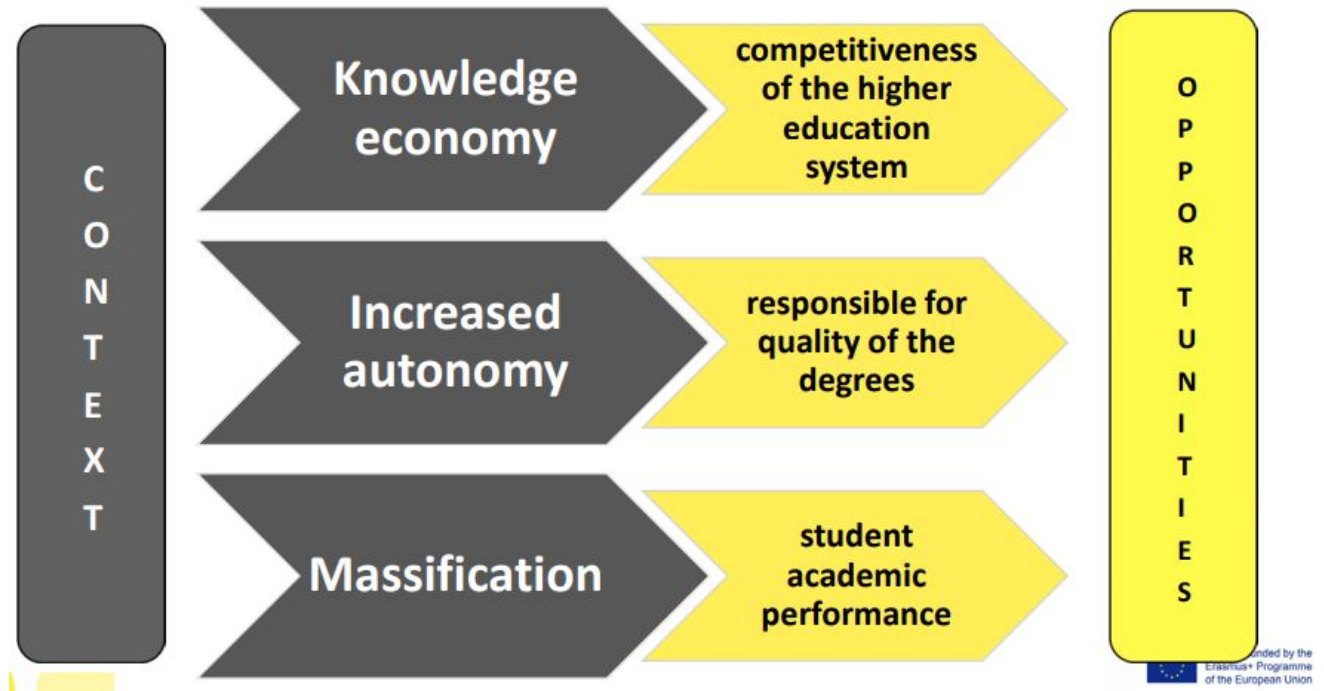
1st CYCLE "Licence" 180 credits	University Licence's degrees is worth 180 ECTS and confers the grade of the same name. The bachelor's degree is both a national degree and an undergraduate degree in higher education. Obtaining the bachelor's degree allows the continuation of university studies towards the national master's degree.
2nd CYCLE MASTER 120 credits	Master's degrees is awarded two years after the national bachelor's degree has been awarded. It is worth 300 (180+120) ECTS and confers the degree of the same name. In the French education system, the master's degree is both a national higher education diploma and a university degree, validating the second cycle of higher education, five years of study after the baccalaureate. It enables students to continue towards the national doctoral degree.
3rd CYCLE DOCTORATE 180 CREDITS	The doctorate is awarded after three years of research after obtaining the master's degree and following the defence of a thesis on the completion of original scientific work. The preparation of the doctorate is a postgraduate course in higher education. It sanctions "training through research, research and innovation" and "professional research experience". It is the university degree generally required to become a lecturer or researcher in a public institution.

1.3.2 Quality Agency – HCERES (Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur)

The High Council for Evaluation of Research and Higher Education (HCERES) is an independent administrative authority.

The High Council for the Evaluation of Research and Higher Education (HCERES), created by the Law No. 2013-660 of July 22nd, 2013 relative to higher education and research, has replaced the AERES as from November 17th, 2014. Its organisation and operating are defined by the decree No.2014-1365 of November 14th, 2014.

In carrying out its tasks, the High Council is guided by international best practice. It shall base its action, as regards the evaluation criteria, on the principles of objectivity, transparency and equal treatment between the structures examined and, as regards the choice of persons responsible for the evaluation, on the principles of scientific expertise at the highest international level, neutrality and balance in the representation of issues and opinions. It ensures that conflicts of interest are avoided in the constitution of the expert committees responsible for conducting evaluations. It may conduct evaluations directly or ensure the quality of evaluations carried out by other bodies by validating the procedures adopted. It enables the structures and institutions that it evaluates directly to submit observations at their request throughout and at the end of the evaluation procedure.

EVALUATIONS (ANNUAL AVERAGE)

60 HEIs or research bodies,
600 Research units,
600 Bachelor's,
400 Master's Degrees,
70 Doctoral Schools.
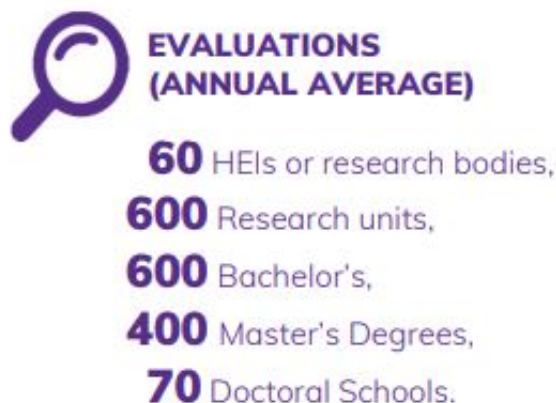
In this regard, HCERES:
- has an independent administrative authority status, preserving evaluations' impartiality of the influence from evaluated parties or any other stakeholders;
- all of its evaluation reports accessible to the public and also publishes its evaluation methods and procedures in complete transparency;

- acts in accordance with the international standards and European Standards and Guidelines (ESGs) adopted in Bergen (Norway) in 2005.

  The law tasks the HCERES with the following missions:

- evaluate all the higher education and research bodies in France (universities, schools, institutions, higher education clusters, research units, doctoral schools, programs pertaining to the Bachelor/Master/Doctorate system);
- validate the evaluation procedures designed by other bodies;
- evaluate, when they wish to do so, the higher education bodies of other countries;
- provide analyses and indicators both on the DOMESTIC and international levels by utilizing the studies of the Observatory of Sciences and Technology (OST), a branch of the HCERES.
- contribute to define a national policy on scientific integrity, observe practices and provide support to the actions of key actors by relying on the French office of scientific integrity, a branch of the HCERES.

By setting its action within the Bologna process, the HCERES helps building the European environment of higher education, and establishes its action on the basis of the best international and European practices in terms of quality assurance.

On that matter, ENQA (the European Association for Quality Assurance in Higher Education) has confirmed the full membership of HCERES which is also listed on the EQAR-Register (European Quality Assurance Register for Higher Education). Such European recognition enables HCERES to shore up its credibility abroad.

As part of its responsibilities, the High Council is called on by international organizations to evaluate foreign institutions, training programs and research bodies; or to collaborate on international projects. These types of evaluation and cooperation's are rising sharply.

Evaluation campaigns

The evaluation campaigns are run by HCERES on a five years frequency. In this way, the adopted schedule is compatible with the requirements of the State's contractual policy, which divides the institutions concerned into five geographical areas referred to as groups A, B, C, D and E.

Used as a tool for dialogue between the State and the institution, the evaluation conducted by HCERES takes place prior to the signature of the multi-annual contract that defines the institution's strategic orientations and development plans for a five-year period.

Evaluation principles and methods adopted by HCERES

"Demanding" is the word that best describes the HCERES methodology. In line with the European standards, evaluation by Hcéres combines two complementary processes:

- **Self-evaluation**, which enables each entity to characterise its development trajectory.

External evaluation, which is based on the self-evaluation report submitted by the evaluated entity and information gathered during the visit by a panel of experts. On the basis of this information, HCERES develops an "integrated evaluation" using a method that draws heavily on the combined expertise of its 4 evaluation departments: Clusters of Higher Education & Research Institutions, Institutions, Research, and Study Programmes.

This approach requires a continuous dialogue between the High Council, the evaluated entity and its supervising ministry:

- A preliminary consultation with stakeholders at the national level;
- Transmission of information to the evaluated entities during the preliminary phase of the evaluation;
- Consideration of the institutions' comments about their evaluation, which are combined with the final external evaluation report;
- Feedback from the evaluated entities to validate the consistency and relevance of the procedures.

Evaluation campaigns cover a period of around 12 months from the submission of the evaluation file.

Evaluation campaigns for clusters of higher education and research institutions generally last 18 months.

Example of periodic self asssesment:
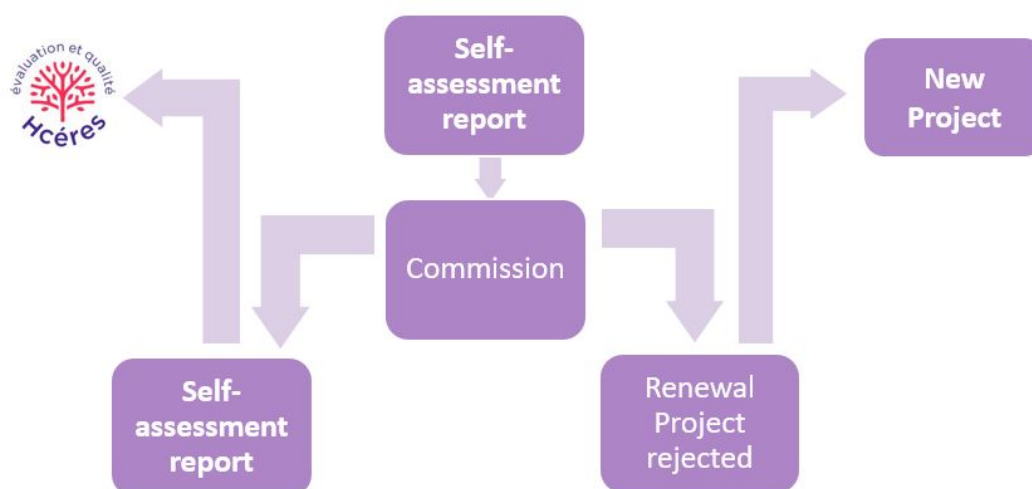
Figure 1.1. The programme evaluation process

Source: HCERES.fr

1.4 Quality assurance in higher education in Latvia: case of University of Latvia

Author: University of Latvia

By implementing quality management, the University of Latvia (hereafter UL) provides a set of activities and methods by which quality is planned, implemented, systematically evaluated and continually improved, thus contributing to the achievement of the objectives set by the UL and to meeting the needs of its stakeholders.

Definition of quality

The UL defines quality as a measure of excellence, which characterises the ability to meet and exceed the foreseeable and future needs of its stakeholders and to ensure that the processes meet industry regulatory and standard requirements.

1.4.1 Quality policy and applied standards

UL quality assurance policy is a continuous development of excellence to ensure a balanced and sustainable outcome that meets the needs of all stakeholders. Quality policy is a set of quality-related principles, goals and actions required to achieve them and implemented by UL in accordance with internationally recognized standards in higher education and organization management.

The aim of the quality policy is to contribute to the implementation of the UL mission, the achievement of strategic goals and sustainable development by defining guidelines and principles for ensuring a consistently high quality of operations. The quality policy, together with other policies and a set of processes, ensures the coherent planning and implementation of UL activities. This policy is an integral part of the quality assurance system and applies to all areas of UL and is to be implemented at all levels of UL governance.

The UL quality management system is implemented in accordance with the Total Quality Management (TQM) principles, integrating the excellence approach to UL corporate culture. The UL uses the internationally recognized and practically

applicable quality management methodology - the European Foundation of Quality Management (EFQM) model of excellence for the implementation of comprehensive quality management.
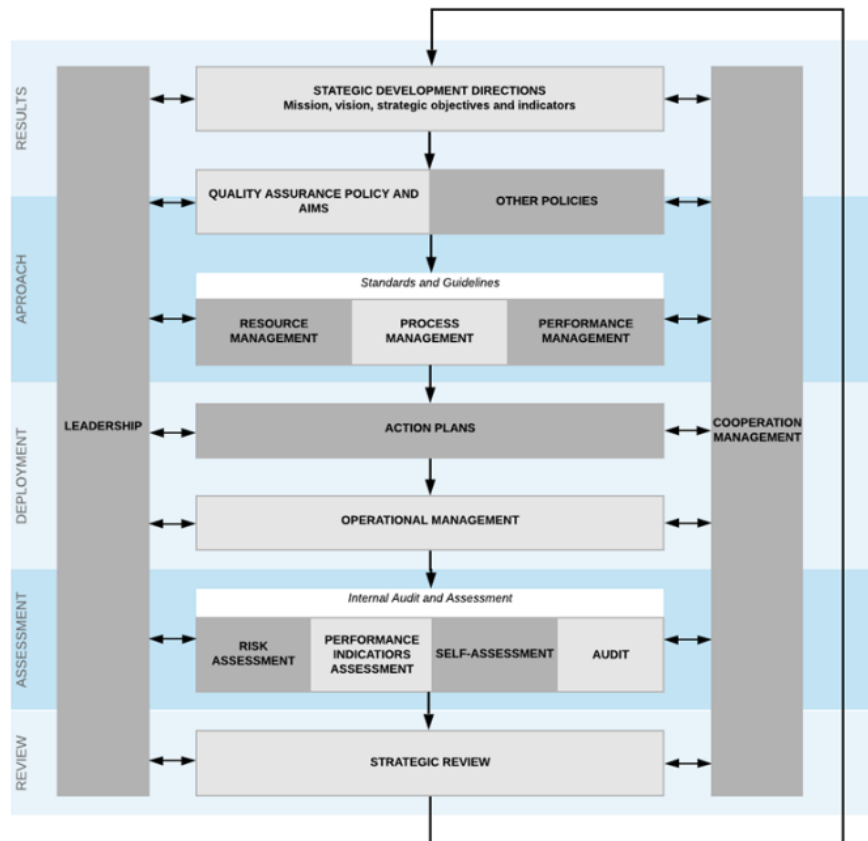
Figure 1.2. UL Quality Management System Diagram

In certain areas, the quality management system is enhanced to ensure compliance with current standards and frameworks, including: Adherence to the European Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area (ESG) in the provision of the study process.

The UL uses the internationally recognized methodology "Results - Approach - Implementation - Evaluation - Review" to ensure cyclical and continuous quality management. RADAR, *Results – Approach – Deployment – Assessment and Refine).* Scheme of the UL Quality Management System –see Figure 1.

1.4.2 Quality implementation mechanism

In order to achieve results in selected strategic directions, the UL is developing effective and innovative approaches and solutions integrating up-to-date standards and guidelines, as well as state-of-the-art methods in resource management, process management and quality measurement. The UL management ensures the creation of the prerequisites for achieving the results, awareness of the

need for quality, as well as passing the policies to the employees and ensuring that they are followed. The UL has been implementing a Process Management System *QuPeRs*, which provides for the identification, structuring, process development, measurement, analysis and improvement of processes necessary for the quality management.

In order to implement activities aimed at the achievement of strategic objectives, the UL ensures the use of previously agreed policy approaches and solutions. The actions are planned, coordinated and evaluated through the development and implementation of action plans and operational actions coordinated with strategic action plans and programmes. Effective operation of the quality management system is ensured by regular supervision of the introduced quality management system, continuous improvement, as well as by performing internal audits. The UL uses a fact-based decision-making approach through process measurement and result management. The UL assesses and improves the approaches and solutions implemented against the indicators of strategic goals and quality goals. Internal control is ensured through reviews and self-assessments, risk assessment, as well as through planned internal quality audit. Based on the results of internal control, the UL management makes appropriate decisions on the necessary improvement of internal control system and quality management system. The UL has a performance management system in place to monitor and analyse the performance of the UL, its departments and staff, to assess the UL's progress towards the goals set in the strategy, and to compare UL performance with that of other higher education institutions in different areas and scales (intra-UL within different structural units, nationally, internationally). Structured management of results ensures constant monitoring of the results achieved by the University of Latvia and the possibility to use the obtained information in making decisions on the necessity to implement appropriate activities. The main users of results management are UL management, vice-rectors, heads of faculties, institutes and departments. Other employees of different levels of the UL organizational structure involved in the performance of the indicators, though indirectly, are also the users of the performance indicator system. Internal control and result management ensure identification of improvements and preventive actions, as well as determination of the level of achievement of strategic goals, i.e. annual strategic review, the results of which might determine whether changes in strategic goals, action plans, programmes, incl. indicators are required.

The guidelines for the development, maintenance, improvement and evaluation of the UL quality management system are summarised in the Quality Management Manual, which is binding on each UL employee.

1.4.3 Assessment of the efficiency of the internal quality assurance system: Case of UL Faculty of Business, Management and Economics

The Faculty of Business, Management and Economics (hereafter FBME) internal quality assurance system is based on external quality requirements that are defined in the standards and guidelines which apply to ensuring quality in the European higher education space, as prepared by the European Association to Ensure Quality in Higher Education. The FBME internal quality assurance system is based on the so-called Deming circle (Plan-Do-Check-Act, or PDPR), which covers four levels - the institutional level (the UL), the faculty (FBME) level, the FBME study programme level and the FBME study course level. The FBME system was developed by representatives of all interested parties, which provided a key investment in defining the proposed future vision and strategic approach.

Internal quality assurance mechanisms

The FBME internal quality assurance system involves the following mechanisms:

- An evaluation of learning outcomes, with a regular review and evaluation of the quality of studies and the quality of work (specifying the quality of faculty member operations, annual evaluation, supervision and visitation of achievements at the FBME departments (the Management Department, Economics Department, Finance and bookkeeping Department and Global Economics Interdisciplinary Study Department) and the relevant study programme councils (the Economics Study Programme Council, the Management Study Programme Council) at meetings where this is compared to stated goals;

- Quality control - systemic indicators (the satisfaction of students, the number of students who drop out, achievements, evaluation of final papers, the continuation of studies at the master's degree and doctoral level), as well as analysis and evaluation of the results of student and employer surveys, with quality control being ensured by study programme directors, department directors and the dean of the faculty, regularly discussing related issues at study programme councils;

- Quality management which is based on the results of internal and external audits (inner quality procedure and documentation audits), the work to improve the FBME internal quality assurance system, and the annual self-evaluation of study directions and programmes), with quality assurance achieved by using administrative and financial instruments, with quality management being the

responsibility of study programme directors, department directions and the dean of the faculty;

- All-encompassing quality management with all interested parties (faculty members, students, general personnel, social partners, employers, graduates) being involved in the implementation and self-evaluation of programmes. Quality control is ensured via surveys and analysis of their results, as well as employer forums where specialists from the sector can make recommendations on how to improve and develop study programmes. Self-evaluation reports are prepared and discussed at open FBME study programme council meetings and approved by the Faculty Council.

Stakeholders involved and their roles in the development of the quality system

The implementation of the UL mission shall take into account the interests and needs of the following parties involved in its activities:

- Saeima (parliament of the Republic of Latvia) and Government of the Republic of Latvia, Ministry of Education and Science and other public administration institutions,
- higher education quality assurance organizations and their associations,
- UL students, Latvian students and students abroad, student representations,
- potential students in Latvia and abroad,
- parents (guardians) and patrons of students and potential students,
- Higher education institutions/ colleges in Latvia and abroad, scientific institutes, networks, associations, academic organizations,
- UL academic and general staff,
- Industries, companies and professional associations (employers),
- UL graduates,
- non-governmental organizations,
- mass media,
- society.

Employees, students, graduates, employers, business partners and other clients are key stakeholders in the design and development of our quality assurance system. The University of Latvia has Quality Consultative Committee, which advises the Rector, Quality Manager, Internal Auditor and Leading Expert on quality management at the UL. Its purpose is to advance the development of the UL quality management system, its alignment with current requirements in the field, quality management standards and guidelines, UL strategic development directions,

as well as the interests of the employers, UL students and Latvian society. The Quality Consultative Committee is made up of at least one representative from UL faculties, UL scientific institutes, UL academic centres, UL students, UL Department of Studies, UL Department of Science, UL Department of Human Resources, independent quality management experts, employers, and social partners. The main functions of the Committee are to hear reports on the development of the UL quality management system, to express the opinion of UL stakeholders on UL quality assurance issues, to inform UL governance and staff responsible for quality management, internal audit and results management on current issues and best practices, as well as to indicate the areas for improvement of the UL quality management system and to propose the actions to be taken by UL quality managers. The responsibilities of the Committee include reviewing and discussing the conceptual documents of the UL quality management system, advising on measures to improve the UL quality management system, and promoting the benefits of the UL quality management system.

Procedures for quality assurance

The UL systematically ensures appropriate measurements, including measurements of the level of satisfaction of stakeholders. In order to evaluate the study process, the University of Latvia has established a procedure for organizing regular surveys. The questionnaires are administered centrally. The following surveys are organized regularly:
- first year students survey on the commencement studies;
- first year student survey on first study experience;
- survey on study courses and the work of the teaching staff, including a survey on study internship and a survey on course papers and final papers (hereinafter - Study Course Evaluation Survey);
- last year students survey on study programme content and learning outcomes;
- survey for students who have decided to discontinue their studies at their own discretion or for those who have already stopped their studies, hereinafter referred to as a "Attrition Survey";
- graduates survey;
- employers survey.

Various activities are implemented for the regular analysis and updating of study programmes, as well as to determine the need for the improvement of the study process, incl. active international cooperation with analogous study programmes abroad, involvement of employers and social partners in the development of study content, participation in the assessment of students'

achievements during the study process, elaboration of qualification papers, provision of practical studies, etc. The UL enhances the cooperation between the lecturers involved in the implementation of the field programmes, including mutual assessment of the lecturers (hospitation) and assessment of the lecturers in the faculty units. At the same time, continuous feedback is provided to inform stakeholders about the learning outcomes and competences of students and graduates, as well as satisfaction rates.

In order to ensure the quality of higher education, the UL has implemented a system of quality assessment and improvement of study fields and study programmes, which is integrated into the UL general quality assessment system and as such ensures regular internal quality assessment, planning and improvement.

The study programmes are reviewed to evaluate and improve the quality of their content and implementation. The report analyses the implementation and topicality of the programmes, as well as implemented changes, evolution and improvement and the assessment provided by stakeholders. The report is evaluated by the Study Programme Council and approved by the Faculty Councils after approval by the Dean of the Faculty. Prior to the approval of the study field report by the Senate, the Department of Studies provides an opinion on the study field study quality, as well as compliance with the requirements of regulatory enactments, while the Study Programme Quality Assessment Board (SP QAB) provides an opinion on the study quality of the study field, based on independent expertise.

1.5 Quality assurance in higher education in Romania

Author: University of Craiova

ARACIS – The Romanian Agency for Quality Assurance in Higher Education

ARACIS is an autonomous public institution, of national interest, having a legal personality and its own income and expenditure budget. ARACIS is not submitted to political or any other types of interference.

ARACIS is funded by:

- income from service contracts for quality evaluation, concluded with the Ministry of Education;
- authorisation and accreditation fees of higher education institutions on study programmes;
- quality external evaluation fees;
- external non-reimbursable funds obtained by participation in international programmes, donations, sponsorships, other legally established sources.

ARACIS's mission

The mission is to carry out the quality external evaluation of education provided by higher education institutions and by other organisations providing higher education study programmes, which operates in Romania with the aim of:

- ***certifying the capacity of education*** to fulfil the beneficiaries' expectations;
- contributing to the development of an institutional ***culture of higher education quality***;
- assuring the ***protection of direct beneficiaries*** of study programmes at higher education level by producing and disseminating systematic, coherent and credible information, publicly accessible, about education quality;

- proposing to the Ministry of Education ***strategies and policies*** of permanently improving higher education quality, in close correlation with pre-university education.

International affiliations

- European Association for Quality Assurance in Higher Education (ENQA);
- Listed in the European Quality Assurance Register for Higher Education (EQAR);
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA);
- European Network for Accreditation of Engineering Education (ENAEE);
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE);

Last international external evaluations:

- ENQA 2018: *"[…] The Board concluded that ARACIS is in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) and thus fulfils the membership criteria according to article 6, paragraph 1 of ENQA's rules of procedure.[…]"*
- EQAR 2018-2019: *"[…] Your application has been approved and your renewed inclusion shall be valid until 30/09/2023.[…]"*
- ENAEE 2018-2019: *"[…] the Administrative Council of ENAEE in its meeting of 25 June 2019 had decided, on the basis of a recommendation by the EUR-ACE Label Committee, to extend the re-authorization of ARACIS to award the EUR-ACE Label to its accredited Bachelor engineering programmes, valid until 31/12/2022. […]"*

ARACIS's tasks in accreditation

- Periodically draws up the methodology and standards for various types of programmes and higher education providers, which are endorsed by MECI and approved by Government decision;
- Evaluates, according to the standards and methodology approved by Government decisions, on demand or on its own initiative, and proposes the authorisation, respectively accreditation of higher education providers and study programmes. On the basis of accreditation reports, MECI draws up the normative acts for setting up higher education structures.

ARACIS's tasks in quality assurance

ARACIS shall have the following tasks in the field of quality assurance:

- Periodically formulates and reviews, on the basis of good practice, national reference standards and performance indicators for quality evaluation and assurance in higher education;
- Collaborates with MECI and ARACIP in drawing up and promoting policies and strategies of action, in order to increase education quality in Romania;
- Annually organises consultations with higher education institutions in order to establish the priorities of quality assurance;
- Draws up and publishes its own procedures of external evaluation of education quality;
- Concludes, with Romanian and foreign education institutions, service contracts for the external quality evaluation of higher education programmes and programme providers, as well as for the inter-institutional evaluation of similar programmes;
- Carries out the quality evaluation of higher education institutions and programmes, at the Ministry of Education, Research and Innovation's request. The conditions concerning the evaluation activity are established by contract;
- Publishes the external evaluations' results;
- Publishes manuals, guides, synthesis papers of good practice in quality assurance and evaluation;
- Periodically draws up, every 3 years, system analyses on the Romanian higher education quality;
- Collaborates with similar agencies in other countries in order to develop and apply efficient measures of improving the quality of higher education programmes;
- Draws up the Professional code of ethics of ARACIS experts;
- Annually publishes a report on its own activity;
- Draws up, every 3 years, quality self-evaluation reports of its own activity, in order to prepare external evaluation by similar agencies from other countries.

ARACIS's Speciality Commissions

C1: Exact Sciences and Natural Sciences

C2: Humanist Sciences and Theology

C3: Judicial Sciences

C4: Social and Political Sciences

C5: Administrative and Educational Sciences and Psychology

C6: Economic Sciences I

C7: Economic Sciences II

C8: Arts, Architecture, Town Planning, Physical Education and Sport

C9: Agricultural and Forest Sciences and Veterinary Medicine

C10: Engineering Sciences I

C11: Engineering Sciences II

C12: Health

C13: Distance learning

C14: Institutional Evaluation for Managerial and Financial Activities Commission

C15: Employers register

The quality framework – domains and standards: 6 domains with specific standards for quality reflect the key missions and quality expectations of national higher education institutions, as follows:

A. Strategy and governance

- The institution's vision and strategic plan are in alignment with its mission. The institution has adequate policies, processes, procedures and instruments to realize its mission and implement its strategic plans.
- Personnel and students and other stakeholders are involved in the design and implementation of the institution's strategy.
- The institution contributes to the social, economic and cultural development of the territory on which it is located1 and at the national level.
- There is a clear and transparent division of responsibilities, duties and authorities among the personal (academic and non-academic staff), according to the expected qualifications.
- Students are involved in the administrative and decision-making processes and are incentivized to engage in the institution's strategy and management.
- Institution pursues an open strategy of collaboration and partnership at a regional, national and international level.
- Institution pursues an open strategy of collaboration and partnership at a regional, national and international level.

B. Quality assurance system

- A quality management system is developed with clearly defined objectives, policies and procedures in order to promote a quality assurance culture and ensuring quality of the institution's activities (teaching, research, services to the society).
- The institution designs and implement policies with the objective of preserving and improving quality, especially for human resources, learning environment (infrastructures, equipment) and financial resources.

C. The curriculum

- The institution ensures that new and existing programmes reflect the needs of society and are continually adapted to societal development and the changing needs of the national and regional, and international labour market as well as societal needs.
- The institution ensures that programmes have an appropriate level (short cycle/Ba/M/Doctorate, vocational, Life Long Learning), an academic content and an educational quality that supports students' learning and the achievement of programme objectives.
- The institution ensures its capacity to run the programmes efficiently regarding its human resources and learning environment.
- Clear goals are defined for each study programme and are communicated to students and stakeholders.

D. Teaching, learning and assessment

- The curriculum design, development, appraisal, implementation, monitoring and review processes are in alignment with legislation and the institution's vision and strategy.
- The institution has and uses mechanisms to ensure that outcomes (of learning, employment and the satisfaction of the different interest groups) can be measured, analysed and used for the enhancement of the quality of programmes.
- The institution must have mechanisms to ensure that the hiring, management and professional development of its teaching staff is carried out with the necessary guarantees to ensure they can fulfil their corresponding functions.
- The institution ensures the quality of exchange programs and international mobility (students, teachers, staff) and promotes mobility at all levels. Specific quality assurance mechanisms are in place for mobility.

- The institution offers opportunities for any student's educational and professional needs to pursue, stop and resume the study programmes.
- The institution has a clear policy regarding the assessment of student's achievements (academic and work placement and other learning outcomes a gained through the study programmes) as well as the accumulation and transfer of credits, so that the assessment is fair, equitable, understood by the students and in line with the pedagogical approach of the institution.
- The institution brings to the forefront and supports projects of pedagogical innovation and excellence in order to improve the integration of graduates and to strengthen the capacity for innovation by setting up innovative and employable courses.

E. Research support

- The institution ensures that the research projects contributes to, and guarantee a high level of scientific quality in a relevant research area.
- The institution ensures the dynamism of national and international development of its research policy as well as the valorisation and dissemination of its results.
- There is an institutional strategy and programming of research activities.
- The institution promotes research and scientific activity in programmes teaching where relevant.
- The institution has set up appropriate structures and mechanisms to support, incentivise, assess and reward research engagement.
- The institution has set up appropriate structures and mechanisms to foster the production and valorisation of research.

F. Students and their support

- Admission requirements and student evaluation methods are clear, manageable and publicly made available.
- Mechanisms for student support and advice are established for successful accomplishment, career preparation and continuation of studies.
- The institution ensures inclusiveness of any kind of student admitted.
- The institution has a supportive policy to extra-curriculum activities and rewards the engagement of students.

1.6 Quality assurance in higher education in Sweden

Author: Viktor Kordas, KTH, Royal Institute of Technology

1.6.1 The national level of Swedish Higher Education Authority

On the national level the Swedish Higher Education Authority (UKÄ) carries out overreaching activities in securing quality of higher education. UKÄ is an independent government agency and its operations comprise three main areas:

- Quality assurance of higher education and research, and appraisal of the degree-awarding powers of public-sector higher education institutions.
- Legal supervision of higher education.
- Monitoring efficiency, follow-up and horizon scanning as well as responsibility for statistics in the higher education sector.

Higher Education Institutions (HEIs) and the Swedish Higher Education Authority (UKÄ) have a shared responsibility for quality assurance in higher education and research. The system consists of four components. The new quality assurance system for higher education, which the Government tasked UKÄ to develop, consists of the following four components:
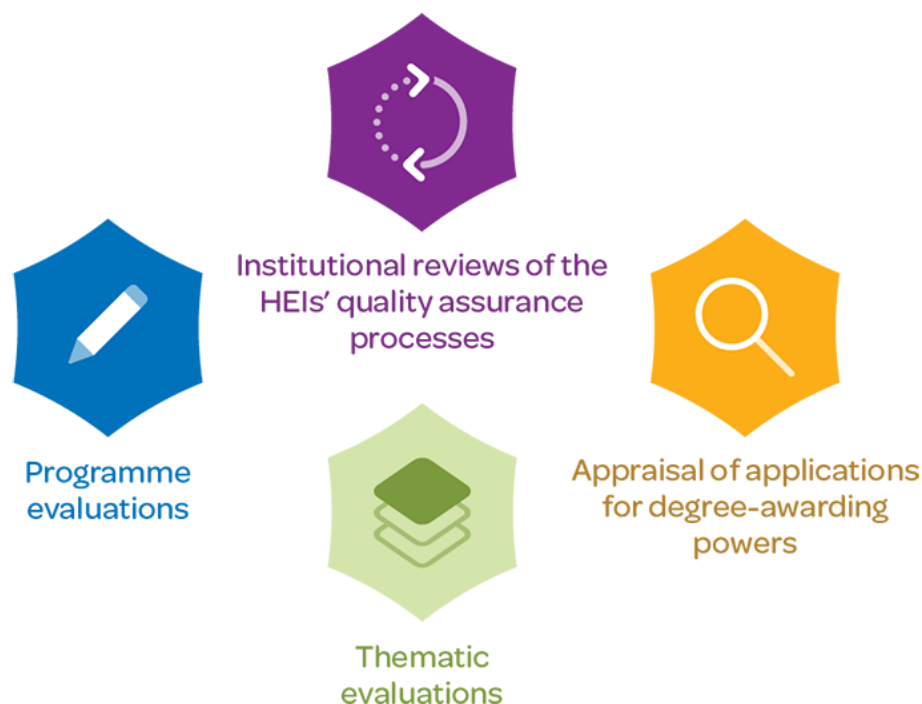
Figure 1.3. The main tasks of UKÄ

The reviews are based on assessment areas developed in dialogue with representatives from HEIs, teachers, students, employers and the labor market. The six assessment areas are:

- governance and organization;
- preconditions;
- design, implementation and outcomes;
- student and doctoral student perspective;
- working life and collaboration;
- gender equality.

The system is developed and implemented in accordance with the Higher Education Act, the Higher Education Ordinance and the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG).

Institutional reviews of the HEIs' quality assurance processes

Institutional reviews aim to confirm that the quality assurance processes ensure high quality courses and programs and help to enhance the HEIs' quality. HEIs and the Swedish Higher Education Authority (UKÄ) have a shared responsibility for quality assurance in higher education and research. Most quality assurance efforts are to be conducted by the HEIs. This requires HEIs to have systematic quality assurance processes that UKÄ is responsible for assessing.
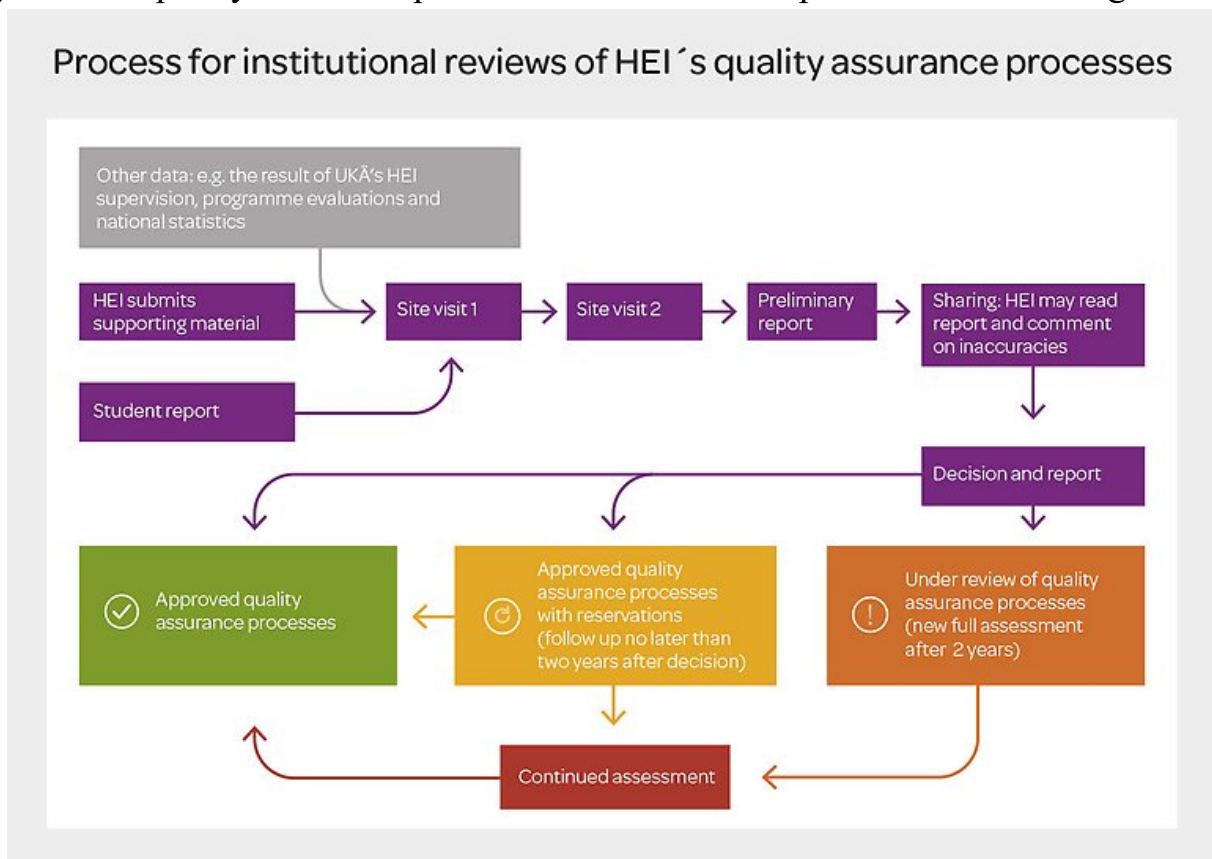
Figure 1.4. Process for institutional reviews of HEI's quality assurance processes

Assessment material. The basis for the review consists of a self-evaluation by the HEI, a student report, interviews, site visits, audit trails and other information. All assessment material for the review is to be weighed together.

1. The HEI's self-evaluation. The HEIs are asked to describe, analyze and evaluate how they systematically ensure and follow up that they fulfill the assessment criteria for the different aspects and perspectives. Examples should be given to support the presentation.

2. Student report. The local student union has the option of submitting a written statement, known as a student report, in which the union gives its opinion of the quality assurance work at the HEI.

3. Two site visits. The purpose of the first site visit is partly to give the assessors a chance to ask questions based on the HEI's self-evaluation and partly to identify the focus areas which the assessment panel will follow during its second visit to the HEI's. Representatives from the HEI, students and any working life representatives which the HEI cooperates with will participate in the interviews. In conjunction with the first site visit, HEI representatives and UKÄ's analyst and assessment panel chair will go through the types of documentation that the HEI is to provide for each audit trail.

The purpose of the second site visit is to, via the selected audit trails, review whether the HEI's quality work is systematic so that the quality work improves and ensures that the educational activities are of high quality. At this second site visit the audit trails are studied and the assessment panel may interview the HEI's leadership, teachers, students, and any other staff groups and working life representatives with the HEI collaborates.

4. Audit trails. To examine how quality assurance processes, work in practice, the assessors examine one or more areas of focus. In this context, areas of focus are quality assurance processes, related to the aspects, perspectives and assessment criteria in the selected and assessed environment during the site visit. To see how quality assurance processes, work in practice, the process is followed from the overall organization at the HEI to the local level, that is, an environment which could consist of one or more courses and programs (main field, subject area, program) or other types of environments, like a library.

5. Other assessment material. Prior to reviews, UKÄ produces data for the HEI relevant to the aspects to be examined. This data could be previous inspections, appraisals of degree-awarding power applications, program evaluations and national statistics showing student completion and establishment levels, and illustrating the HEI from a national perspective.

Assessments and reports. The assessment panel's judgment on whether the HEI meets the assessment criteria for the reviewed aspect areas and perspectives

results in a report that serves as the basis for UKÄ's decision. Before UKÄ's final decision, the panel's preliminary judgment will be sent to the HEI for review.

Three-point scale. The overall judgment of the HEI's quality assurance processes is given on a three-point scale:

1. **Approved quality assurance processes.** The HEI's quality assurance processes are well described, well argued for and well-functioning in practice. They are systematic and effective at all levels of the HEI, from leadership level to department level. All assessment areas are judged as satisfactory.

2. **Approved quality assurance processes with reservations.** The HEI's quality assurance processes are fairly well described, well argued for and well-functioning in practice. The decision clarifies which assessment areas are not satisfactory, which the HEI is to follow up and take action to remedy within a certain period of time. The assessment panel believes the HEI can rectify the deficiencies within two years.

3. **Quality assurance processes under review.** There are several significant deficiencies in the HEI's quality assurance processes with regard to how they are described, argued for and how well they function in practice. The assessment panel believes the HEI cannot rectify the deficiencies within one year. UKÄ specifies that the HEI's quality assurance processes must be reviewed again in their entirety.

In the case of approved quality assurance processes. UKÄ believes it is important that even HEI's that receive approval for their quality assurance work have follow-ups. The forms for this type of follow-up include dialogue meetings, surveys and conferences.

In the case of approved quality assurance processes with reservations. UKÄ appoints an assessment panel that follows up the measures taken. Online interviews and site visits are included in the follow-up if needed. If the follow-up review leads to a positive assessment, the HEI's quality assurance processes in their entirety will be approved by the UKÄ. If the HEI still does not meet the assessment criteria in the follow-up review, an additional follow-up review will be conducted after a period agreed upon by the UKÄ and the HEI jointly on a case-by-case basis.

In the event of quality assurance processes under review. A new, complete review of the HEI's quality assurance processes will be carried out two years after UKÄ's decision is made. An assessment panel will be appointed to review the self-evaluation and other documentation. Online interviews and site visits are included in the new review. If the review results in a positive assessment, the HEI quality assurance processes in their entirety will be approved by the UKÄ. If the HEI's quality assurance processes are still under review after the new review, a follow-up will be carried out after a period agreed upon by the UKÄ and the HEI on a case-by-

case basis. This also means that additional programs at the HEI may be evaluated by UKÄ's representatives.

The aim of program evaluations is to monitor the programs' outcomes and to contribute to the higher education institution's own quality improvements for the reviewed programs. The program evaluations emphasize the actual conditions and results, that is, how the program meets the requirements of applicable laws and ordinances. Consideration should also be given to *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). Furthermore, the program evaluations will focus on how the programs ensure that students are given good opportunities to achieve the qualitative targets of the System of Qualifications, and how the HEI ensures that students have achieved the qualification objectives upon graduation.

Selection criteria

All programs are to be subject to quality review. This is done partly through the HEIs having responsibility for the quality assurance of their own programs and partly by the Swedish Higher Education Authority (UKÄ) evaluating a selection of study programs at the first-, second- and third-cycle levels. This selection can either be done by reviewing all programs at individual institutions or by reviewing the same programs at all the reviewed HEIs to provide a national overview of the quality of a particular program. The selection of programs to include in UKÄ's reviews is based on several different criteria:

- A selection of the programs that were not covered by the 2011–2014 evaluation system should be evaluated.
- A national overview of the quality of some professional qualifications is needed. This applies primarily to regulated professional qualifications.
- If an HEI's quality assurance processes do not meet the criteria in UKÄ's review, additional programs may be selected for evaluation.
- UKÄ can initiate an evaluation if indications point to a risk that individual programs are not fulfilling the quality requirements for the program.

The program evaluation process

Assessment areas:
- preconditions,
- design, implementation and outcomes (including gender equality and follow-up, measures and feedback),
- student perspective,

- working life and collaboration.
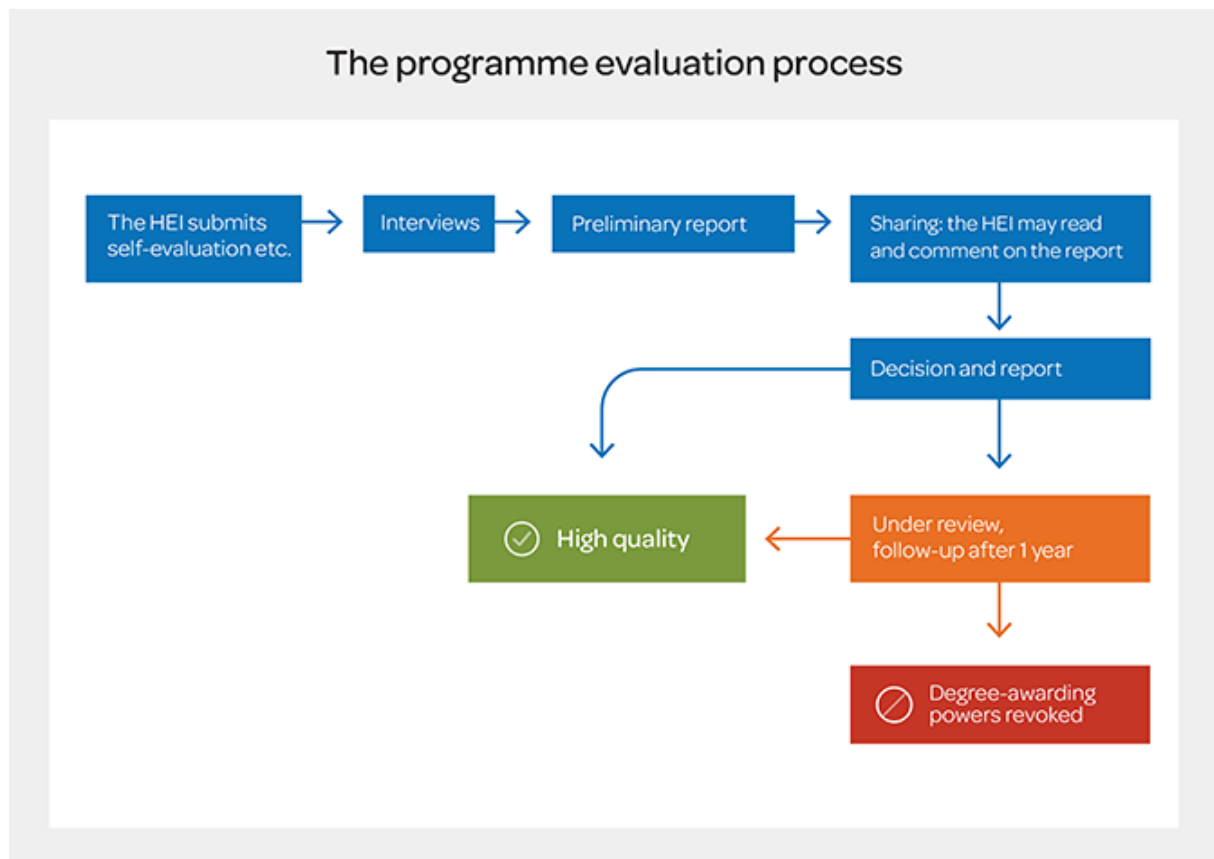
Figure 1.5. The programme evaluation process

Assessment material

Assessment material consists of the HEI's self-evaluation with annexes, interviews with students and representatives of the reviewed program, and other material that UKÄ produces. Randomly selected degree projects also serve as data for the program evaluations at first- and second-cycle levels.

1. The HEI's self-evaluation. The HEI is asked to describe, analyze and evaluate specific examples of how it systematically ensures and follows up the evaluated program's quality and how it has ensured that students have fulfilled degree objectives upon receiving the degree.

2. Degree project. Randomly selected degree projects will serve as a basis for assessing the outcomes of programs at the first- and second-cycle levels.

3. Interviews. Interviews with students and representatives of the reviewed program will be held to supplement the assessors' overview of the self-evaluation, degree projects and other documentation. During these interviews, statements from the HEI's representatives and the experience of students can be highlighted.

4. Other assessment material. Prior to the reviews, UKÄ will compile data on the HEI and the program that is relevant to the aspect areas being examined. This could include national statistics showing the student completion rate and establishment level, previous inspections, appraisals of degree-awarding powers and previous program evaluations.

Assessments and reports

The assessment panel's determinations and reasoning are to be clearly presented in a report. This report will serve as feedback to the HEI on development possibilities and good examples identified by the assessors. Furthermore, anything judged to have insufficient quality in the case of a negative finding should be clearly stated. Before UKÄ's final decision, the report will be sent to the HEI for review according to the procedure described previously in this report. The final report will then be the basis for UKÄ's decision.

Decision

The overall rating is given on a two-point scale. On the basis of the assessor panel's report, UKÄ will decide if the program maintains high quality or if the program is under review. If a program is under review, this means that UKÄ is also questioning the degree-awarding powers of the HEI when it comes to the qualification and subject field in question.

Follow-up

HEIs with program under review will have one year to address the deficiencies and submit an action report to UKÄ. To review the HEI's report of measures taken, UKÄ will appoint a panel of assessors. Supported by the assessor panel's report, UKÄ will decide if the program maintains high quality or if degree-awarding powers are to be revoked.

Appraisal of applications for degree-awarding powers

The Swedish Higher Education Authority (UKÄ) decides which higher education institutions are to be entitled to award a degree.

Information about the new Bachelor of Science in Dental Hygiene (tand hygienist examen)

The appraisals of degree-awarding power applications undertaken by UKÄ examine whether the education provider meets the necessary prerequisites for the students to be able to achieve the qualitative targets for the degree.

Process for appraising degree-awarding power applications
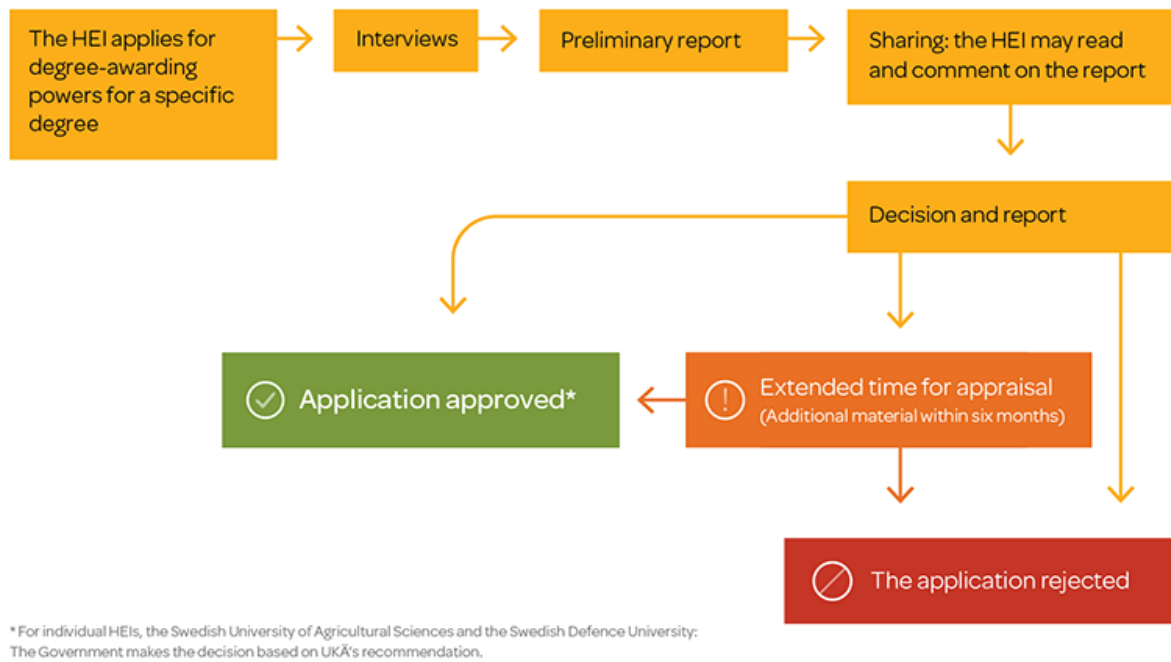
Figure 1.6. Process for appraising degree-awarding power applications

Assessment material

Reviews are based on the HEI's application and interviews with program representatives. All assessment material for the review is to be weighed together.

1. HEI applications. Applications for degree-awarding powers are submitted to UKÄ. Independent higher education providers, the Swedish University of Agricultural Sciences and the Swedish Defense University submit their applications to the Government, which then normally sends the application to UKÄ for review and report.

2. Interviews. The written application is supplemented with interviews with program representatives. Interviews with students are conducted if the program is already being offered at a closely-related degree level or within a field or subject that can be considered closely related to the degree being applied for.

Reviews, reports and decisions

The assessment panel's task is to report whether the program fulfils the assessment criteria for the reviewed aspect areas and perspectives. It will do this based on the application, interviews and any supplemental information. In the case of a negative report, the assessment panel's determinations and reasoning must clearly present what is judged to be inadequate. In its report, the panel recommends whether to grant or deny the application. UKÄ's position is based on this report and recommendation for a decision, and on UKÄ's deliberations. Before UKÄ's final decision, the report will be sent to the HEI for review.

All aspect areas and perspectives must be judged as satisfactory for the application to be granted. In cases of a smaller but well-defined issue, where measures to remedy the issue are deemed within reach, UKÄ can extend the review period. The deadline to submit additional information is six months.

UKÄ makes decisions on degree-awarding authorization for state HEIs, except for the Swedish University of Agricultural Sciences and the Swedish Defence University. For independent higher education providers, the Swedish University of Agricultural Sciences and the Swedish Defense University, the assessment panel and UKÄ's determination and recommendation to approve or not approve the application will be submitted to the Government.

Follow-up

UKÄ considers it important to follow-up its reviews, including reviews of degree-awarding applications. Forms of follow-up for reviews of degree-awarding applications are currently being developed.

Thematic evaluations

The purpose of thematic evaluations is to provide a better understanding and national comparisons of how various higher education institutions (HEIs) work and of achieved results in the examined theme.

Choice of theme

Thematic evaluations are to be based on tasks of importance for quality in higher education assigned to HEIs by legislation and ordinances. Themes that can be evaluated include widening participation, internationalization and gender equality. Other relevant themes for evaluation are the usefulness of courses and programs and preparation for careers, dimensioning of higher education places and sustainable

development. Information obtained through the Swedish Higher Education Authority's (UKÄ's) different activities, analyses and assignments can also be used for thematic evaluations.

Methods

The methodology applied to the thematic evaluations is developed and adapted to the relevant theme, but it should follow the methods used for the other components whenever possible. UKÄ will notify HEIs about the relevant methodology well ahead of beginning a thematic evaluation.

1.6.2 The KTH quality assurance system

Overall structure of the KTH quality assurance system

The KTH quality assurance system consists of two main coherent parts, both of which aim to follow-up on, ensure and develop the quality of courses and study programs, research and collaboration. One part is the ***annual on-going monitoring*** that includes a follow up of all courses and study programs, a follow up of all research and a follow up of collaboration in both education and research. The Dean of Faculty plans and leads the on-going monitoring every year. The other main part of the Quality Assurance system is the six-year cycle of ***periodic reviews*** that includes all courses and study programs, all research and all collaboration in education and research.

The six-year cycle of periodic reviews of ***courses and study programs, including collaboration***, is the responsibility of KTH's schools to plan and carry in accordance with the instructions of the Faculty Council. This means that each school itself can decide when its courses and programs, including collaboration, will be reviewed during the six-year cycle.

The six-year cycle of periodic review of ***research, including collaboration***, is the responsibility of the Vice President for Research to plan and execute and is carried out as a Research Assessment Exercise (RAE) of all KTH's research at the same time once every six years.

On-going monitoring and periodic reviews of courses and programs, research and collaboration is not new to KTH. On-going monitoring has been conducted for many years as a part of the annual follow up process and in the Presidents' dialog with each school at KTH. Periodic reviews have been carried out as self-initiated reviews as the Research Assessment Exercise (RAE) in 2008 and 2012, the Education Assessment Exercise (EAE) in 2011 and the Administration Assessment Exercise (AAE) in 2014.

Includes
KTH tasks in courses and study programmes, research and collaborations, as well as the provision of skills.

Form
of the dialogue involves meetings with school management, Director of Third Cycle Education, Director of First and Second Cycle Education and student representatives.

On-going monitoring

Feedback
will take place during the dialogue and in the future operational plan.

Documentation
consist of school reports with analysis of courses and study programmes, research and collaborations, as well as the provision of skills.

Includes
national and international requirements, along with the prioritised objectives for KTH with regard to courses and study programmes, research and collaboration.

Form
involves a peer review carried out by specialists in the subject/field.

Periodic review

Feedback
takes place via an assessment panel report with their analysis, assessments and recommendations in areas for development.

Documentation
consist of a self-evaluation and site visits and interviews with those responsible for courses and study programmes/research, as well as with students/researchers.

Figure 1.7. Structure of on-going monitoring and periodic review in KTH

What is new is that the on-going monitoring and the periodic review of KTH's courses and programs, research and collaboration now are parts of a coherent system, carried out in a six-year cycle and has been harmonized with the national

Quality Assurance System. This also means that KTH's Quality Assurance System includes the Standards and Guidelines for Quality Assurance in the European Higher Education Sector (ESG). Illustrated in figure 1 below is a six-year cycle in KTH's Quality Assurance System.
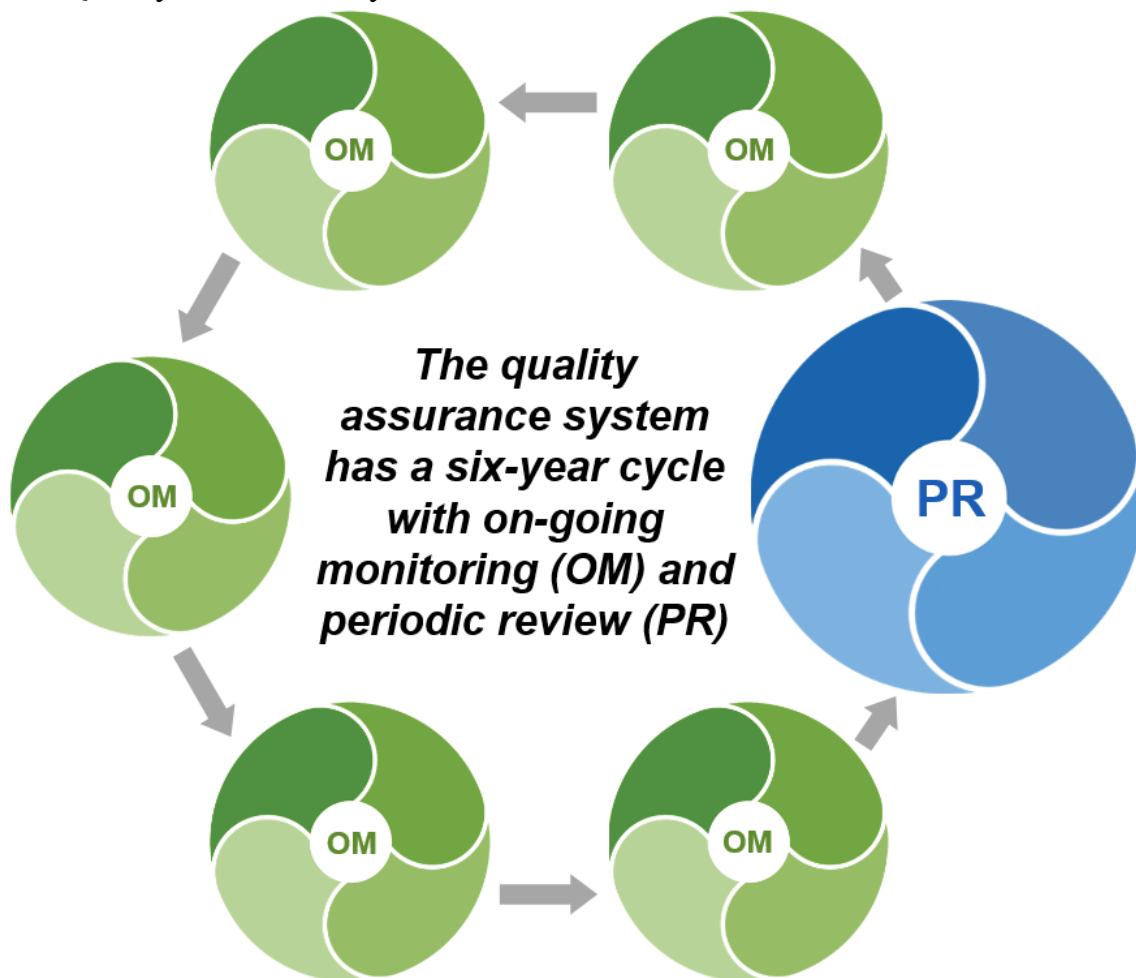
Figure 1.8. Structure of on-going monitoring and periodic review in KTH

Principles for on-going monitoring. The on-going monitoring takes place annually and includes a quality dialogue led by the Dean of Faculty. It covers courses and study programs and research including collaboration as well as the development of academic skills among the research and teaching staff. The on-going monitoring is based on school reports with aggregated analyses of all school programs, the research at each institution at KTH as well as the schools plans for the provision and development of academic skills.

The purpose of the on-going monitoring is to follow-up all degree programs at all levels, all research and the provision of academic skills in order to highlight any deficiencies or problems with quality, identify development needs and short- and long-term measures.

Students and doctoral students from the current courses and study programs appointed by the Royal Institute of Technology Student Union (THS) will always be offered to take part in the process of on-going monitoring and the quality dialouge.

The results from the on-going monitoring are published on KTH's web-platform for on-going monitoring and quality dialogue (Webbplattform för kontinuerlig uppföljning och kvalitetsdialog). The results are also given as feedback to the schools and the Vice President before they are taken into account in the work with the KTH annual activity plan.

Principles for periodic reviews

The principles for periodic reviews of courses and programs, including collaboration, is different from the periodic review of research only in a few ways. The periodic review of courses and programs, including collaboration takes place continuously in a six-year cycle and the responsibilities for this process is delegated to each school. The periodic review of research, including collaboration, is planned and executed by the KTH Vice President for Research and includes all the research at KTH at the same time every six years. A part from this the processes are very similar. The periodic review of courses and programs, research and collaboration involves a self-evaluation process and a peer review. Peer review means that the assessment will be conducted by peers with relevant subject or field expertise who are impartial and independent in relation to the program or the research.

It is a requirement that the expert panel in a periodic review of programs that lead to a second or to a third cycle qualification must always include an assessor from another Swedish or foreign university. The assessment of research must always be carried out by panels with international experts in the field.

A written self-evaluation of the current programs respectively research will constitute the primary basis for assessment of the review. Site visits and interviews are also important parts in the review process. In the review of courses and programs, the self-evaluation must describe, analyze and evaluate the courses and study programs as well as collaboration in such a way that the review will include the assessment areas in the national Quality Assurance System carried out by UKÄ as well as the KTH goals for education. In the review of research, the self-evaluation must describe, analyze and evaluate the research and collaboration in such a way that the review will include the assessment areas that the steering committee for quality assurance of research at KTH develops in a dialogue with KTH schools. [1] These assessment areas must include KTH's own goals as well as the assessment areas in the future national Quality Assurance System for research carried out by UKÄ. The latter includes SUHF: s *Joint framework for HEIs'*

research quality assurance and enhancement systems and the European Commissions' *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers.*

Students and doctoral students from the current courses and study programs appointed by the Royal Institute of Technology Student Union (THS) will always be offered to take part in the self-evaluation process. The results from the periodic review will be reported to the Faculty Council, the President and the KTH board and be followed up in the on-going monitoring every year. The results will also be commented on by the KTH management and published on the KTH web. Members of the steering committee for quality assurance of research is the Vice President for research, the Dean, the Deputy President, the University Director, Head of Research Office, the Director Strategic Partnerships, the Project manager for RAE and a Quality Assurance Officer.

Roles and responsibilities in quality assurance

The KTH Quality Policy is based on the principle that KTH has clearly formalized roles, responsibilities and administrative support functions for quality assurance.

The Faculty Council has overall responsibility for issues relating to the quality of education, research and community interaction. The Council is chaired by the Dean of Faculty. It represents the entire faculty and acts as an advisory body to the President.

The President and University Board are responsible for internal organization issues and financial management. The University Administration supports university management in e.g. policy making, coordination, planning and evaluation. Within the University Administration, Planning, Quality Assurance and Administrative Law provides support on quality assurance matters.

The KTH Schools are responsible for the quality of their own operations. Each school is headed by a Head of School. Each school appoints a Director of First and Second Cycle Education, and a Director of Third Cycle Education.

CHAPTER 2

POLICIES, STRATEGIES AND PRACTICES OF QUALITY ASSURANCE IN HIGHER EDUCATION ON NATIONAL AND INSTITUTIONAL LEVELS IN UKRAINE

2.1 Higher education quality assurance policies and strategy in Ukraine: national level QA
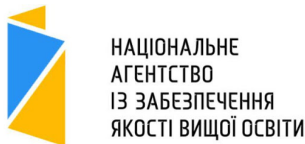
Authors:
1 – National Agency for Higher Education Quality Assurance (Ukraine)
2 – Olena Orzhel (Institute of Higher Education NAES of Ukraine)

Ukraine's higher education quality assurance system has been launched recently and is still in the process of development. Reforms in Ukraine's higher education sector have started with adoption of the Law of Ukraine No. 1556-VII "On Higher Education" of 01.07.2014 and are aimed at establishing a system aligned with the European higher education and research area principles, with effective quality assurance system operating at national and institutional levels, capable to actively engage students, employers and the other stakeholders into decision-making and quality assurance processes, fight against corruption, and enhance decentralization and autonomy of higher education institutions.

Ukraine's higher education system

According to Law of Ukraine No. 1556-VII "On Higher Education" of 01.07.2014, higher education system consists of the following:

1) Higher education institutions of all ownership forms. There are three types of HEIs: state-owned, communal (also recognized as related to the state) and private.

As of 2019–2020 academic year, there were 281 higher education institutions (universities, academies, institutes) with approximately 1.266 million students enrolled. With actual population of Ukraine being approximately 41.9 million, it is possible to claim that there are about 6.7 higher education institutions per 1 million people.

2) Levels and degrees (qualifications) of higher education. Training of specialists with higher education is carried out according to the relevant educational or scientific programmes at the following levels of higher education: initial level (short cycle); first (bachelor's) level; second (master's) level; third (educational-research / educational-creative) level. Higher education at each level involves the successful implementation of the relevant educational or research programme, which is the basis for awarding the appropriate degree of higher education, respectively: 1) junior bachelor; 2) bachelor; 3) master; 4) doctor of philosophy / doctor of arts.

3) Areas of knowledge and specialties. The list of areas of knowledge and specialties is developed on the basis of the International Standard Classification of Education (ISCED) and approved by the Cabinet of Ministers of Ukraine. Today there are 29 areas of knowledge and 121 specialties.

4) Study programmes. The study programme should contain: a list of educational components; their logical sequence; requirements for the level of education of persons who can start training under this programme; the number of ECTS credits required to complete this programme; and the expected programme learning outcomes (competencies) that the applicant must master.

5) License terms for educational activities and license conditions for higher education. During licensing, the ability of an educational institution to conduct educational activities in accordance with License Terms Requirements is established.

License Terms for educational activities determine the following: 1) personnel requirements for employees who have a certain educational and / or professional qualification; 2) infrastructure / technological requirements for the availability of certain material and technical base together with the data that allow its confirmation. License Terms are currently under review.

6) Governing bodies in the field of higher education. Management in the field of higher education within its powers is carried out by: 1) the Cabinet of Ministers of Ukraine; 2) the central executive body in the field of education and science; 3) sectoral state bodies that which manage institutions of higher education; 4) authorities of the Autonomous Republic of Crimea and local governments, which manage higher education institutions; 5) the National Academy of Sciences of Ukraine and the national branch academies of sciences; 6) founders of higher education institutions; 7) public self-governing bodies in the field of higher education and science; 8) National Agency for Higher Education Quality Assurance.

7) Stakeholders in the educational process. They are divided into two groups: internal and external. Internal stakeholders include: 1) academic staff (research, research-pedagogical and pedagogical workers); 2) learners (students enrolled in

degree programmes, students of non-degree programmes, trainees and other persons studying in higher education institutions); 3) administrative staff, other experts and practitioners involved in the educational process. External stakeholders are represented by employers, government, civil society groups, other interested actors involved in the educational process.

Higher education quality assurance system in Ukraine consists of the following:

1) internal quality assurance systems in higher education institutions;

2) external quality assurance focusing on effectiveness of internal quality assurance processes at higher education institutions;

3) quality assurance at NAQA and other independent institutions of external assessment.

Higher education system reforms

The starting point of modern reforms in higher education was the Law of Ukraine "On Higher Education" in 2014, which is still a guideline to necessary changes in this area and an enabler for most professional discussions on the implementation and accomplishments in higher education modernization.

Per today, the key areas of reforms in national higher education include:

1. Structural changes in the higher education system. The adoption of the Law of Ukraine "On Professional Pre-Higher Education" in 2019 contributed to the separation of higher education institutions from institutions that serve as centres for obtaining full and partial qualifications in the fields of professional and vocational education, as well as qualified centres to assess and acknowledge learning outcomes, in particular those obtained through non-formal or informal education, assignment and/or validation of professional qualifications of the appropriate level. Educational activities on professional junior bachelor's degree level began in 2020. Higher educational institutions of the first and second accreditation levels, which in the higher education system train specialists of the educational and qualification level of the junior specialist will not be allowed to maintain their status of a college in 2020 under the Law of Ukraine "On Higher Education" but rather will acquire the status of an institution of professional pre-higher education.

2. Granting managerial, financial and academic autonomy to higher education institutions (HEIs) which incorporates the following:

• Change of the rector election system and university management, namely: introduction of direct democratic elections of the rector by university staff; establishment of an electronic rating voting system in one round; introduction of KPIs (Key Performance Indicators) in the contract with the heads of higher

education institutions as a means of measuring their efficiency and with provisions enabling contract termination in cases of non-fulfilment; granting the head of the higher education institutions the right to independently appoint deputies, heads of faculties, institutes and other structural subdivisions based on the results of competitive selection and provide the winners with contracts; expanding the range of issues that the higher education institutions independently determine in their charter, in particular their structure.

- Introduction of a formula-based approach to the distribution of public funding since January 1, 2020, which involves distribution of funding according to the formula in which each institution will receive 80% of its previous year's budget, and the rest of public funds will be distributed among universities depending on the indicators at the following levels: university; regional coefficient; students pool; employment of graduates (after 2021); the amount of funds for research that the university attracts from extra-budgetary sources; and position in international rankings. This approach provides a level playing field for all higher education institutions and encourages universities to increase their own efficiency, improve the quality of education, enter international rankings, and raise funds from business and international organizations.

3. Introduction of a student-centred approach to the organization of the educational process, which provides: encouragement of higher education students to be autonomous and responsible parties of the educational process; creating an educational environment focused on meeting the needs and interests of higher education seekers, in particular providing opportunities for constructing individual educational paths; building the educational process on the basis of mutual respect and partnership between the participants of the educational process; ensuring legislative guarantees for the activities of student government bodies.

4. Implementation of higher education standards developed according to a competence-based approach. Higher education standards are developed for each level of higher education within each specialty in accordance with the National Qualifications Framework. Newly designed standards do not specify how to teach, what courses to teach etc.; they record expected learning outcomes. The rest is left to the university's discretion and position of an individual teacher. In order to develop new standards, the Ministry of Education and Science has established a Research and Methodology Council and research and methodology commissions. For the first time, this was done via an open competition, to which anyone with the necessary knowledge and skills could apply.

5. Introduction of norms to ensure academic and research integrity as elements of the internal quality assurance system. Among others, the following measures should be included:

- formation of a university system of academic integrity to include "regulatory framework" — "information base" — "structural units and commissions" — "implementation tools" — "control tools";
- establishment of academic responsibility for violation of academic and research integrity;
- dissertations and qualification papers to be made publicly accessible (in repositories);
- inclusion of modules dedicated to academic and research integrity in the framework of students' training and advanced training of HEI staff;
- use of commercial software products and open access programmes to check for possible textual and other borrowings without proper citation in educational, qualification, research-methodological, research papers, reports on the results of research funded by the state and / or local budgets etc.;
- development of a number of explanatory documents and publications on academic and research integrity;
- implementation of projects to develop measures to prevent academic and research dishonesty.

6. Reforms of postgraduate studies according to European standards involve the training of doctors of philosophy through new structured educational and research programmes for students of the third level of higher education; the need for a university or research institution to be licensed for such programmes; the educational component of such postgraduate training to amount to 30–60 ECTS credits (equivalent to one or two full semesters of study). The content of the educational component is determined by the institution in which the graduate programme is opened; increase of the normative term of postgraduate training from three to four years; defence of Ph.D. dissertations in one-time councils formed especially for this defence, a system that corresponds to international practice.

As of July 2020, NAQA has developed:

- Regulations on the accreditation of specialised research councils (specialised councils for awarding the degree of Doctor of Arts)
- Procedure for awarding the degrees of Doctor of Science and Doctor of Philosophy by specialised academic councils of higher education institutions (research institutions).

They are published on NAQA website and are at the stage of public discussion and approval with central authorities. It should be noted that the drafts of these provisions were discussed both with national stakeholders (including the Research Committee, higher education institutions, representatives of sectoral academies of sciences and young scientists) and with European experts from France, Sweden, Great Britain, and other countries.

7. Strengthening of qualification requirements for research and teaching staff of higher education institutions. Due to the low level of trust in the internal system for evaluating the teachers' work, the main focus is on international criteria: articles in journals indexed in Scopus or Web of Science, international foreign language certificate at B2 level according to the Common European Framework of Reference for Languages; internship, training or work experience in a higher education institution of an OECD or EU member state. These requirements have been developed by the Ministry of Education and Science for the new awarding procedure for obtaining academic titles by teaching and research staff.

8. The creation of a modern system of quality assurance in higher education is one of Ukraine's commitments under the Association Agreement with the European Union. Quality improvement of higher education in accordance with the requirements of the "Standards and Recommendations for Quality Assurance in the European Higher Education Area – ESG" contributes to the development of: internal quality assurance system; systems of external quality assurance of educational activities of higher education institutions; the quality of higher education in general; and the creation of NAQA.

History, profile and activities of the Agency

The establishment, launch and operation of the NAQA is an objective necessity and a logical step within the Bologna process and in the process of European integration of Ukraine. As a permanent collegial body that operates with the purpose of implementing governmental policy in the field of higher education quality assurance, NAQA was founded by the [Resolution of the Cabinet of Ministers of Ukraine No. 244 of April, 15, 2015,](#) according to the Law of Ukraine "On higher education" of July, 1, 2014.

The first staff set of the agency was elected in 2015; however, for a variety of reasons it never started its official work. By 2019, Ukraine had been virtually the only EHEA country where the quality assurance system did not function properly according to ESG-2015. In December 2018, according to the amended Law of Ukraine "On Education", the new staff for NAQA was selected by an International competition commission and approved by the Cabinet of Ministers of Ukraine. NAQA formally commenced its activities at the end of February 2019, the Head of the Secretariat was appointed, the selection and appointment of NAQA staff began.

NAQA mission and strategy

NAQA mission is to catalyse positive changes in higher education and to shape

its quality culture. [The Strategy of NAQA until 2022](#) was approved by NAQA decision of April 16, 2019. NAQA's Strategy is a guide to the above changes, defines the Agency's mission and values, declares strategic goals and directions for their implementation.

The strategic goals of the National Agency are implemented in three main directions:

1. Quality of educational services

- guaranteeing the quality of educational programs through the introduction of an effective accreditation procedure and a rigorous attitude to the Agency's procedures and activities of higher education institutions;
- promoting the functioning of internal quality assurance systems in higher education institutions through the implementation of advisory and information dissemination activities and benchmarking of local quality systems;
- agreeing the standards and developing the criteria for higher education quality assurance based on best international and national practices.

2. Recognition of the quality of research results

- building a policy of research integrity through the introduction of transparent and effective procedures; zero tolerance for pseudoscience;
- introduction of certification procedures for research personnel that meet the best European standards;
- accreditation of specialized research councils on the basis of a developed provision and monitoring of their activity.

3. Ensuring the systemic impact of the National Agency's activities

- monitoring and analysis of the results of higher education institutions' activities in ensuring education quality through the implementation of accreditation procedures and certification of research personnel;
- promoting the integration of Ukraine's higher education system into the global educational and research communities by establishing partnerships with foreign quality assurance agencies, encouraging international cooperation among higher education institutions, and recognizing educational and research degrees obtained in foreign HEIs;
- ensuring effective interaction in the field of higher education quality assurance among all stakeholders through mutual respect, restoring trust, ensuring openness in communication;
- stimulating the participation of Ukrainian higher education institutions in international educational and research rankings based on the introduction of new qualitative criteria;
- use of global best practices while respecting national educational traditions;
- building our own positive reputation through earned confidence in the Agency on

the part of educational process participants and stakeholders.

These objectives are to be achieved through the implementation of the Agency's values and principles of internal culture.

NAQA's values are:

- Partnership — the ability to collaborate on the basis of equality, hearing all perspectives and respecting existing and potential partners.
- Innovation — the ability to produce and implement new ideas, technologies and techniques related to higher education quality assurance that are not used in current national practice.
- Responsibility — the ability and willingness to respond adequately to the consequences of actions and decisions taken.
- Integrity — a commitment to moral principles and standards that are consistent with the principles of professional ethics and personal integrity.
- Openness — the Agency's readiness to cooperate with all parties interested in improving the quality of higher education in Ukraine.
- Transparency — the willingness to provide the public with complete and objective information about the Agency's system and performance.
- Independence — the Agency's ability to perform its functions fully and qualitatively without outside influence.
- Reliability — implementation of the Agency's activities based on a totality of established facts.
- Professionalism — having deep competence as a basis for making reasoned decisions.
- Demand — a constant pursuit of professionalism, objectivity and truth.
- Trust — confidence in the integrity and kindness of all educational process participants.

NAQA organization

According to its Statute, NAQA consists of 23 persons who are appointed by the Cabinet of Ministers of Ukraine on the basis of the decision of the international competition commission based on the results of competitive selection, which is carried out in accordance with the principles of gender balance and branch representation. To date, two elected members have resigned due to different reasons. The membership of NAQA is formed with no more than one person from each subject field; it includes three representatives of all-Ukrainian associations of employers' organisations; two persons from among students of the first and second cycle of higher education; no less than one representative from each of the following: the National Academy of Sciences, each of the national sectoral

academies of sciences (one representative from each academy), state, communal and private higher education institutions.

NAQA staff is very diverse in age, profession, professional experience and worldview; however, in a short time it managed to unite around the main goal on the basis of European standards and recommendations and national academic traditions. It is important to note that NAQA members managed to focus on the manifestation and development of the strengths of each individual who make up NAQA.

The term of office for NAQA members is three years. The same person may not be a member of NAQA for more than two terms.

Organizational, financial, economic, logistical, information and other support for the activities of NAQA are provided by the Secretariat of the National Agency. Today the structure of the Secretariat is as follows: Management of Secretariat, Financial Planning and Accounting Department, Public Relations and International Cooperation Department, Legal Support and Appeals Department, Human Resources and Organizational Support Department, Study Programmes Accreditation Department, Expert Service Department, Specialized Expert Council and Independent Higher Education Quality Assessment Institutions Department, Department of Research Degrees and Analytics, Department of National Agency Activity Support. In total, there are 62 staff units.

With support of the Secretariat, NAQA soon became operational and started to implement its functions. It very soon acquired the necessary capability implement its mission: to become a catalyst for change in Ukraine's higher education and contribute to the formation of a quality culture. During this induction period, the main efforts were aimed at the creation of working groups and competition commissions. Such groups (for the development of draft rules and organisational documents) and competition commissions (for the selection of experts and the formation of sectoral expert councils (hereinafter, SECs), were formed on a voluntary professional basis. In NAQA's internal culture, there is an interesting practice of discussing drafts of all documents: both internal and external, those developed by the NAQA and those received from outside. The place and time of meetings are agreed with the participants of the discussion; then this information is communicated to the whole team and the work takes place together with all those who were able to join, including remotely, through the use of IT. The process of discussing certain issues (discussion of relevant candidates) takes place in the form of a round table (usually); in the course of such work the main argument for a position is evidence. Under such conditions, there is no need to strive for the majority of voices as in the course of such work everyone's voice is heard: it can be an idea, a view, a sentence or an apt word. Similar approaches apply to the work of expert groups and industry expert councils.

As of July 2020, NAQA structure is as presented on the chart.

NAQA members work in committees and competition commission. Each NAQA member is assigned to a certain SEC and is responsible for their effective operation. The main responsibilities of NAQA members are to:

1. Participate in the work of committees and commissions.
2. Coordinate the work of SEC assigned to them.
3. Study the accreditation cases.
4. Participate in the work of the conciliation council (in person or remotely) before the NAQA meeting.
5. Perform the duties of an observer at the accreditation audit.
6. Make proposals and participate in the discussion of NAQA regulations and recommendations.
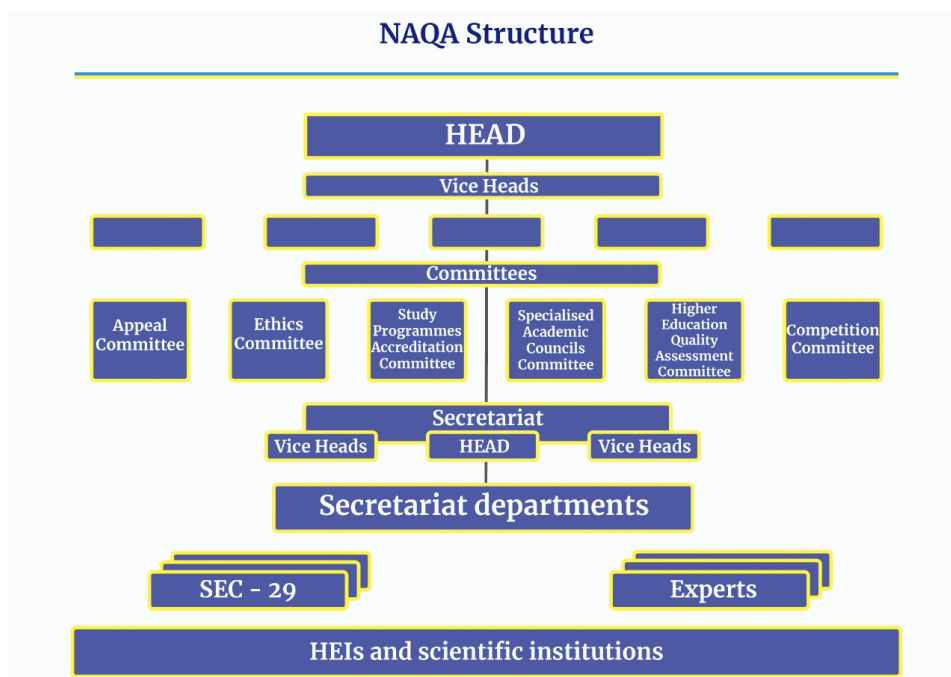
Additional responsibilities are the following:

1. To advise HEIs, SECs and NAQA experts on best practices for higher education quality assurance, as well as on their professional expertise.
2. To participate in the preparation and holding of conferences, seminars, round tables on quality assurance in higher education.

Experts and members of sectoral expert councils are inextricably linked to NAQA activities. A **NAQA expert** is a specialist who carries out the accreditation examination of the study programme in a higher education institution. An expert is a person who has the necessary knowledge and expertise that allow him/her to effectively assess the quality of study programmes and educational activities of higher education institutions under these programmes and develop recommendations for improving the quality of higher education in relevant

specialties.

Experts are selected from among research and teaching staff, as well as from among higher education degree seekers. These experts are trained by NAQA.

Experts are included in the Register of Experts of the National Agency established in accordance with the Procedure for Selection of Experts of the National Agency for Quality Assurance in Higher Education for accreditation of study programmes, approved by NAQA on May 21, 2019 (Minutes No. 5). The register of NAQA experts as of June 2020 includes 2531 experts (1978 persons from among research and teaching staff and553 from among applicants). The experts are contracted on the basis of civil agreements with NAQA, and during the examination they act on behalf of the NAQA and not as representatives of the institution where they work or study. The expert performs an accreditation examination that results in a report.

Sectoral expert councils, or SECs, are permanent NAQA bodies. They consist of 9 to 15 members in accordance with the Regulations on Sectoral Expert Councils and are selected on the basis of a competition in accordance with the Procedure for nominating candidates and selecting members of branch expert councils.

The main function of SEC is to process accreditation cases and prepare expert opinions on the possibility of accreditation of study programmes in accordance with the procedure defined by the Regulations on accreditation of study programmes.

Other functions of SEC include:

• coordination of higher education standards;
• preparation of proposals for improving the requirements for the quality assurance system of HEIs, criteria for evaluation of study programmes quality and educational activities of HEIs;
• interaction of the Agency with stakeholders on issues within their competence;
• participation in the approval of HE standards in the manner prescribed by the Agency;
• development of recommendations for HEIs on improving the quality of study programmes within the relevant areas.

According to the Regulations on Sectoral Expert Councils, SEC members are not comprised of HEIs' academic staff only (researcher, teachers), but also other stakeholders – employers and students. The latter are full partners in the process of ensuring the quality of higher education in Ukraine. The involvement of employers' representatives in the SEC provided a link between the HEIs and the modern labour market.

Today, 29 SECs have 329 members who have also been trained at corrective seminars and workshops conducted by NAQA and partner organizations.

Activities of the Agency

NAQA's main areas of work within the scope of the ESG are outlined below and set out in more detail in Section 6. The authority of NAQA includes the following areas: accreditation of study programmes (bachelor, master, PhD); accreditation of thesis defence committees; accreditation of independent agencies; institutional accreditation of HEIs; development of university rankings; monitoring compliance with academic integrity; and other activities (Annual Report on the State of Higher Education in Ukraine, development of education policy regulations, approval of HE standards etc.).

Since the start of its official operation in February 2019, NAQA has conducted the following activities:

Organizational activities

NAQA Secretariat was formed and launched; 29 Sectoral Experts Councils were formed. The next stage was the training of a team of 35 trainers, which took place in the summer of 2019 with the help of Quality Assurance Agency in Higher Education of the United Kingdom (QAA). At the same time, NAQA created an online course for future experts and members of sectoral expert councils. 4,126 people received certificates of successful completion of online training and were admitted to face-to-face training. A total of 96 trainings were conducted, and in July 2020 online trainings were conducted for the first time under quarantine. An electronic document management system has also been developed and launched. NAQA has built and continues to develop sustainable cooperation with external stakeholders and actively provides informational and advisory support to stakeholders.

With the beginning of the new accreditation procedure, in order to explain its key provisions, 26 round tables for HEIs were held throughout Ukraine, with the total of 2,922 participants. Together with partner organizations (Charity Foundation "Institute for Educational Development", ICF "International Foundation for Educational Policy Research"), NAQA held seminars for experts, study programme directors ("study programmes guarantors" in Ukrainian terminology) in December 2019 – January 2020 (Kyiv, Dnipro, Ivano-Frankivsk, Cherkasy); delivered specialized trainings for chairmen and deputy chairmen of Sectoral Expert Councils in February–March 2020 (Rivne, Bila Tserkva), webinars for NAQA trainers in July–September 2020, and specialised trainings for study programme directors in September 2020 (Mykolaiv).

With the start of quarantine, NAQA switched to an online format: five online meetings with NAQA members and four meetings within the newly created project

"NAQA School of Quality" were held. In July, the first online trainings for experts took place.

All the above has made it possible to start the process of accreditation of study programmes.

Accreditation of Study Programmes:

NAQA has completed 841 accreditations of study programmes (SP) by July 2020 with the following outcomes:

- Approved — 563 (66.9 %) SP,
- Approved if corrective measures are taken — 246 (29.3 %) SP,
- Rejected — 21 (2.5 %) SP,
- Approved and deemed exemplary — 11 (1.3 %) SP.

More than 600 study programme accreditations are in progress now and 700 more will be completed by the end of 2020.

Document development

Regulation on Study Programmes Accreditation was developed by NAQA and officially approved by the Ministry of Education and Ministry of Justice; all supporting documents and guidelines including self-assessment form were developed and made available on the NAQA website; the draft Procedure for the Annulment of Decisions of Specialized Academic Councils to confer a research degree, the draft Regulation on Accreditation of Specialised Research Councils (specialised councils for awarding the degree of Doctor of Arts), and the draft Procedure for Awarding Research Degrees of Doctor of Sciences and Doctor of Philosophy by specialized research councils of higher education institutions (research institutions) were developed. NAQA Recommendations on the introduction of an internal quality assurance system and the Recommendations for HEIs on the Development of Academic Integrity Systems were also adopted; key documents were translated into English and posted on the NAQA website; the full list of accreditation documents is available in Ukrainian.

Consulting and Trainings activities

The first trainings were organized jointly with the Quality Assurance Agency for Higher Education (QAA), during which 35 trainers were trained. NAQA conducted more than 100 trainings for accreditation experts and sectoral experts, about 30 seminars and round tables for rectors and other representatives of Ukrainian higher education institutions, about 30 consultative meetings at HEIs' requests, and a number of self-reflective methodical seminars

External Evaluation and Self-Assessment

NAQA aims to be self-critical and self-reflective and also welcomes external evaluation and reviews of its activities. NAQA constantly collects feedback from Universities, experts, and other stakeholders via surveys, interviews etc. and revises

its policies, guidelines and documents on the basis of this feedback. NAQA constantly seeks international evaluation and assessment of its policies and documents: for instance, USAID reflection comments on the proposed Procedure for the Annulment of Decisions of Specialized Academic Councils to confer a research degree.

Communications activities (public relations)

NAQA actively provides information and advisory support to stakeholders. In addition to the trainings, seminars, round tables and meetings mentioned above, NAQA is active in the media. News is regularly published on NAQA's website and official Facebook page, together with advisory information on topics of interest to stakeholders. NAQA introduced new hashtags such as: #naqa_suggests (#naqa_підказує) which aims to answer difficult questions in an easy style; #naqa_comments (#naqa_коментує), sharing the posts of individual NAQA members describing their own opinions on certain issues; #naqa_internationalisation (#naqa_інтернаціоналізація) highlights achievements in the field of international cooperation; and #naqa_informs (#naqa_інформує) about new normative rules or recommendations as well as important events. It is worth noting that the official position of NAQA is posted on the website https://naqa.gov.ua/, and pages on social networks are created for communication and dynamic information sharing. Finally, #naqa_advises (#naqa_радить) provides tips on resources that can be useful for self-development and self-education. In May 2020, a new project "NAQA School of Quality" was launched as a kind of platform for the exchange of best practices among HEIs. Under quarantine, events take place online, but in the future it is planned to switch to an offline format.

NAQA's quality assurance processes and methodology

Among several external quality assurance activities, NAQA accreditation of bachelor, master and PhD programmes is the main one. According to the Law "On Higher Education", accreditation of a study programme involves the evaluation of a study programme and/or educational activity of a higher education institution under this programme in order to ensure and improve the quality of higher education. Accreditation of a study programme is mandatory as the document on higher education (diploma) is issued by a higher education institution only for accredited study programmes.

Accreditation process for study programmes

Regulation "On Accreditation of Study Programmes According to which Higher Education Learners Obtain Training" determines the basic principles and procedures for accreditation of study programmes (hereinafter, the accreditation) as a tool for external quality assurance of higher education in Ukraine. Mandatory conditions for accreditation are the compliance of the study programme and educational activities

of the higher education institution under this study programme with the criteria for assessing the study programme quality, which are an integral part of the Regulations.

Before 2019, accreditation system was complex; the general approach was to control, not to trust; a key feature was the quantitative approach. Quantitative criteria provided for the compliance with state-established indicators — i.e., the availability of the appropriate percentage of teachers with research degrees, a certain number of textbooks, premises, computers and more. The advantage of quantitative criteria is that they are clear and do not allow for misreadings; the disadvantage is that they are overly formalistic and can be easily falsified.

The old accreditation system used a summative model with its inherent strategy of unification of study programs. The key role in the evaluation processes was played by the Ministry of Education and Science, which emphasized the accountability of this institution. Accreditation was compulsory, perceived by universities as an inspection by a controlling institution with high corruption risks. Study programs did not receive any recommendations. Post-accreditation monitoring was insignificant and used solely for repressive purposes.

Thus, in implementing the new accreditation system NAQA aimed to introduce a new philosophy of accreditation as an advisory assessment based on European standards (ESG-2015) and minimizing all the risks mentioned above, and to correct the shortcomings that existed in the old accreditation system.

The process of accreditation of study programmes is detailed in the Annex (ESG 2.3: Implementation Processes).

A systemic approach to the quality of higher education in Ukraine has ensured that NAQA has launched and operated appropriate processes, procedures and measures for continuous and consistent improvement of the education quality.

The evaluation of a specific study programme and educational activities under this programme is carried out according to the criteria set by NAQA and the order of the Ministry of Education and Science (of 11.07.2019 № 977).

Criteria for evaluating the study programme:
1. Design and goals of the study programme
2. The structure and content of the study programme
3. Access to the study programme and recognition of learning outcomes
4. Training and teaching according to the study programme
5. Control measures, evaluation of higher education applicants and academic integrity
6. Human resources
7. Educational environment and material resources
8. Internal quality assurance of the study programme

9. Transparency and publicity

10. Learning through research

The fifth sub-criterion allows to assess the existence of a quality assurance system in the HEI and its ability to provide timely response to identified shortcomings in the study programme, or educational activities for its implementation.

The eighth criterion is devoted to ensuring the quality of this study programme and has seven sub-criteria.

1. A higher education institution shall consistently adhere to the procedures established by it for the development, approval, monitoring and periodic review of the study programme.

2. Applicants for higher education directly and through student self-government bodies are involved in the process of periodic review of the study programme and other procedures to ensure its quality as partners. The position of higher education applicants is taken into account when reviewing the study programme.

3. Employers are directly and / or through their associations involved in the process of periodic review of the study programme and other procedures to ensure its quality as partners.

4. There is a practice of collecting, analysing and taking into account information about the career path of graduates of the study programme.

5. The quality assurance system of a higher education institution provides a timely response to identified shortcomings in the study programme and / or educational activities.

6. The results of external quality assurance of higher education (including comments and suggestions made during previous accreditations) are taken into account when reviewing the study programme.

7. A quality culture has been formed in the academic community of a higher education institution, which contributes to the constant development of a study programme and educational activities under this programme.

The practice of applying the eighth criterion, and especially the fifth sub-criterion, by experts and SECs during the accreditation process shows that this issue deserves additional attention from all stakeholders.

Accreditation during COVID-19 pandemic and nationwide quarantine

In Ukraine, the quarantine was announced on March 12 and all public events were prohibited. NAQA reacted immediately: all the staff started to work remotely, internal meetings of NAQA members and Secretariat were transferred online and held regularly, and all routine work was conducted as planned. NAQA was among the first in the world who started to conduct accreditation site visits using videoconferencing technology.

During the first two weeks of the nationwide quarantine NAQA developed a Temporary Procedure for Accreditation Site Visits using Video Communications. NAQA acts in line with the governmental regulations and recommendations.

Starting from March 26 till July 1, 2020 approximately 400 online accreditation site visits were successfully completed. Preliminary briefing of expert groups, site visits, communication with stakeholders, university administration, meetings of sector expert councils — all of this took place online according to the Temporary Procedure. Moreover, all participants of the process noted that the quality of evaluation and recommendations remained high. 78 % of experts confirmed that outcomes of the online evaluations are the same or even better than of the face-to-face ones.

Accreditation methodology

NAQA bases its activities on the principles of trust and mutual respect, aiming to disseminate them in the Ukrainian academic environment. These principles should lay the foundation for the reputational capital of Ukrainian higher education institutions, along with a new culture of quality and integrity. In the process of accreditation, NAQA performs not a punitive but first and foremost a service function, implementing the paradigm of consultative evaluation and assisting HEIs in their pursuit of excellence. And for this we need to establish a constant dialogue and fruitful cooperation.

Guidelines for the application of the criteria for evaluating the quality of study programme were developed for the experts of the National Agency.

It should be noted that based on the results of the first year of accreditation under the new system, expert surveys, feedback from representatives of HEIs and pandemic challenges NAQA developed proposals for amendments to the Regulations on Accreditation of Study Programmes. These are currently being reviewed by the Ministry of Education and Science of Ukraine.

The accreditation process pursues two inseparable goals:

• To truthfully assess the extent to which the study programme and its implementation activities meet the Quality Criteria established by NAQA;

• To provide advice to the institution and the programme on further improvement.

In general, the accreditation methodology used by the NAQA is in line with European standards. However, there are some problems, including the following:

• international experts are not included in the expert groups that conduct accreditation examinations;

• in a number of cases, the assessments of the sectoral expert council do not coincide with the assessments of the expert group;

• there are cases when NAQA has to return the opinion of the sectoral expert council for revision to establish clear and detailed justifications for changing

assessments previously provided by the expert group;

- the reports of some expert groups do not provide a sufficient number of recommendations for the HEI to improve the quality of the educational process or the recommendations are not clear or are too general in nature;
- an extremely large number of study programmes (up to 400) of the second (master) higher education level were submitted for accreditation "at the last moment" — 3–4 months before the end of their study term (December), which puts a huge burden on NAQA during September–October as the accreditation procedure itself lasts three months;
- the need to deploy mass training of study programme directors as a lot of them do not properly understand NAQA requirements and are not able to properly draw up a qualified self-report;
- the need to design a multilevel system of continuous professional development for experts;
- the need for significant harmonization of requirements and approaches of different SECs.

NAQA's internal quality assurance procedures

NAQA is accountable to stakeholders through a comprehensive range of internal quality assurance mechanisms. These are discussed in detail in the Annex (Standard 3.6) and include the following:

- performance management and accountability
- assurance of internal controls
- equality
- information security and accessibility
- avoiding conflicts of interest
- feedback and reflection mechanisms
- critical self-assessment

NAQA's international activities

One of NAQA's strategic objectives is the internationalization of higher education in Ukraine in general and the activities of NAQA in particular. The work towards this goal is conducted in several aspects.

Cooperation with foreign agencies for quality assurance and other stakeholders

The numerous years of experience of such agencies are extremely useful for study and adaptation in Ukraine. During 2019, representatives of NAQA held meetings and consultations with representatives of agencies for quality assurance from Latvia, Italy, Germany, and Georgia. NAQA together with the MoES of Ukraine acted as one of the co-organizers of the International Conference "Development of the higher education quality assurance system in Ukraine" (June

11–12, 2019). During the first half of 2020, NAQA organized or took part in numerous international meetings and events. In March 2020, a seminar "Problems of accreditation of PhD programs and Polish experience in the evaluation of doctoral schools" was held in Warsaw under the leadership of the Polish Quality Assurance Agencies (The Polish Accreditation Committee and the Centre for Science Evaluation). With the start of quarantine, all international events went online. NAQA launched a series of meetings with international experts and foreign quality assurance organisations on institutional accreditation. Such meetings were held with agencies from France, Belgium, Lithuania, Estonia, Georgia, Turkey, Cyprus, and Saudi Arabia. Memoranda of cooperation / understanding were signed with the agencies of Poland, France, Georgia, and Kazakhstan. An important role is also given to collaboration with employers as the main stakeholders of high-quality education: NAQA conducted a series of seminars and signed memoranda of cooperation with the Kharkiv IT cluster and IT Ukraine Association in 2019.

The results of such meetings and bilateral cooperation are the revision and improvement of key procedures and documents, the development of new draft regulations and guidelines, the exchange of experience in lockdown, including online accreditation site visits, and advice and expertise of international experts on the quality of higher education. All events and results of such meetings were widely covered on NAQA website as well as on its official Facebook and Twitter pages.

Membership in international organizations

NAQA has set a goal to become a full member of ENQA (European Network for Quality Assurance) and to enter EQAR (European Quality Assurance Registrar). In November 2019, representatives of NAQA participated for the first time in the European Quality Assurance Forum (EQAF), the largest platform in Europe for exchanging experience, establishing contacts, discussing issues of higher education quality assurance and other topical problems in the field. In June, NAQA was granted an affiliate status with ENQA. In February 2020, NAQA gained full membership in INQAAHE (International Network for Quality Assurance Agencies in Higher Education). In July, NAQA became a member of the International Center for Academic Integrity (ICAI). Besides, on July 17, 2020, NAQA was granted full membership in the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA).

International projects and support from international donors

NAQA is actively expanding its network of foreign partners. NAQA became a partner of the Erasmus+ project EDUQAS in 2019–2020 and participated as a consortium member in December 2019 in drafting of ten other Erasmus+ project applications submitted in February 2020. One of these projects, namely OPTIMA (Open Practices, Transparency and Integrity for Modern Academia), was supported.

NAQA is the beneficiary of the project "Promoting Rule of Law and Human Rights Approaches in Higher Education" implemented by the OSCE Project Co-ordinator in Ukraine during 2020 upon request of the National Agency and the Ministry of Education and Science. The project is aimed at implementing state policy in the field of quality assurance in higher education and creating requirements for internal quality standards of education. In particular, it aims to develop and implement recommendations for the organisation of the internal quality assurance system of higher education institutions in Ukraine.

Among the projects in support of NAQA there are "A new system of accreditation in higher education. The second stage. Implementation" organised by the Institute for Education Development with the support of the International Renaissance Foundation (December 2018 – December 2019) and "Training of experts for the new Ukrainian National Agency for Higher Education Quality Assurance" organised by the International Foundation for Educational Research Policy with the support of the US Embassy in Ukraine (October 2019 – September 2020).

In addition, NAQA actively collaborates with the National Erasmus+ Office, British Council in Ukraine, USAID New Justice Programme, the World Bank, OSCE, International Education Research Foundation, International Renaissance Foundation, and other international organisations and institutions.

External assessment and evaluation of processes and procedures of the National Agency

The conduct of an external assessment of documents and procedures by international colleagues as well as frequent self-assessment, revision of procedures based on experience and feedback from stakeholders are all essential parts of ensuring the effectiveness and transparency of NAQA's performance. Thus, the draft Procedures for the Annulment of Decisions of Specialized Academic Councils to Confer a Research Degree was developed by the National Agency, translated into English and then submitted for examination to a well-known American expert in academic integrity, Prof. Leah Wortham, who prepared a report entitled "Enhancing Academic Integrity in Ukrainian Higher Education" based on the results of her analysis of the draft Procedure mentioned above. Her report is available on NAQA website.

NAQA continuously seeks advice and expert assessment from international and national experts as external evaluation of its procedures, documents and activities in general. Thus, during the first half of 2020, NAQA initiated and held meetings with colleagues from agencies from Latvia, Germany, Italy, Georgia, Poland, Lithuania, France, Kazakhstan, Belgium, Estonia, Turkey, and Cyprus; the Agency worked with the QAA and British Council to train trainers, cooperated with such partners as

the National Erasmus Office in Ukraine, American Councils for International Education, British Council Ukraine, USAID, OSCE, and others. Also, through ENQA and INQAAHE, NAQA approached international experts for advice on the drafting of the Institutional Accreditation Regulation and received expert advice and opinion from experts in Cyprus, Estonia, France, Lithuania, Sweden. Upon NAQA request in July 2020, an international expert, Professor Olgun Cicek, provided feedback on Ukrainian legislation regarding institutional accreditation.

Current challenges and areas for future development

In record time, NAQA implemented the key tasks facing it in early 2019: having developed a number of regulations and guidelines and launched a new accreditation process; prepared and established a register of experts to assess the quality of study programmes; established Sectoral Expert Councils; accredited over 800 study programmes (including more than 400 in online format due to COVID-19 lockdown); become an affiliate with ENQA and a full member of INQAAHE, CEENQA, and ICAI. Today, NAQA functions as an independent collegial body in accordance with current legislation of Ukraine. At the same time, NAQA faces a number of challenges that it must take into account while setting the perspectives for further development.

First of all, the global factor is the threat of the second, third wave of the COVID-19 pandemic and the uncertainty of working conditions under which universities will function in the next couple of years. This challenge is significant, as NAQA received 1,977 applications for accreditation of study programmes for the new 2020–2021 academic year; in addition, 330 applications for accreditation of PhD programs were postponed from spring to September 2020 due to national quarantine. Accreditation examinations must therefore take place according to plan. The agency already has gained significant experience in conducting online accreditations in the spring of 2020 and is preparing for a new mixed accreditation model that will include a face-to-face visit with one or more experts to respond quickly to new challenges of the global pandemic.

The next factor is political turbulence resulting in attempts to reorganize NAQA and deprive it of its independent status. Since the inception of NAQA, two Ministers of Education and Science and three Acting Ministers have changed in Ukraine during 18 months. With the resignation of O. Honcharuk's government on March 3, 2020 and until this (February 2021) no Minister of Education and Science has been appointed in Ukraine, which entails uncertainty as to educational policy and unsystematic decision-making in education. NAQA has always taken a constructive position in working with the Ministry and saw it as a partner organisation. The

agency also did its best to support HEIs during the pandemic and demonstrated institutional leadership in the conditions of quarantine and the absence of an officially appointed head of the Ministry of Education and Science.

The Acting Minister of Education and Science appointed in June 2020 is a controversial candidate who was not supported by Verkhovna Rada of Ukraine Committee on Science and Education due to suspicion in academic plagiarism. Several MPs appealed to NAQA, which is the only official body in Ukraine responsible for academic integrity, to analyse his work.

Unfortunately, the interim leadership of the Ministry has not taken a constructive position in relations with NAQA, and taking advantage of a minor legislative conflict, without any prior discussion with stakeholders, prepared a bill on NAQA reorganization and the deprivation of its independent status by transforming it into a central executive body. NAQA has expressed its position in several official statements that are published on its website and are widely discussed by the academic community. NAQA has prepared its proposals for resolving the legal conflict in determining its status and will use all available methods to defend its independence as required by European ESG-2015 standards.

Financial factors: the legislation stipulates that the new accreditation procedure is carried out on a paid basis, but the HEIs are often morally and financially unprepared to make such payment in full. Rectors of the HEIs began to apply to NAQA for revisions to the amount of payment and the cost of expert work. Today, the cost of one educational program is from 33,703 UAH to 54,381 UAH for full-time accreditation and from 31,345 to 48,431 UAH for online accreditation. 84% of accreditation funds go to pay for the work of experts and members of sectoral expert councils, and therefore are actually re-invested in universities through additional remuneration of their staff and students. NAQA is convinced that a decent salary for expert work is one of the guarantees of objectivity and impartiality. At the same time, the state has begun to search for opportunities to provide financial support to the HEIs, and NAQA leadership have consulted with experts and executive and legislative bodies on finding sources of reimbursement of the funds spent on accreditation. NAQA will continue to strive to support HEIs based on the principles of partnership and transparency. On the other hand, NAQA seeks opportunities to diversify sources of revenue to its budget, like grant opportunities and sponsorship.

There are also methodological factors. According to ESG-2015 Standard 2.2, the improvement of the external evaluation methodology is a continuous process, especially in conditions when the process of evaluating the quality of study programmes is still not fully understood and remains ambiguous for HEIs accustomed to the clear quantitative parameters of previous accreditations. NAQA has received a number of requests from stakeholders regarding the need for more detailed clarifications and quantitative measurements of the evaluation criteria for

educational programs. In addition, there are still some inconsistencies in the interpretation of the evaluation criteria between the representatives of the HEIs, experts and members of SECs. Currently, NAQA is reviewing and improving its methodological recommendations on the application of criteria for assessing the quality of study programmes based on proposals from experts, representatives of HEIs and other stakeholders. NAQA includes students and employers who are full members of NAQA working bodies, commissions and committees. It should be noted that each expert group and sectoral expert council includes a student in the specialty for which the accreditation takes place. Another task in this direction is to develop mechanisms and search for opportunities to involve international experts in the work of expert groups, which would significantly increase the level of expertise and strengthen the independence of decision-making.

The human factor is also persistent. Today, more than 3,000 people are involved in the system of NAQA (21 NAQA members, 58 employees of the Secretariat, 35 trainers, 329 members of SEC, 2,528 experts for the evaluation of study programmes). All these people declared their wish to ensure the quality of higher education in Ukraine and to carry out external evaluation of study programmes in accordance with the new philosophy of accreditation based on the value approach and ESG-2015. However, in fact, it has turned out that not all trainers, experts and members of SECs share the philosophy and values of NAQA. There are individual cases of unprofessionalism and attempts by experts to conduct audits instead of consultative evaluations. NAQA promptly responds to such cases, makes changes to the register of experts, conducts additional training and consultations for experts. NAQA continues to work in this direction and also regularly reviews the register of experts in terms of the quality of their work and the quantitative content of the register. It is important to involve only those experts who work competently, professionally in the work of NAQA.

Procedures for ensuring the quality of the NAQA are also an issue. In accordance with ESG-2015 Standards 3.6 and 3.7, all relevant Agencies must implement internal quality assurance processes and undergo external audits at least every five years to demonstrate compliance with ESG-2015. The NAQA operates on the basis of the principles of professionalism and integrity, constantly analyses, reviews and improves its work and documents, taking into account the views of stakeholders, and publishes annual reports. NAQA also constantly seeks expertise and advice from international and national experts in order to continuously improve its activities. At the same time, the internal quality assurance policy requires systematization and formalization in the form of a relevant document, which will be published on NAQA's website. Besides, NAQA is preparing for an external audit for compliance with the criteria of ESG-2015 and has begun to consider its policies and activities, including the development of this self-assessment report.

2.2 QA policy strategy at KhNUE

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2.2.1 The structure and functioning of internal quality assurance system at KhNUE

The internal quality assurance system at Simon Kuznets Kharkiv National University of Economics (hereinafter – Simon Kuznets KhNUE) is based on the Law of Ukraine "On Higher Education" (2014), The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015), University Statute (2019), Strategy of University Development for 2020-2027 (2020) [1]. Within results of EduQAS project Quality Assurance Strategy of Simon Kuznets KhNUE was developed [2], which fully corresponds to and details the strategy of University Development for 2020-2027.

The university has quality assurance system, which covers all procedures for continuous improvement of the quality of educational programs, of quality of teaching and learning, of quality of learning outcomes of higher education, learning opportunities and resources, in accordance with national and international standards, stakeholder needs and requirements state and independent bodies that provide external quality assurance.

The **purpose of the quality assurance system** of educational activities is:

- *creating an educational environment that meets the requirements and expectations of entrants, students and applicants for higher education (students, graduate students), as well as external stakeholders;*
- *constant monitoring and evaluation of the quality of the educational process at all stages of its implementation;*
- *ensuring the effectiveness of processes and procedures for internal and external quality assurance of educational activities.*

Internal quality assurance of educational activities and the quality of education (hereinafter – IQA) covers procedures carried out by the University to

continuously improve the quality of the educational environment, in which the quality of educational programs, quality of teaching and learning, quality of learning outcomes, educational opportunities and resources meet the needs of stakeholders. meets the purpose, goals and objectives, as well as the requirements of other bodies that carry out external quality assurance assessment.

External quality assurance of educational activities and the quality of education (hereinafter – EQA) covers the procedures carried out by the University on the effectiveness of processes and procedures of internal quality assurance of educational activities in achieving the goals and objectives set for this, participation in periodic external evaluations of the University (and/or its educational programs) and mechanisms for working with the recommendations received during accreditation, or with results of participation in (inter)national academic rankings, establishing accessible and clear reporting.

Basic principles that today constitute **IQA at the Simon Kuznets KhNUE**:

- *autonomy* – quality assurance is carried out by independent, independent and responsible decision-making regarding the selection of procedures, methods, tools, tools to determine the status and improve quality;
- *adequacy* – quality assurance takes into account the needs and expectations of higher education seekers, other stakeholders and society;
- *academic integrity* – quality assurance is based on the principles of honesty, of fairness, of responsibility and mutual respect of all participants in educational process;
- *academic culture* – quality assurance promotes the developing quality culture at subjects of educational process;
- *measurability* – quality assurance is based on the implementation of monitoring procedures and quantitative evaluation of quality;
- *openness* – quality assurance is accompanied by coverage of information on processes and results through the engagement and involvement of stakeholders;
- *responsibility* – the university is primarily responsible for the quality of higher education which provides;
- *compliance* – quality assurance is aimed at compliance with European and national standards of educational activities and quality of higher education;
- *gender equality* – ensuring the concept of achieving equal human rights between men and women in labor and other legal relations, as well as equalizing the role in society as a whole, overcoming sexism and other forms of discrimination;
- *communication* – ensuring the process of information exchange between departments in order to ensure its understanding, quality, reliability, timeliness, completeness and relevance, maintaining communication with external

stakeholders (employers, businesses, graduates, local governments and the central executive in education and National Agency for Quality Assurance in Higher Education, the State Service for the Quality of Education of Ukraine, public self-government bodies in higher education and science);

- *tolerance* – ensuring respect, friendliness and tolerance for other social, cultural, religious groups, rejection of violence, perception and understanding of the rich diversity of cultures of the world, forms of self-expression and self-expression of the human person;

Establishing institutional quality assurance system was started from 2015. In order to coordinate the university activities on quality assurance **Department of Quality Assurance and Innovative Development** (hereinafter – QAIDD) was established (based on former Center of Educational Innovative Technologies (2010) for solving the key tasks of quality assurance and innovative development at Simon Kuznets KhNUE [3].

Before EduQAS project QAIDD activities were regulated by Regulations on internal quality assurance in Simon Kuznets KhNUE (2016) [4] and Regulations on Quality Assurance and Innovative Development Department of Simon Kuznets KhNUE (2017) [5].

The structure of QAIDD comprised following sectors: sector of strategic planning the activity and development of HEI; sector of monitoring the quality of educational activities and the quality of higher education in HEI; sector of socio-psychological and marketing-monitoring research; and sector of University Performance (AUF). Taking into account the recommendations from experts of EduQAS project, the functions of QAIDD have been reviewed and updated. So updated structure of QAIDD consist of: sector of planning, implementing and adjusting the HEI quality assurance policy; sector of monitoring the quality of educational activities and the quality of higher education in HEI; sector of internal quality assurance of educational programs; and sector of socio-psychological and marketing-monitoring research.

Structural departments of Simon Kuznets KhNUE (such as QAIDD, educational department, methodical department, marketing and corporate communications department, research sector, department youth policy and social development, department of employment students and interaction with business structures, department of vocational guidance and work with gifted students, department of postgraduate education, department of postgraduate and doctoral studies, department of e-learning aids, faculties, departments, etc.) provide systematic work on quality assurance ("*Participate in procedures and activities of internal and external quality assurance of the University*"), according to the Standards and

Recommendations for Quality Assurance in the European Higher Education Area (ESG, 2015). That's why following provisions have also been updated: Regulations on faculties (2021); Regulations on Educational department of Simon Kuznets KhNUE (2020) [6]; Regulations on Department of employment and interaction with business structures of Simon Kuznets KhNUE (2020) [7]; Regulations on Department of electronic learning aids of Simon Kuznets KhNUE (2020) [8]; Regulations on Department of International Relations of Simon Kuznets KhNUE (2020) [9]; Regulations on Information and computer center of Simon Kuznets KhNUE (2020) [10]; Regulations on Llibrary of Simon Kuznets KhNUE (2020); Regulations on Personnel department of Simon Kuznets KhNUE (2020) [11]; Regulations on Department of Postgraduate Education of Simon Kuznets KhNUE (2021) etc.

Implementation of the Erasmus+ project: "Implementation of the quality assurance system of education through cooperation of the University-Business-Government in the HEI" (EDUQAS) provide the internal analysis of how the existing at Simon Kuznets KhNUE quality assurance system to compile with to the European Standards and Guidelines (ESG) (in particular, WP1. The overview of EU&PC QA policy strategy at institutional level) and external analysis was provided by team of project experts (during evaluation WP3 Capacity Building: Implementation of internal QA systems, and conducting Report on QA Unit analysis and recommendation). These analyses allow to determine the main directions to design/improve QAS at Simon Kuznets KhNUE (based on experience and best practices of the EDUQAS universities partners: UNIVERSITATEA DIN CRAIOVA (Craiova, Romania), KUNGLIGA TEKNISKA HOEGSKOLAN (Stockholm, Sweden), UNIVERSITE DE LIEGE (Liege, Belgium), UNIVERSITY OF PLOVDIV PAISII HILENDARSKI (Plovdiv, Bulgaria), UNIVERSITE DE LORRAINE (Nancy Cedex, France), LATVIJAS UNIVERSITATE (Riga, Latvia).

Quality assurance policy of **Simon Kuznets KhNUE** is implemented through IQA processes with the involvement of all university structural units and participants of educational process. It is public and open to all participants of educational process, as well as various stakeholders.

The quality assurance policy (hereinafter – QA Policy) is reflected in the priority areas of educational activities, objectives and indicators of Strategy of Development of Simon Kuznets KhNUE for 2020-2027 years (2020) [1], Regulations on policies and procedures for managing conflict situations at Simon Kuznets KhNUE (2019) [12], Code of Academic Integrity of Simon Kuznets KhNUE (2019) [13]; Regulations on Committee on Academic Integrity at Simon Kuznets KhNUE (2019) [14].

HEI assures academic integrity and freedom giving special attention to issues of academic integrity, that implementing in: program of development of academic integrity in university for current academic year [15]; declarations on compliance with the academic integrity by all participants of educational process (for seekers: [16]; for academic staff: [17]; training on academic integrity [18]; series of webinars "Distance learning in quarantine: improving methods and academic integrity", etc.

Development, approval, monitoring and periodic review and updating of educational programs takes into account the goals and opportunities to achieve learning outcomes defined by the standard of higher education in the relevant specialty and level of higher education, if available or meet the requirements of the National Qualifications Framework.

Design of educational programs (educational-professional, educational-scientific), its approval, monitoring, periodic review and updating is regulated by the Regulations on development, approval, monitoring, periodic review and updating of educational programs at Simon Kuznets KhNUE (new edition) (2020) [19]; Methodical guidelines on development, structure and content of the curriculum for higher education at Simon Kuznets KhNUE (2020) [20].

Educational programs are approved by the decision of Academic Council of Simon Kuznets KhNUE, are implemented by order of the rector. Publicity of information about educational programs, degrees of higher education and qualification is provided by hosting with free access on the official website of the university, faculties, departments, at list of Simon Kuznets KhNUE educational programs.

Simon Kuznets KhNUE monitors and periodically reviews educational (educational-professional, educational-scientific) programs to make sure that they achieve their goals and meet the needs of higher education and society.

Regular monitoring includes evaluation of program content taking into account the latest research in this discipline. Thereby guaranteeing the relevance of the program; student workload, progression and completion; effectiveness of student assessment procedures; student expectations, needs and satisfaction with the program; learning environment and support services and their suitability for the purposes of the program. Educational (professional, educational, scientific) programs are regularly reviewed with the involvement of students and other stakeholders. Any measures planned or taken as a result must be communicated to all stakeholders.

Student-centered training, teaching and assessment of students at the Simon Kuznets KhNUE is aimed at involving students and entrants into the

educational process, in stimulating motivation, self-analysis, their personal and professional self-development.

Student-centered training, teaching and assessment of higher education seekers is regulated by Regulations on organization of educational process at Simon Kuznets KhNUE (2020) [21]; Order of formation and implementation of selective component of educational programs of Simon Kuznets KhNUE (2020) [22]; Regulations on Schedule of Learning (2020) [23]; Regulations on individual curriculum of the applicant of higher education at Simon Kuznets KhNUE (2020) [20]; Regulations on organizing student internships at Simon Kuznets KhNUE (2020) [24]; Regulations on organization of internships abroad for students at Simon Kuznets KhNUE (2020) [25]; Temporary Order of Evaluating Student Learning Outcomes on the Cumulative Scoring System Scale (2013) [26]; Regulations on written examinations (exams) at Simon Kuznets KhNUE (2020) [27]; Regulations on appealing the results of the final control in form of exams (2020) [28]; Regulations on Learning Management Systems (2020) [29]; Regulations on the Implementation Procedure of Academic Mobility Right of Participants of the Educational Process at Simon Kuznets KhNUE (2016) [30]; Regulations on procedure for organizing and training specialists by dual form of higher education at Simon Kuznets KhNUE (2018) [31]; Regulation on organization of student extracurricular activities at Simon Kuznets KhNUE (2019) [32].

Due to the quarantine restrictions caused by acute respiratory illness COVID-19 at the Simon Kuznets KhNUE were developed: Regulations on organization of educational process with the use of distance learning technologies at the Simon Kuznets KhNUE (2020) [33]; Regulations on organization of evaluation of learning outcomes and quality of higher education with the use of distance technologies at Simon Kuznets KhNUE (2020) [34].

Enrollment, achievement, recognition and certification of higher education seekers is determined through the procedures of enrollment, assignment of qualifications and completion of education, taking into account the mobility of higher education seekers.

Enrollment, achievement, recognition and certification of applicants for higher education is regulated by: Regulations on Admissions Committee; Terms of admission to study (for current academic year); Regulations on procedure for recognition of learning outcomes obtained in non-formal and informal education at Simon Kuznets KhNUE (2020) [35]; Regulations on accounting and monitoring of student learning outcomes using software of corporate management information system of Simon Kuznets KhNUE (2018) [36]; Regulations on the Implementation Procedure of Academic Mobility Right of Participants of the Educational Process at

Simon Kuznets KhNUE (2016) [30]; Procedure for certification in quarantine in Simon Kuznets KhNUE (2020) [37]; Regulations on ordering, filling, issuing and accounting of diplomas of doctors of philosophy and appendices to them in Simon Kuznets KhNUE; Order for conducting an examination session under quarantine at Simon Kuznets KhNUE (2020) [38], which allows you to use the website of Learning Management Systems to check the level of the formed learning outcomes of higher education.

The decision to award a degree of higher education is made by the examination commission for final certification during the certification of applicants for higher education. Certification at the University is carried out in public defense of qualifying work and/or qualifying examination for specialty based on Regulations on certification of graduates at Simon Kuznets KhNUE. For the quarantine period, the University has developed and operates Procedure for certification in quarantine at Simon Kuznets KhNUE (2020) [37], which allows to work of the exam committee for final certification using online platforms (Zoom, Edumeet, etc.), Learning Management Systems.

Quality of teaching staff. Professional development of scientific and pedagogical and pedagogical workers is regulated by transparent procedures of competitive selection, appointment and dismissal, qualification requirements and requirements for professional competence, the system of professional development. QA of teaching staff is regulated by:
- Regulations on procedures for competitive selection of scientific and pedagogical employees of Simon Kuznets KhNUE and signing employment agreements (contracts) (2020) [39];
- Regulations on rating assessment of the activity of scientific and pedagogical workers, departments and faculties of Simon Kuznets KhNUE (2019) [40];
- Regulations on professional development of scientific and pedagogical workers (2020) [41];
- Regulations on certification of pedagogical workers of Simon Kuznets KhNUE (2020) [42].

QA of educational resources and student support are provided by the availability of the necessary resources for teaching and learning activities in accordance with the requirements of educational activities.

The availability of educational resources and student support is regulated by:
- Regulations on Library of Simon Kuznets KhNUE (2020) [43];
- Regulations on Learning Management Systems (2020) [29];

- Regulations on organization of inclusive education at Simon Kuznets KhNUE (2019) [44];
- Socio-psychological service of Simon Kuznets KhNUE; Regulations on organization of extracurricular activities with students at Simon Kuznets KhNUE (2019) [32];
- Regulations on policies to prevent, warn and combat sexual harassment and discrimination (2020) [45];
- Regulations on student dormitories (new edition) (2019) [46].

QA of Information management. The availability of information systems provides the collection, analysis and use of relevant information for the effective management of educational activities and educational programs. It's regulated by:
- Regulations on the information and computer center KhNUE (2020) [10];
- Regulations on monitoring and self-assessment of quality of student learning outcomes at Simon Kuznets KhNUE (2016) [47];
- Regulations on accounting and monitoring of student learning outcomes using software of corporate management information system of Simon Kuznets KhNUE (2018) [36];
- Regulations on rating assessment of the activity of scientific and pedagogical workers, departments and faculties of Simon Kuznets KhNUE (2019) [40].

Effective processes to collect and analyse information about programmes and other activities feed into the IQAS. (in particular, types of monitoring in system of ensuring the quality of educational activities and the quality of higher education) are defined on Regulations on development, approval, monitoring, periodic review and updating of educational programs at Simon Kuznets KhNUE (new edition) (2020) [19]. The periodicity and content of surveys, which are necessary to take into account the opinions of applicants for higher education and stakeholders, have been determined (types and content of procedures have been determined). The University has a corporate network to which local networks of all departments are connected, which allows to work with the corporate database and e-mail.

Public information. The University ensures timely publication on its official website of accurate and reliable information about educational activities, including information about the educational program (its goals, expected learning outcomes and components) to the extent sufficient to inform relevant stakeholders and society. Publicity of information is regulated by: Part 3 and 4 of Art. 79 of the Law of Ukraine "On Higher Education", Part 2 of Art. 30 of the Law of Ukraine "On Education", the Law of Ukraine "On Access to Public Information", the order of Ministry of Education and Science of Ukraine 19.02.2015 №166 "On some issues of

disclosure of information about the activities of HEI", Regulations on the development, approval, monitoring, periodic review and updating of educational programs at Simon Kuznets KhNUE (new edition); Regulations on the Department of Marketing and Corporate Communications.

Cyclical external QA (evaluation of quality of University's activity (in its various forms).

Simon Kuznets KhNUE undergoes external quality assurance procedures, respectively, on a cyclical basis (licensing procedures for specialties of various educational and scientific degrees; procedures for external quality assessment (accreditation of educational programs by an independent agency for quality assurance in higher education in accordance with requirements); procedures for ensuring the participation of universities in world and national rankings.

Within implementation of the EduQAS project, the Simon Kuznets KhNUE project team analyzed the functions of all departments and officials of the university in the context of ensuring the quality of educational activities and the quality of higher education, identified duplication of functions and functions that are not specific to certain departments and officials.

As a result of this work, it was proposed to make changes to the organizational structure of the University, namely:

- *to make changes in the titles of vice-rectors, namely in the title to determine the range of issues for which they are responsible; reviewing their job descriptions and changing the subordination of certain units to vice-rectors;*
- *to make changes in the functions of structural units and update the regulations on departments and structural units;*
- *to establish advisory body Council for ensuring the quality of educational activities and the quality of higher education (hereinafter – Quality Council).*

The institutional structure of IQAS is a set of advisory bodies and structural units that ensure the quality of educational activities and quality of higher education of HEI through the implementation of their functions.

The internal system of ensuring the quality of educational activities and the quality of higher education at the university consists of levels: the first (applicants for higher education), the second (guarantors of educational programs, departments, faculties), the third (university departments, administrative management), the fourth University level (Quality Council, Rectorate, Academic Council).

The organization of IQAS of educational activities and the quality of higher education at the University is carried out (fig.1)

Responsibility for ensuring the quality of teaching and learning at Simon Kuznets KhNUE put on the following managers (rector; first vice-rector of the university; vice-rector for teaching and methodological work; vice-rector for research and international cooperation; vice-rector for educational work and social development) and departments (QAIDD, Educational Department, Department of Postgraduate and doctoral studies, Methodological Department, Department of employment and interaction with business structures, Department of electronic learning aids, Department of International Relations, Personnel department, Department of Postgraduate Education, Department of youth policy and social development, Information and computer center), are determined by relevant Regulations.

Quality Council of Simon Kuznets KhNUE (formation of quality assurance strategy, development of directions of policy implementation on quality assurance, monitoring and evaluation of efficiency of its implementation; coordination of works on management, improvement and development of quality assurance system of educational activity and quality of higher education at the University, internal examination of educational programs etc.).
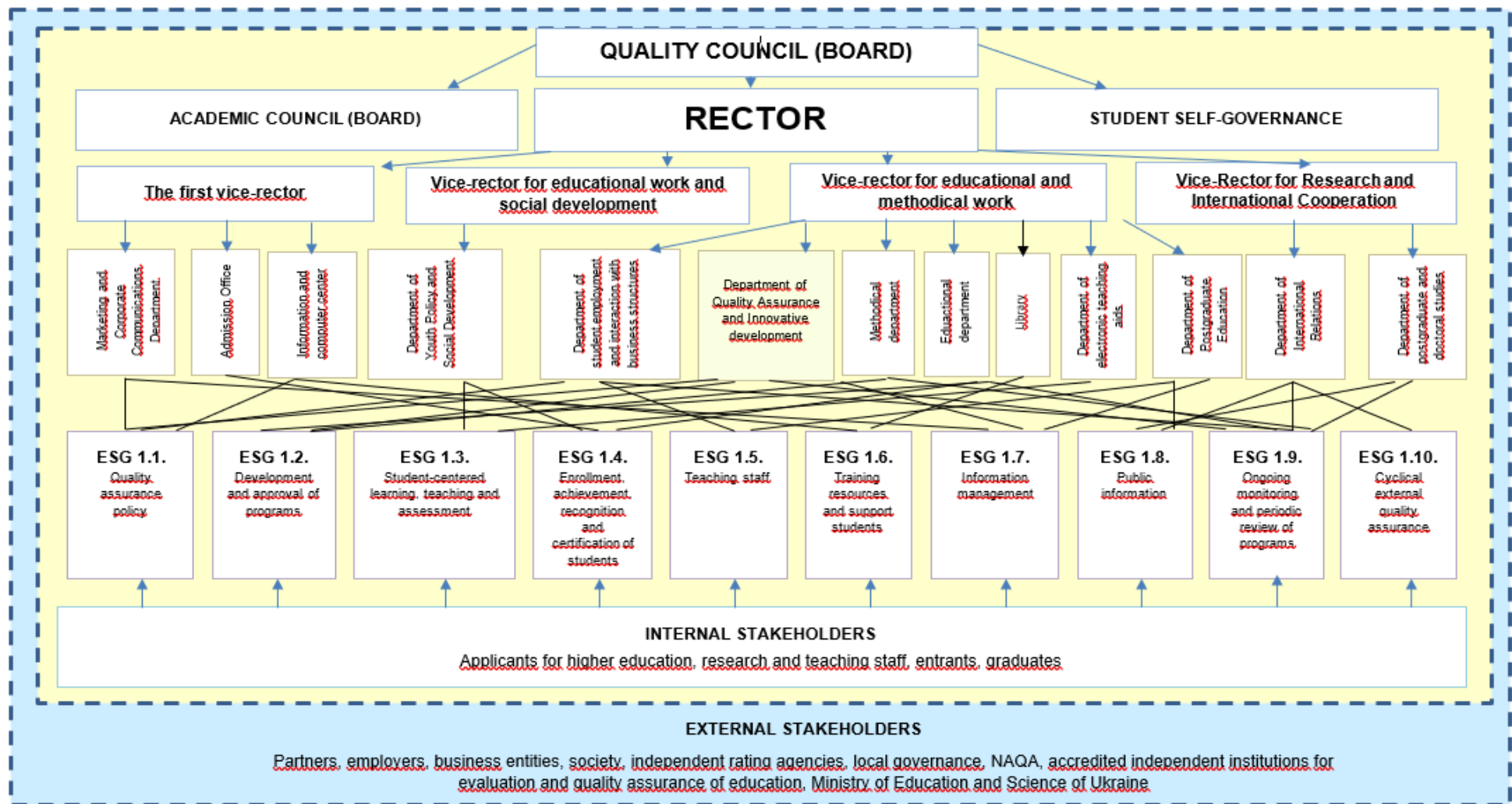
Fig 1. Organizational structure of IQAS at Simon Kuznets KhNUE (within EduQAS project)

2.2.2 Studying best practices of quality assurance within EDUQAS project and its implementation for improving IQAS in Simon Kuznets KhNUE

Deliverables of much positive work within the project "Implementation of the quality assurance system of education through cooperation between the university-business-government" (EduQAS) in Simon Kuznets KhNUE were as follows (according tasks and results from project);

1) to establish QA units as bodies that bring quality assurance activities together and support development of quality culture embraced by all.

Taking into account the project findings and recommendations (in particular, during internal analysis (based on WP1. The overview of EU&PC QA policy strategy at institutional level) and external analysis (provided by team of project experts (WP3 Capacity Building: Implementation of internal QA systems, and Report on QA Unit analysis and recommendation), the functions of QAIDD have been defined and updated. Updated Regulations on the Department for Quality Assurance in Education and Innovative Development (2021).

The project launched the internal advisory body – Council of Quality Assurance in Education and Quality of Higher Education at Simon Kuznets KhNUE (2021).

In accordance with the strategy of quality assurance of education, a draft Regulation on the system of quality assurance of educational activities and the quality of higher education at Simon Kuznets KhNUE was prepared.

Considering recommendation of the project team into the procedures for updating and revising educational programs employers, graduates, and applicants for higher education have involved. And now it's regulated by Regulations on development, approval, monitoring, periodic review and updating of educational programs at Simon Kuznets KhNUE (new edition) (2020) [19] where we define types of monitoring the system of ensuring the quality of educational activities and the quality of higher education are regulated and defined. The periodicity and content of surveys, which are necessary to take into account the opinions of applicants for higher education and stakeholders, have been determined (types and content of procedures have been determined).

2) to provide internal quality assurance guidelines and procedures aiming to improve educational programmes and other activities.

Based on results of project, strategy of quality assurance of Simon Kuznets KhNUE was developed [2], which fully corresponds to and details the Strategy of University development for 2020-2027 (2020) [1].

The Simon Kuznets KhNUE project team was the initiator and active participant in developing and updating the University's QA regulatory framework.

At University has developed following IQA guidelines and procedures:
- Regulations on development, approval, monitoring, periodic review and updating of educational programs at Simon Kuznets KhNUE (2020) [48];
- Regulations on accounting and monitoring of student learning outcomes using software of corporate management information system of Simon Kuznets KhNUE (2018) [36];
- Regulations on procedure for organizing and training specialists by dual form of higher education at Simon Kuznets KhNUE (2018) [31];
- Regulations on organization of inclusive education at Simon Kuznets KhNUE (2019) [44];
- Regulations on organization of extracurricular activities with students at Simon Kuznets KhNUE (2019) [31];
- Regulations on organization of educational process with the use of distance learning technologies at the Simon Kuznets KhNUE (2020) [33];
- Regulations on organization of evaluation of learning outcomes and quality of higher education with the use of distance technologies at Simon Kuznets KhNUE (2020) [34];
- Regulations on individual curriculum of the applicant of higher education at Simon Kuznets KhNUE (2020) [20];
- Procedure for attestation under quarantine in Simon Kuznets KhNUE (2020) [37];
- Order for conducting an examination session under quarantine at Simon Kuznets KhNUE (2020) [38];
- Regulations on procedure for recognition of learning outcomes obtained in non-formal and informal education at Simon Kuznets KhNUE (2020) [35];
- Regulations on organization of internships abroad for students at Simon Kuznets KhNUE (2020) [25];
- Regulations on syllabus of discipline at Simon Kuznets KhNUE (2020) [49];
- Methodical guidelines on development, structure and content of the curriculum for higher education at Simon Kuznets KhNUE (2020) [20].

At University has reviewed/updated following IQA guidelines, procedures:
- Regulations on development, approval, monitoring, periodic review and updating of educational programs at Simon Kuznets KhNUE (new edition) (2020) [19];
- Regulations on organization of educational process at Simon Kuznets KhNUE (2020) [21];
- Regulations on Schedule of Learning (2020) [23];
- Order of formation and implementation of selective component of educational programs of Simon Kuznets KhNUE (2020) [22];

- Regulations on written examinations (exams) at Simon Kuznets KhNUE (2020) [27];
- Regulations on appealing the results of the final control in form of exams (2020) [28];
- Regulations on working program of discipline at Simon Kuznets KhNUE (2020) [50];
- Regulations on Learning Management Systems at Simon Kuznets KhNUE (2020) [29];
- Regulations on organizing student internships at Simon Kuznets KhNUE (2020) [24];
- Regulations on rating assessment of the activity of scientific and pedagogical workers, departments and faculties of Simon Kuznets KhNUE (2019) [40];
- Regulations on certification of pedagogical workers of Simon Kuznets KhNUE (2020) [42];
- Regulations on professional development of scientific and pedagogical workers (2020) [41];
- Regulations on procedures for competitive selection of scientific and pedagogical employees of Simon Kuznets KhNUE and signing the employment agreements (contracts) (2020) [39].

3) to build capacity of teaching and non-teaching staff involved in quality assurance cycle (Improved quality culture among students, academic staff, management and administration of the University).

The Simon Kuznets KhNUE project team (and its members) took part in following activities within the framework of the project (by chronology)

- **in trainings "Training Session on quality assurance in higher education", which is organized by:**
  - *University of Plovdiv, Bulgaria, during 15-18 May 2018 (Besedovsky O., Plekhanova G., Tsukan O.);*
  - *KTH Royal Institute of Technology, Sweden, during 10-15 September 2018 (Zolotaryova I., Plokha O.);*
  - *Université de Liege, Belgium, during 14-18 January 2019 (Zolotaryova I., Besedovsky O., Kolesnik M., Tsukan O.);*
  - *Université de Nancy, France, during 11-15 March 2019 (Besedovsky O., Chumak H., Bilokonenko H.);*
  - *University of Riga, Latvia, during 7-10 May 2019 (Zolotaryova I., Besedovsky O., Bilokonenko H., Malets I.).*
- **in initial self-assessment and presentation of existing Simon Kuznets KhNUE IQAS** (quality policy, quality strategy, quality assurance procedures,

documents regulated IQA in Simon Kuznets KhNUE, state of implementation of ESG 2015 part 1).

- **in initial self-assessment of QA unit and its activities** (its mission, functions, organizational structure, etc. of QAIDD of Simon Kuznets KhNUE) – on February-March 2019 (Bilokonenko H., Besedovsky O., Chumak H.).

- **in designing Criteria for assessing the quality of educational program** during accreditation, **forms of self-assessment of educational program** – on March-May 2019 (Zolotaryova I., Besedovsky O., Bilokonenko H., Malets I., Chumak H.).

- **in expert evaluation (pilot evaluation of educational programs, of IQAS (in particular, activities of university QA)**
  - *Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan on 12-15 November 2019 (Zolotaryova I., Malets I., Plekhanova G.) – pilot evaluation of KAUIR educational programs: Translation Studies (BA, MA) & KAUIR QA Unit (Strategy and monitoring department).*
  - *Lviv Polytechnic, Ukraine on 2-6 December 2019 (Zolotaryova I., Chumak H.) – pilot evaluation of LP educational programs: International Economic Relations (BA), International business (MA) & LP QA Unit.*
  - *Kazakh University of Economics, Finance and International Trade, Kazakhstan on 24-28 February 2020 (Zolotaryova I., Chumak H., Plekhanova G.) – pilot evaluation of KUEFIT educational programs: Finance (BA, MA) & KUEFIT QA Unit.*
  - *Simon Kuznets Kharkiv National University of Economics, Ukraine on 28-30 January 2020 (all Simon Kuznets KhNUE project team) – pilot evaluation of Simon Kuznets KhNUE educational programs: Economics of Enterprise (BA), Information systems and technologies (MA) & Simon Kuznets KhNUE QA Unit (QAIDD).*
  - *National Metallurgical Academy, Ukraine on 27-31 February 2020 (Shyian D.) – pilot evaluation of NMA educational programs: Translation from the English Language (BA), Metallurgical processes of production and processing of metals and alloy (MA) & NMA QA Unit (Department of Quality Assurance of Educational Activities).*
  - *Donetsk State University of Management, Ukraine on 22-24 April 2020 (Zolotaryova I., Plekhanova G., Bilokonenko H., Nemashkalo K., Chumak H.) – pilot evaluation of DSUM educational programs: Tourism (BA), Conflict resolution and mediation (MA) & DSUM QA Department.*

- **In EduQAS Survey – Training Quiz** (all Simon Kuznets KhNUE project team took part in quiz, also organized of participation of heads of structural

departments responsible for IQA procedures, for organization of educational process, and guarantors of educational programs).

- **in designing Recommendations for establish an internal QA system** (Zolotaryova I.) – on October-November 2020.
- **in designing Indicators for evaluation of IQAS (and its compiling with ESG2015)** (all Simon Kuznets KhNUE project team) – on October-November 2020.
- **in desemination events based on results of participation in project:**
  - National University Lviv Polytechnic, Ukraine on 25 February 2021 – Round-Talk "Implementation of QA system of higher education" (Nemashkalo K, *Zolotaryova I., Dobroskok Y.).*
  - Simon Kuznets Kharkiv National University of Economics, Ukraine on 18 March 2021 (all Simon Kuznets KhNUE project team).
- **In addition,**
  - *Organization and carrying out (by heads / representatives of structural departments responsible for IQA/EQA procedures at Simon Kuznets KhNUE) of regular trainings for guarantors of educational programs, members of groups for quality assurance of educational programs on peculiarities of passing the accreditation examination of educational programs.*
  - *Organization and carrying out of series of webinars "Distance learning in quarantine: improving methods and academic integrity".*
  - *Organization and holding of consulting seminars on participation of educational programs in external ranking evaluation (U-Multirank 2020).*
  - *Participation of scientific and pedagogical workers of Simon Kuznets KhNUE in trainings for preparing NAQA experts on external evaluation of quality of higher education, their certification, participation in accreditation examinations of educational programs.*

4) to enhance/modernize internal information systems of quality evaluation and to improve university QA infrastructure

Simon Kuznets KhNUE focuses on enhancing internal information systems (hereinafter – CIS) for assessing quality and improving the QA infrastructure.

QA infrastructure (of University CIS) have enhanced due to technical task:

  - *from QAIDD – modules for CIS were created that allow to automate: 1) monitoring the learning outcomes (based on electronic journal data), 2) rating assessment of activity of scientific-pedagogical workers, departments and faculties;*

- *from educational department and information and computer center – external access to electronic journal for teaching staff is open (https://mark.hneu.edu.ua/openAPI/).*
- *educational department and department of cybersecurity and IT – specialized site for electing academic disciplines was updated (http://www.elect.hneu.edu.ua/).*

5) to develop quality assurance experts network via cooperation of universities-business - State (through cooperation of QA agencies, professors, researchers, students with EU universities)

All members of Simon Kuznets KhNUE EDUQAS project team joined to the network of quality experts (EDUQAS QA Expert Network).

Increased emphasis on evaluation of educational programs and establishing/enhancing an IQAS at the university initiated by EDUQAS project, based on studying the best quality assurance practices of EU universities partners in project is allowed to Simon Kuznets KhNUE to significantly improved own IQAS (see findings of SWOT-analysis) comparing with degree of development of IQAS before EDUQAS project.

2.2.3 SWOT-analysis of "implementation of QAS through cooperation between the university-business-government" (case of Simon Kuznets KhNUE IQAS)

Strengths:
- *University has clarified organizational structure of IQAS (with launched advisory body – Council (Board) for Quality Assurance (2021). Taking into account the expert project recommendations, the functions & tasks of QA unit (department of Quality Assurance and Innovative Development) and of other structural units (in part of functions & tasks for IQAS) responsible for have been specified and updated as well as regulations on Departments).*
- *HEI has written QA strategy (with strategic & operational quality objectives, performance / quality indicators [2].*
- *Active engagement/involvement of external and internal stakeholders in IQA & EQA procedures.*
- *HEI assures academic integrity and freedom (with Code of Academic integrity of Simon Kuznets KhNUE [51], with declaration on compliance with the academic integrity by all participants of educational process (for seekers: [16]; for academic staff: [17]); with program of development of academic integrity in Simon Kuznets KhNUE for current academic year [15], with training on academic integrity [18].*

- *HEI has established and accepted effective procedures for development, approval, monitoring and periodic review and updating of educational programs (2020) [19].*
- *Active role of students in creating the learning process (in particular with updated site for choosing disciplines (http://www.elect.hneu.edu.ua/).*
- *HEI has established/updated and accepted effective procedures which cover all stages of student "life cycle" (namely: enrollment, achievement, recognition and certification) as for traditional offline educational process as well as for educational process under quarantine restrictions [52].*
- *Harmonizing (due to recommendations experts of EduQAS project) system of surveys which cover all stages of student "life cycle" is hosted on own online-platform.*
- *A well-functioning structural units (with clear functions & tasks for IQAS) is an important factor for university effective activities and the proper functioning of IQAS (due to participation in procedures and activities of internal and external quality assurance of University).*
- *Training (through dissemination of experience) of QA experts (within the framework of C3QA, EduQAS projects) & effective communications with foreign & national experts.*
- *Internal training and consulting sessions from representatives of structural units (responsible for IQA and EQA in University) for members of work groups of educational programs.*
- *Experience of academic staff in expert evaluation (during pilot project evaluations of educational programs, during NAQA accreditation evaluations of educational programs, etc.).*
- *Toolkit for establishing, monitoring, self-assessment and adjusting IQAS (developed within applied state-budget QA project & international QA projects).*

Weaknesses:
- *University has no written QA policy & unified Code of QA practice yet.*
- *Existing in Simon Kuznets KhNUE CIS cannot yet be fully implemented as an information infrastructure for IQAS.*

Opportunities:
- *Communications as a partner university in international QA projects (at 1st, 2nd and 3rd levels).*
- *Setting up the university corporate information system as an information infrastructure for IQAS (based on corresponding technical requests).*

- *Engagement/involvement in activities of external quality assurance experts network.*

Threats:
- *Changes in legislation on higher education.*

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2.3 The internal quality assurance system at Donetsk State University of Management

Author: Donetsk State University of Management

The internal quality assurance system at Donetsk State University of Management (DSUM) is based on the Law of Ukraine "On Higher Education" (2014), The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015), University Statute and University Strategy.

As a results of internal analysis, in order to coordinate the activities on education quality assurance the Education Quality Assurance Department (EQAD) was established in January 2019, being subordinate to the Rector of the University and the DSUM Academic Council. The activities of the Department are regulated by the "Regulation on the Education Quality Assurance Department". The structure of the Department comprises two divisions - the one for internal education quality assurance and another for the external education quality assurance.

Organizational structure, interaction with other departments
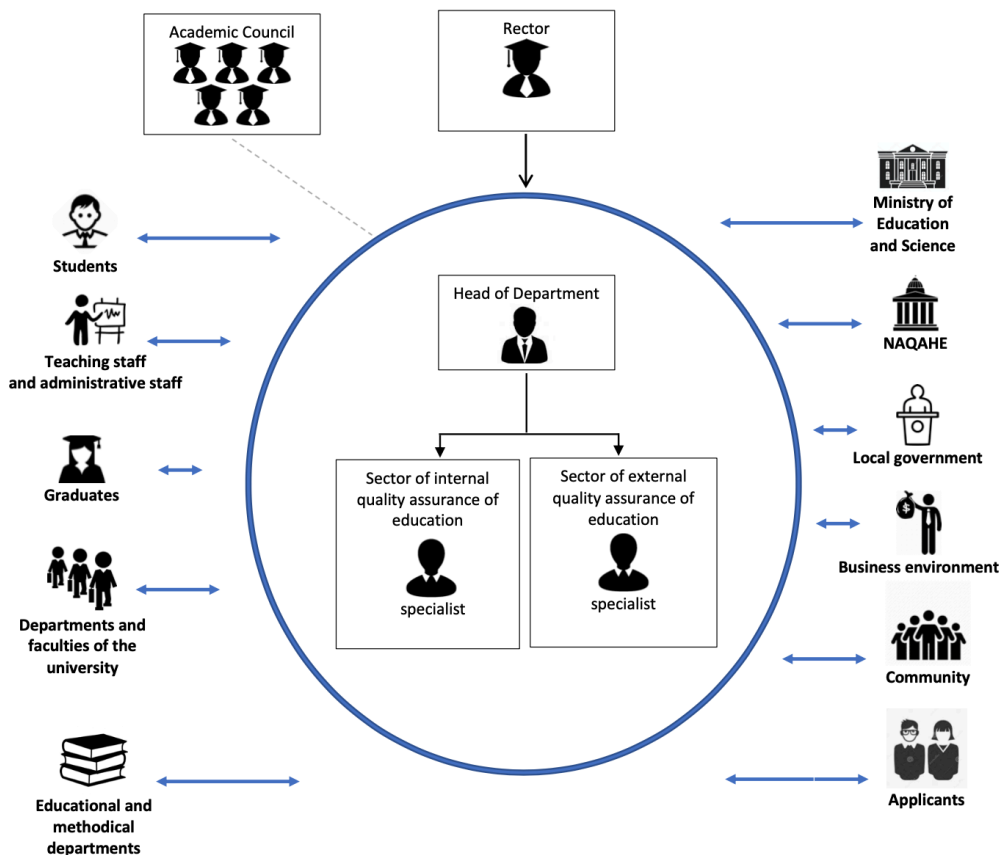
The EQAD launched to provide the education quality assurance in a close connection with the rectorate, teaching staff, deans offices, student self-governance and external stakeholders in a more systematic, representative way.

The wider goal of the EQAD is to form a quality culture at DSUM and to ensure a continuous process of enhancing the educational programs practicing regular assessment.

The main tasks of the EQAD:

- ensuring regular monitoring of the education quality (education process in general and each curriculum in particular);
- formation of the expert groups for education quality monitoring and evaluation of the programs;
- involvement of internal and external stakeholders in the quality assurance system;
- provision of the organizational and methodological assistance to the experts;
- preparation, approval and control over the implementation of recommendations for improving the quality of educational programs based on the involved experts' expertise;
- informing the University Academic Council about the internal monitoring results and recommendations for improving the quality of educational programs;
- organizational and methodological support of external evaluation of the quality of education (licensing and accreditation of the educational programs);
- coordination of the work of University units involved in ensuring the quality of the educational process;
- study and generalization of local and international experience in education quality assurance;
- posting the updates on the EQAD functioning on the University website;
- a quality culture formation among DSUM teaching and administrative staff.

Implementation of the Erasmus+ project: "Implementation of the quality assurance system of education through cooperation of the University-Business-Government in the HEI" (EDUQAS) provide the internal analysis of conformity of the existing at DSUM quality assurance system to the European Standards and Guidelines (ESG) The analysis was carried out in order to determine the main directions of the education quality assurance system formation. The experience and practices of the EDUQAS partner Universities was studied, analyzed and implemented:

- Universitatea din Craiova (Craiova, Romania),
- Kungliga Tekniska Hoegskolan (Stockolm, Sweden),
- Universite De Liege (Liege, Belgium),

- University of Plovdiv Paisii Hilendarski (Plovdiv, Bulgaria),
- Latvijas Universitate (Riga, Latvia),
- Universite de Lorraine (Nancy Cedex, France)

According to the defined tasks and functions, the specialists of the EQAD cooperate with other Units: the educational department, the Faculties of Economics, Management, Law and Public Administration, the Sociological Research Laboratory, student self-governance, guarantors of educational programs:

- Analysis of resources necessary for the organization of high-quality educational process within each educational program (EP).

- Studying and generalization of national and international experience on education quality assurance, provision of methodological support to the groups providing educational programs (in particular, during the implementation of the project EDUQAS in DSUM conducted the training seminars: "European experience in quality assurance of education", "The role of external stakeholders in the system of quality assurance of higher education", "Unity of education, science and innovation in training specialists in management of foreign economic activity and business education").

- The systematic analysis of quantitative indicators of student learning outcomes (the data generalized by specialists on academic control of students' knowledge by faculties, reports of attestation commissions are considered by the DSUM Academic Council and posted for open access on the university website).

- Study of students' satisfaction with educational programs, content and organization of education, resource support, educational results. (Currently, the University is testing several variants of students' surveys: teaching staff - through semi-structured interviews based on the results of studying discipline, student self-governance, based on the principle of "by equal - to equal", in the format of focus groups, according to the guide agreed with the guarantors of the EP, as well as - the university online questionnaire. Triangulation (a combination of several survey methods) allows you to get reliable and reliable information on the quality of education at DSUM, to overcome the effect of socially desired answers). With the participation of the sociological research laboratory of DSUM, the tool kit of the university-wide survey on the results of each semester of education has been improved. The current questionnaire contains closed and open questions on such blocks as: "Educational Process", "Transparency and Accessibility. Academic integrity", "Opportunities for personal development. Student self-governance. Communication". The Department of Quality Assurance also initiated and conducted several situational thematic online surveys related to the transition to distance learning in quarantine during the Covid-19 pandemic in spring 2020 and autumn 2020, as

well as in connection with the introduction of a new procedure for choosing disciplines via the personal accounts of DSUM students.

- Establishing the feedback with graduates, tracking the process of their employment in the learning and trajectories of the career growth, receiving recommendations from graduates to improve EPs and particular disciplines. (DSUM received the methodological support for the development of alumni survey tools, organization of survey procedures, being a participant of the project: "Strengthening displaced Ukrainian universities for sustainable development", implemented by the Fulbright Program in Ukraine with the financial support of the Press, Education and Culture Department of the U.S. Embassy in Ukraine. Independent focus group surveys of graduates of various EPs of DSUM, conducted within the project in spring of 2020, allowed to identify strengths and common problems in the training of specialists in DSUM and respond to specific problems within specific EPs).

- Establishing and supporting interaction with enterprises, institutions and organizations (employers), representatives of business and local authorities on assessment of qualifications and competencies of the university graduates, receiving recommendations from them on updating the EPs content, teaching methods, organization of practical training (in October 2020, DSUM, in cooperation with Mariupol City Council conducted a survey: "Evaluation of the request of the community of Mariupol for educational products of the HEI's", during which the request of employers - representatives of small, medium and large businesses of Mariupol, as well as representatives of state institutions and NGOs - to Bachelor's and Master's EP offered to the local higher education institutions, as well as their requirements for the competences of graduates with higher education of the relevant profile) was found out.

- Study of expectations of the applicants, their parents, representatives of the local community on the demanded specialties in the labor market of the region; the necessary professional competencies, the EPs content and organization of the educational process (since 2018, the sociological laboratory of DSUM conducts survey with the students of the graduating classes of Mariupol on their intentions to obtain higher education, criteria for selection of HEI's, rating of specialties. In 2020, the survey was of the large scale and covered 1,600 respondents from Mariupol, as well as from towns and villages of Donetsk region. A separate study of the hopes of applicants from the temporarily occupied territories, who enter the DSUM under the "Donbass-Ukraine" program, was conducted by the Department of Sociology of Management in June-July 2020, within the project: *"Living in the temporarily occupied territories through the eyes of the student youth"*, with the financial support of the Konrad Adenauer Foundation. On the

materials of reports from these studies, the Department of Quality Assurance forms the appropriate reports and proposals for the rector and guarantors of the EPs).

- Organizing the constant study of the demand dynamics for the relevant specialists in the labor market of the region, providing proposals to the university leadership on the introduction of new educational programs (based on monitoring the request of specialists in the regional labor market and, taking into account the mission of the University, in 2018-2019, new educational master's programs were opened in DSUM: "Conflict resolution and mediation", "Environmental safety management", has been introduced the experimental master's program with elements of dual education "Administrative Management", with planning to unveil the Master's Program "Community Management" in 2021-2022).

- Prompt identification of problems in ensuring the quality of education and forming proposals for their elimination of control over the implementation of recommendations for improving the quality of the EPs at DSUM (based on the stakeholder's surveys, as well as on the results of independent pilot evaluation of Bachelor's EP "Tourism" and Master's EP "Conflict Resolution and Mediation". DSUM has now implemented a number of initiatives aimed at improving the quality of education and bringing it in line with European standards : fundamentally updated the website of DSUM, focusing not only on prompt and convenient informing of the applicants of higher education and to provide a constant feedback from them (project "University in your smart phone"); changed the model of teaching English - increased the number of loans for its mastery in the EP, introduced a comprehensive incoming assessment of the level of knowledge of students and their distribution into groups with the appropriate level of knowledge - A,B,C; improved the procedure of free choice of disciplines of students –the formed groups of general and professional selective disciplines, with publication on the website of all syllabi, organized a step-by-step choice of disciplines by students - 2 for each semester (1 general, 1 professional) through personal accounts, orderly schedule of teaching selective disciplines; in order to intensify student self-governance, in particular - its participation in ensuring the quality of education, the Academy of Student Self-Governance started to operate at the University in autumn 2020 on the basis of the Center of Leadership of DSUM).

As for the external quality assurance of education, this course is being overlooked by a specialist of the department of external quality assurance of education, whose functions are connected with the study and generalization of national and international experience on external quality assurance of education;

monitoring the work of NGOs and international organizations specializing in certification of the quality assurance of education; conducting training seminars for the university academic and administrative staff, monitoring changes in the regulatory framework on licensing and accreditation and informing on this issue of structural subdivisions of the University; control of validity of certificates of accredited specialties of the University; development of current and perspective plans on licensing and accreditation; organization of accreditation procedures and licensing of educational programs; providing recommendations and technical support to the EP guarantors on preparation of accreditation in internal analysis; control over the implementation of recommendations for ensuring the quality of education, granted to the university based on the results of accreditations.

Accreditation of Bachelor's and Master's EPs under the new rules and procedures of DSUM will be held in 2022-2023. As of today, the university is preparing for the EPs accreditation at the 3rd level. Guarantors of all the EPs programs attended off-line meetings with representatives of the National Agency for quality assurance of higher education. Teaching staff, students and PhD students of DSUM were selected to be appointed the experts of the National Agency for Quality Assurance of Higher Education, and for today have got an experience in accreditation in various specialties (Andriy Stoyka – was appointed to be Head of the Expert Council in the specialty "Public Administration", Natalia Nykyforenko - "Sociology", Gennady Panga - "Computer Science"). At several online meetings with the guarantors of the DSUM, they shared their experiences with EP guarantors and representatives of the provision groups, made recommendations for the preparation of internal analysis.

An independent external pilot evaluation of Bachelor's EP "Tourism" and Master's EP "Conflict Resolution and Mediation" was conducted by the experts from Plovdiv University (Bulgaria) within the framework of the EDUQAS project. Thus, the first stage of development of the education quality assurance system with clearly defined functionality was formed, procedures and tools for surveys of internal and external stakeholders were developed, a mechanism for ensuring the quality of education with the participation of stakeholders was developed, a number of significant changes in the organization of university activities in favor of student-centered and transparency were introduced. In the future it is foreseen strengthening of work with graduates (creation of the Association of Graduates, Career Bureau), intensification of work in the direction of academic integrity, updating of the Provisions and other normative documents for specification of the mechanisms of interaction of the Department Quality Assurance with other structural subdivisions, advanced training of the department staff, approbation of the mechanism of internal assessment of the EPs at DSUM, every 2 years by expert groups with the

participation of the from other EPs, representatives of the Department of Quality Assurance and the stakeholders - students, graduates employers and community.

INTERNAL ASSESSMENT THE QUALITY OF EDUCATION

The mechanism of internal assessmentof the quality of education

Formation of the expert group for quality assessment

Independent assessment of residual knowledge and its comparison with the results of sessions

Sociological study of student satisfaction with education process

Interviews with graduates

Study of business' opinion on the competencies and qualifications of graduates

Consideration of Local authority opinion on the relevance of educational programs of the university for the region

Study of expectations of entrants and the community of the region as a whole

Control of implementation

Implementation of the received recommendations

Development of recommendations for improving educational programs

Publication of assessmentults

mechanism for internal assessment of the quality of education

Analysis of evaluation results

2.3.1 Cooperation with external stakeholders, local business

The main stakeholders

Internal		External	
students	are responsible for the quality of education at the level of the University; participate in the formation and adjustment of educational and professional programs, initiating the introduction of elective courses, formulating a request for expected further learning outcomes based on the results of thorough practical training. Within the framework of the student-centered approach to education, they build their own trajectory of professional growth through the choice of disciplines, modules, the number of credits. Monitoring student satisfaction with the quality of education allows to ensure the flexibility of the model and procedures for internal quality assurance of education at the University.	**entrants**	career guidance work with potential entrants of the University allows to identify their expectations regarding the content of education at the University, which over time will affect the student's satisfaction with the quality of education, the reasonable choice of specialization.
Teaching staff and administrative staff	implement basic procedures for internal quality assurance of education: carry out direct development, implementation of educational programs relevant to the region and the community and constant review of their content in accordance with the dynamics of the request; ensure the appropriate quality of teaching on the basis of modern pedagogical technologies and scientific achievements, as well as the quality of research work and its integration into the educational process; provide evaluation of learning outcomes, transforming the system of "control and punishment" into a system of "trust and assistance"; prevent academic dishonesty.	**community**	the request of the community and its vision of the region's development allows the University to adjust the list of educational programs and initiate new, necessary for the community and in demand in the labor market; creates opportunities for students to acquire relevant competencies through cooperation in the public sector, through volunteering.
graduates	The success of University graduates, their career achievements is one of the main indicators of the quality of educational services, and their feedback on the content and relevance of the acquired knowledge and skills allows you to respond in a timely manner to the need for changes in educational programs.	**Business**	the opinion of employers on the qualifications and competencies acquired by graduates at the University, allows to adjust educational programs in accordance with the needs of regional business and will promote the demand for graduates in the labor market; allows you to choose the current areas of research activities of the University with the prospect of their commercialization.
		Regional authorities	forms a request for specialties in demand in the city and region, which allows you to update the list and content of educational programs; as a potential employer can make proposals on the competencies and expected learning outcomes of University graduates; able to provide opportunities for dual education, when the training of specialists are engaged in both the educational institution and the future employer; contributes to the integration of the results of research activities of the University to the solution of local socio-political and economic problems.
		Ministry of Education and Science	develops state standards of higher education and monitors their compliance with the Free Economic Zone; develops a national (external) system of quality assurance of higher education as a basis for the effective functioning of the internal system of quality assurance of education of the University; through the mechanism of distribution of the state order on reception and release of experts with higher education influences the labor market, including regional, stimulating realization of educational programs on scarce specialties.

In April-June, 2020, a research team consisting of A. Stoyka, N. Nykyforenko, and M. Chaplyk, in cooperation with the Sociological Research Laboratory of the Chair of Sociology of Management at DSUM, conducted a study on "Business and Society Request for Educational Products of Mariupol Higher Educational Institutions" commissioned by the Department of Quality Assurance of DSUM.

Fifty-three experts were involved in the survey. They are representatives of state authorities and local government bodies, small, medium and big businesses, public institutions, communal enterprises, and non-government organizations of Mariupol that are potential employers for DSUM graduates. The survey was conducted using a self-administered questionnaire with the prevalence of open-ended questions through Google Form that allowed determining the following: the specializations that are in demand in Mariupol labor-market; educational products of HEI in terms of specialties, educational degree, training form; the program learning outcomes that are the most actual for business and society; competences of graduates that are the most and the least developed, and those that require further enhancement; the role employers assign to hard and soft skills of specialists; directions and formats for potential cooperation of stakeholders with HEIs.

The experts proved their competence regarding the study by their education level, work experience, and managerial functions in various activity spheres. Thus, 52 out of 53 experts hold university degrees, most experts (29 out of 53) belong to the senior management of enterprises/institutions/organizations, 4 experts are business owners, 4 experts are heads of NGOs, the rest represent managers or specialists.

The experts represented the Mariupol City Council, including the Asset Department, the Archives Department, the Investment and Project Management Department, and the Inspectorate on the Improvement; also one of the district Departments of social protection of the population of the Mariupol city council; enterprise "Mariupol Center for Infrastructure Development"; a number of utility companies: *Municipal Commercial Enterprise "Mariupolteplomerezha"*; *Municipal Enterprise "Kommunalnik"*; *Municipal Enterprise "Mariupol Production Department of Water Supply and Sewerage Economy", industrial enterprises (PJSC "Ilyich Iron and Steel Works"; PJSC "Azovstal Iron & Steel Works "; LLC "Metinvest-Promservice"; PE "Promtekhazov"); "Silpo" trade network; JSC CB "PrivatBank"; LLC "Transport and Travel Company Onyx-Tour"; LLC "Costa Rica" Travel Agency; advertising agency "Kraboff", five well-known NGOs in the city ("Women Council of Donechchyna", "Mariupol Development Fund", "Dovira", "Caritas Mariupol"; "For Rights"), etc.*

The stakeholders' survey showed a high demand for training IT specialists, managers, and administrators in Mariupol. Furthermore, specialists in services (tourism, qualified lawyers, and marketing consultants), social support specialists in crises (conflict specialists and mediators, social workers), entrepreneurs, skilled economists, and accountants are in high demand as well. It proves the relevance of the proposed set of specialties and educational programs by DSUM.

According to experts, the "ideal university graduate", who is in demand in the labor market today, along with professional skills, must have highly developed soft skills related to a motivated attitude to work and the ability to communicate effectively. A successful alumnus has to be sociable, with developed leadership skills, be able to self-present; be responsible, purposeful, capable of self-education and self-development; smart, educated (erudite), proactive, creative, hardworking, and attentive. It requires rethinking the importance of soft skills while educating specialists, paying much more attention to their personality formation, and not limiting them to the general cycle of disciplines.

According to the experts' forecasts, in 5 years, the importance of soft skills on the labor market will not diminish, but the set will be slightly modified. Currently, the following skills are valued: communicative abilities and skills, leadership, responsibility, creativity, purposefulness, focus on constant self-development and self-improvement. There will be an increasing demand for innovative thinking, social orientation, and social activism. Consequently, it is the development of these competencies that should be focused on when offering elective courses for DSUM students.

As for the specialized training/formation of hard skills, according to experts, both today and in the future, the priority should be given to computer and information technology skills improvement and the level of foreign languages (including English) enhancement. Graduates have to be able to synthesize theoretical and practical knowledge, and the volume and quality of practical vocational training ought to be increased.

According the market demand on the new professional competencies of graduates for the next five-year period, HEIs have to develop the following:

- ability to adapt quickly, transform knowledge into achievements, adjust to new assignments;
- ability generate ideas, find solutions to tricky situations and make decisions, including collegially;
- ability to develop software and technical decisions, think strategically and contextually; analyze failures, and to forecast.

Regarding the focus of educational programs, most experts are inclined to consider the appropriateness of the transition from narrow to

integrated/interdisciplinary educational programs, especially for management, economic, environmental, legal, socio-humanitarian areas of training. Their recommendations highlight certain priorities in disciplines range while educating managers – projects writing, investment, crisis management, enhanced preparation for office work, document management, readiness to perform clerks' functions; for marketing consultants - internet marketing and PR.

40% of stakeholders stated that there is no fundamental difference whether a potential applicant holds a bachelor's or master's degree. Therefore, the demand for master's programs is likely to decrease. Along with that, the survey showed that employers value in-depth theoretical training, psychological maturity, responsibility, confidence in master's degree students and expect applicants to have professional experience, the ability to "develop strategic plans", "independent decision-making", and effective communication. This "master's degree portrait", in particular, guides the search for senior applicants who have already completed bachelor's degree programs some time ago.

Stakeholders expect HEI to establish closer, systematic cooperation with them and consider such relationships to be the key to increasing graduates' competitiveness in the labor market. Experts envisage the main areas of cooperation such as the students' internship on their enterprises (but with a significant increase in the students' involvement and the elimination of a formal approach to its organization and conduct), and more active participation of employers in the educational process, i.e., conducting trainings, workshops, lectures, and practical sessions.

The survey demonstrated that the vast majority of stakeholders are still not involved in developing and updating educational programs; therefore, the need to disseminate such practices is evident. It is essential to encourage employers in various ways (online, offline, by peer-review) to discuss the updated educational programs on the DSUM website.

According to experts, the efforts of HEI to improve the education quality assurance system should be focused on: strengthening the practical/applied component of education; introducing a "stricter" system of knowledge assessment; enhancing students' motivation; improving the material and technical resources; renewal ("rejuvenation") of the university staff; applying innovative teaching technologies.

Besides, stakeholders expect HEIs to adapt more quickly to changes in the labor market, which requires: to monitor the graduates' employment and career advancement, to assess the graduate's job-specific training by employers and take into account its results; to study the staffing needs of employers; discuss labor market trends with employers.

This information was discussed at the meeting of the Academic Council of DSUM on February 02, 2021. Having considered and discussed these questions, the Council:

- adopted the decisions on the terms for developing and presenting for public discussion drafts of updated educational programs of DSUM, taking into account the recommendations made by the stakeholders;
- reviewed and updated the catalog of elective courses of the general cycle, based on the list of soft skills actualized by employers;
- modernized the University students practical training concept, following the stakeholders' comments;
- analyzed the effectiveness of the "new approach" of teaching English at DSUM.

2.3.2 Studying international practice in the education quality assurance within EDUQAS project

The result of fruitful work within the Erasmus+ project "Implementation of the quality assurance system of education through cooperation between the university-business-government" in DSUM were as follows:

- creation of the education quality department (2019), the main task of which was to form a quality culture at DSUM and ensure a continuous system of improving educational programs, as well as the introduction of a system of free choice of disciplines for students Ukraine;
- positive external evaluation of educational programs in tourism (Bachelor's degree) and conflict resolution and mediation (Master's degree), which was conducted online due to quarantine restrictions, but allowed to involve international EDUQAS project experts, students, teachers, and external stakeholders, which was a clear demonstration of the established cooperation "university-business-government", provided by the project;
- development of DSUM Strategy (2020-2025) on the principles of academic integrity, financial autonomy, quality assurance of education, and further internationalization, which in turn will increase the level of inclusiveness, application of innovative methods and interconnected teaching and learning, equal access to cooperation mechanisms, equitable academic mobility, and a digital higher education environment.

The achievement of such sound results was facilitated by studying the best quality assurance practices by the Bologna Process of the partner-universities in EDUQAS project.

Thus, during the first meeting at the "Paisii Hilendarski" University of Plovdiv (Bulgaria), where the representatives of project groups studied the Bulgarian and

Romanian experience of providing and assessing the quality of education, it became clear that the project coordination group is multinational and multidisciplinary; unites educators in economics, business administration, metallurgy, tourism, management, information technology, etc., which will create a special effect of scientific cooperation and multicultural inter-diffusion.

The training called the "Self-assessment system of quality assurance of HEIs and cooperation with social partners" organized by the University of Latvia (Riga, Latvia) became interestingly informative and allowed to see the quality assurance tools, study the "students' path" and the existing system of cooperation with social partners.

The visits of the project team members to France and Belgium allowed expressing a request to the representatives of European universities for examination of the labor market, formation and content of educational programs, as well as the frequency of their improvement, funding of accreditation activities and compliance with the quality standards.

The answers to these questions became the basis for strengthening partnerships between teaching staff, researchers and administrative staff of DSUM partner-universities and implementation of the university-business-government cooperation triad, which is coordinated by a newly created department for ensuring the quality of education following the example of the University of Liège. Getting to know better the Council for the Development of Educational Programs organized by the University of Lorraine (Nancy, France), the evaluation of training courses, and the impact on pedagogical practice, allowed us to understand the European foundations of a quality approach in learning.

A visit to the Royal Institute of Technology (Stockholm, Sweden) to learn the Swedish education quality system, application of quality management principles in accordance with European criteria, project planning and documentation - yet confirmed the need for international cooperation, which should result in a set of effective internal quality standards to increase the level of students' employment of partner countries universities.

Cooperation with national agencies for quality assurance of education allowed to involve French experts in the evaluation of educational programs of Ukrainian free economic zones within the project, which became an interesting experience of intercultural cooperation with skilled experts and also useful for further implementation of students' internal evaluation of educational programs to transform the national assurance system of quality of education. It should also be noted that the presence of independent experts from the Kazakh Independent Accreditation Agency during the visit to the Kazakh University of International Relations and World Languages named after Abilay Khan (Almaty, Kazakhstan)

allowed to form an idea of the importance of these institutions to improve the quality of educational services and the need to develop a cooperation with EU universities and national stakeholders.

During the visit to the Kazakh University of Economics, Finance and International Trade (Nur-Sultan, Kazakhstan) it was signed a cooperation agreement between DSUM and the host university, which offers further joint research, exchange of professors and students, participation in joint international projects and programs.

Visits of project team members to Ukrainian HEIs for quality assessment of educational programs were alternated by visits to their external stakeholders, who fondly showed the cities of graduates' employment and acquainted with the University and enterprise infrastructure, thus emphasizing close relationship between employer and HEI.

For many Ukrainian universities, the EDUQAS project became another step towards the internationalization of higher education which highlighted the inter-project links and achievements of previous projects that encourage the development of competencies of both students and teaching staff, which undoubtedly emphasizes the importance of internationalization of education in Ukraine.

2.4 QA policy strategy at LPU

Author: Ihor Oleksiv, Roman Shulyar, Viktoriya Kharchuk (Lviv Polytechnic National University)

2.4.1 General information about the university

Lviv Polytechnic National University (LPNU), founded in 1816, is the largest university in Western Ukraine. LPNU consists of 16 institutes, 114 academic departments and has more than 33000 students including more than 20000 full-time students, 600 PhD candidates. The educational process is provided by a faculty of about 2300 staff members, 367 of whom hold Dr.Sc. degree and over 1300 hold Ph.D. degree. Since 1961, LPNU trains international students and at present, there are more than 300 students from 20 countries.

LPNU is place among 801+ group of Universities according to THE WORLD UNIVERSITY RANKINGS TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS (2020), among the 751-800 according to QS GLOBAL WORLD RANKING (2020), is on the 4th place according to ACADEMIC RANKING "TOP-200 UKRAINE" DRAWN UP BY THE UNESCO (2019), is on the 7th place among 320 higher education institutions of Ukraine according to INTERNATIONAL RANKING OF WEBOMETRICS INTERNET PRESENCE (2019), is on the 8th place according to RANKING BY THE NUMBER OF PUBLICATION CITATIONS (Scopus) (2020).

University is a member of the following international organisations: Magna Charta Universitatum; European University Association, Alliance of Universities for Democracy, Association of Carpathian Region Universities, Board of European Students of Technology; Association des Etats Généraux des Etudiants de l'Europe / European Students' Forum.

Academic map of the University covers all major engineering specialties as well as sciences, languages, architecture, humanities, law. 2-cycle system of education (bachelor and master cycles) according to Bologna process is introduced at LPNU. There are 70 Bachelor programmes and 130 Master programmes as well

as 54 Ph.D. programmes covering all major engineering specialties as well as some humanities, economic and managerial specialties.

2.4.2 The structure and functioning of internal quality assurance system at LPNU

2.4.2.1 General overview of Centre for Quality Assurance of Education of Lviv Polytechnic National University

Centre for Quality Assurance of Education is a structural unit of Lviv Polytechnic National University and ensures the implementation of its tasks. The purpose of the Centre is to continuously monitor the quality of educational activities and the quality of higher education at the University and prepare conclusions on their condition at the University, as well as develop recommendations for making the necessary decisions to improve the quality of education and monitor their implementation. The Centre is created, reorganized and liquidated by order in accordance with the procedure established at the University. The Centre is organizationally subordinated directly to the Rector of the University. The structure and staffing of the Centre is approved by order of the Rector of the University.

2.4.2.2. Tasks and functions of Centre for Quality Assurance of Education of Lviv Polytechnic National University

Tasks and functions of the Centre are following:
- Ensuring the growth of the quality of education at the University.
- Creating a holistic view of the quality of educational activities and the quality of higher education at the University and their dynamics.
- Development of tools for quality management of education at the University.
- Continuous and systematic monitoring of the quality of educational services at the University for compliance with the criteria for accreditation of educational programs.
- Moderation of the processes necessary to ensure the quality of educational activities and the quality of higher education at the University (information, recommendation, role, target, etc.).
- Analysing opportunities and providing recommendations to the University management on ways to improve the efficiency and quality of educational activities and the quality of higher education at the University.

- Development of tools for monitoring procedures and processes for internal quality assurance of educational activities and the quality of higher education at the University.
- Monitoring of processes for periodic review of educational programmes and curricula, other documents in order to ensure their compliance with the criteria for accreditation of educational programmes, higher education standards in order to improve the quality of educational activities and the quality of higher education at the University.
- Analysing the results of students' educational achievements.
- Providing consultations and explanations on ensuring the quality of educational activities and the quality of higher education at the University to developers and guarantors of educational programmes, heads of departments, student government, etc.
- Development of recommendations for the implementation of the criteria for accreditation of educational programmes and the creation of an effective system of preparation for the procedures for its passage at the University.
- Providing advice on filling in the information of self-assessment of educational programmes and their monitoring for compliance with accreditation requirements.
- Organizing and providing regular surveys of higher education seekers, research and teaching staff, graduates and employers on the quality of the educational process of the University.
- Organizing effective cooperation with the National Agency for Quality Assurance in Higher Education (hereinafter - NAME) and international accreditation agencies.
- Coordination of activities based on cooperation and advisory with structural units of the University in terms of ensuring the quality of educational activities and the quality of higher education at the University.
- Interaction with independent evaluation institutions to ensure the quality of educational activities and the quality of higher education at the University.
- Study, analysis and implementation of international experience in ensuring the quality of higher education in the educational process of the University.
- Participation in projects and programs of international cooperation, as well as in regional and local programs to improve the quality of higher education.
- Conducting trainings and exercises for guarantors of educational programmes, members of scientific and methodological commissions and other stakeholders on the accreditation of educational programmes and improving the quality of educational activities and the quality of higher education at the University.

2.4.2.3. Management and structure of the Centre

The Centre consists of sectors and their heads, advisor and specialists: head of the sector of monitoring procedures and processes of the internal system of quality assurance of education (Deputy Director of the Centre); head of the sector of analysing the results of students' educational achievements (deputy director of the Centre); Head of the sector for monitoring the quality of educational programmes (Deputy Director of the Centre), Adviser on Coordination of Relations with National QAA bodies and International Accreditation Agencies; specialists according to the staff list. Employees of the Centre are hired and fired in accordance with the current legislation of Ukraine in accordance with the procedure established at the University (Fig. 1).
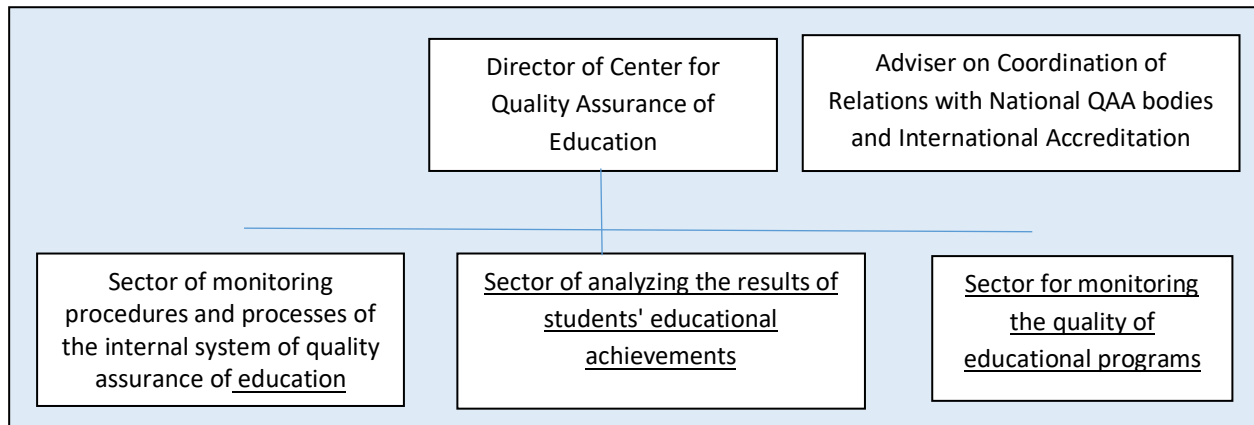
Figure 2.1. Structure of Centre for Quality Assurance of Education

The functions, rights, tasks and responsibilities of the employees of the Centre are determined by the current legislation of Ukraine, the Statute and Rules of Procedure of the University, these Regulations, job descriptions. Job descriptions of the Centre's employees are developed and approved in accordance with the procedure established at the University. If necessary and in accordance with the orders of the University, temporary quality analysis groups can be additionally created in the Centre to perform short-term complex tasks.

The general management of the Centre is carried out by its director, who is appointed and dismissed in accordance with the current legislation of Ukraine in accordance with the procedure established at the University. The Director of the Centre is obliged to: to carry out direct management of work of the Centre, provides performance of planned tasks, functions of activity of the Centre according to the defined terms; to ensure timely acquaintance of the Centre's employees with their job descriptions, the Rules of Procedure of the University, the collective agreement,

the Charter of the University, the Regulations of the Centre; to provide information, proposals to the structural units of the University within the competence of the Centre; to perform other tasks determined by the management of the University within the competence of the Centre. The Director of the Centre has the right to: to receive in the established order from structural divisions the necessary information, materials for performance of the tasks assigned to the Centre; to act within the competence of the Centre and on behalf of the management to represent the University in state and other bodies; to make proposals on the appointment and dismissal of employees of the Centre, their promotion and imposition of disciplinary sanctions.

In its activities, the Centre interacts with structural units of the University on issues that arise in the process of work within the competence of the Centre. In carrying out its tasks, the Centre cooperates on behalf of the University management with public authorities, local governments, educational institutions and research institutions, enterprises, institutions, organizations, foreign organizations, legal entities and individuals in matters within the scope of the Centre's activities. their powers.

2.4.3 Examples of good practices (e.g.: elective subjects, antiplagiarism, academic integrity, students' survey, cooperation with external stakeholders, etc.)

2.4.3.1. Providing access to elective courses

Individual educational pathway at the university is provided by the procedures of formation of the student's individual curriculum. Normative documents regulating this field: Quality assurance standard for higher education (SHE) 01.02 Code on the formation and implementation of individual curricula of students *http://lp.edu.ua/sites/default/files/attach/2019/12214/cvo_01.02_polozhennya_pro_f ormuvannya_ta_realizaciyu_indyvidualnyh_navchalnyh_planiv_studentiv.pdf* SHE 01.03 The order of students' choice of academic courses *http://lp.edu.ua/sites/default/files/attach/2019/12214/cvo_01.03_poryadok_vyboru_s tudentamy_navchalnyh_dyscyplin.pdf* Selected courses specified in the curriculum contain a block of academic courses of the specialty (specialization) and a list of academic courses chosen by the student. The share of academic courses of the selective block, which the student chooses, is not less than 25% of the total number of credits. Selected courses included in the individual curriculum of a student are compulsory for studying by

this student. The students can receive any information about courses to realize their right for choice of educational courses on the websites:

http://directory.lpnu.ua/en/majors,

http://vns.lpnu.ua/my/index.php?lang=en,

https://lpnu.ua/osvita/pro-osvitni-programy.

In order to ensure the right of students to form an individual educational pathway, the University has an information system "Student's Personal Account", which is linked to the university system "Dean's Office" (Dekanat).

Within two months of enrolment, students develop an individual study plan that makes a preliminary selection of academic courses from the list offered by the university for each semester of the academic year. The exception is the first semester of the first academic year of the students, in which the choice of courses is absent.

Based on the list of courses formed in the curriculum of the study programme at the choice of the student through the individual (personal) electronic cabinet, the choice of course is announced.

On the basis of this information the schedule of educational process is formed considering the choice of students. The individual curriculum of the student is made for each academic year and it has to be approved by the director of the institute. Forming an individual study plan of the student for the next academic year, take into account the actual implementation of the individual study plan of the previous academic year.

2.4.3.2. Procedures for development, approval, monitoring and periodical review of the educational program

The procedures for the formation, approval, monitoring and periodic review of educational programs are regulated by the "Regulations on the Formation, Approval and Updating of Educational Programmes at Lviv Polytechnic National University" (approved by the Rector's Order No. 708-1-10 dated 31.12.2018), which can be found at:

http://lp.edu.ua/sites/default/files/attach/2019/12214/cvo_01.01_polozhennya_pro_f ormuvannya_zatverdzhennya_ta_onovlennya_osvitnih_program.pdf

According to a new project of "Regulations on the Formation, Approval and Updating of Educational Programs", which was developed by the Centre for Quality Assurance in Education within the framework of "Implementation of Education Quality Assurance system via cooperation of University-Business-Government in HEIs" EDUQAS 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP project,

educational programmes have to be reviewed at least once a year in accordance with the Regulations, mentioned above.

In order to form an educational program, the Academic Council of the Educational and Scientific Institute approves a working (project) group, the head of which is the guarantor of the educational programme, which rights in accordance with the regulations approved by the university. The educational programmes guarantor must meet the requirements set by the Licensing Conditions for educational activities of educational institutions, in particular: have a scientific degree and / or academic title in the relevant or related specialty, have experience of scientific and pedagogical and / or scientific work not less than 10 years. The working (project) group may include members of the scientific and methodological commission of the specialty (scientific and methodological commissions of specialties), representatives of student government and the Scientific Society of Higher Education, graduate students, doctoral students and young scientists of the university, enterprises, organizations, institutions - potential employers.

The stages of development and approval of educational programmes are the following:

1. Development of the educational programmes project by the working (project) group. The table of comparison of educational programmes with similar domestic and foreign educational programmes should be attached to the project.
2. Discussion, revision and approval of the draft of educational programmes at a meeting of the department (chairs).
3. Discussion, revision and approval of the draft of educational programmes by the Scientific and Methodological Commission of the specialty (specialties) and its approval by reviewers (leading scientists and representatives of employers).
4. External review of the educational programme project.
5. Open discussion of the educational programmes project on the open page of the official website of the university for at least 3 months.
6. Review of the draft of educational programmes as well as proposals and comments of stakeholders by the Scientific and Methodological Council of the Institute.
7. Review and approval of the projected educational programmes by the Academic Council of the Educational and Scientific Institute.
8. Approval of the educational programmes by the head of the educational and methodical department of the University (for PhD educational programmes - the head of doctoral and postgraduate studies of the University); representatives of student government, the Scientific Society of Applicants for Higher Education, graduate students, doctoral students and young scientists of the university,

companies, organizations, institutions - potential employers, if such are included in the working group.

9. Approval of the educational programmes by the Scientific and Methodological Council of the University.

10. Approval of the educational programmes by the Academic Council of the University.

Monitoring, review and updating of educational programmes is carried out by the scientific and methodological commission of the specialty, the guarantor and the working (project) group of the educational programmes at least once a year.

The monitoring of educational programmes is aimed at determining whether the educational programmes achieve the set goal and whether they meet the needs of n students, employers, and other stakeholder groups (stakeholders).

Educational programmes monitoring involves assessing:

- *compliance of educational programmes with the achievements of science in the relevant field of knowledge, trends in the economy and society;*
- *consideration of changes in the needs of students, employers and other stakeholders;*
- *the ability of students to perform the training load of the educational programmes and acquire the expected competencies;*
- *demand in the labour market for specialists who have obtained higher education in educational programmes.*

Educational programmes monitoring is carried out using the following methods:

- *student's, employer's and other stakeholder's surveys;*
- *analysis of the results of evaluation of educational and scientific achievements of applicants for higher education and their comparison with the input parameters of rating assessments for admission to education at the appropriate level of higher education;*
- *comparison with educational programmes of related specialties (specializations) and educational programmes of other HEI, including foreign HEIs;*
- *taking into account the comments and recommendations of the Expert Groups and Sectoral Expert Councils of National Quality Assurance Body, formed during the last accreditation of this educational programmes and accreditations of other educational programmes of the University.*

Based on the results of the monitoring, the working (project) group updates the educational programmes and compiles a table of changes to the educational programmes.

2.4.3.3. Antiplagiarism

Code on academic integrity at the Lviv Polytechnic National University (approved by the Academic Council of the Lviv Polytechnic National University №35 of 20.06.2017).

The following platforms are used to analyse academic texts for plagiarism: unicheck.com, StrikePlagiarism.com. The issue of regulation is approved by the Order of the Lviv Polytechnic National University № 223-10 from 24.10.2017. Conducting regular seminars on academic integrity (applying technical tools of analysing academic texts to plagiarism) and improving the relevant regulatory framework.

2.4.3.4. Academic integrity

Measures to counteract Violations of Academic Integrity were determined by the Order of the Lviv Polytechnic National University № 223-10 of 24.10.2017.

In addition, university approved Resolution of the Academic Council of the University since September 2019. It states: During selection procedures the alleged scientific consultants to take into account the effectiveness of their scientific mentoring and ensure the impossibility of scientific mentoring of persons who have committed violations of academic integrity.

In order to implement new policies to comply with and promote the principles of academic integrity in the system of internal quality assurance of education, Lviv Polytechnic National University participates in the international project Academic IQ "Initiatives of academic integrity and quality of education" (https://lpnu.ua/en/news/university-became-participant-academic-iq-project).

2.4.3.5. Students' survey

The students have the opportunity to provide feedback through an online survey, which takes place twice a year (at the beginning of each semester). Forms and methods of teaching and learning, as well as types of classes at the University are regulated by Regulations on the organization of the educational process http://lp.edu.ua/sites/default/files/attach/2019/12214/svo_02.01_polozhennya_pro_o rganizaciyu_osvitn, which is based on a student-centred approach.

Students' and Staff survey at the University are initiated and / or carried out at the following levels:

1) *Rectorate, Academic Council of the University. Initiate surveys at lower levels, take note of the results and take them into account in the activities.*
2) *Centre for Quality Assurance in Education. Initiates general university or specialized surveys, develops appropriate procedures. Responsible for organizing and conducting; coordinates the work of structural units of the University, which are involved in surveys; disseminates information about the survey among the subjects; reports to the Academic Council of the University, Rectorate (if necessary).*
3) *directors and deans of educational and scientific institutes (hereinafter - NIS). Initiate and may conduct surveys of stakeholders in relevant specialties (educational programmes), as well as on issues of their own functional competence.*
4) *heads of other structural units of the University. Initiate and can conduct surveys on functional responsibilities.*
5) *heads of departments, project team leaders, guarantors of educational programmes. Initiate and may conduct surveys of stakeholders in relevant specialties (educational programmes).*
6) *initiative groups of higher education seekers, student self-government bodies, primary trade union organization of students and graduate students. Create requests for surveys to the leadership of the University. Responsible for disseminating information about surveys and ensuring their active participation.*

Links to the results of student surveys are published on the university's website (https://lpnu.ua/tszyao/rezultaty-opytuvan).

2.4.3.6. Role of the students and student's government in the internal quality assurance

Students and student's government participate in the internal quality assurance through motivation of students to take a part in questionnaire. Students of each educational programme of the University are involved in the process of their periodic review, as well in others quality assurance procedures, such as:

- *conducting an annual surveys regarding the content of the courses;*
- *conducting irregular surveys among students regarding specific issues (the procedure of selection the courses at students' choice, conducting research, etc.).*

For now, each educational programme at the University has gone through the detailed review, during the period from 2016 to 2020. The results of discussions by

students and other stakeholders are taken into account during the review of educational programme.

Student government constantly participates in the procedures for internal quality assurance of the educational programme through participation in the meetings of relevant Departments, Scientific and Methodological Councils of Institutes, Scientific Councils of Institutes of Lviv Polytechnic National University, and also indirectly - through motivation of students to take a part in the surveys.

2.5 Quality assurance policy at the National Metallurgical Academy of Ukraine

Authors: Volodymyr Shatokha, Oleg Potap, Oleksandr Zhadanos, Andriy Petrenko (National Metallurgical Academy of Ukraine)

2.5.1 General information on the National Metallurgical Academy of Ukraine

The National Metallurgical Academy of Ukraine (NMAU) – the oldest higher metallurgical educational institution in Ukraine, was founded as a Department of the Katerynoslav high mining school in October 1899. In 1912, the Department was transformed into the metallurgical faculty of the Katerynoslav mining Institute, on the basis of which the Dnepropetrovsk metallurgical Institute was established in 1930. In 1993, the Cabinet of Ministers of Ukraine it was given the status of State Metallurgical Academy of Ukraine, and in 1999 by the decree of the President of Ukraine – National status.

Currently, the Academy has about 7,000 students, of which almost 3,600 are full –time students (including 250 foreign students). Specialists are trained in 76 educational programs of bachelor's (25 programs), master's (40 programs) and PhD (11 programs) level. The educational process is provided by more than 500 teachers, including 70 professors (doctors of science) and 260 associate professors (PhD and candidates of science).

In the independent ranking of the best universities under the auspices of UNESCO "TOP-200 Ukraine" in the 2017-2018 academic year, NMAU took the 15th place, and among technical institutions of higher education - the 6th place.

The Academy's policy is aimed at achieving its strategic goals, which are defined by the Academy's educational, scientific and innovation development Strategy for 2015-2025 [1] and The NMAU's Strategic development plan for 2019 - 2025 [2].

Mission of the National metallurgical academy of Ukraine is training of highly qualified specialists for the metallurgical complex of Ukraine and related enterprises and organizations recognized in Ukraine and abroad for the purpose of comprehensive provision of all aspects of their activity in the field of mechanical and electrical engineering, chemical technologies, information technologies,

automation and instrument making, ecology and environmental protection, economics, management and administration, vocational education, translation and information and archival matters through providing high quality educational services, performance and implementation of innovative scientific research in accordance with the latest trends, needs of society and requirements of all stakeholders[1].

2.5.2. Structure and functioning of the internal quality assurance system in NMAU

The structure and functioning of the NMAU Internal Quality Assurance System (IQAS) is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-2015) and is implemented both at the institutional level and at the level of educational programs.

The main directions of the IQAS, defined by the Regulation on the system of internal quality assurance of educational activities and the quality of higher education, which was approved by the scientific Council of NMAU on 02.03.2018 (Protocol No. 3) [3], include:

- Development, approval, monitoring and periodic review of educational programs;
- Implementation of the concept of student-centered educational process;
- Effective assessment of higher education applicants. Transparent procedures for admission to training and certification of graduates;
- Ensuring the quality of teaching staff;
- Effective prevention and detection of academic plagiarism;
- Providing the necessary resources for the organization of the educational process;
- Integrated organic combination of education, science and innovation;
- Ensuring the process of education and self-development of the creative personality;
- Use of information systems for effective management of the educational process;
- Ensuring the openness and publicity of information.

The organizational structure of the NMAU IQAS is shown in pic.1. The academic Council of the Academy plays a leading role in the functioning of the IQAS, which includes a permanent Commission for monitoring the IQAS. The Commission on the basis of the analysis of compliance with the requirements of the

current legislation in the field of higher education, determines the quality problems that require priority solutions, and prepares relevant issues for consideration and decision-making by the academic Council.
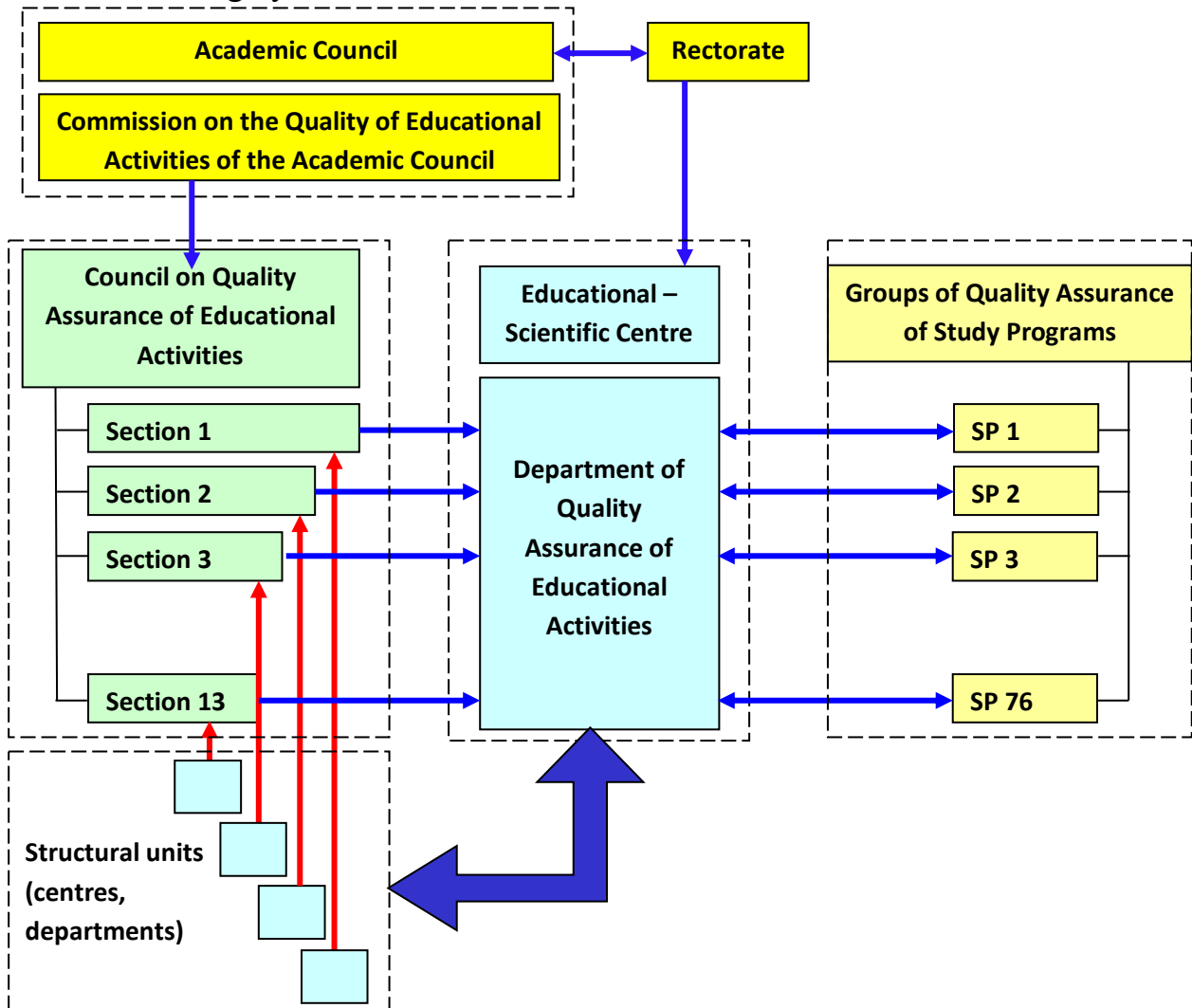
Figure 2.2. The Organizational structure of the NMAU IQAS

Study of activities, procedures and recommendations for quality improvement areas identified by the Academic Council entrusted to a collegial Advisory Body – the Council of Quality Assurance of Educational Activities and Training (CQAEAT), which works in NMAU since 2016 in accordance with the relevant Regulations [4]. Members of CQAEAT, except those of its constituent positions (First Vice Rector is the head of CQAEAT, the head of educational-scientific centre –Vice-Chairman, deans of faculties and Directors of institutes), is the majority of the Guarantors of educational programs, heads of structural divisions, providing educational activities, and leading an experienced scientific and pedagogical staff of

the departments of the Academy. The total number of members CQAEAT, the staff of which is about 100 people and is determined by the Order of the Rector.

While creating the CQAEAT, the Academic Council proceeded from the need to involve a wide range of research and pedagogical staff in the development of quality procedures, which on the one hand provides a better account of the positions of the parties involved in these procedures, and on the other – is an effective measure for spreading the quality policy in the teaching environment.

To carry out the tasks assigned to the CQAEAT, it has established permanent sections (units) on the main areas of work:

- section (unit) of educational process organization;
- section (unit)of educational programs;
- section (unit) of cooperation with graduates and employers;
- section (unit) of questionnaires and surveys of applicants for higher education;
- section (unit) of work with applicants for higher education;
- assessment section (unit) for applicants for higher education;
- section (unit) of ensuring of academic virtue;
- section (unit) of correspondence and distance learning, dual education; providing practical training for applicants for higher education;
- section (unit) of information resources and ensuring transparency and publicity of educational activities;
- quality section (unit) of personnel support for educational activities;
- section (unit) of humanitarian support of the educational process;
- section (unit) the integration of science and education;
- section (unit) for internationalization of activities.

The functions of each of the section are:

1) The analysis of the main trends of higher education development in Ukraine and implementation of best practices of decision making for providing quality educational activities in relevant areas;
2) Development of recommendations for improving procedures and distribution of responsibility between the subjects of the educational process;
3) Creation of draft normative documents regulating the activities of the Academy's structural divisions and subjects of the educational process in the relevant areas.

Here is an example of a list of the main tasks of the personnel support section of the educational process:

- improvement of procedures for competitive election of research and teaching staff (scientific and pedagogical workers);

- the improvement rating assessment of scientific and pedagogical workers (SPW) structural units of the national metallurgical Academy of Ukraine, in particular, making proposals on updating of performance indicators of;

- elaboration of organizational and methodological bases for the accumulation and use of information on academic and scientific achievements of NCE;

- analysis of the effectiveness and improvement of the system of professional development of scientific and pedagogical workers(SPW) of NMAU, promotion of new forms of professional development of teachers;

- formulation of proposals for the introduction of new and improvement of existing forms of stimulating the improvement of pedagogical skills, moral and material encouragement of teachers.

After approval by the Academic Council the CQAEAT makes the decisions on activities and procedures IQAS their direct implementation at the level of educational programs is entrusted to the quality assurance group of educational programs (QAGEP).

In October 2019 76 groups of quality assurance of educational programs (QAGEP)were created by order of the Rector in NMAU to replace the Educational and Methodological Commissions (EMC), which previously took care of training specialists in certain specialties. Initially, project groups were established on the basis of the EMC, which developed appropriate educational programs (EP) at each of the levels of higher education (Fig. 2), and then transformed into QAGEP.
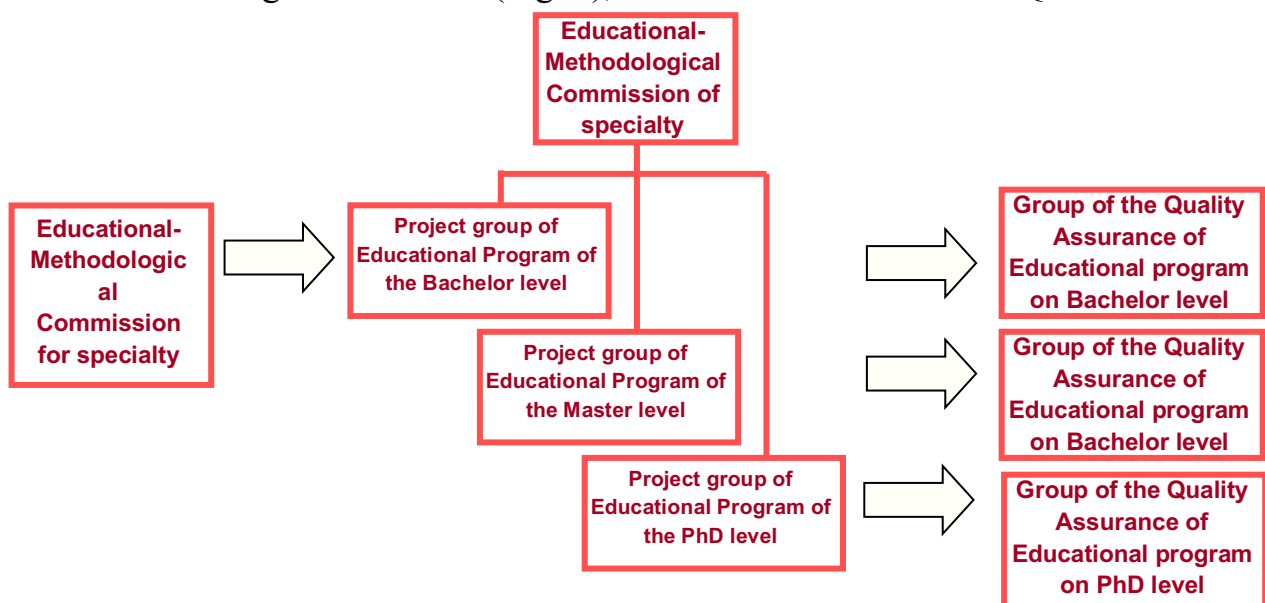
Figure 2.3. Stages of creating the groups to ensure the quality of educational programs

Taking over the functions of the former EMCs, QAGEP in accordance with the approved Regulation [5] were to significantly expand the scope of influence on the quality of training, providing in particular:

- annual monitoring of individual educational components and EP in general;
- participation of higher education students in the development and monitoring of EP;
- the possibility of forming individual educational trajectories by applicants for higher education;
- viewing and improving the means and evaluation criteria of applicants for higher education at the EP;
- academic support of applicants for higher education;
- evaluation of scientific and pedagogical workers teaching at the EP, according to their professional activities;
- promoting the development of resource support for OP;
- informing stakeholders about all aspects of EP activities.

Taking into account the division of responsibilities between the CQAEA and the QAGEP, when the first one formulates the rules and the others work for them, the need to include in the organizational structure the links of a certain structural unit is justified. It would act as an intermediate link between them. In spite of the participation of a large number of representatives of the QAGEP in the work of the CQAEA, the need for service assistance for the implementation of the procedures developed by the CQAEA for the EP is quite obvious. At first glance, the Educational Scientific Centre (see Fig. 1), which has been operating at NMAU for more than 20 years, could become such an intermediate link.

This structural unit, like similar units in most other domestic institution of higher education (IHE), traditionally deals with the organization of the educational process. An idea of its activities can provide a far from complete list of the tasks it performs:

1. collection and analysis of information for NMAU participation in university ratings (TOP-200 Ukraine, Webometrics, CEDOS, Compass, etc.);
2. preparation of statistics and analytics for:
    - annual report;
    - confirmation of the status of the national IHE;
    - providing information at the request of the Ministry of Education and Science and other authorities;

3. collection of data on the educational, methodological, organizational and scientific activities of scientific and pedagogical staff, in particular, the level of their activity and compliance with licensing requirements;
4. annual rating of scientific and pedagogical staff of NMAU;
5. data collection and processing of annual reports of departments on their activities and annual rating of structural divisions of NMAU;
6. administration and support of information system (local computer network) NMAU;
7. each semester calculating the rating of students and the preparation of data for the scholarship commission of NMAU;
8. ensuring regular measures to check the residual knowledge of students;
9. monitoring the security of the educational process with educational and methodical literature and organizational support for planning, the publication of educational and methodological literature;
10. monitoring of the scientific and methodological support of the educational process at the departments of the academy;
11. support and general administration of the NMAU website, assistance to departments on issues of maintaining pages on the website.

Analysis of the existing internal quality assurance system (IQAS), which was carried out as part of the participation of NMAU in the international project Erasmus + "Implementation of the quality assurance system of education through the cooperation of the university - business - government in the institution of higher education " (EDUQAS) 586109-EPP-1-2017-1-RO-EPPKA2-CBHE - SP, found it appropriate to create a separate Department for ensuring the quality of educational activities (hereinafter referred to as the Department) as part of the educational and scientific centre to provide service assistance to QAGEP on the implementation of certain quality procedures and monitoring their activities.

Such a department was created in February 2019. At the same time, the Regulation on it [6] was approved, it defines the main tasks, functions, rights, obligations and the procedure for organizing its work, as well as the procedure for its interaction with other divisions and management bodies of NMAU. A number of functions of the Department determine its cooperation with the CQAEA, in particular:

- *Participation in the long-term and current planning of activities of CQAEA;*
- *Advisory support of sections of CQAEA, preparation of materials for consideration by the sections and organizational support of the meetings of CQAEA;*

- *The formation of the general academic base of selective academic disciplines (together with the educational department and the organization section of the educational process of CQAEA)*
- *Participation in the development and technical editing of new regulatory documents of NMAU (in cooperation with the sections (units) of CQAEA)*
- *Summarizing the accumulated experience and making proposals of CQAEA on improving the relevant procedures.*

However, the functions that are most important for the Department are those aimed at cooperation with the QAGEP, in particular:

- *Technical support (in cooperation with the Guarantors of the EP) the formation (updating) of the composition of the QAGEP;*
- *Advising and technical support of the QAGEP activities on the following issues:*
- *Questionnaires (surveys) of applicants for higher education;*
- *Cooperation with employers and graduates (together with the Career Support Centre)*
- *Preparation of annual reports on self-assessment of EP;*
- *Development of new and revision of existing EP;*
- *Making changes to the curriculum for the training of specialists (together with the educational department), etc.;*
- *Supervision of the activities of the QAGEP with the organization of periodic inspections of the status of their work in certain areas.*

It should be noted that counseling and service support of the QAGEP are decisive in the cooperation with the Department, and the supervision of their activities is considered a secondary function, although in certain cases it is necessary.

Now at the stage of IQAS development, which is characterized by both reviewing and improving certain quality procedures, which have so far received insufficient attention, and introducing a number of new areas of quality assurance, an important task of the Department is the organizational, methodological and technical support of pilot projects to improve educational activities. Such pilot projects in 2019-2020 become:

- *Providing a systematic survey of applicants for education;*

- *Introduction of the principles of students' real choice of subjects in the framework of the realization of their right to determine an individual learning path;*
- *Development of systemic procedures to prevent academic plagiarism.*

The following is more detailed information regarding certain developments of NMAU in these areas, which may cause interest and become in favor of partner universities and other domestic institution of higher education.

2.5.3. Good practice examples in IQAS development

2.5.3.1. Introduction of the fundamentals of students' real choice of academic disciplines

The implementation of the concept of student-centered educational process as an integral part of IQAS implies, in particular, providing higher education applicants with the possibility of free choice of academic disciplines. Considering the Law of Ukraine "On Higher Education" (Article 62, Part 1, Clause 15) the volume of the selective disciplines in educational programs cannot be less than 25% of the total number of ECTS provided for a given level of higher education, and taking into account rather strict interpretations and requirements of the National Agency for Quality Assurance of Higher Education, this can be attributed to the most problematic and requiring priority solutions. At the same time, the biggest difficulties are faced, as a rule, by the institutions of higher education, which train specialists in engineering specialties, including NMAU.

An analysis conducted by the committee of the academic council for monitoring IQAS revealed a certain inconsistency of the existing approaches in the academy to students choosing academic disciplines with the requirements of the National Agency. It was found that:

- the basis for the selective disciplines should be the personal choice of the applicant;
- subject to significant revision and improvement are:
    a) the number and variety of selective disciplines;
    b) implementation of the selection procedure;
- the possibility of choosing disciplines from other educational programs is considered desirable, and ideal - the ability to choose a discipline regardless of specialty or department which provides its teaching.

As a result, the unit for organizing the educational process of the CQAEA was given the task by the scientific council to develop recommendations on the

organizational and methodological support of the electoral component of educational programs in NMAU, which were approved by the council [7].

First, a fundamental decision was made to create a general academic base of selective disciplines and a separate base of selective academic disciplines for each educational program. At the same time, disciplines of the general academic base can be chosen by students of any program, specialty, faculty, and disciplines of other bases - only by students who receive education in this program. Total amount of basic disciplines will be selected from the general academic base, set for bachelor`s degree at 24 ECTS credits, and for master's programs master's programs at 12 ECTS credits (Fig. 3). For academic disciplines, the minimum total amount of 36 ECTS credits for bachelor and 12 ECTS credits for master's programs will be selected from the base according to the educational program.

The free choice of academic disciplines required the solution of three fundamental issues regarding: the principles of creating a general academic base of elective disciplines, the foundations of the formation of joint educational groups for the study of elective disciplines of the general academic base and the basis of creating a class schedule for them.

SELECTIVE DISCIPLINES

General academic base:

- bachelor's degree: 24 cr. ECTS

- master's degree: 12 cr. ECTS

Base of educational program:

- bachelor's degree: 36 cr. ECTS

- master's degree: 12 cr. ECTS
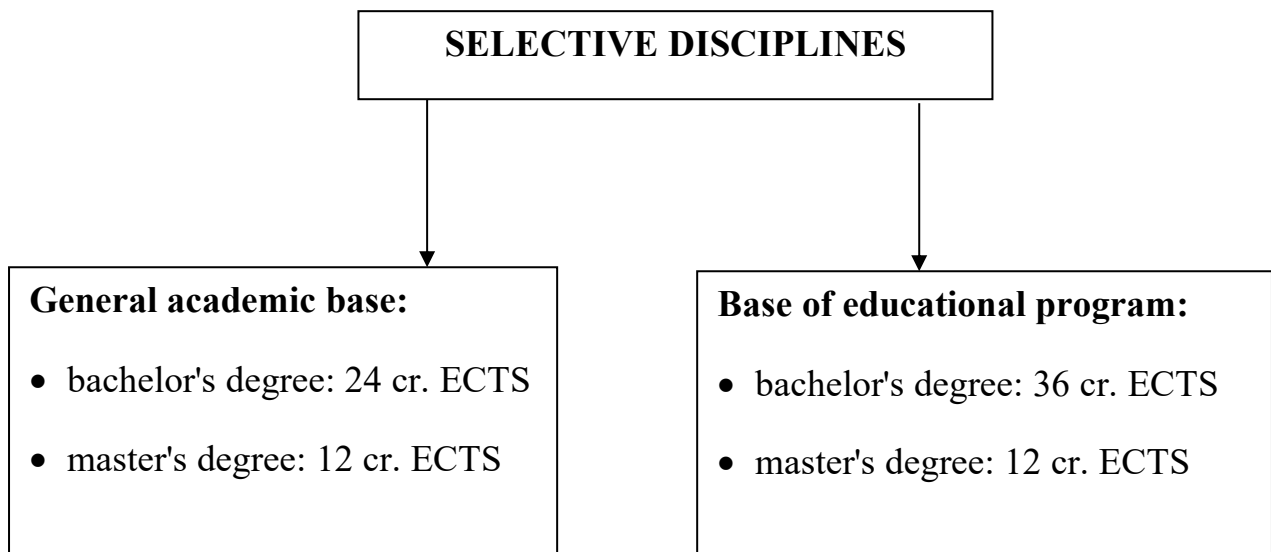
Figure 2.4. Distribution of selective academic disciplines and their maximum volume

I) Principles of creating a general academic base of selective disciplines

Selective disciplines can provide both general training (formation of general competencies) and professional training (formation of professional competencies) applicants for higher education.

The volume of selective disciplines included in the general academic base can be 4 or 8 ECTS credits with a maximum classroom load of 32 acad. years and 64

acad. hours respectively. The time standards for all types of independent work of students, preparation for control measures in the planning of selective disciplines are the same as for the disciplines that are obligatory for study.

Proposals for elective disciplines are provided by the relevant departments, and decisions on their inclusion in the general academic base are made by the CQAEA, subject to the following requirements:

- availability of a program and methodological complex that meets the requirements of the current "Regulations on the organization of the educational process in NMAU";

- compliance with "technological" requirements:

a) scope of discipline: 4 or 8 ECTS credits;

b) the maximum amount of classroom classes: 8 hours / cr.;

c) the choice of the target audience for the study of the discipline (students of which specialties and what year students can choose the discipline);

d) the certainty of the prerequisites for studying the discipline.

Support of the general academic base is provided by the educational department.

The location of selective disciplines of the general academic base in the curricula for bachelors and masters is the same for all specialties in which training is carried out (see Fig. 4). This approach makes it possible to study them in joint study groups.

	Distribution by courses and quarters, Classroom watch for a week/credits ECTS															
	I course				II course				III course				IV course		
	I	II	III	IV	V	VI	VII	VIII	IX	XI	XII	XII	XIV	XV	XVI
Selective discipline 1			4/4												
Selective discipline 2				4/4											
Selective discipline 3							4/4								
Selective discipline 4										4/4					
Selective discipline 5													4/4		
Selective discipline 6														4/4	

	Distribution by courses and quarters, Classroom watch for a week/credits ECTS					
	Icourse				IIcourse	
	I	II	III	IV	VI	VI
Selective discipline 1			4/4			
Selective discipline 2				4/4		

Figure 2.5. Distribution of variable training in the curriculum for bachelor (a) and master (b)

II) Principles of joint academic groups formation for studying selective disciplines of the general academic base

The study of selective disciplines of the general academic base takes place in joint study groups, which are formed by the educational department of students of a certain year of study (course) of different specialties and faculties.

The formation of joint study groups is based on the results of a written survey of students conducted by the curators of ECTS (representatives of the relevant QAGEP). Students are invited, based on their own preferences, to choose to study the next academic year a certain number (volume) of disciplines of the general academic base and the base of the educational program.

Completed handwritten and signed by student's questionnaires on their own choice of disciplines are submitted by ECTS curators to the academic department no later than April 30 of the academic year preceding the study of the discipline.

The decision to teach a certain selective discipline during the next academic year and the formation of the relevant joint study groups is made by the educational department, provided that the number of students who have expressed a desire to study this discipline is at least 15-20 people. The educational department:

- *plans the appropriate workload of the department, which will teach the specified selective discipline;*
- *provides the formation of separate module-credit information for students of each of the academic groups included in the joint study groups;*
- *provides deans with information on the planned variable training for students of the relevant faculty.*

The study of disciplines included in the base of selective disciplines in the educational program is provided if the number of students who have expressed a desire to study this discipline is at least 15 people, or half (50% + 1) of people studying in the program. To study such disciplines, the graduating department together with the relevant dean's office may form temporary academic groups from among the students studying in this program.

III) Principles of forming a schedule of classes for joint study groups

In order to conduct classes in joint study groups, which include students of different academic groups, the educational department for students of each year of study (course) reserves 4 academic hours on a certain day of the week. For example, for students:

1st year - 2nd and 3rd class on Monday;
2nd year - 2 and 3 class on Tuesday;

3d year - 2 and 3 class on Wednesday;
4th year - 2nd and 3rd class on Thursday.
At this time, no other classes are assigned to students of this course.

2.5.3.2. Providing a systematic survey of students

Surveys of higher education applicants are a mandatory component of the IQAS, which provides for the organization of periodic feedback with students in order to involve them in the process of periodic review and improvement of procedures for ensuring the quality of educational programs.

NMAU in the framework of the Erasmus + project "Implementation of the quality assurance system of education through the cooperation of the university - business - government in the Free Economic Zone" (EDUQAS) 586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP introduced a pilot project in September 2019 survey of higher education applicants on a systematic basis.

The Academic Council of NMAU has formulated the following main tasks of the survey of applicants for higher education [8]:
- *finding out the opinion of applicants on the content of education and the level of teaching in the educational program;*
- *providing heads of educational programs and research and teaching staff who provide teaching with information that will improve the quality of training and increase the efficiency of the educational process.*
The main principles of the survey (survey) were defined:
- *compliance with the goals of the educational program, mission and strategy of NMAU;*
- *student-centered approach (awareness that the opinion of applicants is one of the most important factors in shaping decisions to improve the quality of education and the educational process);*
- *anonymity and voluntariness;*
- *systematic regularity;*
- *procedural certainty;*
- *informativeness.*
Elaboration of questions on questionnaire procedures, processing of survey results, distribution of responsibilities, etc. was entrusted to the relevant section of the Council for Quality Assurance of Educational Activities of NMAU.

At the first stage, a list of the main issues to be clarified during the questionnaires (surveys) of higher education seekers was identified, in particular:
- *the presence and justification of possible duplication of the content of different educational components;*

- *correspondence of the volume of the educational program and separate educational components (in ECTS credits) to the actual educational load of applicants;*
- *availability, accessibility and consistency of clear and understandable rules of control measures;*
- *impartiality of examiners, compliance with procedures for prevention and settlement of conflicts of interest in the implementation of pedagogical control measures;*
- *compliance with the procedure for appealing the procedure and results of control measures and the procedure for re-passing control measures;*
- *availability of free access of higher education applicants to the appropriate infrastructure and information resources necessary for training in the educational program;*
- *the level of educational, organizational, informational and advisory support of higher education seekers from the graduation department, faculty, other structural units of NMAU;*
- *availability and sufficiency of conditions for realization of the right to education of persons with special educational needs;*
- *clarity, intelligibility, accessibility and consistency of conflict resolution procedures (including, but not limited to, sexual harassment or discrimination);*
- *involvement of higher education seekers directly and through student self-government bodies in the process of periodic review of educational programs, goals and expected learning outcomes of the program and other procedures to ensure its quality as partners;*
- *other issues regarding the quality of the educational program as a whole and its individual components, the organization of the educational process, the quality of teaching, etc.*

Depending on the range of questions on which the opinion of applicants for higher education is clarified, four standard questionnaires and relevant survey rules were developed:

1) a questionnaire on a particular discipline (a separate educational component) is conducted by the responsible teacher upon completion of the study of the discipline, usually before the semester control activities at the last class (Appendix 1);

2) the questionnaire on the educational program as a whole is conducted by the quality assurance group of the educational program upon completion of the educational program, as a rule, immediately after the defense of the final qualification work (Appendix 2);

3, 4) a questionnaire on the quality of teaching by a particular teacher is conducted by:

- *a group to ensure the quality of the educational program upon completion of the study of the discipline from which the teacher conducted classes (Appendix 3);*
- *the department of quality of educational activity of NMAU during passing by the scientific and pedagogical worker of competitive selection for replacement of the corresponding position (appendix 4).*

Questionnaires on other issues are not regulated and can be carried out on the initiative of the quality assurance group of the relevant educational program on the subject determined by it and in the terms determined by it.

In September 2019, the Academic Council of NMAU (Minutes № 7 of 30.09.2019) approved the Regulations on questionnaires (surveys) of higher education applicants and initiated its practical implementation.

An analysis of the results of the survey conducted during the winter examination session showed that most applicants for higher education are positive about the introduction of surveys. According to various educational programs of the master's level, the general degree of satisfaction of students with the training program (answers "yes", "rather yes than no") ranged from 85% to 90%.

According to the results of the questionnaires, a number of systemic shortcomings were identified, which are inherent in a significant number of programs and disciplines, and appropriate recommendations were provided to teachers. In particular, it was recommended at the first class in each discipline to pay special attention to informing students about:

- *the place and role of the discipline in the formation of specific competencies for future work in the specialty;*
- *connection of the discipline material with the educational material of the disciplines studied earlier;*
- *forms of modular and semester control, terms and conditions of control measures, criteria for their evaluation.*

The analysis of the survey of graduates on educational programs in general revealed the general dissatisfaction of students with the level of support of the academy to their future employment. To solve this problem, the Career Development Centre has now been significantly revised and expanded.

Further accumulation of students, graduates and employers opinions on a systematic basis will help improve educational programs, effectively improve the learning process as a whole, update the content of disciplines in accordance with the requirements of stakeholders, and thus increase the competitiveness of NMAU graduates in the domestic labor market.

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CHAPTER 3

POLICIES, STRATEGIES AND PRACTICES OF QUALITY ASSURANCE IN HIGHER EDUCATION ON INSTITUTIONAL LEVEL IN KAZAKHSTAN

3.1 Quality Assurance Policy Strategy at Kazakh Ablai khan University of International Relations and World Languages

Author: Kazakh Ablai khan University of International relations and world languages

Strategic development of Kazakh Ablai khan University of International relations and world languages is defined by his mission, vision and strategy.

The strategy reflects the directions in the field of education quality:

- *updating educational programs taking into account international standards*;
- *training personnel with specialized industry skills, developing skills of a creative and innovative approach to solve complex problems*;
- *development of content of e-learning resources, integration of training programs between universities*;
- *exit of the university educational programs to foreign markets*;
- *internationalization and representation of the University in national and world rankings*;
- *implementation of joint educational programs, attraction of foreign teachers, top managers and students, implementation of scientific projects, participation of partners in university management*;
- *formation of professional competencies, taking into account the recommendations of employers*;
- *improving the ranking of the university at the regional, republican and international levels*;
- *creation of a system for selection and scientific support of talented youth.*

3.1.1 General information about the university

Joint Stock Company "Kazakh Ablai Khan University of International relations" - (hereinafter referred to as KAUIR & WL) is one of the leading universities in Kazakhstan, occupies a special niche in the educational space of the Republic of Kazakhstan.

KAUIR & WL is a specialized university that summarizes the best Kazakhstan and international educational traditions and practices, skillfully combining the quality of the educational process with the subject diversity of educational programs. The university is involved in the international academic space, has a set of external relations, research projects with foreign partners.

Personnel training in KAUIR & WL is carried out in accordance with the State license to engage in educational activities in the field of higher and postgraduate professional education 0137365 from 03.02.2010 on 20 bachelors', 14-master's, 5 PhD programs.

In order to develop quality, the university annually conducts stakeholder polls, participates in ratings QS, IAAR and "Atameken", conducts accreditation of educational programs, including in foreign agencies. The development of a culture of quality assurance is also taking place within the framework of the implementation of European programs in the field of higher education: the DOQUP-TEMPUS project. "Documentation for quality assurance of educational programs: DOQUP model", the project "Implementation of Education Quality Assurance System via Cooperation of University-Business-Government in HEIs" - "Implementation of a quality assurance system for education through cooperation between University-Business-State in universities."

Accreditation. At the present stage, the positions of KAUIR & WL have been strengthened thanks to the high assessment of the training of bachelors, masters and PhDs of international and national accreditation and rating agencies, including the German Institute for Accreditation, Certification and Quality Assurance / ACQUIN, the Independent Agency for Accreditation and Rating / IAAR, QS World Universities Rankings 2018: 19 educational programs (EP) were accredited by the ACQUIN Agency / Institute for Accreditation, Certification and Quality Assurance (Germany) until 2022; 2019: Institutional accreditation KAUIR & WL and 16 educational programs for bachelor's, master's and doctoral studies until 2026; 2020: 15 Educational programs are accredited until 2025.

Rating. KAUIR & WL participates and improves its positions in the General ranking of universities of the Republic of Kazakhstan (IAAR / IAAR) and takes leading places: in 2018 - 9th place; 2019 - 8; 2020 - 7. According to the indicators of the national assessment of educational activities and according to the General

Rating of the Republic of Kazakhstan -2020, the University firmly holds 1st places in 8 programs of a foreign language and international profile of bachelor's, master's and doctoral specialties, 2nd places in 9 programs of a foreign language, international profile, journalism, business and management, 3rd place in programs of pedagogy and psychology, law.

- QS World University Rankings - 801+.
- QS EECA – 221-230
- QS WUR by Subject: Modern languages – 301-320

Rating of educational programs of universities of the Republic of Kazakhstan "Atameken" – KAUIR & WL is included in the TOP-3 universities in terms of the number of EPs presented.

The university successfully implements strategic tasks for the digitalization of activities. The main processes of the university are provided with information resources and systems. There is a planned approach to the automation of various types of activities, for example, the automation of KPI and BSC calculations is being actively carried out, and the transition to electronic document management is under way.

The main areas of university quality assessment are internal and external quality assessment and customer orientation. One of the tools for maintaining quality and improving it is an audit carried out by 10 trained experts, an analysis of the functioning of business processes, monitoring of achievements and previously planned corrective and preventive actions. Since 2018, educational programs have also been audited. As already noted, the university participates in the implementation of two international projects to develop quality management.

The University has developed a Program of Anti-Crisis Measures and Coordination of University Actions in Conditions of Economic Instability, aimed at optimizing the functioning of the university in order to prevent possible negative consequences of the global crisis. An internal standard "Risk Management" was developed and implemented.

The international cooperation. KAUIR & WL is systematically working on the issues of internationalization of education and successfully cooperates with many leading universities in the world. Today KAUIR & WL successfully cooperates with more than 15 largest universities in the world. Joint programs with the assignment of double degrees in 12 bachelors' and 13 master's specialties are being successfully carried out. During the last four years, cooperation has been actively implemented within the framework of double degree programs with the following universities:

1. *University of International Business and Economics (UIBE, Beijing, PRC)*

2. *Wuhan University (Wuhan, China)*
3. *Southwestern University (Chongqing, China)*
4. *Academy of Tourism Antalya (Turkey)*
5. *Geneva Business School (Switzerland*

The University is a member of 16 recognized international organizations:
1. *International Association of Francophone Universities / Agence Universitaire de la Francophonie (AUF)*
2. *International Association of Universities (IAU)*
3. *Eurasian-Pacific University Network / Eurasian –Pacific UniNET*
4. *World Hospitality and Tourism Association / AMFORHT*
5. *Association of Higher Schools of Hospitality in Europe / EURHODIP*
6. *Association for Tourism and Recreation / ATLAS*
7. *UN Academic Impact*
8. *European Association for International Education (EAIE)*
9. *Fund "International Relations" MGIMO*
10. *International Academy of Sciences of Higher Education (IAS HS)*
11. *Organization for languages and culture of the CIS countries*
12. *European Language Council (ELC)*
13. *Consortium of Humanitarian Universities of the CIS and SCO Member States (SCO)*
14. *Consortium of linguistic universities of the EAEU member states*
15. *The European Public Relations Education and Research Association (EUPRERA)*
16. *Confucius Institute*

Academic mobility of students and teaching staff

According to the general procedure for the implementation of external academic mobility of students in KAUIR & WL, there are several options for the implementation of external academic mobility: at the expense of the international program "ERASMUS +", students also have the opportunity to study at their own expense, i.e. through self-financing of the program participant (Spain, Germany, South Korea, China). On the educational portal of the university there is a database of partner universities and academic exchange programs.

Participation in the ERASMUS + grant program for the exchange of students and teaching staff with partner universities influenced the increase in the number of foreign students from 140 people in the 2016-2017 academic year to 247 in 2018-2019. Students were selected through an interview based on the criteria of the Erasmus + program.

From 2017 to 2019, 29 faculty members went on internships, advanced training, lectures, conferences in 15 countries.

Development of double-diploma education

The University cooperates with 12 universities on the basis of bilateral agreements on partnership and cooperation within the framework of double degree programs in 22 undergraduate and 18 graduate specialties.

Research activities are characterized by increased participation.

In International projects "Core University Program for Korean Studies", Scholarship support for young specialists in Korean studies, as well as the "Visiting Professor" program. International tandem project Global Triangle Education

In 2019, the Commercialization Office was opened at KAUIR & WL with the aim of introducing developments in the form of initiative and contractual work, 7 cooperation agreements were signed.

Joint Educational Programs (JEP).

JEPs are being implemented with universities in Great Britain, Switzerland, Russia, France, China, South Korea, Turkey, Malaysia:

Bachelor's degree - 6 EP (4 - "International Relations", 1 - "World Economy", 1 - "Restaurant and Hotel Business")

Master's degree - 8 EP (2 - "International Relations", 3 - "Foreign Philology", 1 - "Tourism", 1 - "Regional Studies", 1 - "Journalism")

Publication activity of scientific personnel. A rating of publication activity is regularly carried out by faculties (textbooks, teaching aids, monographs, articles by Committee for Control in the Sphere of Education and Science (CCSES) and rating foreign publications Thomson Reuters and Scopus).

Demand for graduates in the labor market. In order to actively interact with employers, the university is working on the implementation of the project "Council of Employers", as an advisory body that determines the range of requirements for university graduates. Some of them are co-developers of working curricula, provide students with a practice base and are actively involved in the final state certification.

The University has agreements with more than 80 companies operating in the Republic of Kazakhstan. Over the past 3 years, the rate of employed graduates has improved by 125 people. (+ 20%); employed in their specialty - by 215 people. (+ 58%). At the same time, the share of those employed increased by 12%, while the share of those employed in their specialty increased by 19.7%.

The "Career" subsystem helps to keep records of: the register of the base of practices and employment in the specialty and direction, practice contracts, employment indicators monthly through the State Centre for Internal Affairs, contracts and memoranda on employment, analysis of employment in dynamics for 5 years, internships for teaching staff at enterprises, branches of departments, orders for practice, quality lists of employers. Also, the subsystem itself generates and publishes on the university website resumes of graduates with a description of their topics of graduation work and competencies obtained from the individual curricula of students.

3.1.2 Structure and function internal quality assurance system in KAUIR & WL

KAUIR & WL implements quality management, planning and resource allocation processes in accordance with the strategy. The planning system includes strategic, tactical and operational levels. Strategic goals and objectives are projected onto structural divisions and functional process directions of the university.

The tactical level includes work plans for directions (for educational work, for science, etc.), plans for the work of faculties and departments.

The quality management system functions as part of the strategic management system at the University. The strategic management system at the University consists of the following components:

- Strategic planning - Development strategy (planning horizon - 5 years);
- Operational planning - Tactical plan (planning horizon - academic year), Road maps (implementation of the university-wide process);
- Monitoring - Internal audit (annual report), Balanced Scorecard (annual report), Questioning of students and teaching staff (annual report) - internal quality assessment;
- Risk Management - Risk Register / Matrix (regular update, annual report), Key Risk Management Action Plan (annual report).
- Accreditation (upon expiration) and ratings (annually) - external quality assessment.

The University pays special attention to risk management as part of building an effective system of strategic management and quality management. The objectives are to perform analytical procedures and preventive actions in order to avoid potential risks and to take appropriate measures to prevent the risks from realizing. Risk management and the search for opportunities for development create

the basis for increasing the effectiveness of the quality management system and the University's activities in general, obtaining improved results and preventing negative effects.

The strategic management system and its constituent components at the University are based on the PDCA cycle, which can be described as follows:

- **Plan**: set the objectives of the system and its constituent processes, determine the resources necessary to obtain results in accordance with the requirements of stakeholders and the policies of the University, as well as to identify and make decisions on risks and opportunities;

- **Do**: do the planned;

- **Check**: monitor and (where possible) measure processes, the final result in comparison with policies, goals, requirements and planned actions, generate reports on the results;

- **Act**: take action as necessary to improve process performance and make any necessary adjustments.

Questioning of students and faculty. An annual assessment of the effectiveness of the teaching staff of the university is carried out. The Strategic Development and Monitoring Department organizes a survey of students on the subject of the quality of teaching staff and teachers on the subject of the social well-being of employees.

The questionnaire "Teacher through the eyes of students" contains 10 questions about the teaching competence of the teaching staff in the following areas:

- *Personality-oriented approach of teaching staff to students*;
- *Interaction with students, including ethical behavior of teaching staff*;
- *Compliance of the material provided to students with the latest scientific achievements, relevance of information*;
- *The use of innovative teaching methods and technologies.*

Management of risks. In 2018, the University standard "Risk Management" was approved. This standard defines the main approaches to monitoring and controlling risk management and is regularly revised as necessary.

In accordance with this standard, the University's Key Risks Register for the academic year is being developed.

This Register is a list of risks that the University and its employees may face in their activities. Risks are classified into 4 groups: strategic risks; operational risks; financial risks; legal risks. The owners of the risk were identified - a person (employee / structural unit / collegial body) responsible for all aspects of managing a certain risk. A risk factor has been established - the reason contributing to the risk realization. The materiality of the impact of risk on operational and financial and

economic performance indicators was determined on the basis of indicators: the likelihood of risk realization and the size of the impact on the University's activities. For the purpose of further risk management, the Register determines the consequences of risk realization and possible measures for risk management.

Based on the Register of Key Risks, the University approves the Action Plan for managing key risks for the academic year. These risks are classified according to the joint order and. about. Of the Minister of Education and Science of the Republic of Kazakhstan dated December 31, 2015 No. 719 and I. about. Of the Minister of National Economy of the Republic of Kazakhstan dated December 31, 2015 No. 843 "On approval of the criteria for assessing the degree of risk and checklists for inspections of the education system."

Work is being carried out on all of the above tasks and areas and there are practical results.

3.1.3 Best practice examples

1. Structural changes in order to create an effective management system.

In accordance with the implementation of the international project "ERASMUS +", KAUIR & WL began the process of structural transformations. The structure includes both vertical and matrix components. The matrix structure has brought flexibility to a stable system, allowing the combination of learning and research.

The optimized management structure of the University established a balance between centralization and decentralization of management, ensured the required level of quality of the scientific and educational process, including:

- *an effective structure with a high scientific and educational potential has been created - scientific and innovative professional educational complexes (NEPO - complexes) in foreign language didactic, linguistic and inophilological, international professional and economic and legal areas*;
- *in order to reduce the labor intensity of managing the educational and methodological process, a regulatory and control department was created*;
- *eliminated duplication of functions and processes*;
- *areas of responsibility are defined*;
- *the intensity of work and the quality of work of scientific and pedagogical workers, as well as their motivation for results, increased.*

The merit of the university management structure is the combination of academic and managerial values. The leading role of management is manifested in the definition of strategic objectives in the field of quality and determining the way to achieve them.

The quality management system functions as part of the strategic management system at the University. The strategic management system at the University consists of the following components:

- *Strategic planning - Development strategy (planning horizon - 5 years)*;
- *Operational planning - Tactical plan (planning horizon - academic year), Road maps (implementation of the university-wide process)*;
- *Monitoring - Internal audit of the quality of the educational process (annual report), Balanced Scorecard (annual report), Questioning of students and teaching staff (annual report) - internal quality assessment*;
- *Risk Management - Risk Register / Matrix (regular update, annual report), Key Risk Management Action Plan (annual report)*;
- *Accreditation (upon expiration) and ratings (annually) - external quality assessment.*

The University pays special attention to risk management as part of building an effective system of strategic management and quality management. The objectives are to perform analytical procedures and preventive actions in order to avoid potential risks and to take appropriate measures to prevent the risks from realizing. Risk management and the search for opportunities for development create the basis for increasing the effectiveness of the quality management system and the University's activities in general, obtaining improved results and preventing negative effects.

The organization of educational activities is directly related to an established information environment that covers all cycles of the educational process. Development of reliable software and technical support is entrusted to the Department of Information and Communication Infrastructure.

Updated management subsystems on the educational portal:

- *Created a new structure and navigation of the official website*;
- *Placement Test was carried out to determine the level of language proficiency*;
- *Updated e-learning system Moodle to the current minor version*;
- *Prepared video instructions for working in online format with the e-learning portal*;

- *Developed competency modules in LMS MOODLE*;
- *University students have access to receiving information materials in their specialty posted on the educational and educational portal using their login and password.*

2. As a tool for strategic management of the University, the Balanced Scorecard (BSC) system was developed and implemented, which allows you to link strategic goals with operational activities and monitor the implementation of the adopted strategy.

The implementation of the BSC is aimed at achieving consistently high and sustainable performance results, including:

- *management based on measuring and evaluating the effectiveness of the University by a set of optimally selected indicators that reflect all aspects of activities, both financial and non-financial*;
- *increasing the efficiency of adoption and efficiency of implementation of management decisions*;
- *detailed monitoring of the degree of achievement of the normative level of balanced indicators with prompt response to changes in the situation, which determines the movement of the University according to the approved Strategy.*

Within the framework of the BSC, in order to improve the quality of activities by increasing the efficiency of employees, an assessment is applied according to the system of Key Performance Indicators (hereinafter - KPI), which is an important aspect of human resource management by determining the performance of employees and heads of training departments, their readiness for innovative dey.

The assessment according to the KPI system is carried out in the context of the categories of workers in the educational process: deans of faculties, heads of departments and teaching staff, while a set of indicators is developed for each category and includes indicators of the international ranking QS (Quacquarelli Symonds).

Such a system makes it possible to assess the level of the teacher's scientific and educational activities, and also provides an assessment of the compliance of his activities with the individual plan. This software product provides automation of basic operations: maintaining a database of teachers, creating and replenishing a bank of indicators, determining the weights of indicators by expert means, generating various types of reports based on the results of the rating.

The university conducts an annual audit of educational programs, which is carried out by the dean and / or heads of departments under the guidance of the rector, vice-rectors in order to update existing programs and / or create new programs that contribute to the training of high-level specialists and possess the necessary competencies for the employer. Under the development and monitoring strategy management, a quality assurance office was created, whose tasks include the development and implementation of an intra-university quality system.

The procedure for monitoring and periodic evaluation of the EP at the university is carried out on the basis of internal regulatory documents (order of the rector No. 68 of October 12, 2017 and the amendments made to it of November 10, 2017 (No. 84), DP 03-2016 "Internal audit of the quality management system", University standard "Analysis by management" (STU - 04-2016 from 27.10.2016)).

A system for monitoring the quality of education has been developed and described, which includes monitoring the current progress of students, monitoring residual knowledge, monitoring the quality of teaching, monitoring student satisfaction with the quality of educational services. For each type of monitoring, criteria and standards have been developed, methodological tools have been developed for conducting sociological surveys of students. Every year, the department for assessing and monitoring the quality of education together with faculties conducts sociological surveys. In addition, the university website has a section "Reviews and suggestions for the implementation of the EP" http://www.ablaikhan.kz/ru/study-process/study-process, which facilitates the establishment of feedback and monitoring the quality of the EP.

At KAUIR & WL, student-centered learning is implemented through the design of curricula and the use of learning outcomes, internal assessment of the quality of assessment methods, continuous professional development of academic personnel, and the use of information systems to support student-centered learning.

The educational process takes into account the individuality of students, the desire for greater freedom, personal and professional growth, independence, self-respect. The student's study load is compiled taking into account his individual abilities and capabilities. The individual curricula of students fully reflect all the components and elements of the EP by levels of education.

For the purpose of student-centered learning at the departments that provide accredited op, various teaching methods and technologies are used, taking into account the variety of forms of information assimilation: problem methods, chinquapin, insert, brainstorming, business games, study and consolidation of new material in an interactive lecture (lecture-conversation, lecture - discussion, lecture with analysis of specific situations, lecture-press conference, mini-lecture), heuristic conversation, project development (project method), trainings, case method.

Work is underway in the field of conducting their own research on the teaching methodology of academic disciplines within the framework of the EP implemented within the framework of the NIPO and NIPL structures. For example, within the framework of scientific schools under the leadership of scientific leaders, scientific and educational, innovative educational and encyclopedic reference materials were developed that are used in the educational process.

Academic honesty is the main principle of the educational process of accredited EP. In order to avoid plagiarism, all types of written work (control, coursework, diploma) of students are tested using the Antiplagiarism program, as evidenced by the Regulations on checking works for plagiarism adopted by the KAUIR & WL management.

Starting from the 2018-2019 academic year, a Student Service Center has been created at the KAUIR & WL, which answers all questions from students in various fields of study. This center also serves as evidence of student-centered learning and interacts with the work of departments, dean's offices in solving student problems.

Thus, at the university, orientation towards the interests of students and ensuring equal opportunities for students is carried out in all spheres of their life and continues throughout the entire period of study, starting with the process of admission to training.

3.1.4 Transformations in the educational process that occurred as a result of participation in the project:

- *cooperation and implementation of end-to-end educational programs with specialized educational institutions of various levels (universities, colleges, pre-university training centers, gymnasiums);*
- *integration of scientific, educational and innovative activities with specialized enterprises and scientific organizations;*
- *provision of a wide range of variable educational programs and services of various levels, forms and content, including training through student participation in research and development;*
- *concluded long-term contractual relations with strategic partners of the university in the main scientific and educational areas of activity;*
- *an office for the commercialization of projects was established (Regulation, CI);*
- *the leadership of the university introduced the practice of public reporting on the results of the activities of the heads of functional divisions, deans of faculties at the Academic Council and the Administration.*

10 auditors were trained to assess the internal system for assessing the quality of the educational process. The group of auditors includes competent employees from among teachers, heads of departments and having an auditor's certificate who have completed advanced training courses.

The following forms of internal control are used to measure the quality of the educational process:
- *entrance control of students' knowledge*;
- *current and midterm monitoring of progress*;
- *final control (exams)*;
- *analysis of the results of practice*;
- *checking the state of the methodological support of the educational process*.

Assessment of the quality of work of each individual teacher is carried out by monitoring students' knowledge during the academic period. It allows the teacher to constantly monitor the academic progress of each student, and, if necessary, to take corrective action.

Midterm control is carried out on the basis of the passed topics, modules. KAUIR & WL uses the electronic system of the educational portal "Journal of progress and attendance control".

To ensure communication between teaching staff and students, a new version of the Distance Learning portal has been introduced, which ensures the functioning of electronic journals and support for modern mobile devices. To improve the contact between the teacher and the student, a service for conducting online lectures (webinars) has been introduced into the process of remote distance learning. In connection with the introduction of the online lecture service, an IS has been developed, which stores a database of recorded video lectures. The service supports multiple audio tracks and video exchange, the ability to display presentations, Microsoft Office and OpenOffice documents, images, PDF documents. To date, more than 800 recorded lectures are posted on the OE portal and cover all specialties of the University.

Academic integrity is the main principle of the EP learning process. In order to avoid plagiarism, all types of students' written works are tested using the "Antiplagiat" program.

Research work. The main component of an innovative approach in scientific research is the creation of scientific and innovative vocational and educational complexes (SIVE complexes), functioning on the basis of their development programs. The format of such an infrastructure ensures international integration and unity of science, vocational education and production. Four complexes have been

created: the SIVE-complex for the foreign language didactic direction, the SIVE-complex for the economic and legal direction, the SIVE complex for the linguistic and in philological direction, the SIVE-complex for the international professional direction. The results of the research activities of the university scientists are of a fundamental nature, are used to train specialists in the republic, have a high degree of citation when performing other scientific works.

The University has established a Scientific and Humanitarian Council in order to develop a system of measures to implement tasks to ensure an internationally adequate level of development of university science. The Council of Young Scientists is functioning. The effectiveness of the organization of scientific work is confirmed by the number of publications of the teaching staff.

In KAUIR & WL, three series of the university magazine "Izvestiya KAUIR&WL", which has a high impact factor in the Kazakhstani citation database. Work has begun on the publication of the Journal of Language Research and Teaching Practice in English with the formation of an international editorial board - four issues have been published. A certificate of registration was received from the information committee of the MIC RK. All magazines have a single website in three languages.

KAUIR & WL has a support format for students who have chosen a research career, a single training track (academic career) "bachelor's-master's-doctoral degree".

The main reason for the existence of an academic career system is to stimulate teaching staff, advance through the career ladder, depending on the results of scientific achievements, increase salaries and provide additional privileges. This format contributes to the influx of talented young researchers into the academic environment of the University.

The formation of the academic career of the teaching staff and students is one of the directions of creating an effective system for the preparation and use of the university's personnel potential (Regulation on the personnel reserve). To maintain motivation for promotion, as well as improving business and personal competencies, the management of the university uses such support methods as:

- *sending to other universities to study best practices*;
- *temporary replacement of a reserve position during the period of vacation, illness or business trip of key employees*;
- *internship or special training in the performance of duties according to the position*;
- *inclusion in commissions and groups for checking the work of various departments of the university*.

Indicators of the quality of higher education, its practical orientation, is the indicator of employment of university graduates and their career growth. This indicator is monitored by the International Programs and Career Management Division of the Teaching Office.

3.2 QA policy strategy at KUEF

Author: Kazakh University of Economics, Finance and International Trade

3.2.1 General information about the Kazakh University of Economics, Finance and International Trade

Full name of the educational institution: Educational institution "Kazakh University of Economics, Finance and International Trade" (hereinafter - KazUEFMT or University).

Actual location address: Republic of Kazakhstan, Nur-Sultan, st. Zhubanova, 7, tel / fax (7172) 373905/371622; e-mail: kazeu-astana@list.ru, university website: www.kuef.kz.

The supreme governing body is the founder of Narxoz University JSC.

Educational institution "Kazakh University of Economics, Finance and International Trade" was established in 2001 in Almaty. Based on the order of the Committee for Supervision and Certification in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan No. 679 dated September 14, 2006, KazUEFMT was relocated to Astana and merged with the branch of KazEU named after T. Ryskulov, created in 1999.

In accordance with the State license, the University trains personnel in 15 undergraduate specialties, 9 magistracy specialties and 2 PhD doctoral specialties:

1. bachelor's degree in the following areas:

- 6B041 "Business and Management":

- 6B050600, 6B04103 - Economics,
- 5B050700, 6B04101 - Management,
- 5B050800, 6B04105 – Accounting and auditing,
- 5B090800, 6B04106 - Assessment.
- 5B050900, 6B04107 - Finance,
- 5B051000, 6B04102 – State and local government,
- 5B051100, 6B04108 - Marketing,
- 5B051300, 6B04104 – World economy;

- 6B054 «Mathematics and statistics»

- 5B051200, 6B05401 - Statistics,

- 6B061 «Information and communication technologies»:
  - 5B070300, 6B06101 – Information systems,
  - 5B070400 – Computer technology and software;
  - 6B06103 – Information technology and data protection;
- 6B111 «Service sector»:
  - 5B090200, 6B11101 – Tourism
- 6B0114 «Social work»
  - 5B090500, 6B11401 – Social work,
- 6B042 «Law»
  - 5B030400, 6B04201 - «Customs»;
  2. master's degrees in areas:
- 7M041 «Business and Management»:
  - 6M050600, 7M04101/02 - Economics,
  - 6M050700, 7M04105/06 - Management,
  - 6M050800, 7M04107/08 – Accounting and auditing,
  - 6M050900, 7M04109/10 - Finance,
  - 6M051000, 7M04103/04 – State and local government,
  - 7M04111/12 - Marketing
- 7M054 «Mathematics and statistics»
  - 6M051200,7M05401/02 – Statistics
- 7M061 «Information and communication technologies»:
  - 6M070300, 7M06101/02 - «Information systems»;
- 7M114 «Social work»:
  - 6M090500, 7M11401/02 – Social work.
  3.**doctor's degree in areas** 8D041 «Business and management»:
  - 8D050600, 8D04101/03 - Economics,
  - 8D050700, 8D04102/04 – Management.

Education in all specialties of the University is carried out using credit technology in two languages - the state and Russian, as well as in the experimental mode in English - in the specialty "World Economy" and selectively in the magistracy.

The university has two faculties - "Business and Management", "Applied Sciences" and the Department of Postgraduate Education. The structure of the University includes the International Business School, which implements professional MBA and DBA programs.

The educational process is provided by 8 departments, including 7 graduating ones ("Economics", "Management", "International Trade and Law", "Social Work and Tourism", "Finance", "Information Systems and Technologies", "Accounting

and Audit") and 1 general education department ("Social and humanitarian disciplines"). The university has a large number of teaching staff with academic degrees and titles (graduation rate - 64.8%). Implementing a policy to improve the quality of education, the University:

- *in 2017 passing international accreditation of 6 educational programs through the Foundation for International Accreditation of Business Administration Programs (FIBAA, Bonn, Germany) for a period of 5 years until September 2022*;

- *in 2018 - successful completion of the audit for compliance with the legislation of the Republic of Kazakhstan on education and qualification requirements for educational activities, and the list of documents confirming compliance with them by the KKSON of the Ministry of Education and Science of the Republic of Kazakhstan*;

- *in 2019 university passing institutional accreditation (accredited for 7 years, until 2026) and specialized accreditation in the Independent Agency for Accreditation and Rating (EP are accredited for 5 and 7 years, respectively, until 2024 and 2026)*;

- *Annual participation in the ranking of educational programs at the national and regional levels: in 2019, according to the Independent Kazakh Agency for Quality Assurance in Education, KazUEFMT took the honorable 5th place in the National Rating of the Best Humanitarian and Economic Universities of Kazakhstan - 2019; in the ranking of the IAAR in 2020, KazUEFMT took 13th place (out of 89 universities of the Republic of Kazakhstan). In the institutional (general) ranking of universities KazUEFMT in the direction of training specialists "Economics and Business" took 3rd place out of 10 universities, in the direction of "Health and Social Security" - 6th out of 10 universities (since 2019) and entered the top 10*;

- *December 2020 passing the recertification audit of the QMS*;

- *February 2021 successful passing of preventive control for compliance with the legislation of the Republic of Kazakhstan on education and qualification requirements for educational activities, and a list of documents confirming compliance with them by KOKSON of the Ministry of Education and Science of the Republic of Kazakhstan*;

The University is carrying out targeted work to further strengthen its own positions in the market, to improve the image and quality of services provided, which are key factors in choosing educational institutions for potential applicants.

3.2.2 The structure and functioning of internal quality assurance system at KUEF

Introduction

The internal quality assurance policy reflects the general approaches, key principles and basic mechanisms established in KazUEFMT for quality assurance and the development of a culture of continuous quality improvement

The internal quality assurance policy has the following objectives:

- *determines the general structure of the internal system for ensuring the quality of education;*
- *contributes to ensuring and improving the quality of education;*
- *maintains mutual trust and promotes recognition of learning outcomes and student mobility outside the national education system;*
- *provides information on quality assurance in the educational space of Kazakhstan and the European Higher Education Area.*

The internal quality assurance system is implemented through the processes and standards of internal quality assurance, which involve the participation of all departments of the university. KazUEFMT is responsible for the quality of the education provided and its provision.

KazUEFMT's internal quality assurance policy reflects the link between research, teaching, learning and takes into account both national and intra-university contexts. The policy is implemented, monitored and revised in accordance with changing requirements. Quality assurance and improvement is a shared responsibility between the university leadership, faculties, departments and structural divisions.

Definitions

The quality of education - is a complex characteristic of educational activities and training of a student, expressing the degree of their compliance with state compulsory educational standards, professional standards and the needs of the main stakeholders, as well as the degree of achievement of the planned goals and results of the educational program.

Quality assurance - is the process of creating certain conditions and allocating the necessary resources to ensure that the content of educational programs, educational opportunities and funds meets the established goals and the required level of quality.

The culture of quality is an organizational order that includes the basic principles of quality that are shared by all university employees. The quality culture of the university provides for:

- *the formation of a unified definition of the "quality of education" among employees and a unified view of the problem of the quality of education;*
- *understanding by each employee what the quality of education means directly for him and how to achieve high quality in his workplace;*
- *definition and understanding by structural units of the ways of movement to high quality;*
- *a clear understanding that quality can be controlled, and the definition of the mechanisms of this process.*

The quality of conditions is the fulfillment of the sanitary and hygienic norms of the organization of the educational process; catering; living conditions of students in the Students' House; implementation of measures to ensure the safety of students in the organization of the educational process.

Stakeholder–a person (or a group of persons) interested in the results of the university's activities:

- *internal stakeholders - students at all levels of educational programs, faculty and employees.*
- *external stakeholders - graduates, employers, legislative and authorized bodies, partners.*

Monitoring in the education system is a comprehensive analytical tracking of the processes that determine the quantitative and qualitative changes in the quality of education, the result of which is the establishment of the degree of conformity of the measured educational results, the conditions for their achievement and the provision of a generally recognized system of state and public requirements for the quality of education fixed in regulatory documents and local acts , as well as the personal expectations of students.

Internal audit in the education system is an independent activity that provides a real assessment of the work of the university as a whole and for individual structural units.

Expertise is a comprehensive study and analysis of the state of the educational process, conditions and results of educational activities.

Quality assurance principles

The University defines the following basic principles for quality assurance:

- Compliance with regulatory and legal requirements, ESG recommendations and ISO 9001 requirements.

- Taking into account the needs and expectations of external and internal stakeholders, their active involvement in activities to ensure and improve the quality of education.

- Ensuring equality of opportunity and fairness in relation to students.

- Maintaining academic integrity and freedom, intolerance to any form of corruption and discrimination.
- Making important management decisions based on a comprehensive analysis of data and information.
- Creation of conditions for continuous improvement of the quality assurance system and the development of a quality culture.
- Ensuring that quality assurance policies and standards are regularly reviewed.
- Ensuring openness, transparency and availability of information for stakeholders.

Responsibility for quality assurance

The rector carries out general management of the university, ensures the full implementation of educational programs, is responsible for the compliance of the university with regulatory and legislative requirements.

The Academic Council is a collegial management body of the university that determines the concept of the university's development and makes decisions on all fundamental issues of organizing all types of activities of the university. The Academic Council is responsible for approving quality assurance policies, academic policies, quality assurance standards, study programs, admission procedures and assessment of student learning outcomes.

The Vice-Rector for Academic Affairs and Science is responsible for the development of the university's development strategy; provides planning, organization and control of educational, educational, methodological and scientific work of the university. Responsible for the development of a plan for the development of academic activities, academic policy of the university, procedures for the development and monitoring of educational programs.

The Deputy Vice-Rector for Academic Affairs and Science organizes and monitors the educational, methodological and scientific work of the university, is responsible for the development of policies, a strategic development plan for science, and the provision of educational process with educational and methodological literature.

The Scientific and Methodological Council determines and develops university-wide measures aimed at improving the quality of the development of educational programs and monitoring the quality of methodological and educational-methodological support of the educational process.

The Office of Planning and Monitoring of the Educational Process is responsible for ensuring a systematic approach to the development, approval, monitoring and evaluation of educational programs, for updating internal regulatory documents on academic activities, and timely approval of educational and methodological documentation.

The quality assurance and strategic analysis department is responsible for the implementation of the university development strategy, quality assurance policy, monitors the implementation of strategic documents, management of internal regulatory documents, development of measures to improve educational programs and university activities based on the results of internal and external assessment procedures, conducts sociological surveys.

The dean for work with students supervises the educational work and social activities of the university, is responsible for ensuring the quality of social conditions for students. Organizes events to form a corporate culture of academic honesty and freedom, intolerance to any form of corruption and discrimination.

Information Technology Center provides conditions for the implementation of information technology in the educational process

The Center for Socio-Economic Research is responsible for ensuring a systematic approach to the organization of research work of the university, ensures monitoring of the results of scientific activities and a stable connection between research, innovation, teaching and learning.

The administrative and economic department manages the economic activities of the university and is responsible for the state of the infrastructure of the university, the creation of healthy and safe conditions for employees and students.

Academic councils are collegial governing bodies for academic activities. Members of Academic Councils are responsible for the development, monitoring and improvement of educational programs in the relevant direction

The Registrar's Office determines the academic ranking of students based on credit and credit transfer.

The service center for students and employees ensures fast and high-quality provision of services on the principle of "one window".

Marketing management carries out career guidance and organization of conditions for admission of applicants to the university

The Career Center is responsible for organizing the employment of graduates.

The Faculty Council is a collegial governing body and determines the concept of the development of the faculty, departments and educational programs

The scientific library is responsible for providing the educational process with educational, methodological and scientific literature.

The heads of all structural divisions are responsible for ensuring that the activities of the divisions correspond to certain goals, tasks and functions.

Detailed responsibility for quality assurance and improvement is distributed according to the Regulations on structural divisions, Regulations on collegial bodies and job descriptions.

INTERNAL QUALITY ASSURANCE SYSTEM OF KAZUEFIT

| Stakeholder's needs | | Personality of the applicant |

Fundamental basis for quality assurance

strategic block → mission, quality policy, vision, culture | leadership and management | education, research, service policy | HR management | external relations and

target block → Goals and objectives of training specialists

normative and methodical. block → regulatory documents (University Strategy, Quality Manual, Academic Policy, Anti-Corruption Policy, Internationalization Strategy, State Educational Standard, MEP, EMCD (educational and methodological complex of the discipline), etc.)

resource block → Human | educational- | technological | material and technical | financial | informational

quality assurance procedure

technological unit → planning economic activity | quality control | quality assurance | Quality control | quality improvement

functional block → recruitment and admission of students | EP development, implementation | teaching | learning | assessment of learners | student support, service | scientific cooperation and partnership | information management

evaluation unit → reception quality monitoring | EP audit | monitoring and evaluation of the | monitoring the professionalism of | monitoring of satisfaction with the quality of education of participants in the educational process

quality assurance result → final examination → competitive specialist → **demand for graduates**

3.2.3 Examples of good practices (e.g.: elective subjects, antiplagiarism, academic integrity, students' survey, cooperation with external stakeholders, etc.)

Optional subjects

The analysis of each EP showed that every year the catalog of elective disciplines is updated and students are offered a large list of new disciplines. This year, additional educational minors are offered to the CES. According to clause 34. "Rules for organizing the educational process on credit technology of education" to obtain additional competencies, as well as to meet personal needs, students were offered a list of additional disciplines in related or specialized educational programs. The volume of credits in the disciplines of the additional educational program minor for the entire period of study at the University is determined in the amount of no more than 25 academic credits. Features of all disciplines of AEP MINOR: they do not require the study of prerequisites. Each AEP MINOR has its own goal, its own learning outcomes, they form additional competencies, broaden horizons in the studied area or completely in another, instill analytic skills, etc. The table shows the name of the AEP Minor and the main OPs that are offered by the same Minors.

- CES-catalogue of elective subjects
- AEP –Additional educational program
- EP- Educational program

№	Minor name	KazUEFIT EP name
1	Economic development	EP «Economics»
2	Economy of border areas	EP «World economics»
3	Organization of insurance	EP «Finance»
4	Accounting	EP «Accounting and audit»
5	Business management and administration	EP «Management»
6	Urbanism	EP "State and local government"
7	Entrepreneurship in a crisis	EP «Marketing», EP «Customs»
8	Assessment	EP «Assessment»
9	Social entrepreneurship in social sphere	EP «Social work»
10	Restaurant business	EP «Tourism»
11	Statistics and market	EP «Statistics»
12	Development of applications for mobile devices	EP «Information Systems»
13	Personnel management psychology	EP "Pedagogy and psychology"
14	Teacher-designer	EP «Design», «Interior Design», «Web-design»
15	Computer graphics	
16	Design decorator	

For an illustrative example, we give a list of disciplines of the additional educational program Minor "Economic Development" offered by the Department of Economics.

MINOR «ECONOMIC DEVELOPMENT» EP «Economics»

№	Discipline name	Credits	The course aim	Studying results		
	Introduction to Economics	5	The aim of the course is to connect a general understanding of economics with the basics of world trade and international finance. As well as concepts such as inflation, unemployment, absolute and comparative advantage will also be discussed. As part of this course, the student gets an idea of the interconnectedness of the world's economy.	KNOW: such basic economic concepts as limited resources, market relations, supply and demand, export-import operations, aggregate indicators (GNP, GDP) and their internal relationship	TO BE ABLE TO:	OWN SKILLS:
	Modern economics of Kazakhstan	5	The aim of the course is to try to find their place in the global economy, while maintaining national identity. Huge territory, low population density, attractive tourism industry, lack of specialists - these issues need to be balanced. The huge concentration of natural resources,	KNOW: general description of the economy of Kazakhstan, economic history, and style of government.	BE ABLE TO: Apply analytical skills when calculating the economic indicators of the country, analyzing production capacities, investment attractiveness for	OWN SKILLS: the skills of determining the vectors of the country's economic development, based on indicators in production and services; discussion of the importance of sustainable development for

					businesses in agriculture, tourism, services and other industries; instruments of state regulation of economic development of Kazakhstan, such as administrative and economic.	Kazakhstan, in terms of socio-economic indicators.
	Economy of the regions of Kazakhstan	5	The aim of the course is to describe conflicting facts, such as why a "rich region" (eg Atyrau oblast) spends less money on education, while a subsidized oblast (eg Zhambyl oblast) has a high educational performance; how weather conditions affect business investment decisions, as well as the investment attractiveness of regions (oblasts); why innovation is not always welcomed by local markets; how people living	KNOW: general information about the regions of Kazakhstan, and will be able to conduct a comparative analysis based on geographic, economic, social, financial, environmental issues	BE ABLE TO: Apply analytical skills to compare the economic indicators of regions in order to determine their production potential, directions of territorial development; calculations of economic and financial-budgetary indicators, such as	OWN SKILLS: the skills of decision-making on the formation of local budgets, aimed at the efficiency of using available natural resources, which affects the construction of production facilities, and the development of the regional economy; determining the need for appropriate specialists for different regions, taking into account the location of

		in the very center of hydrogen sulfide production have a longer life expectancy than in other regions; and many other economic, social, and environmental issues.		gross regional product, budget subventions and withdrawals	the productive forces.
Public private partnership	5	The aim of the course "Public-private partnership" is aimed at acquaintance with the models of regulation of public-private partnership (forms, specificity for various sectors of the economy, foreign practice, comparative analysis).	KNOW: fundamentals of interaction between public institutions and business; forms of public-private partnership;	BE ABLE TO: apply the features of public-private partnerships in sectors of the economy;	OWN SKILLS: application of public-private partnership mechanisms in foreign countries
International security	5	The aim of the course is to help the future specialist understand the patterns of the formation of the international security system in the modern world.	KNOW: how to prepare analytical reports,	BE ABLE TO: analyze the problems of military-political security in conjunction with a wide range of economic, political and ideological factors	OWN SKILLS: develop recommendations for the country's agencies that deal with security issues
Public administration	5	The aim of the course "Public Administration" is	KNOW: - the content of theories,	BE ABLE TO: - set goals and	OWN SKILLS: - work with regulations,

			to study the theory and methodology of state regulation of the economy at the republican and local levels, to study its essence, the laws of formation and development, structure and functioning.	concepts and modern approaches to state and municipal governance; - the structure of government bodies, their functions and tasks; - mechanism of interaction between the state and local authorities; main trends in the development and modernization (reforming) of public administration in Kazakhstan	formulate tasks related to the implementation of professional functions in the field of public administration; - to carry out a scientific analysis of the phenomena and processes of social practice of public authorities in the interests of optimizing their management activities; - apply modern methods and technologies for the development, implementation and evaluation of political and administrative decisions.	other documents relating to the organization of public administration; a reasoned presentation of one's own point of view on the organization of public administration in Kazakhstan and abroad.
	Urbanization and sustainable development	5	The goal of mastering the discipline "Urbanization and Sustainable Development" is to form a	KNOW: - modern territorial problems; - theoretical foundations of	BE ABLE TO: - to substantively discuss contemporary	OWN SKILLS: - an integrated, objective and creative approach to the

				modern understanding of the existing concepts of sustainable development, global development models, the foundations of the theory of sustainability, modern geographic problems of sustainable development and approaches to their solution at the global, regional and local levels, as well as methods of indicating sustainability development. The course is aimed at developing a broad, comprehensive, objective and creative approach to the discussion of the most acute and complex problems of sustainable development in students.	the concept of sustainable development; - the current state of implementation of the concept of sustainable development in different countries and, especially, in Kazakhstan; - features of the territorial development of regions; - basic principles of creating systems of indices and indicators of sustainable development.	territorial problems; - to identify the existing shortcomings in the theoretical substantiation of the concepts of territorial development; - competently substantiate approaches to solving modern geographic problems of sustainable development of territories; - to give scientifically grounded recommendations on changing existing and creating new systems of indices and indicators of sustainable development.	discussion of the most acute and complex problems of sustainable development; - skills of independent work with specialized literature; - the main methodological and methodological approaches to the discussion of the problems of sustainable development of territories.

In total, 16 minors have been developed for 18 EPs of the University.

COOPERATION WITH EXTERNAL STAKEHOLDERS

Within the framework of cooperation with external stakeholders, KazUEFIT for the high-quality development of educational programs created Academic Councils of the EP, the composition of which is represented by leading teaching staff, employers and students. During the academic year, the academic councils of the EP work on an ongoing basis to improve the content of the EP, CES, study the needs of the labor market, conduct a conversation with stakeholders in order to identify their satisfaction with the proposed disciplines and modules in the EP: students, teachers of specialized disciplines and business partners. Employers provided reviews, expertise and reviews both in the EP as a whole and by modules, individual disciplines and courses, recommendations were given on the inclusion of disciplines relevant in their opinion in the EP, etc.

Our educational programs are the result of multi-stage work that is carried out with employers, students and parents. Disciplines of an elective nature included in the MEP have been developed by specialist authors, scientists and practitioners with many years of experience. Themes of these are custom-made, which also speaks of the connection with the labor market, graduates are engaged in the study of problematic practical issues. Confirmation is letters of orders and acts of implementation of research results in management practice.

To date, about 60 representatives of various structures, from national holdings, foundations, ministries, associations, banks, government organizations and enterprises to private, individual entrepreneurs, have taken part in the development of the University's EP.

Table 1 - List of employers who participated in the development of the EP.

№	Name of company	Name of EP
1.	Economic Research Institute JSC	
2.	NJSC Holding "Kasipkor"	
3.	JSC "Kazakhstan Center for Public-Private Partnership"	
4.	Association Renewable Energy Kazakhstan	Economics, World economics
5.	JSC "Kazakhstan Institute for Industry Development"	
6.	Department budget investments and development of PPP Min. National economy of Kazakhstan	
7.	TeploTech Service LLP	
8.	JSC "Science Fund"	

9.	Samruk-Kazyna JSC	State and local government
10.	JSC "Science Fund" MES RK	
11.	State Institution "Department for Youth Policy" Astana	
12.	State Institution of akim of Astana	
13.	JSC "KazPost"	
14.	Kazenergoexpertiza JSC	
15.	LLP "Qaz-BC"	Management
16.	LLP "Alem color"	
17.	LLP "ArnaInternational"	
18.	LLP "Kazstroymetall"	
19.	LLP NMC "ZIAT"	
20.	JSC "Kazpost"	Marketing
21.	JSC "Science fund"	
22.	LLP "Greening plus"	
23.	Institute of Legislation of the Ministry of Justice of the Republic of Kazakhstan	Customs
24.	LLP "Gold Star Astana Development"	
25.	LLP "Alem color"	
26.	JSC "Kazakhenergoexpertiza"	
27.	Astana Bar Association	
28.	«Asia Credit Bank» JSC Astana	Finance
29.	JSC «CK «Sen trance Insurance»	
30.	LLP "Barakat CK"	
31.	LLP "Aidyn express",	
32.	branch of POB "Chamber of Professional Accountants of the Republic of Kazakhstan"	Accounting and audit
33.	LLP" Audit and Evaluation Center "	
34.	ALE "Republican Chamber of Appraisers"	Assessment
35.	LLP «Asset Assessment Center»	
36.	LLP «CosmoGroupConsuLting»	
37.	LLP "Independent Legal Assessment Center"	
38.	State Institution "Department of Statistics of Astana City"	Statistics
39.	LLP "Tebek"	
40.	LLP Scientific and Methodological Center "ZIAT"	
41.	LLP " Audit and Evaluation Center "	
42.	JSC "NITEC"	Information Systems, Information Technology and Data Protection Computing technology and software
43.	LLP «LINCOMPANY»	
44.	MPI "Center for social services" Sharapat "of the Akimat of Astana city".	Social work

45.	State Institution "Center for Social Services of the Population of the Akimat of Astana.	
46.	MPI "Employment Center" of the Akimat of Astana	
47.	NOU "Institute of Psychology".	
48.	NOU "SOS Children's Village Astana"	
49.	GKP on REM "City Polyclinic No. 8 of the Akimat of Astana"	
50.	NOU "Institute of Psychology"	EP «Pedagogy and psycology»
51.	School-gymnasium number 32	
52.	IE «Abdrashitova»	
53.	GKKP "Center for children and youth tourism and local history" Akimat of Astana	Tourism
54.	LLP «Migration.kz»	
55.	LLP «Sayat Firm»	
56.	RPO "National Federation of Sports Tourism of the Republic of Kazakhstan"	
57.	IE «Baisengirov Zh.B.»	Design, Interior design, Web-design
58.	Design – studio «GOPIJEE design»	
59.	LLP Art and Production Association Astana-Design "	
60.	IE «Palitra»	
61.	LLP «ArtRemStroy»	
62.		

ANNEX 1

EUROPEAN POLICIES, STRATEGIES AND PRACTICES OF QUALITY ASSURANCE IN HIGHER EDUCATION ON NATIONAL AND INSTITUTIONAL LEVELS

EQA Présentation – AEQES (Agence pour l'Evaluation de la Qualité dans l'Enseignement Supérieur)
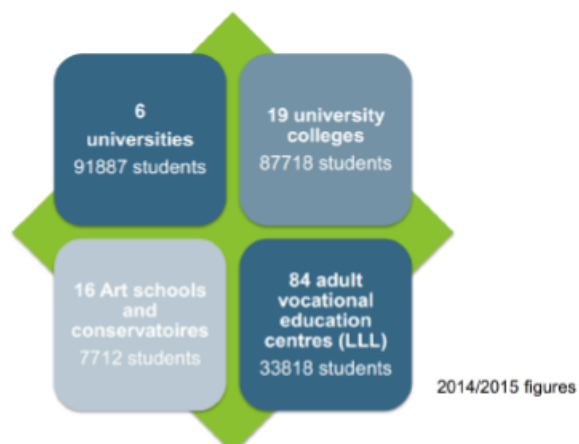
LIÈGE université

Summary

- ▶ HE system in Belgium (Frenchspeaking part)
- ▶ Quality Agency – AEQES
- ▶ Role of higher education institutions
- ▶ From a programmatic to an institutional evaluation

HE system in Belgium (Frenchspeaking part)

the HE system

6 universities 91887 students	19 university colleges 87718 students
16 Art schools and conservatoires 7712 students	84 adult vocational education centres (LLL) 33818 students

2014/2015 figures

Quality Agency – AEQES

AEQES key features

- AEQES established by decree in 2002, revised by decree in 2008
- First ENQA review in 2011 > full membership and EQAR registered in 2012
- Reviewed again in 2016 > renewed ENQA full membership and EQAR registration
  See http://www.aeqes.be/documents/8ExternalReviewReportAEQESFINAL.pdf
      http://www.aeqes.be/documents/20170627RenewalDecisionAEQES.pdf
- formative, enhancement-led programmed-based evaluation process (no formal effects on HEIs funding or authorization to operate)
- public service QAA
- collaboration with other agencies for joint missions

Quality Agency – AEQES

- ► The quality agency defines a calendar for programmatic evaluations (every 10 years with a follow-up after 5 years), a methodology linked to the external evaluation, hires experts and organises visits to the institutions. It is registered in the EQAR register
- ► It organizes the external evaluation which will lead to the drafting of an external expert report as well as a cross-cutting report which will take stock of the state of the art of teaching in each programme (across French Speaking part)

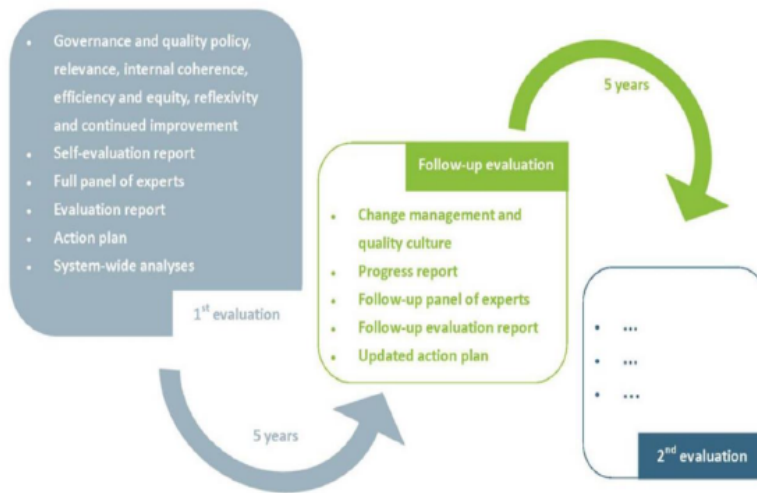# Role of higher education institutions

- ► For each institution:
  - It will be necessary to convene an evaluation commission which will include 20% students and will appoint a coordinator.
  - This commission will be in charge of writing a self-evaluation report based on the 5 criteria defined by the AEQES (5 criteria inspired by the ESG). It will have one academic year to do so.
  - During the visit of the committee of experts (which will take place during the following academic year), the Institution will have to provide them with a whole series of documents as well as organise meetings with panels of the main stakeholders.
  - After receiving the experts' report (after having given a right of reply) the programme managers will have 6 months to publish an action plan for the improvement of the programme in the short, medium and long term.

Role of higher education institutions
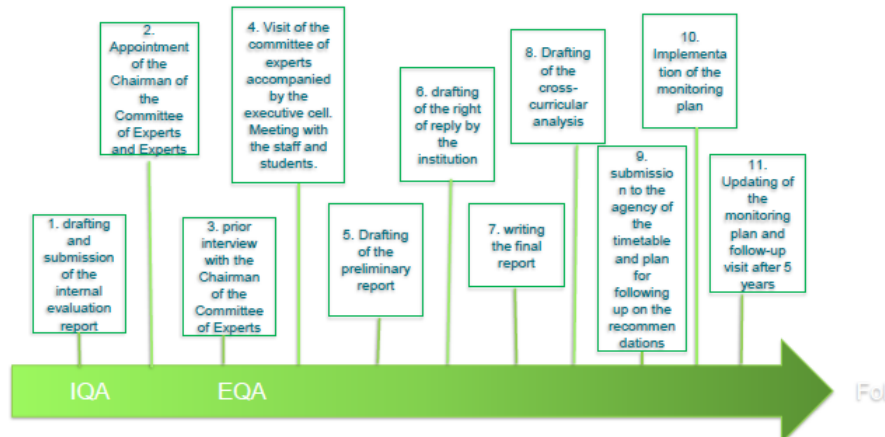
EQA methodology

- Governance and quality policy, relevance, internal coherence, efficiency and equity, reflexivity and continued improvement
- Self-evaluation report
- Full panel of experts
- Evaluation report
- Action plan
- System-wide analyses

1st evaluation

5 years

Follow-up evaluation

- Change management and quality culture
- Progress report
- Follow-up panel of experts
- Follow-up evaluation report
- Updated action plan

5 years

- ...
- ...
- ...

2nd evaluation

AEQES evaluation framework

Criterion 1: governance and quality policies

Criterion 2: relevance

Criterion 3: internal coherence

Criterion 4: efficiency and equity

Criterion 5: reflexivity and continuous improvement

Programmatic approach but also institutional criteria

LO, competences, SCL approaches

Impact on the needed expertise for the panel

Evaluation schedule

1. drafting and submission of the internal evaluation report

2. Appointment of the Chairman of the Committee of Experts and Experts

3. prior interview with the Chairman of the Committee of Experts

4. Visit of the committee of experts accompanied by the executive cell. Meeting with the staff and students.

5. Drafting of the preliminary report

6. drafting of the right of reply by the institution

7. writing the final report

8. Drafting of the cross-curricular analysis

9. submission to the agency of the timetable and plan for following up on the recommendations

10. Implementation of the monitoring plan

11. Updating of the monitoring plan and follow-up visit after 5 years

IQA   EQA

# From a programmatic to an institutional evaluation

- ► 2019-2021 : The pilot phase (17 institutions) to try to co-develop the methodology,
- ► from 2023 : Implementation of the new timetable for 6-year programmatic evaluations
- ► from 2023 implementation of the first cycle of institutional evaluation
- ► As part of their institutional evaluation, higher education institutions have the possibility of applying to AEQES for **recognition of their ability to organise external programme evaluations themselves.**
- ► This recognition is valid for 6 years, and a new application must be made at the time of the next institutional evaluation.

Towards an evaluation approach

that articulates the

institutional dimension

with the programmatic

dimension
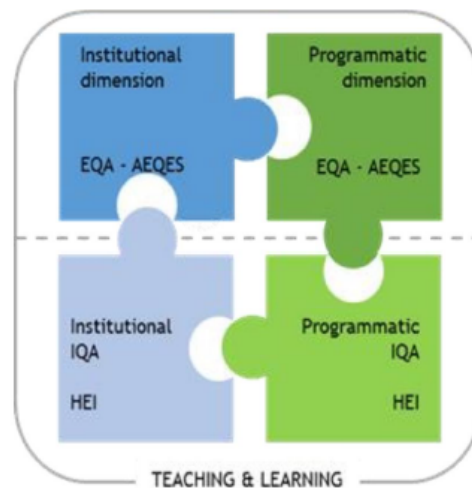
EQA articulated model from 1st cycle on

National Evaluation and Accreditation Agency
NEAA
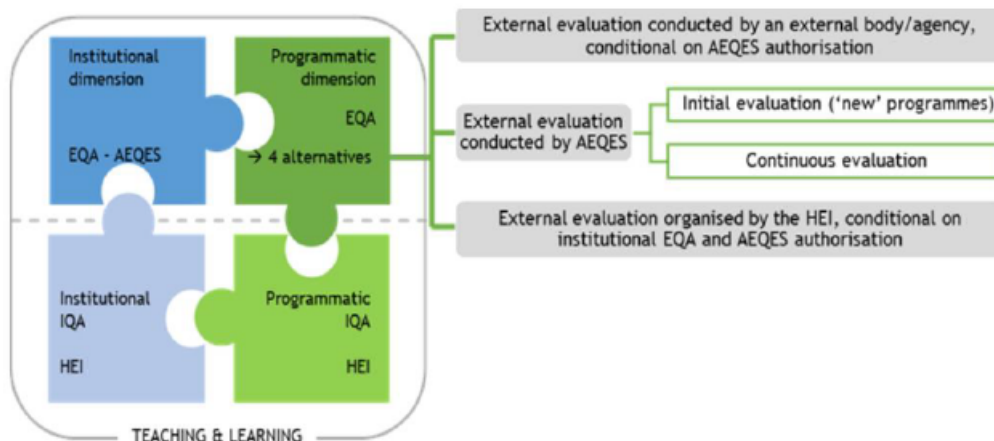
ORGANIZATION AND FUNCTION OF THE NATIONAL QUALITY ASSURANCE AGENCY IN BULGARIA

Assoc.Prof. Zhelyazka Raykova, PhD

University of Plovdiv "Paisii Hilendarski"

Co-funded by the
Erasmus+ Programme
of the European Union

25.4.2021 г.

EDUCAS meeting, Plovdiv 13-18.05.2018

The system of higher education in Bulgaria

- 51 higher schools of which 37 state and 14 private including

- 30 universities teach a wide range of specialisms in professional directions (humanitarian, natural, social and technological)

- and 18 specialized higher schools
- and 3 independent colleges.

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- The National Statistics Institute provides data that the size of graduates with higher education (aged from 30 to 34) reached 32.1% in 2015; that means Bulgaria is on the way to accomplish its national aim with regard to the strategy of 36% set in "Europe 2020".
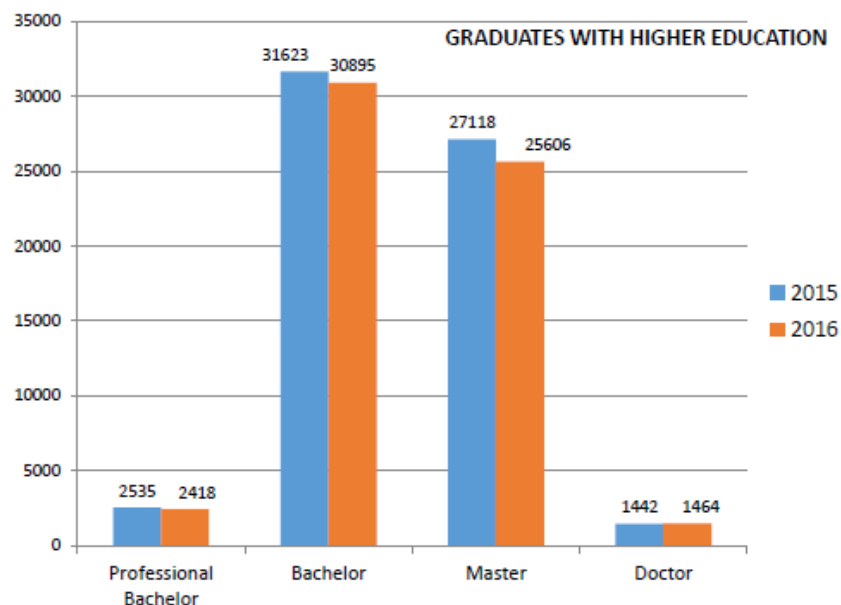
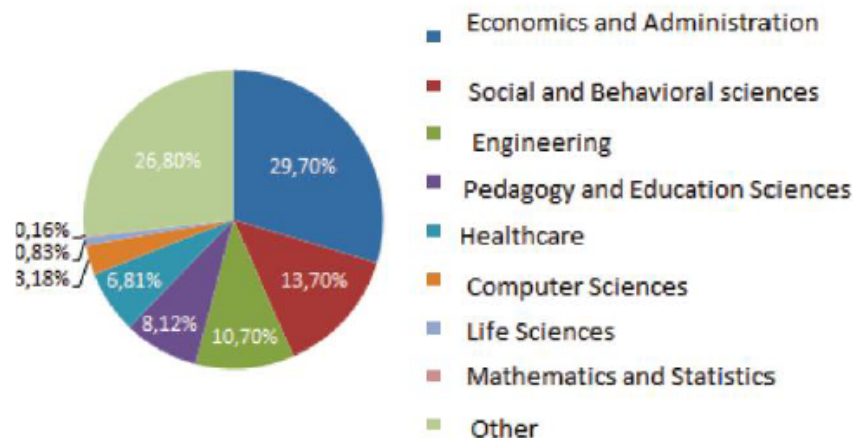25.4.2021 г.   EDUCAS meeting, Plovdiv 13-18.05.2018

HIGHER EDUCATION 2016
Total

32,10%

67,90%

- Wihtout higher education
- Wiht higher education
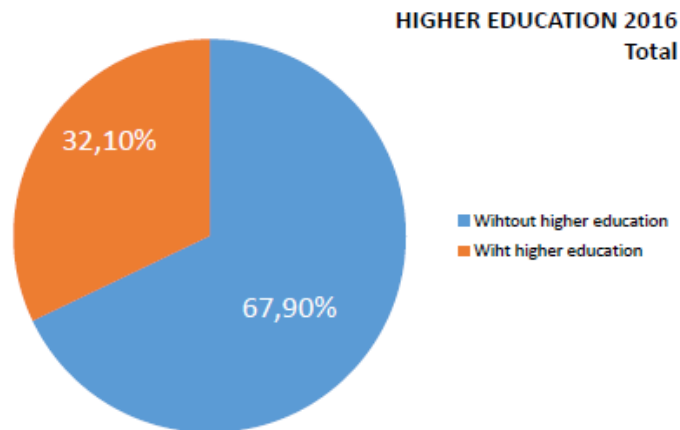
- The size of cohort of graduates with higher education in social sciences, economics and law is one of the highest in EC with a tendency of decreasing;

- The segment of graduates with higher education in the area of natural sciences, mathematics and informatics and also healthcare and wellbeing is one of the lowest in EC but is increasing.

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GRADUATES WITH HIGHER EDUCATION

	Professional Bachelor	Bachelor	Master	Doctor
2015	2535	31623	27118	1442
2016	2418	30895	25606	1464

HIGHER EDUCATION IN STUDY FIELDS, 2016

- ■ Economics and Administration
- ■ Social and Behavioral sciences
- ■ Engineering
- ■ Pedagogy and Education Sciences
- ■ Healthcare
- ■ Computer Sciences
- ■ Life Sciences
- ■ Mathematics and Statistics
- ■ Other

- Percentage of recent graduates' employment has risen significantly:
- it was 87.1% in 2015 and presently exceeds average EC level of 81.9%.
- To a great extent, that is attributed to improving the perspectives of labour market.

ORGANIZATION OF THE NATIONAL QUALITY ASSURANCE AGENCY (NEAA) IN BULGARIA

1.1. Establishment

- NEAA was founded by the National Assembly on December 27, 1995.
- The first Accreditation Council started its work by the end of 1996.
- It was studying the international experience and best practices, correlating them to the specifics, conditions and traditions of the Bulgarian higher education with the intention to find the best system suitable for the Bulgarian Education Area

- participation of NEAA in a PHARE-BG project 95.06-05.01.001 whose first phase "Feasibility study of Bulgarian higher schools' accreditation" had been implemented with the consultancy of the Quality Support Centre, Open University-London-QSC),

-from the perspective of the past decade, the role of this project for the development of NEAA was great.

International activity of NEAA

- the agency's official relations with international institutions and organizations such as:
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN),
- European Association for Quality Assurance in Higher Education (ENQA).
- Internal Quality Assurance Group на ENQA, в която НАОА има свой представител.
- European University Association (EUA), European Students Unions (ESU), European Network of Information Centres – National Academic Recognition Information Centres (ENIC – NARIC).

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Contacts with the following international organization and agencies

- National Agency for Quality Assessment and Accreditation of Spain, Madrid (ANECA);
- AQA (Австрийската агенция по осигуряване на качеството);
- Quality Assurance Agency (QAA) in UK;
- NAA, Russia;
- Accreditation Agency for Higer Education of the Republic of Albania (AAHE);
- Agency for Science and Higher Education of the Republic of Croatia;
- HQAA, Greece;
- The Education Accreditation National Center of Geoorgia;
- CEEA, Cyprus;
- Estonian Accreditation Centre, Estonia;
- Finnish Higher Education Evaluation Council, Helsinki (FINHEEC);

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And the following organizations

- British Council;
- CAMPUS – France;
- Фондация „Александър фон Хумболд";
- Германския съвет на ректорите;
- Education Reform Initiative of South Eastern Europe (ERI SEE);
- Ministry of education and youth of Moldova.

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The mission of NEAA

- The mission of NEAA is related to *the Higher Education Act (HEA),* enacted by *the National Assembly (Parliament) of the Republic of Bulgaria.*
- According to this act the external evaluation and accreditation of NEAA aims

-to stimulate the higher education institutions to enhance their potential and increase and maintain the proper quality of the education in HE

- These results are considered when the government forms its policy towards the higher education.

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- To stimulate the process of higher education and research development at higher education institutions applying the principle of transparency and competition.
- To guarantee objective evaluation grades of the higher education institutions during in the evaluation, accreditation and post-accreditation monitoring processes and procedures.
- To support the harmonization of processes and activities of NEAA to those of the European Network of Quality Assurance member agencies (ENQA) and the effective co-operation with related ones in the states of the European Union and on the Balkans.

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STRUCTURE
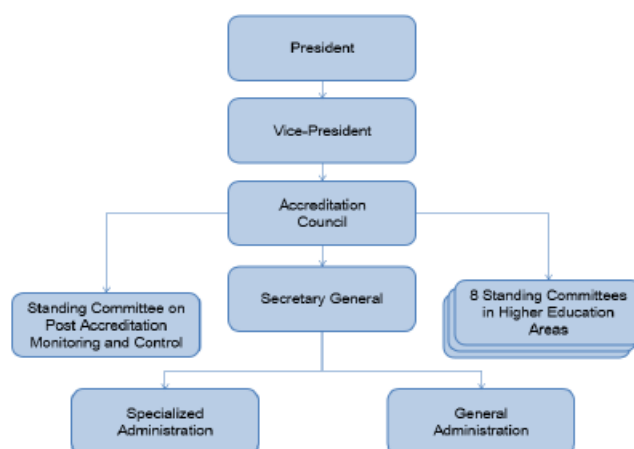
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President of NEAA

- PROF. PETYA LYUBOMIROVA KABAKCHIEVA, PhD

1. Manages the overall activities of the Agency and represents the Agency in the country and abroad;

2. Maintains the relations of the Agency with the Council of Ministers and HE institutions;

3. Maintains the relations with the Rectors' Council;

4. Signs contracts in regard to the activities of the Agency;

5. Chairs the meetings of the Accreditation Council;

6. Appoints and dismisses by legal relation the Chairmen of the Standing Committees by the HE areas and the Chairman of the Standing Committee for post-accreditation monitoring and control.

7. Signs and terminates contracts with the members of the Standing Committees and the Expert Teams in compliance with the order set forth in the Obligations and Contracts Act;

8. Proposes in writing to the Prime Minister dismissal of a member of the Accreditation Council, after the Accreditation Council has made a decision in this regard, and notifies about the need of replacement.

9. Signs, terminates, and amends the labor contracts with the employees working in the Agency's general administration;

10. Issues administrative acts, associated with the occurrence, changes, and termination of the legal relations with the individuals, working as state employees in the Agency's administration;

11. Approves a list of the positions in the administration of the Agency;

12. Manages the financial assets of the Agency;

13. Submits to the Accreditation Council for approval a proposal for the budget of the Agency and for its amendment/update;

14. Proposes to the Accreditation Council for approval the membership and the tasks of the Expert Teams on procedures

16. Informs the Minister of Education and Science, as well as the HE institutions, about the decisions made in regard to the evaluations and accreditations carried out.

The Accreditation Council

Composition:

- consists of 11 members – a chairman and 10 members

– Professors and Associate Professors from different areas of higher education, one of whom is a Deputy Chairman on post-accreditation monitoring and control.

- The members of the Accreditation council are representatives of different academic and scientific institutions:

6 representatives of higher schools;

1 representative of the Bulgarian Academy of Sciences

1 representative of the Academy of Agrarian sciences;

2 representatives of the Ministry of Education and Science.

- The members of the Accreditation Council *are appointed by the Prime Minister on full-time labour agreements* on the basis of the proposals of the Minister of Education and Science, the Rectors' Conference, the Bulgarian Academy of Sciences and the Academy of Agrarian Sciences.

- The term of office of the Chairman, Deputy Chairman and the Accreditation Council Members is 6 years and they cannot be appointed for more than one term of office.

- One half of the Accreditation Council Members, except for the Chairman, is changed every three years from each quota.

Function of the Accreditation Council

- develops criteria for evaluation and accreditation;

- develops the specific evaluation and accreditation procedures and the documentation regarding them;

- establishes standing committees by areas of higher education and expert teams to the standing committees and upon proposal of the standing committees approves the tasks and the members of the expert teams in accordance with the requested procedures;

- informs the Minister of Education and Science as well as the higher education institutions about the results of the evaluation and accreditation procedures;

- develops regulations for the activity of the National Evaluation and Accreditation Agency and through the Minister of Education and Science proposes the regulations for approval by the Council of Ministers.

Standing Committees by Areas of Higher Education

Structure and membership

- **The Standing Committees** by areas of higher education and **the Standing Committee on Post-Accreditation Monitoring and Control** are formed by the Accreditation Council which appoints their members through selection by applications.
- It are comprised of 3 to 7 members, one of whom is Chairman of the Committee (three-year term).
- The Standing Committees by areas of higher education are 8 (52 professional fields).
- in area 3 "Social Science" the number of professional fields and majors is so big that it became necessary that 2 committees be responsible for them: the Standing Committee on *Social Science, Law and National Security Studies* and Standing Committee on *Economic Sciences and Management.*

Functions of The Standing Committees of the HE areas:

1. Make the decision to start the requested procedure of

a) program accreditation of professional fields;

b) program accreditation of scientific majors, other than those included in the regulated professions list;

c) evaluation of a project for opening a professional field;

2. Propose to the Chairman of the Accreditation Council the membership and tasks of the Expert Teams according to the procedures

3. Control the work of the Expert Teams and assign the supervision of the procedure to a member of the Standing Committee;

4. Consider the reports of the Expert Teams, submitted to the Committee, after their coordination with those supervising the procedure;

5. Make decisions based on the reports about:

a) program accreditation of professional fields;

b) program accreditation of scientific majors, other than those included in the regulated professions list;

c) project evaluation for opening a professional field;

6. Prepare and submit to the Accreditation Council reports on the results of the evaluation carried out for the procedures of:

a) institutional accreditation;

b) program accreditation of majors from the regulated professions list;

c) program accreditation of scientific majors from the regulated professions list;

d) project evaluation for opening a HE institution;

e) project evaluation for transformation of a HE institution;

f) project evaluation for opening of a primary unit and/or branch;

g) project evaluation for opening of a major from the regulated professions list

Standing Committee on Post-Accreditation Monitoring and Control carries out:

- procedures for PAMC of higher education institutions' implementation of the recommendations in accordance with the assessment grade received after institutional/ programme accreditation;

- procedure for monitoring of the implementation of the recommendations

- procedure for PAMC in case of submitted proposal by the Minister of Education and Science

- procedure for PAMC of the implementation of internal quality assurance system at the higher education institutions.

ACTIVITIES OF THE AGENCY

• Accreditation is the recognition by NEAA of the right of a higher school to give higher education in education-qualification degreed in definite areas, professional directions and specialisms of regulated professions by evaluating the quality of their activities

• evaluation of higher schools and professional directions can be done by international agencies which are members of ENQA

• External quality assurance of higher education and development of the system of Bulgaria higher education is supported by the work of the agency related to different types of accreditation stipulated by HEA.

institutional accreditation

• is based on evaluation of the way a higher school realizes its mission;

• it is the result of evaluation of the effectiveness with which an education institution controls, assures and enhances quality of education.

• criteria

Program accreditation

- is based on evaluation of quality of education in a certain professional direction, specialism from regulated professions or doctoral programs in education-qualification degrees Bachelor, Master or Doctor.
- Criteria

Projects

- Projects for opening, reforming higher schools, opening, reforming faculties, branches and colleges within higher schools, opening of professional directions and specialisms from regulated professions in which education will be carried out are realized after positive evaluation by NEAA.

Post-accreditation monitoring and control

- Applies the procedures for PAMC on implementation of recommendations after decision of AC depending on given assessment in institutional, program accreditation of professional directions
- Applies the evaluation of internal quality assurance system of education and academic staff depending on given assessment in institutional accreditation on the basis of criteria for PAMC in line with ESG
- Criteria

Procedure for changing

- Procedure for changing capacity of specialisms of professional directions is carried out after a report of SC on the basis of published requirements for the higher school.
- The report of respective SC is discussed and adopted/rejected by AC at special sessions.

PROCESSES AND THEIR METHODOLOGIES

- In order to carry out its tasks, AC of NEAA has adopted the following documents and procedures regulating processes and methodology of accreditation activity:

Methodological guidelines for preparing SAR;

methodological guidelines for EG (Expert group);

rules for work of undergraduates and doctoral students, members of EG;

rules for international experts;

program for briefing members of EG;

methodological guidelines for estimating/ changing capacity of higher schools in institutional and program accreditation;

methodological guidelines for drafting a report on a higher school's implementation of recommendations in institutional and program accreditation and the application of IQA system of higher education and academic staff.

Procedure

- Procedure for institutional accreditation;
- procedure for program accreditation of professional direction;
- procedure for program accreditation of specialisms/doctoral programs from regulated professions;
- procedure for evaluation of projects;
- supplement to procedures for institutional/program accreditation and evaluation of projects
- procedure for post-accreditation monitoring and control;

- procedure for PAMC on implementation of recommendations after decisions of AC with grade in institutional accreditation of
- 4.00-4.99,
- 5.00-6.99,
- 7.00- 8.99,
- 9.00-10.00;
- procedure for PAMC on observing capacity of the higher school, capacity of professional directions and specialisms from regulated professions;
- procedure for implementation of internal quality assurance system of education and academic staff

- NEAA strictly comply with all indicators and standards ESG - European standards and guidelines

- Source
- https://www.neaa.government.bg/en/homeen

National Evaluation and Accreditation Agency

STANDARDS AND INDICATORS

Prof. Zhelyazka Raykova, PhD
University of Plovdiv "Paisii Hilendarski"

Co-funded by the
Erasmus+ Programme
of the European Union

25.4.2021 г.

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Criteria for determining and altering the capacity of a higher school

- Criteria for definfing the capacity of the higher education institution (hei)

Procedure

Procedure for changing the capacity of a higher education institution and documentation on their implementation

Criteria and procedures for Post-Accreditation Monitoring and Control (PAMC)

- Criteria on post-accreditation monitoring and control on the implementation of the internal quality assurance system for training and academic staff of higher schools

- Adopted by the Accreditation Council to NEAA on 20.10.2016

- Methodological guidelineson the preparation of a report of a higher school about the implementation of recommendations from the institutional / programme accreditation and the implementation of the internal quality evaluation and assurance system for training and academic staff

National Evaluation and Accreditation Agency

SPECIFIC DOCUMENTS

Prof. Zhelyazka Raykova, PhD

University of Plovdiv "Paisii Hilendarski"

Co-funded by the
Erasmus+ Programme
of the European Union

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- Methodological Guidelines for Drafting a Self-Evaluation Report for Accreditation Procedures

-

- Methodological guidelines for the activities of the Expert Group on accreditation procedures of the National Evaluation and Accreditation Agency

- CRITERIA ON POST-ACCREDITATION MONITORING AND CONTROL ON THE IMPLEMENTATION OF THE INTERNAL QUALITY EVALUATION AND ASSURANCE SYSTEM FOR TRAINING AND ACADEMIC STAFF OF HIGHER SCHOOLS

-

- METHODOLOGICAL GUIDELINES ON THE PREPARATION OF A REPORT OF A HIGHER SCHOOL ABOUT THE IMPLEMENTATION OF RECOMMENDATIONS FROM THE INSTITUTIONAL / PROGRAMME ACCREDITATION AND THE IMPLEMENTATION OF THE INTERNAL QUALITY EVALUATION AND ASSURANCE SYSTEM FOR TRAINING AND ACADEMIC STAFF

- Report-model of Expert Panel on the Completed Review of the Institutional Accreditation Procedure of Higher School

- Report-model of Standing Committee on the Completed Review of the Institutional Accreditation Procedure of Higher School

- Adopted by the Accreditation Council to NEAA on 05.02.2015 (Protocol № 5)

- Resolutions of the Accreditation Council of 10.11.2016 (Minute of meeting No. 24)

Quality assurance cycle at KTH

KTH ROYAL INSTITUTE OF TECHNOLOGY

edu qas

Carina Kjörling carinak@kth.se
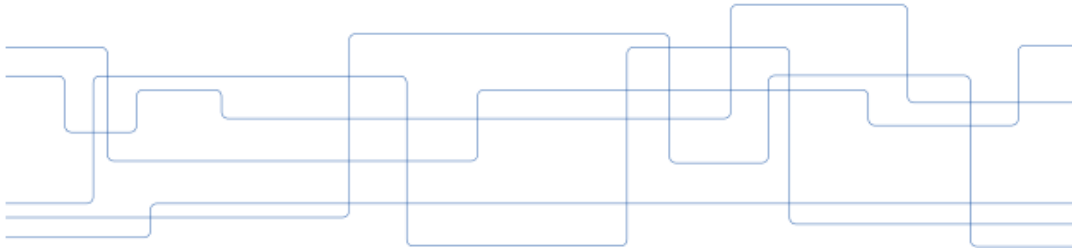
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Sweden's largest technical university

- Close to 14,000 full-time students (one-third women).
- Close to 1,700 research students (one-third women).
- Close than 3,800 full-time positions (two-fifths women).
- Five campuses in the Stockholm region.

2021-04-25 · 2

Research and education for a better future

- **KTH's core values**
  KTH's activities are based on the conviction that education and research can and should contribute to better living conditions and to societal development that is ecologically, economically and socially sustainable.
  As a technical university, KTH has a special responsibility to develop and communicate the necessary knowledge to promote such sustainable development.
- **KTH's focus rests on four pillars:**
- Sustainability
- Gender equality
- Internationalisation
- Digitalisation
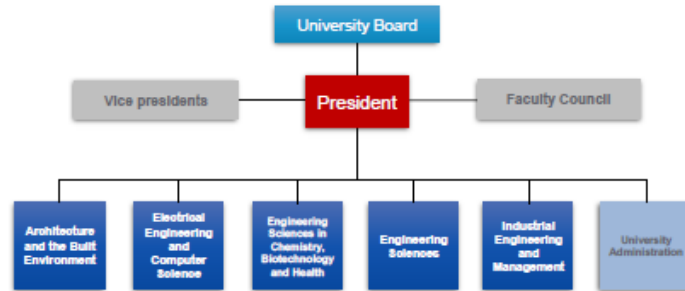
Sigbritt Karlsson, President of KTH

Organization at KTH from January 2019

Educational organisation at KTH's schools

KTH School of x..

- Head of School, assistant head(s)
- Director of first and second cycle education (GA)
  - Programme director (PA)
  - Programme council
- Director of third cycle education (FA)
  - Program director (PA)
  - Programme council
- Director of studies, Examiners, Teachers, Administrative Education Manager, Coordinators, Counselors, Course Administrators ......

Channels for education issues in the organisation
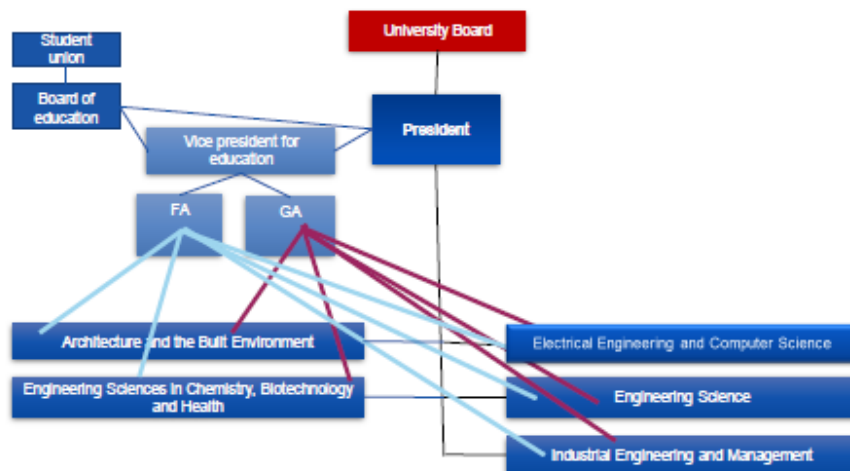
Previous Self-initiated Evaluations

- 2008; 2012 - Research Assessment Exercise. The main purpose to identify strengths and weaknesses and thus promote quality development and give guidance for future strategical initiatives (to be repeated 2020).

- 2011 A comprehensive Education Assessment Exercise (EAE). The main aim to contribute to making education at KTH even better.

- 2014/2015 - Doctoral Studies Initiative (DSI). Doctoral studies were analysed with a view to identify potential areas for improvement.

- 2014 - Administrative Assessment Exercise (AAE). 15 administrative processes were evaluated through three stages: self-evaluation, external peer review and follow-up.

Sweden's Higher Education Authority (UKÄ)

Evaluates the quality of higher education

The national QA system is based on:

- Swedish Higher Education Act
- Higher Education Ordinance
- Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG

ESG, standards and guidelines for

- 1.1 Policy for quality assurance
- 1.2 Design and approval of programmes
- 1.3 Studentcentred learning, teaching and assesment
- 1.4 Student admission, progression, recognition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.8 Public information
- 1.9 On-going monitoring and periodic review of programmes
- 1.10 Cyclic external quality assurance (UKÄ)

ESG
2015

The national QA system has four parts

Institutional reviews of the HEIs' quality assurance processes

Programme evaluations

Appraisal of applications for degree-awarding powers

Thematic evaluations

Institutional reviews of the HEIs' quality assurance processes

Process for institutional reviews of HEI´s quality assurance processes
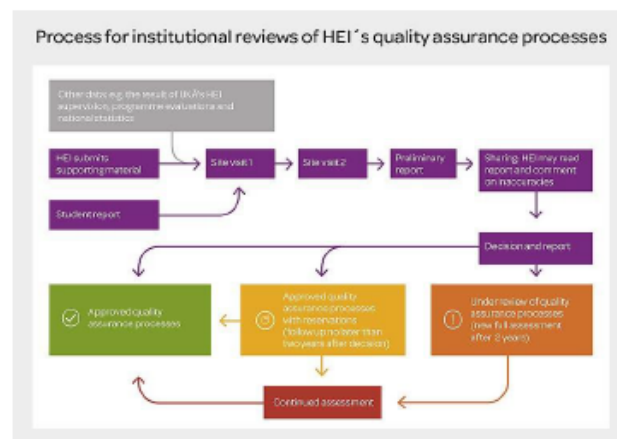
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11

Guidelines for reviewing the HEI's quality assurance processes

Main principles

Different assessment areas and assessment criteria:

- governance and organisation
- preconditions
- design, implementation and outcomes
- student and doctoral student perspective
- working life and collaboration
- gender equality

All reviews will be carried out by *independent assessment panels* put together by UKÄ *based on a nomination procedure* f in which HEI's, student unions and employee/employer organisations make suggestions or assessors. The assessment panels *consist of student and doctoral student representatives, employer and working life representatives, and experts for the higher education sector*. UKÄ's decision is based on the assessment panels' reviews.

The programme evaluation process
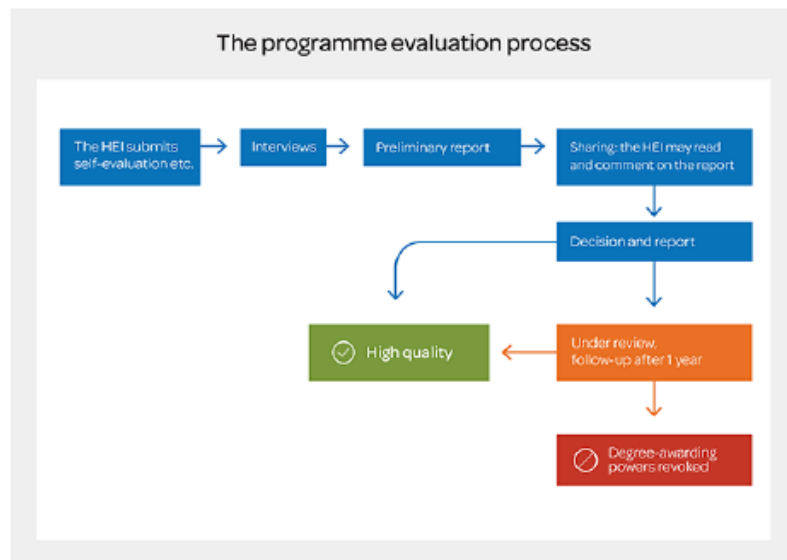
Assessment areas and material in programme evaluation

Assessment areas:

- preconditions
- design, implementation and outcomes (including gender equality and follow-up, measures and feedback)
- student perspective
- working life and collaboration

Assessment material:

1. The HEI's self-evaluation
2. Degree project
3. Interviews
4. Other assessment material

KTH QA policy (July 2019)

High quality through

- common objectives for *"a leading KTH"*
- clear responsibilities, broad engagement and inclusion
- academic values, collegial culture and competence
- on-going monitoring and periodical review

High quality in

- all education
- all research
- all collaborations

Guideline for quality assurance of education (August 2018)

A cohesive system, an integrated part of ordinary activities

1. Quality system – scope and content
2. Distributions of responsibilities
3. Principles for annual on-going monitoring
4. Principles for periodic review

Instruction about periodic review of education

- each school should draw up an action plan
- all education at all levels should be included
- shall be based on a self-evaluation of the education
- supplementary evidence provides support for self-evaluation
- peer review should be included
- supplementary interviews should secure the understanding of self-evaluation
- audit results must be reported in a written report
- audit results must be followed up no later than one year after the audit

On-going monitoring - school level

Annual on-going monitoring - KTH-level
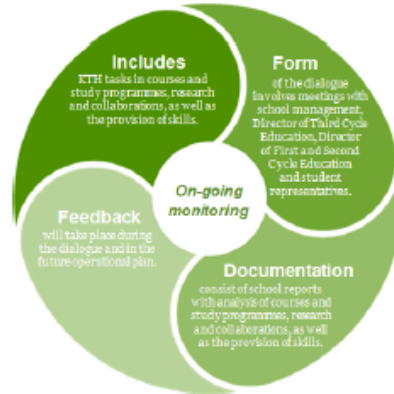
Program analysis

- Analysis of the program status
- Analysis of feedback from students, supervisors and other staff
- Analysis of criteria included in the national QA system
- Analysis of the quality development in the program
- Analysis of development areas

Periodic review every six years
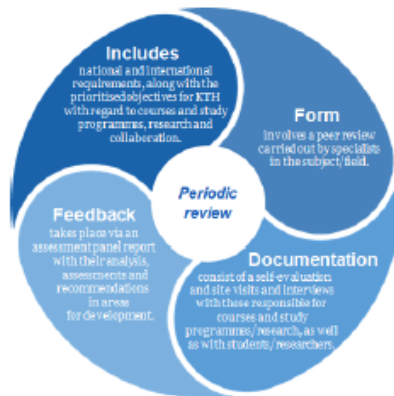
Criteria in the national QA system

- Design of the program
- Teachers/supervisors
- Educational environment
- Ensuring goal fulfillment
- Gender equality
- Student influence
- Working life perspective and coop
- Sustainability
- Internationalisation
- Digitalisation

Six-year cycle

The quality assurance system has a six-year cycle with on-going monitoring (OM) and periodic review (PR)

Programme analysis – template

Analysis of

- programme status, based on quantitative data regarding admission, throughput and examination
- feedback from students, teachers and other staff
- the quality development in the program
- the work of integrating sustainable development into education

Analysis based on national assessment areas and KTH's local goals

National assessment areas and KTH's local goals

- Design of the program - 2018
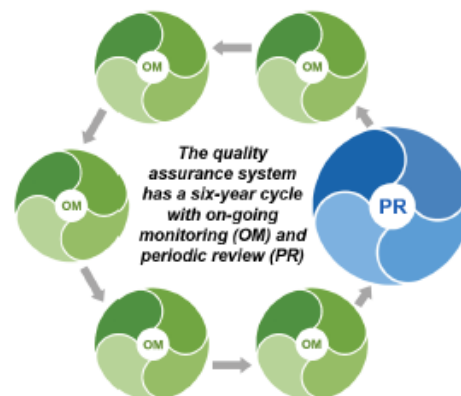- Teachers/supervisors - 2019
- Educational environment - 2019
- Ensuring goal fulfillment - 2018
- Working life perspective and cooperation (incl research connections in education) - 2020
- Student perspective
- Gender/equality perspective - yearly
- Internationalisation
- Sustainability goals - yearly
- Digitalisation

The quality assurance systems

Read more on:

https://english.uka.se/quality-assurance.html

https://intra.kth.se/en/styrning/kvalitetsarbete/kth-s-kvalitetssystem-1.924248

Setting up programmes on first and second cycle, application and decisions

- Schools apply for new programmes or may develop upon assignment from the President (or Government)
- Discussions are initiated within the GA-group and the President's strategic council (points of contact and consequences)
- If "Go-ahead" an appointed project-group develops the application which is then handled by the Education Committee and thereafter by the Faculty Council
- The President decides to establish programme (or not)
- Head of school determines the programme syllabus
- The President decides number of students to be admitted to each programme
- Program development is followed up by the Education Committee (in close contact with the programme director)

Application, necessary information (a selection)

- Added value for KTH
- Planned student target group
- Eligibility, selection of students
- Existing teaching resources, exists need for recruitment
- Needs from the labor market and preparation future career
- Contextual analysis of competing programs
- Overall program objectives
- Course list, main course contents
- How the program meets the qualification regulations
- Supposed student exchange incl. appropriate institutions

Setting up courses

- Departments/units apply for new courses
- The application is handled within the school(s)
- Decision to establish a course is made by the Head of school

  - Head of school also:
  1. determines the syllabus
  2. appoints examiner (can be delegated to GA/FA)

ANNEX 2

POLICIES, STRATEGIES AND PRACTICES OF QUALITY ASSURANCE IN HIGHER EDUCATION ON NATIONAL AND INSTITUTIONAL LEVELS IN UKRAINE

"NAQA Ukraine: compliance with "Standards and guidelines for quality assurance in EHEA (ESG-2015)" (Part 3)

> *Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their governance and work.*

NAQA mission and the way it is implemented into NAQA activities

Back in the early days of 2019, the Agency in one of its first documents fixed its mission as "catalysing positive change in higher education". After two years of operation it became clear that "positive change" in higher education means different things when looked at from different levels. At the institutional level it definitely requires consultancy-style approach to external quality assurance. This is what NAQA tried to implement from the very beginning: experts are expected to provide recommendations for further quality enhancement, accreditation criteria are open-ended and thus offer much room for interpretation etc.

The issue with this approach is that it requires a willing-to-cooperate institution as a counterpart. This is not always the case with Ukrainian universities and other types of education institutions. Accreditation has long been practiced and perceived as a tedious bureaucratic ritual rather than a tool for improvement, which is discussed elsewhere in this report. As a result, universities became extremely apt at imitating whatever requirements or criteria may be applied in this and other procedures that bore little if any added value. The ultimately formalistic approach, in its own turn, could never really assure the quality of education, and a cohort of institutions with low academic standards emerged.

These institutions do not demonstrate much willingness to cooperate, still seeing accreditation as an externally imposed duty. In this case, accreditation tends to (and probably has to) become more audit-style rather than consultancy-style. And still, it may be seen as performing the same mission: giving a true public assessment of education quality is also a positive change in higher education, but more on a systemic scale.

The oscillation between consultancy and audit is inevitable: both check compliance and show ways to improve, which are the purposes of quality assurance as the ESG themselves acknowledge.

The recent development in Ukrainian context is the 2020 amendments to Law

on Higher Education, making programme accreditation de-facto mandatory for institutions. The intent on the part of the Parliament is more or less clear: to make accreditation a tool to safeguard some basic level of academic standards. Apparently, this should mean again more audit than consultancy.

Stakeholder involvement

Stakeholder involvement has been among the pillars the Agency was built on. Back in 2010s, during the period when the current Law on Higher Education was being drafted, it was an explicit intent of the authors to make the Agency a representative body of different higher education stakeholders. In line with this, the initial edition of the Law as adopted in 2014 provided that the Agency Board members were to be elected by different constituencies: the all-Ukrainian congresses of higher education institutions (state-owned, municipal and private), the employers' representative organization, and the all-Ukrainian congress of student self-government organizations. They were also empowered to withdraw the mandate of their representatives at any time as they saw fit.

It was an unfortunate constellation of different considerations that the first Agency team elected in this way was not able to secure a full-scale launch of the Agency. The election procedure could be named among the factors which contributed to this political conundrum. It became clear that with the right to withdraw a mandate on the part of constituents — which some of them actually tried to use or at least said they would try — Agency members could not be really independent. With the imminent threat of mandate termination, they would sooner act in the interest of their constituency and not the general interest of the public, the two not always being the same.

These were the considerations which led to a change in the procedure of forming the Agency team in 2017. Although the Agency members were still apportioned into 'quotas' for different stakeholder groups (higher education institutions, research institutions, employers and students), the election process was abandoned and an open contest was introduced instead. The selection committee was formed, with a half of members themselves representing some of the national stakeholders and the other half consisting of international members from the E4 group institutions.

In our opinion, this was a rather positive shift: essentially, it tried to ensure a balance between the principles of stakeholder involvement, on the one side, and merit-based selection and independence, on the other.

However, stakeholder involvement does not end with the Agency's composition. This principle informed most of decisions and approaches the Agency

implemented for the last one and a half years. The programme accreditation procedures were heavily based on this concept. As discussed in detail in the other parts of this report, the site visit is always carried out by two to four representatives of academia and one representative of students, so the initial quality evaluation is always made through the lens of stakeholder perception. The second stage of the procedure is carried out by the branch expert council, also consisting of academics, employers and students.

The procedures that are still being designed, namely the institutional accreditation and the framework for independent QA agencies, will also go in this direction.

ESG Standard 3.2: Official status

> *Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.*

NAQA meets this Standard, as the requirement for its establishment and functioning, the procedure for its formation and basic powers are determined by a law approved by the Parliament, and NAQA Charter was approved by the Government. Therefore, the Law of Ukraine No. 1556-VII "On Higher Education" of 01.07.2014 and the Charter of the National Agency for Higher Education approved by Decree No. 244 of the Cabinet of Ministers of Ukraine of April 15, 2015 (as amended by Decree No. 1130 of the Cabinet of Ministers of Ukraine of 27 December 2018) (hereinafter, the Charter) define NAQA as a permanent collegial body authorised to implement state policy in the field of quality assurance in higher education.

In its activities, NAQA is guided by the Constitution and laws of Ukraine, decrees of the President of Ukraine and resolutions of the Verkhovna Rada of Ukraine adopted in accordance with the Constitution and laws of Ukraine, decrees of the Cabinet of Ministers of Ukraine, other legislative acts, and the Charter.

NAQA is formally recognised by a competent national authority. It cooperates with the Cabinet of Ministers of Ukraine, Ministry of Education and Science of Ukraine, other central and local executive authorities, the National Academy of Sciences and national sectoral academies of science, local government bodies, public associations, enterprises, institutions and organizations, research institutions and institutions of higher education of foreign countries, as well as international organizations in the field of higher education.

Given that the laws of Ukraine, which directly or indirectly regulate NAQA activities, were adopted at different times, at the end of 2020 attention was drawn to

the conflict between education and civil service legislation with respect to the status of NAQA, its members and employees. To resolve this conflict, NAQA proposed amendments to to the Parliament that would emphasise the independent status and competence of NAQA in the field of higher education quality assurance.

ESG Standard 3.3: Independence

Agencies should be independent and act autonomously. They should have full responsibility for their operations and the outcomes of those operations without third party influence.

Organizational independence: according to the Law "On Higher Education" of 2014 NAQA is a permanent collegial body (legal entity under public law) independent in the exercise of its powers from third parties such as higher education institutions, government, and other stakeholder organizations.

Independence from the Government (Cabinet of Ministers of Ukraine) and the relevant ministry (Ministry of Education and Science of Ukraine) is ensured by the procedure of NAQA formation. The organization and conduct of competitive selection of NAQA members is entrusted to an International Competition Commission, which is formed by the Cabinet of Ministers of Ukraine as an advisory body. The competition commission consists of nine persons: four international representatives are delegated from the European Higher Education Area and one representative each from Ministry of Education and Science of Ukraine, the joint representative body of all-Ukrainian associations of employers' organizations, the National Academy of Sciences of Ukraine, the National Academy of Pedagogical Sciences of Ukraine, and the National Association of Students of Ukraine, which is a member of the European Students' Union (ESU). The terms of the competition are formed in such a way that NAQA must include representatives of all-Ukrainian associations of employers' organizations, higher education students of the first or second level, the National Academy of Sciences of Ukraine, national branch academies of sciences and higher education institutions of public, municipal and private ownership.

The winners of the competition are approved by the Cabinet of Ministers of Ukraine as NAQA members.

It should also be noted that NAQA in Ukraine has such legal status that ensures its independence from the relevant Ministry, higher education institutions and other entities in the field of higher education in the exercise of their powers.

Given the understanding of the requirements of ESG-2015 regarding the need

to ensure the independence of NAQA from the government, HEIs or any other organisations, we actively advocate the impossibility of changing the status of NAQA members and Secretariat staff to that of civil servants.

Operational independence: According to the Regulations on study programme accreditation, the nomination and appointment of experts is undertaken based on the list of certified experts, subject area relevance, absence of conflict of interests, and experts' availability. This appointment is made independently from third parties and then published on the NAQA website.

Independence of formal outcomes: the expert group includes at least three members. A student expert is included into each group. An employer expert can be included as additional expert. The final outcomes of the quality assurance processes are approved by NAQA. Experts are informed that they are acting in a personal capacity and not representing their respective institutions when working for the Agency. Accreditation decisions are based solely on expertise. This is reflected in the regulatory documents.

In order to further strengthen the principle of independence, NAQA will make efforts to find ways to engage international experts in accreditation processes in the future.

ESG Standard 3.4: Thematic analysis

> *Agencies should regularly publish reports that describe and analyse general findings of their external quality assurance activities.*

The short time span of NAQA's activities thus far does not allow us to confirm a consistent practice of regularly published reports that characterise the Agency's activities in the field of external quality assurance. However, at the time of this SAR preparation, NAQA began the gradual introduction of preparing analytical materials that attest the significant achievements of the Agency during its first year of activities.

According to the provisions of the current Law of Ukraine "On Higher Education" (Article 18, Part 2), "The National Agency for Higher Education Quality Assurance prepares and publishes annually a report on the quality of higher education in Ukraine, its compliance with the objectives of sustainable innovative development of society, a report on its own activities, formulates proposals for legislative assurance of quality in higher education, and forwards these documents to the Verkhovna Rada of Ukraine, to the President of Ukraine, to the Cabinet of Ministers of Ukraine and to higher education institutions for discussion and proper

response." To fulfil these requirements, in the beginning of 2020 NAQA published a comprehensive "NAQA ANNUAL REPORT: 2019" both in Ukrainian and English, which included a systematic review of indicators of development of Ukrainian higher education, a review of the situation with external quality assurance of higher education in Ukraine with special focus on the establishment and first activities of the NAQA as a key actor, analysis of the parameters and configurations of internal quality assurance systems in Ukrainian HEIs, as well as NAQA's recommendations on effective implementation of such systems. This report highlighted positive changes that had taken place in quality assurance practices in higher education in Ukraine both in their internal and external dimensions and outlined the priorities of the Agency's activities.

The Agency's primary task was to launch in the autumn of 2019 the process of study programmes accreditation based on new procedures. Within this activity, Sectoral Expert Councils and a pool of experts were formed. As a part of self-monitoring and continuous improvement, the Agency conducted two expert surveys (in December 2019 and March 2020) in which they were to evaluate both the new accreditation process in general and the support received from the Agency. Also, in March 2020, HEIs that had already undergone the accreditation process by NAQA were surveyed about the quality of the new accreditation process. Summarized results of all three surveys were published in "NAQA report on HEI and Experts' surveys: December 2019 – March 2020". In May 2020, a survey of experts who participated in the remote accreditation examinations from March until May 2020 was conducted. The report on the results of the survey is published on the NAQA website.

An important area of the Agency's current work is to create a framework for the functioning of independent higher education quality assessment and quality assurance institutions in Ukraine.

In Ukrainian higher education system, there is an honorary "national" status, which can be assigned to some "outstanding" higher education institutions. According to the provisions of the Law on Higher Education, which had been in force until 01/16/2020, NAQA's task was to check compliance of national higher education institution's activities with defined criteria to confirm or take away such status. To fulfil this task, in October 2019 NAQA published a pilot analytical report "Compliance with the criteria for granting and confirming the status of a national higher education institution" (2019), which covered the overview of self-analysis reports from HEIs having the "national" status regarding their compliance with the criteria. Although the Agency is now deprived of these functions and the status itself has acquired a purely "honorary" character, the preparation of this report enabled the development of methodological approaches to external assessment of higher

education institutions' "quality". Also, at the end of 2019, a national survey was conducted at the initiative of NAQA, and the work to prepare an analytical study on the improvement of internal quality assurance systems is currently in the finishing stages.

Since NAQA started its activities only in 2019, it was an important task for the Agency to convince the Ukrainian educational community that this new institution is capable of introducing new accreditation practices, and that new approaches to external quality assurance will give impetus to the innovative development of Ukrainian higher education. Accordingly, much attention of NAQA and its Secretariat is paid to preparing, publishing and discussing advisory, explanatory and research publications (some of which are listed in Appendix E).

ESG Standard 3.5: Resources

> *Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.*

Human Resources

According to its goals and tasks, NAQA relies on several groups of human resources, namely:
- NAQA members
- NAQA Secretariat
- Sectoral Expert Councils members
- pool of experts
- NAQA experts' trainers

Currently, there are 21 NAQA members selected in December 2018 pursuant to current Law of Ukraine "On Higher Education". All of them have appropriate expertise in their respective fields and high level of credibility and authority in the Ukrainian education and research area. 17 members represent academia, three members represent employers and one member represents students. The Head and 5 Deputy Heads of the Agency are full-time employees. It should be noted that in December 2018, two students were elected to NAQA but one of them left in the autumn of 2019 in order to continue his work as Vice Head of the Secretariat. Also, one of the three employers left NAQA upon his own request in the summer of 2019. Therefore, today we have 21 active NAQA members (instead of 23 as expected).

The National Agency Secretariat consists of 62 staff positions. As of July, the secretariat employs 58 people. The qualifications of Secretariat employees

correspond to their tasks. All employees possess at least a Master's degree or an equivalent qualification. 12 full-time employees have doctoral degrees and experience in academic and research work. The duties of Secretariat employees are determined by job descriptions and staff schedule. The Secretariat employees' salaries are competitive compared to the salaries of employees with similar qualifications. Salaries of Secretariat employees with doctoral degrees are above average salaries in Ukrainian HEIs.

Sectoral Expert Councils (SEC) were selected by NAQA commissions in summer and autumn of 2019. There are 29 SECs according to legally defined fields of knowledge. Each Council consists of 9 to 15 members, including representatives of academia, one or two representatives of employers and one student representative. Each SEC member (except student representatives) should have at least five years of professional expertise. The selection procedure design allowed the engagement of highly motivated and proactive persons. Currently there are 329 members of SECs. After the process of SEC formation was complete, NAQA conducted several trainings for Council members and special trainings for heads and deputy heads of SECs. NAQA's pool of experts includes 2,528 experts from all fields of knowledge (1,976 experts represent research and teaching staff, and 552 experts represent students). The selection contest conducted in mid-2019 and several subsequent trainings by NAQA assured recruitment of a high-quality pool of experts delivering sound accreditation procedures.

NAQA periodically reviews the composition of SECs and the register of experts, and based on the results of activities of SECs and expert groups, as well as taking into account the views of major stakeholders, collegially makes appropriate adjustments to the composition of SEC and the register of experts.

Thus, to date NAQA possesses highly professional multilevel human resources ready to perform the Agency's functions and to respond to the challenges of reforming the Ukrainian higher education system. At the same time, it should be noted that NAQA has faced an extremely high workload, which is primarily due to the significant amount of work in the first year after launch (development of constituent documents, formation of a register of experts, SECs establishment), as well as to the specifics of the Ukrainian higher education system. A large number of HEIs and study programmes must pass the accreditation procedure. Therefore, NAQA is short of human resources and will work to improve this situation.

Financial Resources

According to the current Law of Ukraine "On Higher Education" (Article 22), NAQA is a non-profit organization. The sources of funding for the activities of the

Agency are the following: 1) state budget funds; 2) funds received as payment for the work of accreditation and licensing expertise, as well as funds obtained for the provision of other services related to the quality assurance of higher education, in the amounts determined by NAQA; 3) grants to improve the quality of higher education in Ukraine, including grants to improve the quality of the system of higher education assessment; 4) other sources not prohibited by law.

The activities of the National Agency and its Secretariat are financed through the general and special funds of the state budget, as well as through received grants. Last year, revenues of the general fund amounted to 22 million 109 thousand UAH (the same amount was spent), and of the special fund, 14 million 969 thousand UAH; grants received by the National Agency amounted to 158 thousand UAH. The grand total is 37 million 237 thousand UAH.

In 2019, the general fund (direct financing from the state budget) financed wages (including tax accruals), rent and utilities related to the operation of the temporary offices of the National Agency, as well as the renovation of the premises in which the Agency and its Secretariat operate starting from 2020.

The National Agency received a grant from the American Councils for International Education in the amount of $39 thousand USD to create an information platform to support the programme accreditation process. This money went directly to the developers. The New Justice Programme purchased organizational and computer hardware for the sum of $14,065 USD, which had so far been temporarily rented by the National Agency. British Council, International Foundation for Educational Policy Research, and Institute for Education Development helped to organize trainings and seminars.

The Special Fund of NAQA budget receives its revenue from fees charged to HEIs for accreditation. Experts' fees (for accreditations conducted in 2019) amount to almost 5.5 million UAH. Because a large portion of the payments for accreditation was received from HEIs in the last days of the year, NAQA Secretariat did not manage to pay all the experts' fees and therefore started 2020 with a debt of almost 6.2 million UAH. As a result, in the end of 2019 the Special Fund's available resources amounted to just over 3.2 million UAH.

Due to the adoption of Resolution No. 1070 by the Cabinet of Ministers of Ukraine on December 10, 2019, it became impossible to obtain advance payments from state HEIs for accreditation services to be provided in 2020. As a consequence, advance payments to members of expert groups must now be paid before funds are received from state HEIs.

Therefore, today the most important problems in the pooling of financial resources for NAQA are the following:
1) Financing of NAQA via the Ministry of Education and Science of Ukraine, which

makes full financial autonomy impossible.

2) State budget funds for financing NAQA are not protected from sequestration. In 2020, 100% of the funds planned for the creation of the Information System were sequestered and, as of today, this Information System is being developed exclusively for grant funds.

3) Crediting of NAQA's own revenues (accreditation fee, grants) to the revenues of the State Budget of Ukraine and the accounts of the State Treasury, which significantly limits the ability to quickly dispose of such revenues - e.g., timely settlements with experts, members of sectoral expert councils and other contractors.

4) There is no mechanism for compensation to HEIs from the state budget expenditures for accreditation of study programmes. Payments by state HEIs for the accreditation of study programmes requires formal implementation of a certain procurement procedure in accordance with the Ukrainian legislation on public procurement. Such purely formal procedure requires the involvement of additional resources from the HEIs and NAQA and often leads to delays in payment for these services. It results in a short-term lack of funds for the timely fulfilment of NAQA's financial obligations, including to persons involved in accreditation procedures.

NAQA has developed relevant legislative changes to address the above-mentioned issues. Efforts are underway to secure additional funding, including grants, for the work to be continued on the Information System, since there is no budgetary funding, and funds for the accreditation of study programmes remaining for NAQA (up to 15 per cent of the accreditation procedure cost) are not sufficient.

Information Resources

In 2019, NAQA launched its website (www.naqa.gov.ua) in Ukrainian and English serving as a key source of information about the Agency's activities, including its mission and strategy, NAQA membership, organizational structure, etc. NAQA website also contains a wide range of documents: regulatory documents, minutes of NAQA's meetings, analytical reports, as well as news, interviews, advisory materials, etc. The Registry of experts included in NAQA's pool is also on the website. As in Ukraine information on the accreditation status of study programmes is published by the Unified State Electronic Database for Education, NAQA's website does not publish such information.

Besides, NAQA began to develop an internal information and documentation system aimed to support everyday activities of the Agency and its Secretariat. This system should facilitate administration of several internal routines, especially related to evaluation and accreditation procedures.

The intensification of international activities and the wide representation of

international partners on Twitter prompted the NAQA to create a [Twitter account](#).

Facebook is actively used for communication with various target audiences, dissemination of information about NAQA activities, and external communication. Facebook is also used as one of the platforms for online broadcasts of NAQA meetings, as well as online webinars with NAQA members and speakers of the NAQA School of Quality.

The launch of NAQA required the development of an extremely large number of normative and regulatory documents, so preference was given to those vital for NAQA activities. The Communication Strategy is one of the documents currently under development; its first version of which has been already presented at the July meeting of NAQA.

It is also important to pay attention to communication risks. They are bot pages as well as specially created groups that post false information and manipulate facts, thus trying to plunder the activities of NAQA. Openness and transparency help NAQA to combat such risks, in particular by providing truthful answers and explanatory work in social networks.

ESG Standard 3.6: Internal quality assurance and professional conduct

> *Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities.*

NAQA is accountable to its stakeholders through a comprehensive range of internal quality assurance mechanisms, as set out below.

Performance management and accountability. In April 2019, NAQA developed and adopted the its strategy until 2022 (hereinafter, the Strategy). Today, NAQA is building its capacity to ensure quality of higher education, to confront modern challenges and to catalyse changes in higher education in Ukraine in order to shape its quality culture. The Strategy is a guide to these reform efforts, defines the Agency's mission and values, declares strategic goals and directions for their implementation. NAQA measures delivery against its strategy through the following means:

- Allocating responsibilities between NAQA and Secretariat members.
- Continuous monitoring of performance — conducting weekly briefings with heads of departments, monthly meetings with all Secretariat members, NAQA members monthly meetings. Each of those aims to get the update and check on the tasks and their implementation results.
- Annual report — after one year of its activities NAQA issued its [Annual report](#)

(2019), that contains analysis of 2019 results and Financial statements as well. Such reports will be issued annually in the future.

- Self-Assessment Report (SAR) — wishing to become ENQA member, NAQA decided to develop this SAR following ENQA recommendations. SAR differs from the annual report in structure and content.

Equality. Commitment to equality covers recruitment, opportunities for appropriate training and development, pay and benefits, access to facilities, discipline, capability and grievance procedures, and selection for redundancy.

Information security and accessibility. Internal information is well-secured. NAQA website aims to be accessible and flexible for all users. Updates are published regularly. All public documents including regulations, individual orders, documents on accreditation procedure are available on the web site. The Facebook page is a wide platform for accountability and dialogue between NAQA and the stakeholders. Twitter account is used to share information for international partners.

Avoiding conflicts of interest. The procedures of avoiding conflicts of interest in different types of NAQA activities is set in the NAQA documents. The common rule is that if there is potential conflict of interest such person is withdrawn from consideration of the relevant issue. An Anti-Corruption Program is also under development, which will include provisions for resolving conflicts of interest.

Feedback and reflection mechanisms. NAQA actively uses internal and external feedback for the continuous development and improvement of its work. Examples of this include the following.

- Employee feedback (internal feedback) mechanisms include weekly briefings for management and monthly briefings for all staff led by the Head of Secretariat, where updates on key activities are provided and staff can raise questions. Each NAQA meeting hosts a discussion of hot issues and analysis of its activities and feedback.

- Feedback from NAQA training and events: NAQA runs a range of trainings throughout the year. All participants are encouraged to provide feedback so that the Agency can make improvements for the future. Feedback is also used to develop new events, trainings or guidance upon demand.

- Feedback from NAQA Facebook page and emails received. NAQA gets a lot of feedback from comments to Facebook posts where stakeholders express their opinions or raise different questions. Analysis of such feedback gives NAQA the opportunity to develop and improve its activities, as well as to develop new events to speak on the topics in demand.

- Focus groups testing: NAQA also uses internal and external stakeholders for occasional focus groups or user testing. For example, in May 2020 a survey was conducted to get feedback from experts that took part in remote accreditation.

- NAQA has made its first steps to ensure internal quality assurance related to defining, assuring and enhancing the quality and integrity of its activities. NAQA regularly holds self-evaluation and self-reflection seminars and discussions to ensure continuous improvement within the Agency.
- NAQA experts are certified and involved in continuous professional development; feedback on their activities is collected and considered;
- NAQA encourages HEIs to provide feedback on the accreditation process, experts, and decisions.

Professional conduct

As part of NAQA activities, a set of documents on observance of academic integrity was developed by participants in the process of implementing state policy in the field of education quality: NAQA members, NAQA Secretariat, experts in accreditation of study programmes, and members of branch expert councils.

Norms of professional and ethical conduct of NAQA members, NAQA Secretariat, experts in accreditation of study programs, members of sectoral expert councils are determined by NAQA Code of Academic Integrity, the consent to which is fixed by signing the Declaration of Academic Integrity.

The policy of academic integrity and ethics of academic relations is available on the NAQA website.

For violation of academic integrity and ethics of academic relations, participants in the process of implementing state policy in the field of education quality may be held responsible and academically accountable. The main types of academic accountability are the following.

For NAQA members:
- warning;
- deprivation of the right to vote during NAQA meetings for a certain period;
- Petition to the Cabinet of Ministers of Ukraine for expulsion from NAQA.

For NAQA Secretariat staff:
- warning;
- expulsion from NAQA Secretariat.

For representatives of sectoral councils, experts on accreditation of study programs, etc.:
- termination of powers.

NAQA is developing a single document that comprehensively discloses the issues of NAQA internal quality assurance and combines all existing documents governing internal quality assurance in NAQA.

ESG Standard 3.7: Cyclical external review of agencies

Agencies should undergo an external review at least once every five years in order to demonstrate their compliance with the ESG.

NAQA seeks to undergo an external review at least once every five years. Due to the reason that NAQA formally commenced its activities in the end of February 2019 and started fully operating a few months later, it has not yet undergone a full external assessment. However, NAQA makes first steps in order to ensure continuous external review.

Some external experts have provided their feedback on NAQA policies and procedures. Their reports are published on NAQA website (USAID report-reflection on AI policy).

Stakeholder surveys are conducted on a permanent basis. Additionally, NAQA's approach to higher education quality assurance correlates with the requirements established in European practice. NAQA aspires to maximal openness and internationalization in its work. An obligatory aspect of our preparation of new regulations is a requirement for public discussion and involvement of both Ukrainian and international experts.

NAQA is planning to have its accreditation activities evaluated by international experts in 2020.

This self-assessment report aims to obtain an external evaluation of NAQA's activities.

Compliance with European Standards and Guidelines (Part 2)

ESG Standard 2.1: Consideration of internal quality assurance

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

Criterion 8 of the "Regulations on Accreditation of Study Programmes in Higher Education" directly addresses internal quality assurance processes in higher education institutions. Specifically, in order to obtain accreditation, a programme must demonstrate the following:

1) Established procedures for development, approval, monitoring and periodic review of the study programme are consistently observed.

2) Students, directly and through student governance bodies, are engaged as partners in the process of periodic review of the study programme and in procedures related to its quality assurance. The position of students is taken into consideration in reviewing the study programme.

3) Employers, directly and/or through their associations, are engaged as partners in the process of periodic review of the study programme and other procedures related to its quality assurance.

4) A practice exists to collect, analyse and take into consideration information about the career path of graduates of the study programme.

5) The quality assurance system of the higher education institution ensures reaction to shortcomings identified in the study programme and/or educational activities related to the realization of the study programme.

6) The results of external higher education quality assurance (in particular, comments and suggestions formulated during previous accreditations) are taken into account during reviews of the study programme.

7) A culture of quality is formed in the academic community of the higher education institution that contributes to the constant development of the study programme and educational activity related to this programme.

The above subcriteria of Criterion 8 reflect the requirements of Standard 1.1 "Policy for quality assurance", Standard 1.9 "On-going monitoring and periodic review of programmes", and Standard 1.10 "Cyclical external quality assurance" (programme accreditation is required under Ukrainian legislation every five years).

Of the 841 programmes that have completed the accreditation thus far, 98% have been evaluated with a satisfactory ("A" or "B" grade) with respect to Criterion 8.

In addition, the content of several among the other nine criteria of external quality assurance, according to which study programmes are evaluated during the accreditation process, directly reflect the Standards in Part 1 of ESG-2015:

Criterion 1 requires study programmes to have clearly formulated objectives that match the mission and strategy of higher education institution, and that these objectives and programme learning outcomes be defined based on the positions and needs of interested parties (stakeholders). This criterion (including its subcriteria) reflects Standard 1.2 of ESG-2015.

Standard 1.4 of ESG-2015 concerns student admission, progression, recognition and certification. In the case of NAQA, this standard is reflected in Criterion 3 "Access to the study programme and learning outcomes recognition" and Criterion 5 "Control measures, evaluation of students and academic integrity".

Similarly, Criterion 6 concerns teaching staff involved in the relevant study programme — a reflection of Standard 1.5 "Teaching Staff" which requires

institutions to assure themselves of the competence of their teachers and apply fair and transparent processes for staff recruitment and development.

Standard 1.6 requires institutions to have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided. Criterion 7 of the NAQA accreditation procedures detail the subcriteria for evaluating the programmes' educational environment and material resources.

Standard 1.8 on public information corresponds directly to NAQA Criterion 9 "Transparency and publicity".

ESG Standard 2.2: Designing methodologies fit for purpose

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

The aims of NAQA activities as well as the external quality assurance are set in NAQA Strategy until 2022 and were outlined above in Section 4.2. With these goals in mind, NAQA develops regulations governing various external quality assurance procedures. Today the key document is Regulations on accreditation of study programmes. This provision defines the aims of accreditation, which are:

1) to identify quality compliance of the study programme, and of educational activities under such programme, with the Criteria established by these Regulations;

2) to assist higher education institutions in identifying strengths and weaknesses of the study programme and of the educational activities under such programme;

3) to provide stakeholders with objective information about the quality of the study programme and of the educational activities under such programme;

4) to enhance trust in higher education in Ukraine;

5) to promote the integration of Ukraine's higher education institutions into the European Higher Education Area.

NAQA builds its external assessment processes, aiming to meet the needs and expectations of both internal and external stakeholders. NAQA involves all principal stakeholders in the development of regulations. All NAQA's regulations are based on existing legislation, include clear aims and descriptions and are published on NAQA website.

ESG Standard 2.3: Implementing processes

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include
* *a self-assessment or equivalent;*
* *an external assessment normally including a site visit;*
* *a report resulting from the external assessment;*
* *a consistent follow-up.*

The NAQA programme accreditation procedure includes each of the following:

1) A higher education institution wishing to accredit a study programme submits materials for accreditation to NAQA. Materials for accreditation are submitted online through NAQA official portal. All documents related to accreditation are gathered in the accreditation file, which is kept in electronic form.

2) Within five business days of the date of registration of the accreditation application, an expert panel tasked with performing the accreditation audit is established by an order of the Chairman of NAQA in accordance with these Regulations; the timetable for the expert panel's work is scheduled, including dates for its visit to the respective higher education institution and deadline for submission of the expert panel report.

3) An expert panel for the accreditation audit of a study programme consists of a head and two experts, including one expert from among students.

4) The accreditation audit includes:

* assessment by the expert panel of the Self-Assessment Report, materials attached to it, and all other materials and information regarding the study programme and activities of the higher education institution under such programme;

* a site visit of the expert panel to the higher education institution with the aim of verifying facts stated in the Self-Assessment Report, interviewing representatives of stakeholders regarding the study programme and activities of the higher education institution under such programme, developing recommendations aimed at improving the quality of the educational activities under such programme. A site visit is the main component of the accreditation audit. Expert panel site visit is carried out in accordance with the programme agreed by the head of the expert panel and the head of the higher education institution and / or the guarantor of the study programme no later than three working days before its start. The duration of the expert group's visit to the higher education institution may not exceed three days;

• the development of a report based on the results of the accreditation audit.

5) The report is sent to the head of the higher education institution who has the right, within three working days from the date of receipt of the report, to provide NAQA with substantiated comments on the report, which may include information on violations of the accreditation procedures defined by this Regulation.

6) On the day of submission of comments to the report or on the day after the deadline for submission of such comments, the Secretariat of NAQA provides access to the materials of the accreditation file to members of the relevant sectoral expert council.

7) SEC's work on the accreditation case takes place in the electronic system of the Agency, which provides transparency and information to external parties. It is based on the analysis of information received from expert groups. The Chairman of SEC appoints a speaker from among the members of the relevant SEC who studies and analyses all the materials received. After forming a draft conclusion, the speaker submits the case for internal discussion by the members of SEC. Discussion of the case by all members of SEC is an important component of work because, as practice shows, it provides a comprehensive study of the accreditation case and the adoption of an independent and objective decision. An important stage in SEC's work on the draft opinion is the provision of practical recommendations to the higher education institution on overcoming identified shortcomings in the study programme.

8) Decisions on all issues are made collectively, by a majority vote of full SEC. Decisions must be open, fair, reasonable and credible. The electronic system provides an opportunity for HEI and expert panel to respond to the draft expert opinion after reviewing it. SEC members read this answer before the meeting and, if necessary, have the opportunity to adjust the draft expert opinion. HEI and expert panel members have the right to participate in SEC meetings to argue their position on the draft SEC opinion.

9) The accreditation case and the draft expert opinion are reviewed at the SEC meeting, which adopts one of the following decisions:

• approval of SEC expert opinion and referral of the accreditation case for consideration to the National Agency;

• submission to NAQA of a substantiated proposal for the appointment of a re-accreditation examination.

SEC meeting may be held remotely in accordance with the established procedure.

10) The expert opinion of SEC or the proposal to appoint a re-accreditation examination is reviewed at a meeting of the National Agency. NAQA adopted about 841 decisions on the accreditation of study programmes in six months (late November 2019 – early May 2020) based on SEC recommendations (see Appendix

B). For details on SEC recommendations on accreditation decisions, see [Appendix C](#).

11) In case of agreement with the proposal contained in the expert opinion of SEC, NAQA adopts one of the following decisions:

• Decision on accreditation of the study programme

• Decision on conditional (deferred) accreditation

• Decision to refuse accreditation

In case of disagreement with the proposal contained in SEC expert opinion, or if the accreditation examination was conducted in violation of the procedure established by the Regulations or if there are grounds to believe that the expert group in the report came to clearly unfounded conclusions, NAQA has the right to decide on the appointment of a re-accreditation examination.

To ensure openness and transparency of the accreditation process:

1) the following is published on the official website of the higher education institution:

information on self-assessment of the study programme, which is posted no later than five working days from the date of accreditation materials submission to NAQA;

decision on accreditation or refusal to accredit the study programme, expert opinion of the relevant SEC, report of the expert group, which are published within ten working days after the decision of the National Agency;

2) the following is published on the official NAQA website:

order on approval of the composition of the expert group for the accreditation examination, which is published no later than the next working day after its signing;

decision on accreditation or refusal to accredit the study programme, expert opinion of the relevant SEC, report of the expert group, which are published within 10 working days after the decision of the National Agency.

With respect to the requirement of "consistent follow-up", no formalized post-accreditation policy currently exists within Ukrainian legislation for programme-level external quality assurance. A follow-up requirement has been included in the draft Rules on Institutional Accreditation, but these have not yet been submitted to the Ministry of Education for approval (pending changes to the Law "On Higher Education"). Subcriterion 6 of Criterion 8 requires programmes that "The results of external higher education quality assurance (in particular, comments and suggestions formulated during previous accreditations) are taken into account during reviews of the study programme." How this will in fact be implemented will be seen in the future.

ESG Standard 2.4: Peer-review experts

> *External quality assurance should be carried out by groups of external experts that include (a) student member(s).*

All expert teams that are selected for site visits as part the NAQA accreditation process include one student member, except for those involved in reviews of military- or police-related programmes (i.e., Sectoral Expert Councils 25 and 26).

Accreditation experts are recruited from among higher education teaching staff and HEI applicants which are included in the register and do not have a conflict of interest in relation to each other, the study programme in question and the HEI where it is implemented.

One of the directions for the further NAQA development is the inclusion of international experts in the expert groups.

ESG Standard 2.5: Criteria for outcomes

> *Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.*

The Regulations on Accreditation of Study Programmes in Higher Education include specific criteria for programme accreditation. These criteria (and relevant subcriteria) are the basis for the self-assessment report, the experts' report, and the Sectoral Expert Commission report. Each criterion is assessed according to a 4-level scale:

A — innovative implementation of this criterion
B — satisfactory implementation
E — unsatisfactory implementation, but improvement is possible within one year
F — unsatisfactory implementation
The above grading scale is applied consistently.

ESG Standard 2.6: Reporting

> *Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.*

All documents relating to each programme accreditation case (including expert reports) are available online after the relevant decision on the case has been taken by the Agency: http://bit.ly/naqa_cases

The online library of accreditation cases is organized according to the date of the Agency meeting where the relevant final decision on programme accreditation was taken. This format for publication is far from ideal as it is not searchable either by programme name or by HEI.

ESG Standard 2.7: Complaints and appeals

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

According to the Law of Ukraine No. 1556-VII "On Higher Education" dated 01.07.2014 (hereinafter, the Law), the decision of NAQA may be appealed to by a higher education institution in the manner prescribed by NAQA, which must be made public. Based on the results of the complaint, NAQA must make an informed decision (Part 10 of Article 19).

At the request of the above Law, NAQA developed and approved on May 21, 2019 the Procedure for appealing to the decision of NAQA, which is posted on the official website and brought to the attention of all interested participants.

NAQA decision may be appealed to by submitting a corresponding complaint (appeal) to the NAQA Appeals Committee. The Appeals Committee consists of NAQA members (currently five people) and is approved at NAQA meeting.

The procedure provides for two grounds for appealing to the decision of the National Agency:

• violation of the procedure for consideration and decision-making;

• decision-making by NAQA on the basis of documents containing false information, which was not known at the time of the decision, if it significantly affected or could affect the outcome of the issue, provided that the higher education institution duly justifies the objective impossibility of such notification until the decision was made by the National Agency.

Based on the results of the complaint review, the Appeals Committee shall make a reasoned decision about the following: leaving the complaint without consideration, satisfying the appeal, or determining the grounds for refusing to satisfy the complaint.

Based on the decision of the Appeals Committee, NAQA has the right to

make one of the following decisions: to leave the complaint without consideration; to leave the complaint without satisfaction and the contested decision of NAQA without changes; or full (partial) satisfaction of the complaint and cancellation of the Agency's decision.

Approximately one year after the National Agency's appeal procedure was reviewed, the Appeals Committee considered 13 complaints from higher education institutions against the National Agency's decision in the field of accreditation of study programmes and one complaint against the National Agency's decision in the field of academic integrity. In two cases, the Appeals Committee found a violation of the decision-making procedure and recommended that NAQA revoke the decision. All the recommendations of the Appeals Committee were supported by the National Agency; in cases of violation of the procedure, the relevant decisions were revoked.

Today, NAQA is working on changes to the Procedure for appealing to its own decisions. Partial changes have already been made (May 26, 2020), but two possible options for significant adjustment of the procedure for forming the composition of the Appeals Committee are being considered. Under the first option, the Appeals Committee is planned to include representatives of the public and expert community who meet the requirements for members of the National Agency but are not its members. The second version of the changes envisages the formation of the Appeals Committee from members of NAQA (as before) but to ensure their impartiality and independence, it is planned to limit their work only in the committee working on appeals against decisions of NAQA and not involving the National Agency issues that can be challenged. Both options are still under discussion. In addition, it is planned to expand the list of grounds for appealing to the decisions of the National Agency.

Complaints on academic integrity violations

Complaints from outsiders and organisations regarding violations of academic integrity by HEI and research institutions employees are considered by NAQA Ethics Committee within the functions assigned to it by the Law of Ukraine "On Higher Education". The decision of NAQA Ethics Committee is prepared by the members of the Committee in cooperation with the sector of academic integrity in the Department of Research Degrees and Analytics of NAQA Secretariat.

Following the consideration of applications for violation of academic integrity, in case of establishing the fact of violation, the Ethics Committee issues a request for:

• support by NAQA for the decision of the Ethics Committee;

- recommendation to NAQA to make an appropriate decision on the consequences of identifying academic integrity violations after approval by the Cabinet of Ministers of Ukraine of "Procedure for revoking the decision of the specialized scientific council to award a degree";
- recommendation to HEI or research institution to initiate the consideration of the revealed academic integrity violation and establish academic responsibility in accordance with the national and internal regulatory framework;
- taking into account the violation of academic integrity during accreditation procedures in HEI and research institutions.

Since its establishment, the Ethics Committee has considered 13 complaints about violations of academic integrity.

МОНІТОРИНГ проекту

«Імплементація системи забезпечення якості освіти через співробітництво університету-бізнесу-уряду в ЗВО»
586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP
Національний університет «Львівська політехніка»

Команда проекту (12 чоловік)

- Керівник творчого колективу: Олексів I. проф. каф. ММП
- Виконавці проекту
- Давидчак О.Р., проректор з науково-педагогічної роботи
- Рашкевич Ю.М., професор кафедри ITBC
- Кузьмін О.Є., директор IHEM, проф.
- Шуляр Р.В., доцент, Радник Ректора, член ГЕР 07
- Харчук В.Б., доцент
- Жежуха В.Й., заступник директора IHEM, декан повної вищої освіти
- Лісович Т.Ю., доцент
- Уголькова О.З., асистент
- Пирог О.В., завідувач кафедрою ММП, член ГЕР 29
- Гориславець П.Г., доцент каф. ФIH
- Купчак С., керівник відділу по роботі з іноземними студентами

ВПРОВАДЖЕННЯ проекту.
Проведені заходи, досягнуті результати, сформовані продукти

- Чи дотримується університет термінів Робочого плану /деталізованого графіку робіт за проектом відповідно до розподілу відповідальностей за Робочими пакетами? Чи дотримуєтесь розподілу відповідальностей за Робочими пакетами? Чи є затримки?

Так. Однак проект розпочався з деякою затримкою

ВПРОВАДЖЕННЯ проекту.
Проведені заходи, досягнуті результати, сформовані продукти

WP1. 1.1 EU and PC QA systems analyzed

- Національний університет «Львівська політехніка» разом з Університетом Пловдіва був координатором WP1 проекту.
- Розроблена анкета для аналізування систем забезпечення якості в університетах
- Проведено аналіз стану внутрішньої системи забезпечення якості в університеті.
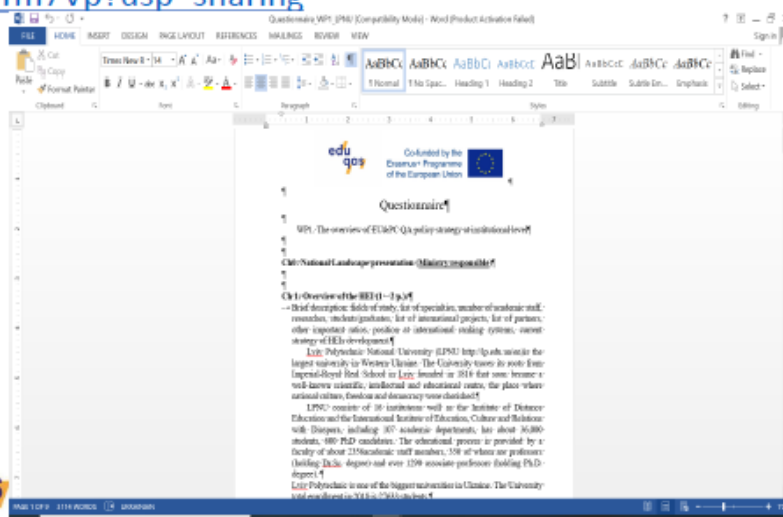
https://drive.google.com/drive/folders/1ph6kF1ekk0pUYybsN0NepJfVj USTm7Vp?usp=sharing

WP1. 1.1 EU and PC QA systems analyzed

https://drive.google.com/drive/folders/1ph6kF1ekk0pUYybsN0NepJfVj USTm7Vp?usp=sharing

WP1. 1.2. PC QA specialists trained

- Представники Львівської Політехніки взяли участь у всіх тренінгах за проектом.
- http://lp.edu.ua/news/2019/novyny-proektu-eduqas-lvivski-politehniky-berut-uchast-v-formuvanni-propozyciy-dlya
- http://lp.edu.ua/news/2018/lvivski-politehniky-vzyaly-uchast-u-koordynaciyniy-zustrichi-v-mezhah-proektu-erasmus-ka2
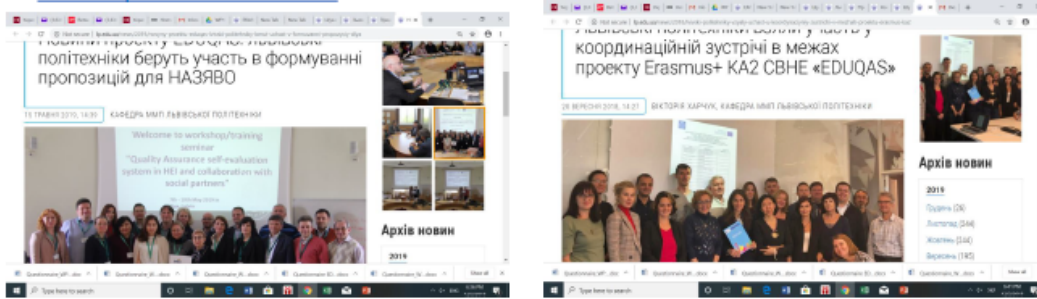
WP2. 2.1. QA strategy and Policy Development
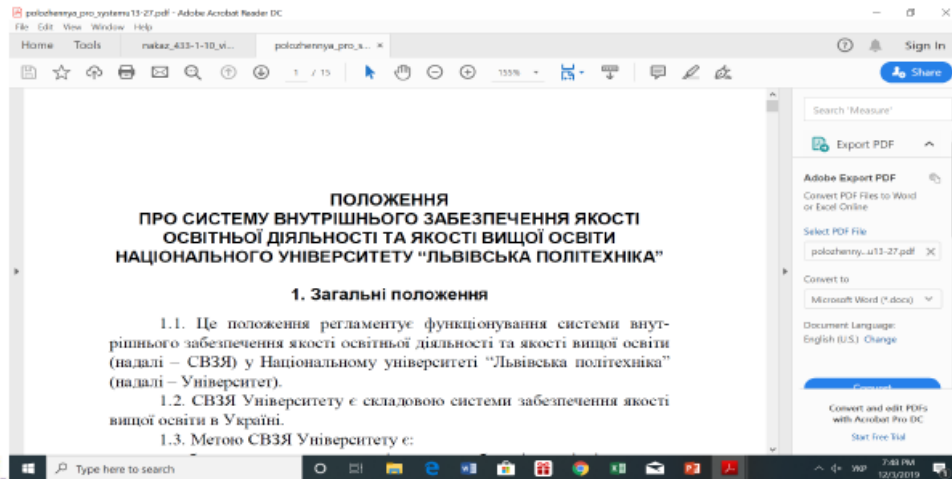
WP2. 2.1. QA strategy and Policy Development

Рекомендації щодо оцінювання якості освітньої програми під час акредитації
https://drive.google.com/file/d/1aAXqVgJdVYzqwPv5E8fzV-e61nOENtya/view?usp=sharing
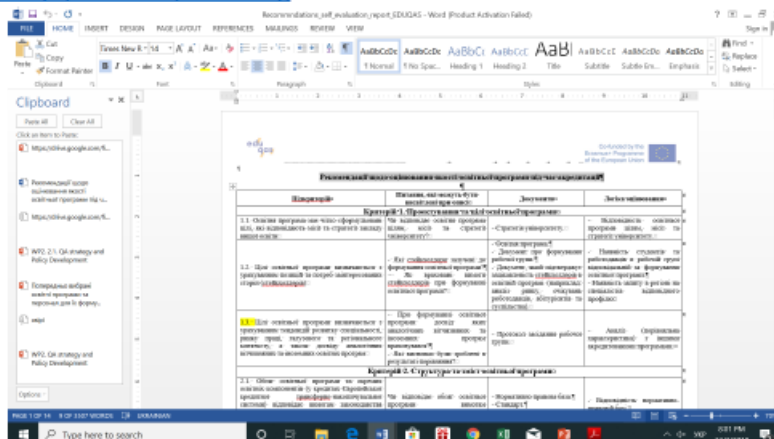
WP2. 2.2 Program Design
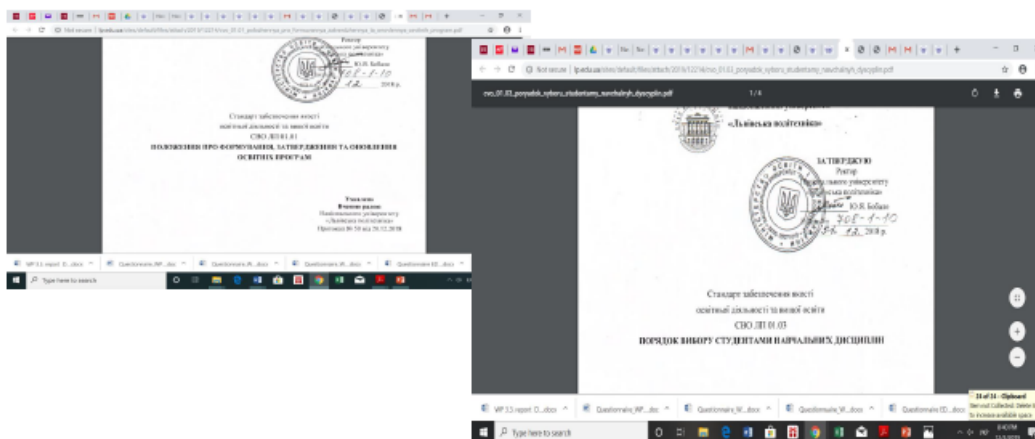
WP2. 2.3 Academic staff trained for expert network
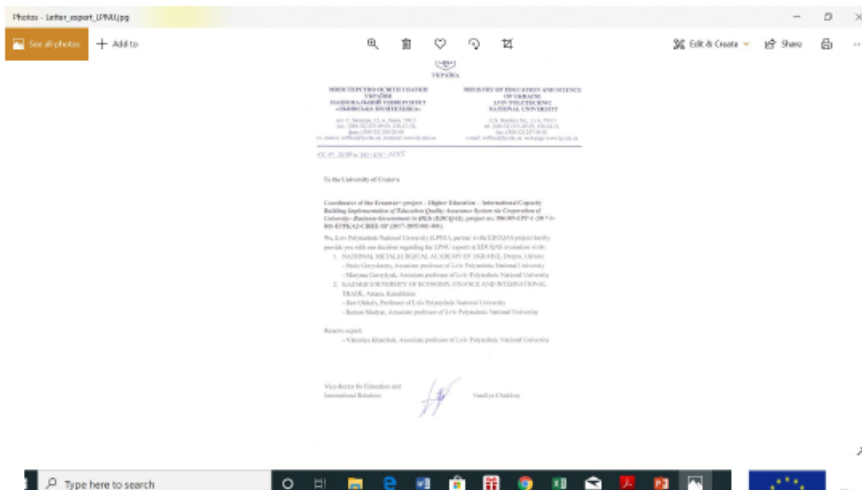
WP3.1. New equipment purchased

- 6231,00 EUR
- 18674,00 EUR is going to be purchased in the following month

WP 3.3. QA Units (презентація передана в НАЗЯВО)
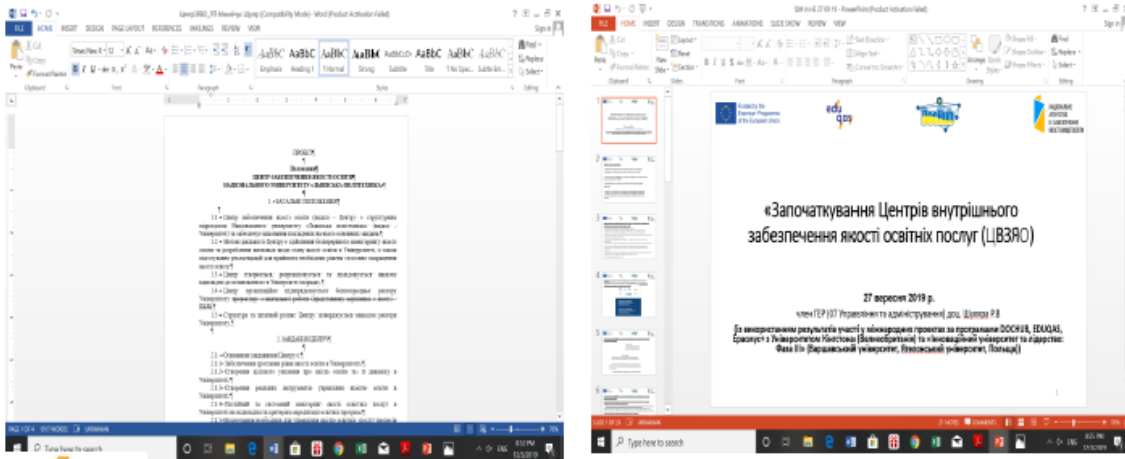
WP 3.3. QA Units

- Поєднання досвіду проектів Eduqas та Erasmus+ KA1 з Кінгстонським університетом.

WP 3.5. Pilot program internal assessment

- Міжнародні економічні відносини/ International Economic relations (bachelors level)
- Міжнародний бізнес/ International Business (masters level)

Частина ширшої стратегії.

WP 3.5. Pilot program internal assessment
Business Graduates Association
Завдяки синергії з проектом Еразмус+ КА1 з Кінстонським університетом
https://businessgraduatesassociation.com/
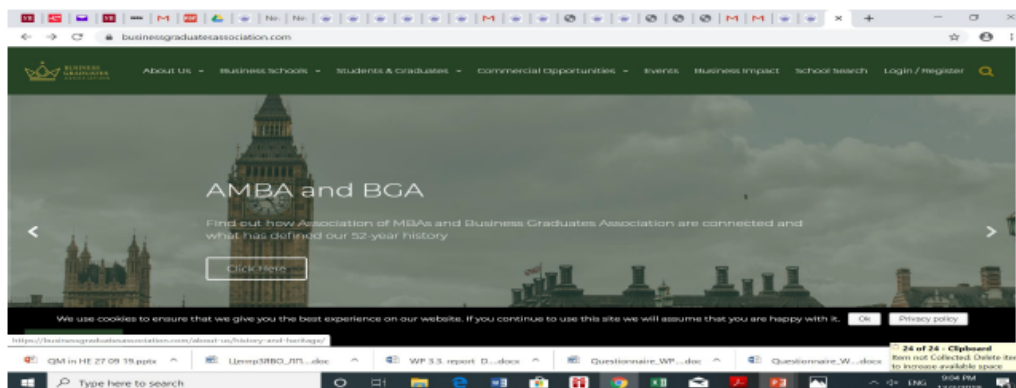
WP 3.5. Pilot program internal assessment

- Звіти про самооцінювання
- https://drive.google.com/drive/u/1/folders/1x0rnaSipOOeXiRv5GvTStedXkxOOBSjK
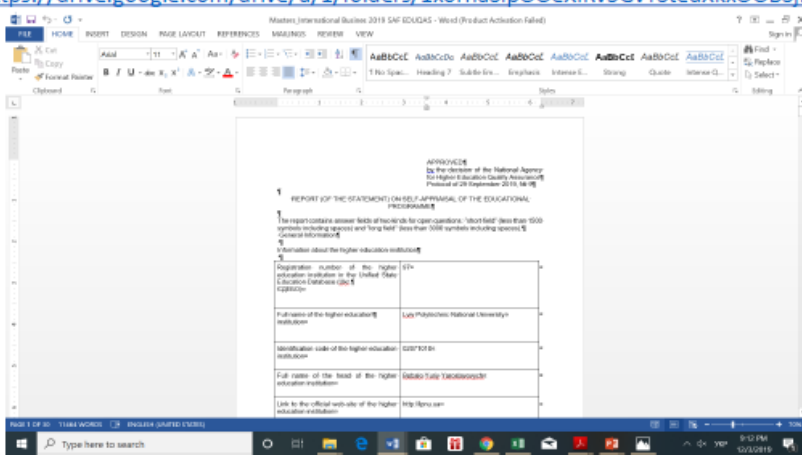
WP 4.2. Internal and external evaluation performed
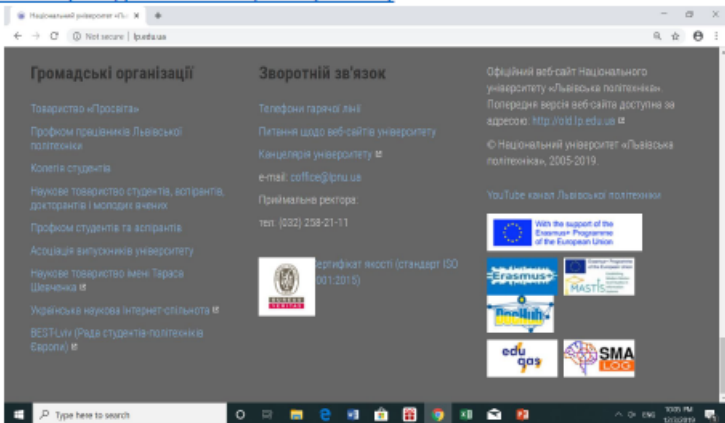
6-7 грудня 2019 в нас відбудуться евалюаційні візити.
https://drive.google.com/drive/u/1/folders/1x0rnaSipOOeXiRv5GvTStedXkxOOBSjK
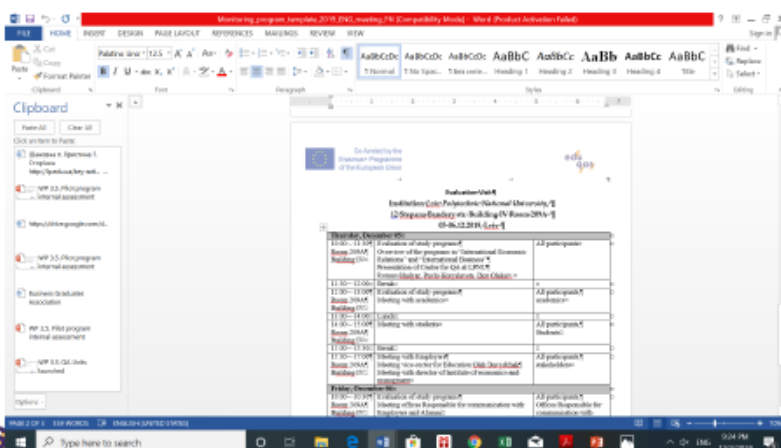
WP5. Dessimination

- Вимоги донора щодо візуалізації проекту (інфо про проект, лого проекту та програми)
- http://lp.edu.ua/
- http://lp.edu.ua/key-action-2
- http://lp.edu.ua/mmp/mizhnarodni-proekty-kafedry

WP 5.3. Dissemination events organised

- Новини по проекту виставлялись на сайт «Львівської політехніки»

http://lp.edu.ua/news/2018/predstavnyky-universytetu-vzyaly-uchast-u-pershiy-zustrichi-vykonavciv-proektu-eduqas

http://lp.edu.ua/news/2018/lvivski-politehniky-vzyaly-uchast-u-koordynaciyniy-zustrichi-v-mezhah-proektu-erasmus-ka2

Внутрішній моніторинг університету

http://lp.edu.ua/news/2018/v-universyteti-vidbuvsya-seminar-monitoryng-stanu-vykonannya-mizhnarodnyh-osvitnih

WP 5.3. Dissemination events organised

- Новини по проекту виставлялись на сайт «Львівської політехніки»

WP 5.3. Dissemination events organised

- Новини по проекту виставлялись на сайт «Львівської політехніки» (Близько 180 учасників)
- http://lp.edu.ua/news/2019/v-universyteti-na-seminari-obgovoryly-pytannya-akredytaciyi-osvitnih-program-i-dosvid

WP 5.3. Dissemination events organised

- Новини по проекту виставлялись на сайт «Львівської політехніки» (Близько 80 учасників)
- http://lp.edu.ua/news/2019/politehniky-vystupyly-z-prezentaciyamy-shchodo-akredytaciyi-osvitnih-program-dlya

ВПРОВАДЖЕННЯ проекту.
Закупівля обладнання та використання коштів

- Скільки використано бюджетних коштів проекту Вашим університетом-партнером на даному етапі реалізації проекту?
- 27867 ЄВРО.

«Започаткування Центрів внутрішнього забезпечення якості освітніх послуг (ЦВЗЯО)

27 вересня 2019 р.

член ГЕР (07 Управління та адміністрування) доц. Шуляра Р.В

(із використанням результатів участі у міжнародних проектах за програмами DOCHUB, EDUQAS, Ерасмус+ з Університетом Кінгстона (Великобританія) та «Інноваційний університет та лідерство: Фаза III» (Варшавський університет, Ягелонський університет, Польща))

Вхідні пункти проблеми:

1. Вимоги Закону України «Про вищу освіту» до системи внутрішнього забезпечення якості освітніх послуг ЗВО.

2. Рекомендації НАЗЯВО до системи внутрішнього забезпечення якості освітніх послуг ЗВО.

3. Рекомендації за результатами виконання міжнародних проектів.

4. ЦВЗЯО як інструмент налагодження процедур акредитації освітніх програм та виконання критеріїв акредитації в нових умовах.
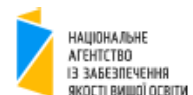
Вимоги Закону України «Про вищу освіту» до системи внутрішнього забезпечення якості освітніх послуг ЗВО

«... передбачає здійснення таких процедур і заходів:
1) визначення принципів та процедур забезпечення якості вищої освіти;
2) здійснення моніторингу та періодичного перегляду освітніх програм;
3) щорічне оцінювання здобувачів вищої освіти, науково-педагогічних і педагогічних працівників закладу вищої освіти ....;
4) забезпечення підвищення кваліфікації ... наукових і науково-педагогічних працівників;
5) забезпечення наявності необхідних ресурсів для організації освітнього процесу, у тому числі самостійної роботи студентів, за кожною освітньою програмою;
6) забезпечення інформаційних систем для ефективного управління освітнім процесом;
7) забезпечення публічності інформації про освітні програми, ступені вищої освіти ...
8) забезпечення дотримання академічної доброчесності ...;
9) інших процедур і заходів.» (?)

Вимоги Стандартів і рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти (ESG2015) до **внутрішнього** забезпечення якості освітніх послуг ЗВО

Standards and Guidelines
for Quality Assurance in the European
Higher Education Area (ESG)
Approved by the Ministerial Conference in Yerevan, 14-15 May 2015

Стандарти і рекомендації
щодо забезпечення якості в Європейському
просторі вищої освіти (ESG)
Ухвалено Міністерською конференцією в Єревані, 14-15 травня 2015 р.

Рекомендації НАЗЯВО до системи внутрішнього забезпечення якості освітніх послуг ЗВО:

ЗАТВЕРДЖЕНО
рішенням Національного агентства
із забезпечення якості вищої освіти
протокол від 26 червня 2019 р. № 6

Рекомендації
Національного агентства із забезпечення якості вищої освіти
стосовно запровадження внутрішньої системи забезпечення якості

Внутрішня (внутрішньоуніверситетська) система забезпечення якості вищої освіти має на меті створення алгоритму постійної інституційної уваги до якості освіти, включно з переглядом і покращенням навчальних курсів та освітніх програм.

1. <u>Значення внутрішнього забезпечення якості для акредитації освітніх</u>

Рекомендації НАЗЯВО до системи внутрішнього забезпечення якості освітніх послуг ЗВО:
1. Значення внутрішнього забезпечення якості для акредитації освітніх програм та інституційної акредитації.
2. Центр внутрішнього забезпечення якості (назва умовна) (не контролюючі, а сервісні функції, модерує всі необхідні процеси, збирає інформацію, готує рекомендації для прийняття необхідних рішень на всіх рівнях управління ЗВО).
3. Роль і значення інших університетських підрозділів.
4. Документальне і програмне забезпечення необхідних процедур.
5. Регулярні онлайн опитування студентів.
6. Опитування випускників і працедавців.
7. Забезпечення академічної доброчесності.
8. Підвищення кваліфікації (професійний розвиток) викладачів.
9. Лідерство.

Рекомендації за результатами підготування проєкту EDUQAS

- SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS, Kharkiv, Ukraine
- LVIV POLYTECHNIC NATIONAL UNIVERSITY, Lviv, Ukraine
- DONETSK STATE UNIVERSITY OF MANAGEMENT, Mariupil, Ukraine
- NATIONAL METALLURGICAL ACADEMY OF UKRAINE, Dnipropetrovsk, Ukraine

- UNIVERSITATEA DIN CRAIOVA, Craiova, Romania – *Project coordinator*
- KUNGLIGA TEKNISKA HOEGSKOLAN, Stockolm, Sweden
- UNIVERSITE DE LIEGE, Liege, Belgium
- UNIVERSITY OF PLOVDIV PAISII HILENDARSKI, Plovdiv, Bulgaria
- LATVIJAS UNIVERSITATE, Riga, Latvia
- UNIVERSITE DE LORRAINE, Nancy Cedex, France
- HAUT CONSEIL DE L'EVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT, Paris, France

Рекомендації щодо системи ВЗЯ
Université de Lorraine, Nancy, France
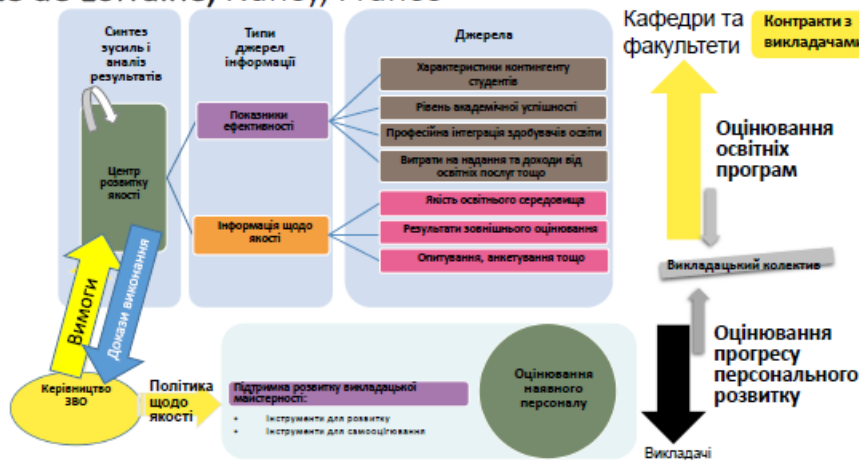
Рекомендації щодо системи ВЗЯ за проєктом Ерасмус+ з Університетом Кінгстона (Великобританія)

№	Кроки із удосконалення системи ВЗЯ	Очікувані результати
1	Онлайн електронні журнали відвідування та поточної успішності / рекомендації щодо зміни нормативних документів та розроблення форм онлайн електронних журналів	1. Ідентифікування відвідуваності студентів на заняттях. 2. Забезпечення підтримки та зв'язку із студентами, що мають проблеми із навчанням. 3. Покращення інформаційного забезпечення деканатів, кураторів та майбутніх тьюторів. 4. Удосконалення оперативності контролю навчального процесу в Львівській політехніці. 5. Зменшення обсягу паперових документів. 6. Підвищення рівня інформатизації навчального процесу в Університеті
2	Впровадження інституту тьюторства / положення про тьюторство, інформаційне забезпечення роботи тьютора	1. Професійна орієнтація студентів щодо майбутнього працевлаштування. 2. Інформування студентів щодо мотивації для вибору вибіркових дисциплін та вибіркових блоків. 3. Допомога у виборі теми кваліфікаційної роботи та супровід її виконання. 4. Виявлення проблем у навчанні та побуті студентів для допомоги у їх вирішенні та усуненні 5. Підтримка наукової роботи студентів. 6.Пропагування і поширення можливостей всебічної підтримки й розвитку студентів, починаючи від першого року навчання.
3	Анкетування студентів на регулярній системній основі / положення про анкетування студентів, регламент анкетування, інформаційні ресурси для анкетування, промоція (реклама) опитування студентів	1. Оцінювання студентами роботи викладача. 2. Виявлення недоліків викладання окремих дисциплін для їх усунення. 3. Виявлення недоліків освітніх програм щодо окремих їх компонентів. 4. Підвищення рівня свідомості студентів щодо впливу на процеси управління навчальним процесом.
4	Впровадження у графіку навчального процесу тижня для консультацій і самостійної роботи впродовж семестру / рекомендації щодо модернізації графіку навчального процесу	1. Сприяння самостійній роботі студентів, створення умов для виконання обов"язкових індивідуальних робіт. 2. Надання студентам консультацій до курсових, самостійних, розрахункових і самостійних робіт. 3. Вивільнення лабораторій для здійснення досліджень і експериментів для виконання самостійних навчальних та наукових робіт

Рекомендації щодо системи ВЗЯ за проєктом Ерасмус+ з Університетом Кінгстона (Великобританія) (продовж.)

Kingston University London

5	Диференціація умов навчання за академічними групами залежно від їх рейтингу та рівня підготовки / внесення змін у процедури формування академічних груп та змін у силабуси дисциплін	1. Стосується студентів 1 курсу бакалаврату і допомагає адаптувати їх навчання та вимог університету до певних навчальних дисциплін залежно від їх підготовленості. 2. Дозволяє викладачам гнучко формувати навчальний процес залежно від здатності студентів до засвоєння матеріалів курсів, самостійності та когнітивності студентів. 3. Дозволяє адаптовувати навчальні курси під потреби студентів наявних студентів та їх характеристик
6	Покращення інформування студентів через соціальні мережі, «плазми», «папуки», сайт, віртуальне середовище, особисті кабінети тощо / створення форм такого інформування, шаблонів промоційних матеріалів найближчих подій в Львівській політехніці	1. Розширення інформаційних потоків під час впровадження нових ініціатив в Університеті. 2. Підвищення активності студентів щодо різних питань під час перебування в Університеті. 3. Забезпечення оперативного обміну інформацією зі студентами. 4. Популяризація заходів соціального характеру в Університеті для студентів (зокрема, спорт, культура, активне дозвілля, туризм, творчість, волонтерство)
7	Вибори керівників студентського самоврядування в електронній формі / внесення змін до організаційних документів студентського самоврядування Львівської політехніки	1. Забезпечити виконання положень закону України "Про вищу освіту" 2. Забезпечити прозорість, швидкість і наочність виборів керівників студентського самоврядування у Львівській політехніці. 3. Стимулювати публічну демонстрацію планів розвитку студентського самоврядування. 4. Заохотити онлайн обговорення пріоритетних напрямків розвитку студентського самоврядування Львівської політехніки. 5. Стимулювати підвищення прозорості роботи органів студентського самоврядування та контролю їх роботи
8	Фінансування самоврядування за кошти університету, створення постійно діючого штатного офісу студентського самоврядування з оплачуваними посадами / формування системи оплати за договорами підряду (або внесення змін до штатного розпису) університету	1. Формує належний рівень мотивування учасників самоврядування до виконання їх функцій та реалізування проєктів з підтримки студентів. 2. Дозволяє створити оплачувані робочі місця для офісу підтримки студентського самоврядування з функціями координування, формування банку даних проєктів, проблем студентів та спілкування зі студентами

Рекомендації щодо системи ВЗЯ за проєктом «Інноваційний університет та лідерство: Фаза III» (Варшавський університет, Ягелонський університет, Польща)

Centrum Wsparcia Dydaktyki

O CENTRUM   PRAKTYKI W CWD   AKTY PRAWNE   JAKOŚĆ   KONTAKT

Centrum Wsparcia Dydaktyki łączy jednostki z pionu Prorektora ds. dydaktyki, których zakresy wzajemnie się przenikają. Obszar działań Centrum jest rozbudowany, ale jako najistotniejsze zadanie należy wskazać koordynowanie procesu kształcenia rozpoczynając od rekrutacji na studia przez organizację toku studiów, kończąc na działaniach związanych ze wsparciem absolwentów.

CENTRUM WSPARCIA DYDAKTYKI

Рекомендації щодо системи ВЗЯ за проєктом «Інноваційний університет та лідерство»

Центр підтримки навчання:

- бюро удосконалення компетентностей;
- бюро кар'єр;
- відділ обслуговування іноземних студентів;
- відділ обслуговування студентів;
- відділ рекрутації на навчання;
- відділ у справах студентів;
- приймальна секція.

ЦВЗЯО як інструмент налагодження процедур акредитації освітніх програм та виконання критеріїв акредитації в нових умовах

Центр **внутрішнього забезпечення якості** освітніх послуг

Група модерування процедур та процесів внутрішньої системи забезпечення якості					Група модерування процедур та процесів якості освітніх програм	
Забезпечення навчальних процесів	Забезпечення доступності інформації	Рекрутація здобувачів освіти	Нормативна підтримка, опитування та академічна доброчесність	Організаційна підтримка здобувачів освіти та медіаторство	Формування, зміст, наповнення та розвиток освітніх програм	Підтримка дидактики та удосконалення компетенцій викладачів

Елементи системи внутрішнього забезпечення якості освітніх послуг

Завдання Центру:

1. Координування роботи внутрішньої (внутрішньо-університетської) системи забезпечення якості вищої освіти зокрема щодо перегляду і покращення навчальних курсів та освітніх програм для проведення акредитації освітніх програм та інституційної акредитації.

2. Надання ректору та Вченій раді необхідної інформації для прийняття управлінських рішень з питань внутрішньої системи забезпечення якості освіти.

3. Аналіз можливостей та надання рекомендацій стосовно оптимізації функцій підрозділів з метою підвищення ефективності забезпечення якості.

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Проект комунікацій ЦВЗЯО щодо акредитації ОП

```
Відомості для самооцінювання ОП
Гаранти ОП
ЦЗЯО
Члени ГЕР-працівники університету
Експерти НАЗЯВО-працівники університету
Відділи, служби та підрозділи університету
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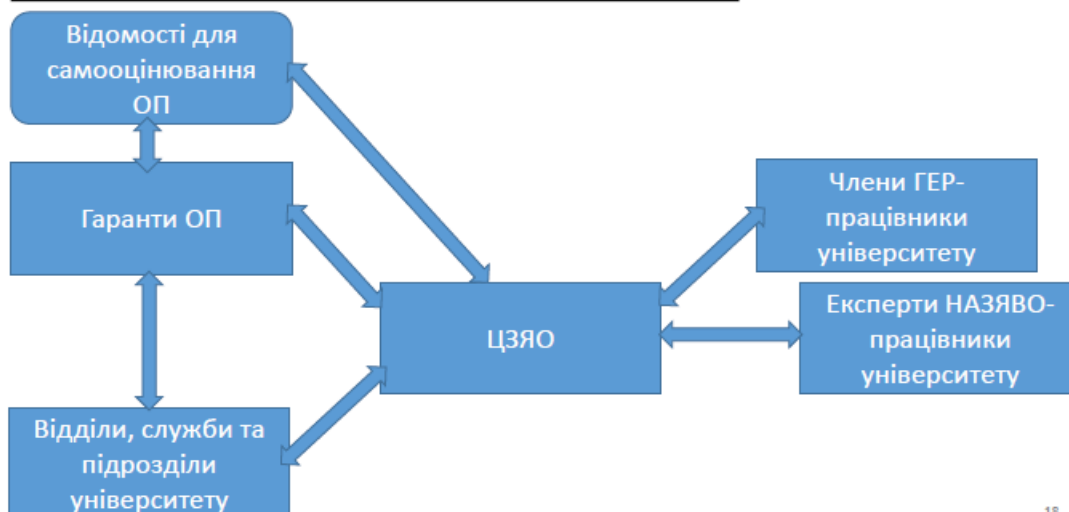
18

Проект елементів системи внутрішнього забезпечення якості до акредитації ОП

Закон України «Про вищу освіту» Стаття 25. Інституційна акредитація закладу вищої освіти

1. Заклад вищої освіти, який бажає пройти інституційну акредитацію, подає Національному агентству із забезпечення якості вищої освіти письмову заяву та документи, що підтверджують відповідність його системи внутрішнього забезпечення якості вимогам до системи забезпечення якості вищої освіти.

2. Інституційна акредитація закладу вищої освіти є добровільною і може проводитися за ініціативою керівника та колегіального органу управління закладу вищої освіти.

3. Сертифікат про інституційну акредитацію видається строком на п'ять років.

4. **Результат інституційної акредитації засвідчується сертифікатом, що надає закладу вищої освіти право на самоакредитацію освітніх програм (крім тих освітніх програм, що акредитуються вперше в межах відповідної галузі знань).** Заклад вищої освіти, який здійснив самоакредитацію освітньої програми, подає Національному агентству із забезпечення якості вищої освіти письмову заяву, на підставі якої отримує сертифікат про акредитацію освітньої програми.

5. Порядок проведення інституційної акредитації затверджує центральний орган виконавчої влади у сфері освіти і науки за поданням Національного агентства із забезпечення якості вищої освіти.

edu qas

Internal quality assurance system for educational activities and the quality of higher education at NMAU

prof. Oleg Potap

Dnipro, 11-14.02.2020

National metallurgical academy of Ukraine

edu qas

History

- **1899** - Yekaterinoslav Higher Mining College with Industrial Division was founded
- **1912** - College transformed to Yekaterinoslav Mining Institute with Metallurgical Faculty
- **1930** - Metallurgical and Mechanical Faculties transformed to Dnipropetrovsk Metallurgical Institute (DMetI)
- **1960 – 1962** established faculties in Zaporizhzhia , Nikopol and Kryviy Rih
- **1993** – renamed to State Metallurgical Academy
- of Ukraine with IV (highest) level of accreditation
- **1999** - inaugurated with **National** status

National metallurgical academy of Ukraine

Facts & Figures

- 7 000 of students
  (3600 – full time)
- 240 International Students
- 76 educational programs:
    25 – bachelor's;
    40 – master's degree;
    11 – PhD
- 600 teachers
- 320 of teachers with
  PhD degree
- 70 of teachers
  full professors
- 15th place at the "Top200 Ukraine" ranking of
  Ukrainian Universities.

NMAU Development Strategy and Strategic Plan

2015

2019

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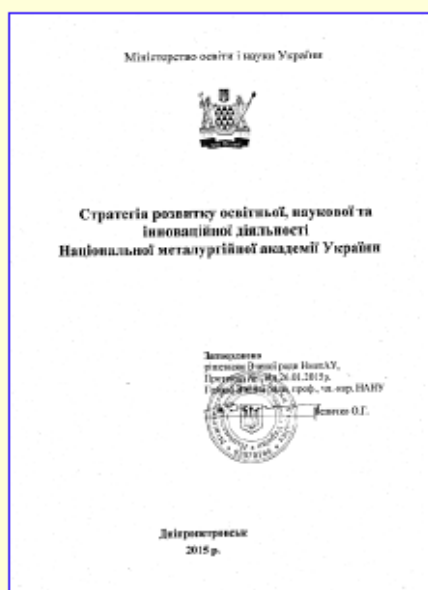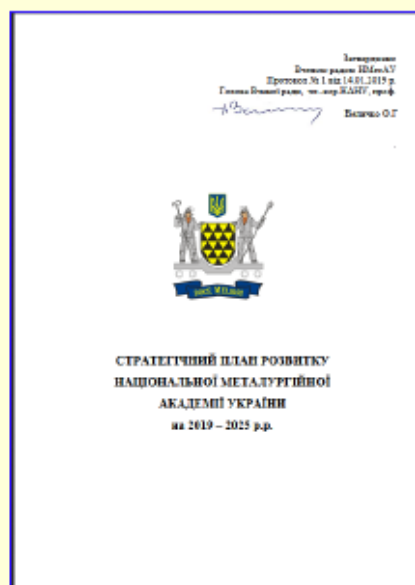
Mission of the National metallurgical academy of Ukraine

Training of highly qualified specialists recognized in Ukraine and abroad for the metallurgical complex of Ukraine and related enterprises and organizations for the purpose of comprehensive provision of all aspects of their activity in the field of mechanical and electrical engineering, chemical technologies, information technologies, automation and instrumentation, ecology and environmental protection, economics, management and administration, vocational education, translation and information and archival matters through high quality educational services, performance and implementation of innovative scientific research in accordance with the latest trends, needs of society and requirements of all stakeholders

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Internal quality assurance system for educational activities and the quality of higher education at NMAU

Based on:

ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015
https://enqa.eu/indirme/esg/ESG%20in%20Russian_by%20NCPA.pdf

Is being implemented :

IQAS

Institutional level → Level of educational programs

5
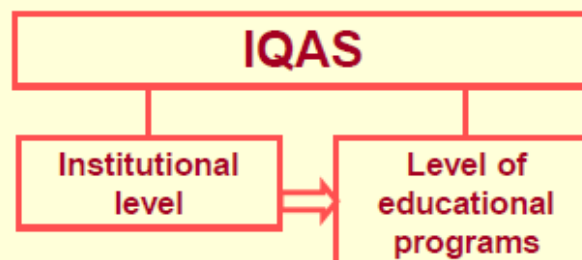
Regulations on the internal quality assurance system for educational activities and the quality of higher education at NMAU (IQAS)

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The main directions of IQAS
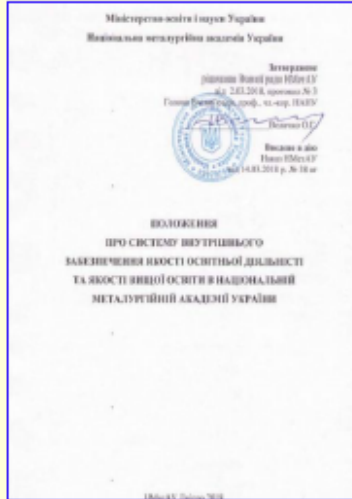
- -Design, approval, monitoring and periodic review of educational programs
- -Implementation of the concept of student-centered educational process
- -Effective assessment of students. Transparent procedures for admission to graduate training and certification
- -Quality assurance of teaching staff
- - Effective prevention and detection of academic plagiarism
- -Providing the necessary resources to organize the educational process
- -Effective combination of education, science and innovation
- -Ensuring the process of education and self-development of creative personality
- -Use of information systems for effective management of the educational process
- - Ensuring openness and publicity of information

6

The organizational structure of IQAS

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- Academy council
- Rectorate
- Commission of the Academic Council for the quality of educational activities
- Direct implementation of measures to ensure quality of educational programs
- Council for Quality Assurance of Educational Activities
- Educational and Research Center
- Quality assurance groups for educational programs
- Unit 1
- Unit 2
- Unit 3
- Unit 13
- Department of quality of educational activities
- EP 1
- EP 2
- EP 3
- EP 76
- Subdivisions (Centres, Departments)

7

Educational and Research Center

Objectives of the activity

1. Collection and analysis of information for NMAU's participation in university rankings (TOP-200 Ukraine, Webometrics, CEDOS, Compass, etc.)

2. Prepare statistics and analytics for :
   - annual report of NMAU
      - confirmation of the status of the national HEI
   - providing information at the request of the Ministry of Education and Science and other authorities

3. Data collection of the educational, methodological, organizational and scientific activities of teaching staff, in particular on their level of activity and compliance with licensing requirements

4. Annual rating of teaching staff

5. Data collecting and compiling annual reports of departments on their activities. Annual rating of NMAU structural divisions

8

Educational and Research Center

Objectives of the activity

6. Адміністрування та технічна підтримка інформаційної системи (локальної комп'ютерної мережі) НМетАУ Administration and technical support of NMetAU information system (local area network)

7. Semester calculation of student rating and preparation of data for the NMAU Scholarship Commission

8. Ensuring regular review of students' residual knowledge

9. Monitoring of ensuring of educational process on educational and methodological literature and organizational support of planning publication of educational and methodical literature

10. Monitoring of scientific and methodological support of the educational process at the departments of the Academy

11. Support and general administration of the NMAU website, assistance to the departments for maintaining the pages on the website
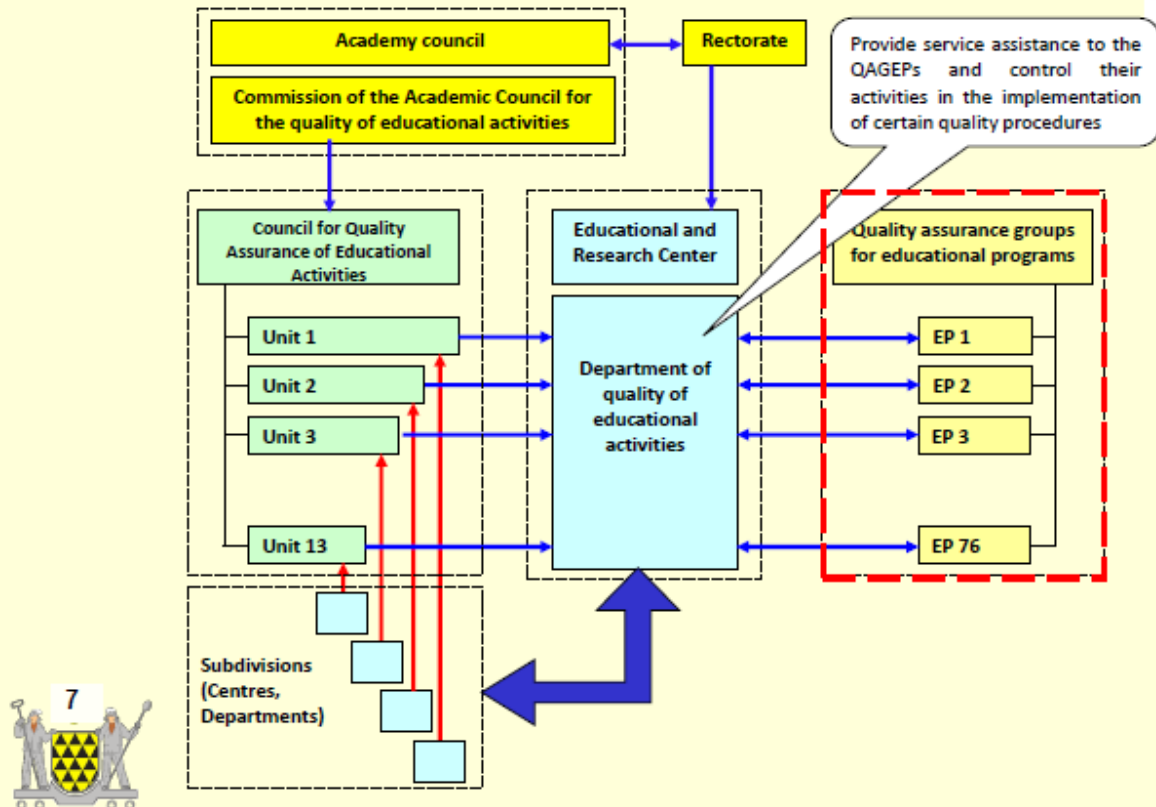
9

The organizational structure of IQAS

Quality assurance groups for educational programs (QAGEP)

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of the European Union

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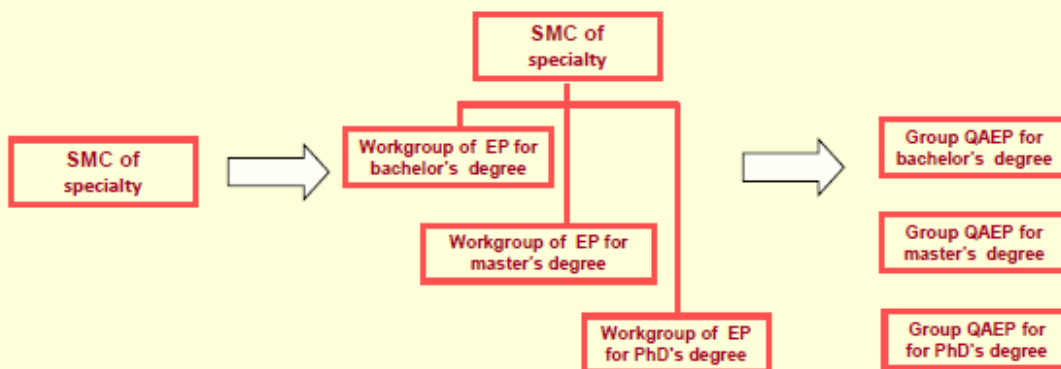
Quality assurance groups for educational programs (QAGEP)

Order for creation of QAGEP

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНА МЕТАЛУРГІЙНА АКАДЕМІЯ УКРАЇНИ

НАКАЗ

The composition of QAGEP

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Quality assurance groups for educational programs (QAGEP)

Міністерство освіти і науки України
Національна металургійна академія України

ПОЛОЖЕННЯ
ПРО ГРУПИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТНІХ
ПРОГРАМ НАЦІОНАЛЬНОЇ МЕТАЛУРГІЙНОЇ
АКАДЕМІЇ УКРАЇНИ

Дніпро 2019

Objectives of QAGEP

- annual monitoring of individual educational components and EP in general

- ensuring participation of students in development and monitoring of EP

- providing for students the opportunity to form their own individual educational trajectories

-reviewing and improving the means and criteria for evaluating of students

-academic support for students

- evaluation of teaching staff teaching in the EP by their professional activity

- promoting the development of educational resources for the EP

- informing stakeholders about all aspects of EP activities

12

The organizational structure of IQAS
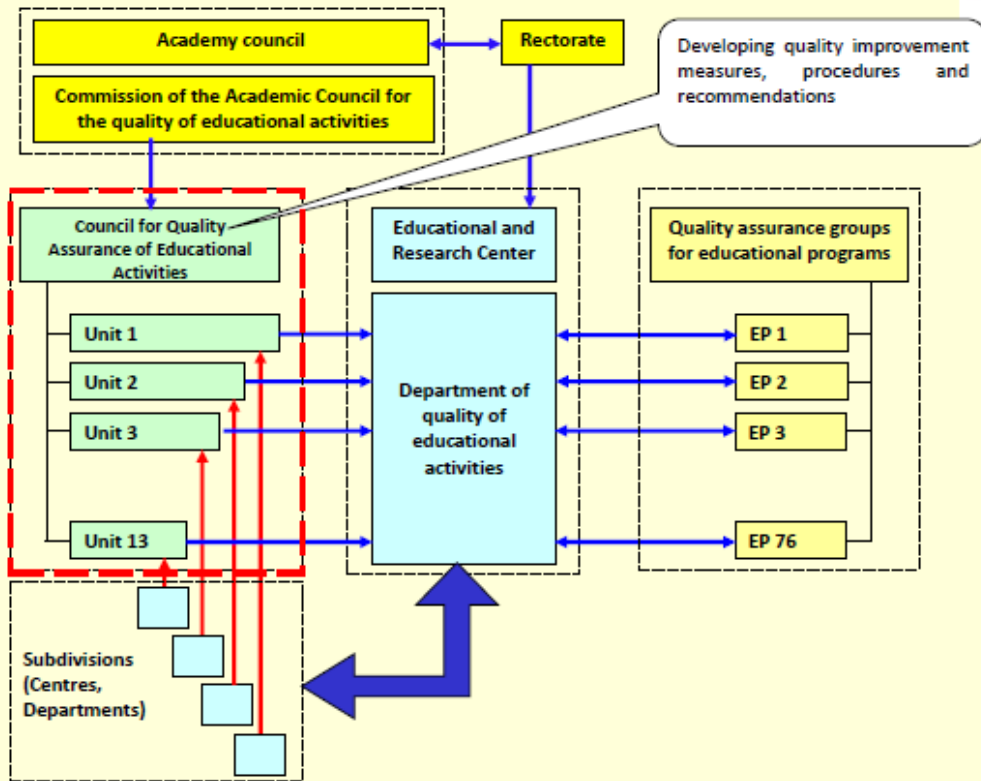
Council for Quality Assurance of Educational Activities at NMAU (CQAEA)

The composition of CQAEA

• The chairman of CQAEA – first vice-rector

• Vice-chairman – head of educational and scientific center

• Deans of faculties and directors of institutes

• Guarantors of educational programs

• Heads of centers and departments providing implementation of educational activities

•Leading experienced scientific and pedagogical employees of the chairs of the Academy

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Units of Council for Quality Assurance of Educational Activities

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1. Unit of organization of educational process
2. Unit of educational programs
3. Unit of questionnaires and surveys of educational recipients
4. Assessment unit of Educational Applicants
5. Academic Integrity Unit
6. Unit of transparency and publicity of educational activities
7. Unit for cooperation with graduates and employers
8. Unit for personnel ensuring of educational activity
9. Unit of work with entrants
10. Unit of integration of science and education
11. Unit for internationalization of activities
12. Distance learning and dual education unit
13. Unit for humanitarian education support

Competition commission

Educational and Research Center

Internship department

HR department

Admission commission

The young scientists council

Educational department

Career development center

Training center

Department of postgraduate and doctoral studies

Department of International activities

Center for work with foreign students

Disability education center

Educational council

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Duties of CQAEA units

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• Analysis of the main tendencies of development of higher education in Ukraine and the world and implementation the best practices of solving the problems of quality assurance of educational activity by the relevant direction

• Development recommendations on how to improve procedures and distribute responsibility among stakeholders

• Creation of drafts of normative documents regulating the activity of the structural units of the Academy and the subjects of the educational process according to the relative directions

15

Duties of the unit for personnel ensuring of educational activity

• Improvement of procedures for competitive selection of teaching staff

• Improvement of rating procedures for teaching staff

• Development of organizational and methodological principles of accumulation and using of information about academic and scientific achievements of teaching staff

• Analysis of efficiency and improvement of the system for professional development of teaching staff at NMAU. Promoting the introduction of new forms of professional development of teaching staff

• Improving the rating procedures for teaching staff and structural units at NMAU. Suggestions for updating of benchmarks

• Formulation of proposals for the introduction of new and improvement of the existing forms of encourage for the professional development of teachers, their moral and material encouragement

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The organizational structure of IQAS

Academy council — Rectorate

Commission of the Academic Council for the quality of educational activities

Provide service assistance to the QAGEPs and control their activities in the implementation of certain quality procedures

Council for Quality Assurance of Educational Activities

Educational and Research Center

Quality assurance groups for educational programs

Unit 1
Unit 2
Unit 3
Unit 13

Department of quality of educational activities

EP 1
EP 2
EP 3
EP 76

Subdivisions (Centres, Departments)

7

Department of quality of educational activities

Order to create the Department
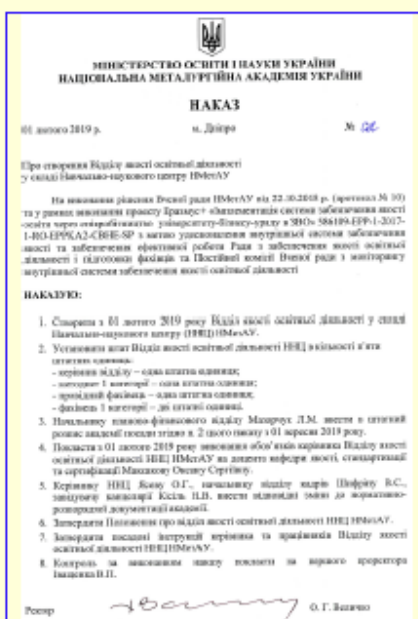
2019

Department of quality of educational activities

Duties of department

1. Participation in prospective and ongoing activity planning of CQAEA

2. Advisory support of CQAEA's units, preparation of materials for review by units, and organizational support for meetings of CQAEA

3. Provision of advisory and technical assistance to the Quality assurance groups for educational programs

4. Technical support (in cooperation with the Guarantors of educational programs) of forming (updating) the composition of the Quality assurance groups for educational programs

5. Advising and technical support of activities of quality assurance groups of educational programs by the following issues:
- questionnaires (surveys) of the applicants for education
- cooperation with employers and graduates (jointly with the Career Support Center)
- preparation of annual reports on self-evaluation of the EP
- development of new and revision of existing EP
- making changes to the curriculum (jointly with the educational department), etc.

Department of quality of educational activities

edu qas

Duties of department

6. Formation of the general academic base of elective disciplines (jointly with the educational department and the unit of organization of educational process)

7. Participation in the development and technical editing of the new NMAU regulatory documents (jointly with the units of CQAEA)

8. Organizational, methodological and technical support of pilot projects to improve educational activities, for example:

- questionnaire of students

- introduction of principles for students' free choice of educational disciplines

9. Summarizing the gained experience and making proposals to the CQAEA to improve of appropriate procedures.

10. Supervision of the activities of the quality assurance groups for educational programs with the organization of periodic checking of the status of their work in certain areas.

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A pilot project to ensure the quality implementation of a selective component of educational programs

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Law on Higher Education

Law article 62, part 1, paragraph 15. The applicant has the right to choose at least 25% of the total number of ECTS credits provided for the higher education level.

Bachelor's level:

60 cr. ECTS

Master's level:

24 cr. ECTS

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A pilot project to ensure the quality implementation of a selective component of educational programs

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Selectivity requirements

1) The system of selective disciplines must be based on the *individual choice* of the student

2) Are subject to significant revision and improvement:
   a) the number and variety of selective disciplines
   б) implementation of the selection procedure

   Ideal situation: the ability to choose a discipline regardless of the specialty or department that provides its teaching

3) The choice of subjects from other EPs is considered desirable

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SELECTIVE DISCIPLINES

Academic base

The base of the educational program

	Academic base	The base of the educational program
For bachelor's level:	24 cr. ECTS	36 cr. ECTS
For master's level:	12 cr. ECTS	12 cr. ECTS

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A pilot project to ensure the quality implementation of a selective component of educational programs

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Questions that needed a solution

I. Creation of a general academic base of selective disciplines

II. Formation of Joint Study Groups (JSGs) to study selective disciplines from the general academic base

III. Formation of a classes' schedule for JSGs

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A pilot project to ensure the quality implementation of a selective component of educational programs

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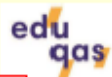
I. Creation of a general academic base of selective disciplines

1) Suggestions for the inclusion of disciplines in the Base → of the department
   Inclusion conditions:
   - availability of a program of methodical complex
   - compliance with "technological" requirements
   a) Scope of the course: 4, 8 or 12 ECTS credits
   b) The maximum amount of class: 8 hours / cr.
   c) Determining the target audience for the discipline:
      - for which specialty / specialties
      - for which course / courses,
      - prerequisites of study

2) Decision to include to the Base → CQAEA

3) Maintenance of the Base → educational department

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A pilot project to ensure the quality implementation of a selective component of educational programs

II. Formation of Joint Study Groups

1) JSG are formed from students of <u>one course</u> of different academic groups, specialties, faculties

2) JSG formed by the educational department on the results of the student survey

3) The survey is conducted by ECTS curators (deputy head of the department) no later than April 15 of the academic year preceding the study of disciplines

4) The completed questionnaires filled out by students and signed by the students are submitted to the educational department, which:

- make decisions about teaching certain disciplines
- planning appropriate teaching load for the departments
- provides formation of examination sheets for JSGs

Conditions for the start of selective disciplines :

- for disciplines of the general academic base - desire of at least 20 persons
- for disciplines of EP - the desire of 15 people or 50% + 1 student of this EP

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A pilot project to ensure the quality implementation of a selective component of educational programs

III. Formation of a classes' schedule for JSGs

The teaching department reserves 4 academic hours on each day of the week for each course.

For example, for students:

- 1 course – 2 та 3 lectures on Monday

- 2 course – 2 та 3 lectures on Tuesday

- 3 course – 2 та 3 lectures on Wednesday

- 4 course – 2 та 3 lectures on Thursday

- master level – 2 та 3 lectures on Friday

At this time, no other classroom activities are assigned to students in this course

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National Metallurgical Academy of Ukraine
Student`s questionnaire

Subject

_____
(Name of discipline)

Educational program

_____
(Name of the educational program)

Leading teacher:

_____
(Position, surname and teacher's initials)

Dear student! You completed studying this subject matter. For further improvement of the educational program it is important to us to receive your opinion on it: Its content, availability, quality of teaching, security and so forth.

Poll is anonymous. Its results will be used only in a generalized view.

We ask you to answer questions of the questionnaire,
 putting down a mark opposite the most acceptable answer for you
We thank for cooperation in advance!
Guarantor of the educational program_____

About discipline

1. Did you feel the need of studying this discipline for future work in the specialty?
   - ☐ Yes
   - ☐ No

2. Was the material of discipline connected with previous educational material of disciplines which were studied earlier?
   - ☐ Yes
   - ☐ No

3. Does the content of other disciplines which were studied earlier duplicates discipline material?
   - ☐ Yes
   - ☐ No

   If "yes" whether you consider it duplications justified and useful
   - ☐ Yes
   - ☐ No

   Specify discipline which material is duplicated

   _____

4. Did you feel you were ready enough to accept the educational material?

☐ Yes

☐ No

If you didn't feel so, it was because you needed the material:

not taught in the disciplines that were studied before

not sufficiently learned by you

Please indicate what knowledge or skills you lacked to understand the discipline:

_____

_____

_____

5. Evaluate the level of complexity of the discipline.

☐ Very difficult

☐ Difficult

☐ Average difficult

☐ Not difficult

☐ Very simple

6. Is there enough time (the number of ECTS credits) allocated in the educational program to study this discipline?

☐ There is a lot of material and it requires more time to assimilate

☐ The material is too complex and requires more time to learn

☐ The allotted amount of time realistically reflects the educational load

☐ There is too much time to study the discipline, it can be reduced

7. Was the volume of classroom activities sufficient to study the discipline?

☐ Yes

☐ More likely yes

☐ More likely no

☐ No

If "no", what types of activities require an increase in volume?

☐ Lecture

☐ Practical

☐ Laboratory

8. Was it useful for studying discipline to enter into the program so far missing types of studies

☐ Lecture

☐ Practical

☐ Seminar

9. Was your independent work on this discipline sufficiently ensured by methodical materials?

☐ Yes

☐ More likely yes

☐ More likely no

☐ No

10. Was educational literature (textbooks and manuals, methodical instructions, magazines, standards and so forth) available to you (in free access, in library or on-line)?

☐ Yes

☐ Partially

☐ No

☐ I cannot answer

11. Was the material presented in educational literature that was recommended to you for use, sufficient for assimilation of the discipline?

☐ Yes

☐ More likely yes

☐ More likely no

☐ No

12. Was the number of consultations provided by the teacher sufficient?

☐ Yes

☐ No

13. Were you in advance (at the beginning of studying discipline) informed on forms of modular and semester control, terms, conditions and methods of conducting control measures?

☐ Yes

☐ No

If "yes", then:

- what sources did you obtain this information from?

☐ from the teacher

☐ from senior students

☐ from the Department's website

☐ from other sources

14. Are you aware of the procedure for re-conducting control measures?

☐ Yes

☐ No

15. Are you aware of the procedure for appealing the results of control measures?

☐ Yes

☐ No

16. Are the education facilities suitable for conducting classes in the discipline?

☐ Yes

☐ No

17. If "no", then for what reasons:

☐ insufficient number of seats

☐ lack of visibility

☐ lack of audibility

☐ other:

_____

_____

18. Is there sufficient, in your opinion, a material support of discipline (equipment of lecture audiences and laboratories by multimedia, computer, laboratory equipment, the software, etc.)?

☐ Yes

☐ More likely yes

☐

☐

More likely no

No

19. How could you estimated if this discipline is connected with the general direction of education in your specialty?

☐ Tightly connected

☐ Partially connected

☐ Not related

☐ I can't answer

About you

20. What was your average grade on a 12-point scale in the previous semester?

___

21. What percentage of classes in this discipline did you attend?

☐ 75 - 100%

☐ 50 – 75%

☐ 25 – 50%

☐ Less than 25%

22. Have you attended consultations on this discipline?

☐ Often

☐ Sometimes

☐ Never

23. How do you estimate the level of the readiness on this discipline?

☐ High

☐ Average

☐ Low

Date: ____.____._____ p.

Conducted survey _____ _____ _____

                            (Position)   (Signature)   (Surname I. P.)

National Metallurgical Academy of Ukraine
Student`s questionnaire

Specialty: _____

<div align="center">(Name of specialty)</div>

Educational program: _____

<div align="center">(Name of the educational program)</div>

Year of completion: _____

Dear student!

The National Metallurgical Academy of Ukraine conducts a survey of students in order to improve the work of the Academy and the quality of Education.

We ask you to answer the questionnaire questions by putting a mark next to the most acceptable answer for you.

Survey Results will only be used in summary form and will not be distributed in a format that indicates the identity of the Respondent. So if you don't want to provide information about yourself, you don't have to.

We are sure that your experience of studying at NMAU will be useful for us.

Thank you in advance for your cooperation!

Guarantor of the educational program _____

About educational program in general

1. Was enough time given on learning the educational material on certain disciplines?
   - ☐ Yes
   - ☐ More likely yes
   - ☐ More likely no
   - ☐ No
2. Was there, in your opinion, a logical sequence of studying subject matters?
   - ☐ Yes
   - ☐ No

   If not, what disciplines need to be studied later: _____

   _____

   Earlier: _____

   _____

3. Were there too many subjects studied at the same time?
   - ☐ Yes
   - ☐ More likely yes
   - ☐ More likely no
   - ☐ No
4. Was the educational material in different subject matters duplicated?
   - ☐ Very often
   - ☐ Often
   - ☐ Occasionally
   - ☐ Almost never

If it was duplicated whether you consider it

☐ reasonable considering improvement of the level of assimilation

☐ unreasonable

5. Was it important for you to have the ability to choose specific educational disciplines?

☐   Yes

☐   No

6. Are you pleased with the list of disciplines that you were provided for the choice?

☐ Yes

☐ More likely yes

☐ More likely no

☐ No

7. What expected (desired) knowledge and skills didn't you get?

_____

_____

8. What changes do you think should be made to the educational program?

а) remove disciplines:_____

_____

б) add disciplines:_____

_____

в) strengthen (increase the volume, add material, increase the number of practical classes, etc.) preparation with_____

_____

9. Was methodical ensuring of your education sufficient (existence and access to manuals, professional literature, methodical instructions to laboratory and practical classes, term papers and so forth)

☐ Yes

☐ More likely yes

☐ More likely no

☐ No

About quality of estimation

10. Procedures for assessing academic performance, in your opinion, were reasonable

☐ Yes

☐ More likely yes

☐ More likely no

☐ No

11. Do you consider that means of monitoring learning success that were applied allowed to measure the level of assimilation of an education material qualitatively?

☐ Yes

☐ More likely yes

☐ More likely no

☐

No

12. The 12-point rating scale used in NMAU, in your opinion,
(you can select multiple answers)
☐ is clear and accurately reflects the level of success
☐ is unclear
☐ does not allow to differentiate success level qualitatively

13. The procedure of determination of progress of students rating that is applied in NMAU is
☐ fair and clear
☐ clear, but unfair
☐ unclear and unfair

14. Did you always in due time obtain the information on the form and number of control measures in certain disciplines, and also about criterion of estimation?
☐ Always in time
☐ As a rule, in time - at the beginning of studying the discipline
☐ As a rule, at the end of studying the discipline
☐ Very seldom

About the educational environment

15. Did you have to challenge the results of estimation of success?
☐ Yes
☐ No

If yes, you consider appeal procedure perfect, that is such which allows to solve the conflict situation which arose objectively?
☐ Yes
☐ No

16. Did you have to deal with the facts of dishonesty on the part of teachers while conducting control activities during your studies?
☐ More than once
☐ Very seldom
☐ Never

17. Have you faced during study cases of sexual harassments from teachers?
☐ More than once
☐ Very seldom
☐ Never

18. How do you estimate the academic, information, psychological support from the graduation department, dean's office, services of academy?
☐ Positively
☐ More likely positively
☐ More likely negatively
☐ Negatively

19. How do you estimate cooperation with the curator of your academic group?
☐ Positively
☐ More likely positively
☐ More likely negatively
☐ Negatively

20. How do you estimate the prospect of the employment after graduation?
   - ☐ Positively
   - ☐ Negatively
   - ☐ I can't answer
21. Did you receive the consulting help with employment from NMAU?
   - ☐ Yes, sufficient
   - ☐ Yes, but insufficient
   - ☐ No
22. Did you use information about your program from the NMAU website during your education?
   - ☐ Yes
   - ☐ No

If so, what is your opinion about its content, usefulness, convenience of use, relevance of information?
   - ☐ Positively
   - ☐ More likely positively
   - ☐ More likely negatively
   - ☐ Negatively

Summary

23. Are you satisfied in general with the educational program?
   - ☐ Yes
   - ☐ More likely yes
   - ☐ More likely no
   - ☐ No
24. If there was an opportunity to return to the past, where would you get a higher education:
   - ☐ in NMAU on the same program (specialty)
   - ☐ in NMAU on another program (specialty)
   - ☐ in the rest of the IHE on the same program (specialty)
   - ☐ in another IHE for another program (specialty)
   - ☐ I wouldn't get a higher education

About you

25. How many disciplines according to the educational program did you regularly attend?
   - ☐ More than 75%
   - ☐ From 50% to 75%
   - ☐ From 25% to 50%
   - ☐ Less than 25%
26. Did you work in your free from studying time?
   - ☐ Yes, part-time
   - ☐ Yes, episodically, I performed seasonal work
   - ☐ No

The following questions are optional:

27. Your full Name: _____
28. Code of the academic group: _____
29. Contact phone number (E-mail, viber, instagram, etc.):_____
_____

Date: ____.____._____ p.
The survey was conducted _____ _____ _____
                          (Position)   (Signature)   (Surname I. P.)

National Metallurgical Academy of Ukraine
Student`s questionnaire

Subject

_____
(Name of discipline)

Educational program

_____
(Name of the educational program)

Leading teacher:

_____
(Position, surname and teacher's initials)

About education

24. Were classes held on a regular schedule?

☐ Yes

☐ More likely yes

☐ No

☐ I can't answer

25. Was training material demonstrated with the use of multimedia or other means (projectors / presentations, etc.)?

☐ Yes

☐ No

☐ I can't answer

26. Was a presented material well prepared and taught consistently?

☐ Yes

☐ More likely yes

☐ No

☐ I can't answer

27. Did the examples reviewed correspond the presented problems

☐ Yes
☐ More likely yes
☐ No
☐ I can't answer

28. Was complicated material explained clearly and transparently?

☐ Yes
☐ More likely yes
☐ No
☐ I can't answer

29. What was the pace of teaching and training the material?

☐ Acceptable
☐ Too fast
☐ Too slow
☐ I cannot answer

30. Was the communication of a teacher with students sufficient?

☐ Yes
☐ More likely yes
☐ No
☐ I can't answer

Date: ____.____._____ y.

Conducted survey _____ _____ _____
                                (Position)   (Signature)   (Surname I. P.)

Appendix 4

National Metallurgical Academy of Ukraine
Student`s questionnaire

survey on the level of professional skill and personal qualities of the applicant for a position _____
<center>(Job title)</center>

scientific and pedagogical worker _____
<center>(Surname and teacher's initials)</center>

Dear student!

We ask you to answer a question of the questionnaire of rather separate aspects of professional activity of the teacher, having estimated each of them on a 12-mark scale.

Poll is anonymous. We hope for your sincerity and objectivity.

Questions	Rating
1. Clarity and availability of teaching training material	
2. Connection of the lecture material with the subject of other training sessions (practical, laboratory, seminar)	
3. Quality of answers to questions, encouragement of audience to a discussion	
4. Satisfactory pace of teaching material	
5. Formation in students an interest in discipline which is taught	
6. Clearness of tasks during monitoring the success of training	
7. Objectivity in evaluating student performance	
8. Ability to remove stress and fatigue of audience	
9. General erudition	
10. Appearance	
11. Goodwill, politeness and punctuality	

What was your GPA on a 12-mark scale in the previous semester? _____
What share of the teacher`s classes did you attend?

☐ 75 - 100%

☐ 50 - 75%

☐ 25 - 50%

☐ Less than 25%

<center>Thanks for cooperation!</center>

Date: _____. _____. _____ y.

Conducted survey _____ _____ _____
<center>(Position)   (Signature)   (Surname I. P)</center>

ANNEX 3

POLICIES, STRATEGIES AND PRACTICES OF QUALITY ASSURANCE IN HIGHER EDUCATION ON INSTITUTIONAL LEVEL IN KAZAKHSTAN

JSC "Kazakh Ablai Khan University of International Relations and World Languages "	Date: 12/30/2019	Version 01
Quality Assurance Office Regulation	PP 14-1-2019	page 1 of 8

APPROVED
By Chairman of the Board -
Rector of JSC "KAUIR&WL"
………………………….. S.S. Kunanbayeva
« ….. » ………………………….. 2019

QUALITY MANAGEMENT SYSTEM

REGULATIONS
OF THE OFFICE FOR QUALITY ASSURANCE

PP 14-2019

JSC Kazakh Ablai khan University of International Relations and World Languages "	Date: 30.12.2019	Version 01
Quality Assurance Office Regulation	PP 14-1-2019	page 2 out of 8

CONTENT

JSC Kazakh Ablaikhan University of International Relations and World Languages "	Date: 30.12.2019	Version 01
Quality Assurance Office Regulation	PP 14-1-2019	page 3 out of 8

1. General Provisions

1.1.   1.1. This regulation determines the procedure for the activities of the Quality Assurance Office (hereinafter referred to as QAO), which is a structural subdivision of the Strategy and Monitoring Department of KAUIR&WL "(hereinafter - SMD). This provision regulates the organization of the Office's activities, defines the main goals, tasks, functionality, rights and responsibilities of the unit and the procedure for interaction with other structures

1.2.   QAO in its activities is guided by the legislation of the Republic of Kazakhstan in the field of education, state and international standards in the field of quality, decrees and orders of the Ministry of Education and Science of the Republic of Kazakhstan, the Charter of the University, decisions of the Board, the Academic Council, decrees and orders of the Rector of the University, internal regulations of the University.

1.3.   QAO is created, reorganized and liquidated by the order of the Rector of the University in the prescribed manner.

1.4.   The management and control over the activities of the QAO is carried out by the vice-rector for scientific and innovative activities.

1.5.   The structure and staff of the Office are approved by the rector, based on the conditions and characteristics of the established tasks, as well as the volume of work assigned to the unit.

1.6.   QAO employees are hired on the terms of an employment contract, as advised by the supervising vice-rector. Activities, qualification requirements, rights, obligations and responsibility for misconduct of employees of the QAO are determined by the terms of the employment contract, job descriptions, labor legislation of the Republic of Kazakhstan, internal regulations of the University.

2. Main goals

2.1.   Development, implementation, maintenance and improvement of an effective intra-university education quality system, taking into account the provisions of the documents of the Bologna process.

2.2.   Management and implementation of the university's quality policy.

2.3.   Maintenance and development of university's education quality.

3. Main objectives

3.1.   Development of basic documents in the field of quality.

3.2.   Promoting the use in practice of the experience and recommendations of international and national quality management organizations.

3.3.   Development of cooperation with quality services of other universities, involving the exchange of work experience.

2.1. Management in the process of activity solves the following tasks:

2.1.1   Organization and coordination of work on the development of strategic plans for the development of the University;

JSC Kazakh Ablai khan University of International Relations and World Languages "	Date: 30.12.2019	Version 01
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2.1.2   Organization and coordination of work on risk management of the University in the course of activities;

2.1.3   Registration of strategic plans for the development of the University and their approval in accordance with internal regulatory documents;

2.1.4   Bringing them to the attention of all university staff in paper and electronic media;

2.1.5   Control and monitoring of the implementation of strategic development plans;

2.1.6   Development and implementation of education quality management systems at the University, balanced scorecard (BSC) and key performance indicators (KPI);

2.1.7   Organization of training in accordance with the competence of the university staff.

3 Rights and obligations

3.1   QAO has the following responsibilities: Quality Assurance Office

3.1.1   participates in the development and implementation of the University Development Strategy;

3.1.2   participates in the strategic and current planning of the university;

3.1.3   provides assistance to structural divisions in accreditation, participation in ratings and rating assessment of activities;

3.1.4   elaborates the annual tactical plan of the unit;

3.1.5   draws up and distributes strategic development plan, tactical plan (after agreement with the rector) in the departments of the University in the prescribed manner;

3.1.6   analyzes the possibility, type and extent, risk assessment of the University and organizes risk management work;

3.1.7   carries out the collection, systematization of information, prepares other information materials corresponding to the profile of the activity of the QAO (including their publication);

3.1.8   draws up reports, recommendations, methods for making decisions and performing actions to implement the stages of the plan;

3.1.9   develops, implements and improves the systems of balanced scorecards (BSC) and performance ratios, data collection and analysis of the performance of indicators within the framework of the Systems;

3.1.10 organization and holding of intra-university ranking of faculties to maintain the competitiveness of human resources and activities aimed at achieving the strategic goals of the University;

3.1.11 organizes and coordinates work on ensuring the quality of education, organizing activities among students and teaching staff, prepares a report for consideration by the university administration;

3.1.12 provides organizational and methodological guidance for maintaining the management system and ensuring the quality of education in working order;

3.1.13 analyzes the education quality management system through regular internal audits and informs the rector about violations at the University based on the results of internal audits of the QMS;

JSC Kazakh Ablai khan University of International Relations and World Languages "	Date: 30.12.2019	Version 01
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3.1.14 prepares recommendations for improving the education quality management system; develops internal regulatory documents within its competence;

3.1.15 organizes and conducts, if necessary and within the competence, events of educational, competitive and informational and educational purposes, including permanent seminars, club meetings;

3.1.16 conducts an examination of internal regulatory documents for compliance with the internal standards of the University;

3.2 To fulfill its obligations, the QAO has the following rights:

3.2.1 to request and receive from the University departments in the prescribed manner the information, materials, service documentation necessary for work;

3.2.2 participate in meetings of the collegial bodies of the University when considering issues related to the functionality of the QAO;

3.2.3 get acquainted with the draft decisions of the administration of the University and departments on issues related to the activities of the QAO;

3.2.4 establish business contacts with the services of other universities on the quality of scientific and educational activities within the competence of the QAO;

3.2.5 organize and carry out (after agreement with the rector) planned and unscheduled events on the implementation of plans and organization of processes aimed at identifying the quality of activities in the University departments; give conclusions, recommendations on the results of the activities;

3.2.6 involve, if necessary (after agreement with the rector), teachers and employees of the University in solving problems within the competence of the QAO, including the creation of working, initiative and expert groups;

3.2.7 form applications for the purchase of special literature, receipt of periodicals for the stocking of the library and quality information;

3.2.8 initiate university-wide events in priority areas of the QAO;

3.2.9 carries out representation in the prescribed manner on issues related to the competence of management, in relations with third-party organizations and institutions.

4 Responsibility

4.1 The degree of responsibility of the staff of the QAO is established by the job description.

4.2 QAO staff are responsible for:

4.2.1 failure to fulfill or untimely fulfillment of duties;

4.2.2 Violation of labor regulations, technical and fire safety rules;

4.2.3 for the disclosure of secrets protected by law (official, commercial, economic, disclosure of personal data of employees) in accordance with the legislation of the Republic of Kazakhstan.

4.3 The head of the QAO is responsible for:

4.3.1 the quality and timeliness of the fulfillment of the tasks and functions assigned by these Regulations

4.3.2 drawing up this Regulation and communicating its norms to the staff of the QAO;

4.3.3 organization of maintenance of these Regulations and job descriptions;

4.3.4 safety of documents and prevention of leakage of service information.

5 Cooperation with other departments

5.1 To achieve the set goals and fulfill its tasks, Information and Communication Infrastructure Department (ICID), within its competence, cooperates with all structural divisions of the University and third-party organizations.

6 Amendments

6.1 QAO is organized, reorganized and liquidated by the order of the Rector of the University on the proposal of the supervising Vice-Rector.

6.2 Amendments to this Regulation should be made in accordance with STU 02 "Procedure for the development, coordination and approval of regulations on divisions and job descriptions".

6.3 The term of the Regulations is until canceled or replaced with a new one. The text of the Regulations and its annexes may be amended in the order established at the University for documents of this type. Amendments in the Regulations are approved by the Rector of the University.

7 Coordination, storage and distribution

7.1 These regulations are approved by the Rector of the University. The development and updating of this Regulation is carried out by the head of the Department in agreement with the supervising Vice-Rector.

7.2 Coordination of this Regulation is carried out jointly with:

- Vice-rector for scientific and innovative activities;

- Legal advisor and is drawn up in the Consent Sheet.

7.3 These Regulations are brought to the notice of all employees of the Department against signature. The original of this Regulation with signatures is kept in the administrative department (AD).

7.4 The electronic version is stored in the automated base of the University.

JSC Kazakh Ablai khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
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Appendix A
(compulsory)
F.2.01-01

Consent sheet

Position	Full name	Date	Signature
The Vice Rector for Academic Affairs	Chaklikova A.T.		
The Vice Rector for Science and Innovation	Uspanova M.U.		
Head of HR	Zhanbagyssova Zh.Sh.		
Legal advisor	Pavlikova A.A.		

JSC Kazakh Ablaikhan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
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Appendix B
(compulsory)
F.2.01-02

Reference list

Position	Full name	Date	Signature
Head of QAO	Berdaliyeva G.K.		
Leading Specialist	Amangozhayeva Ye.B.		
Auditor			
Auditor			
Auditor			
Auditor			
Auditor			

JSC "Kazakh Ablai Khan University of International Relations and World Languages"	Date: 30.12.2019	Variant 01
Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 1 out of 10

JOB DESCRIPTIONS OF

QUALITY ASSURANCE LEADING SPECIALIST OF THE QUALITY ASSURANCE OFFICE

JD 14-2-2019

ALMATY

JSC Kazakh Ablai Khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 2 out of 10

CONTENT

1. General Provisions

1.1.   This job description defines and establishes requirements for the activities of the Leading Specialist of the Quality Assurance Office (hereinafter - Lead Specialist of QA) of JSC "Kazakh Ablai Khan University of International Relations and World Languages" (hereinafter - University).

1.2.   These instructions may not be reproduced in full or in part, copied, duplicated and disseminated without the permission of the Rector of the University.

1.3.   The Lead Specialist of QO is an administrative and managerial person.

1.4.   The Leading Specialist of the QO shall be appointed and dismissed by the Rector of the University on the proposal of the Vice Rector for Education and Science.

1.5.   The Lead Specialist of the QO reports directly to the Head of the Development Strategy and Monitoring Directorate (DSMD) and the Vice Rector for Research and Innovation.

1.6.   During the absence for admissible excuses (holiday, illness, business trip, etc.) of the leading specialist of QO, his/her duties shall be performed by a person appointed in accordance with the labour legislation of the Republic of Kazakhstan.

1.7.   The leading specialist of QO shall be guided in her/his work by:

- the current legislative acts of the Republic of Kazakhstan;
- The Charter, the Internal Labour Rules and other regulations of the university;
- orders and instructions issued by management;
- Regulations on the QO;
- the present job descriptions.

2. Qualification requirements

2.1.   A person with higher professional education in the speciality and additional training in the speciality, with at least one year of work experience in the field of economics and management, can be appointed as a leading specialist of the QO.

2.2.   The leading specialist of QO must know:

- the main technological and design features, characteristics and consumer properties of the goods sold;
- methods for studying market conditions and developing forecasts of demand for traded goods;
- methods for studying the motivation of consumers' attitudes towards products;
- basics of management and budgeting;
- legislative acts, methodological materials on the organisation of marketing, assessment of financial and economic situation and market capacity;
- the procedure for dealing with complaints and responses to complaints;
- methods of working with the media;
- pricing and price policy;
- methods for studying consumers' motivation and attitudes towards products;
- conditions of supply, storage and transport of products;
- computer technologies;
- the ethics of business communication.

3. Job Duties

The leading specialist of QO shall perform the following job duties:

- The formation of annual Plan-schedule and order for the internal audit of the educational process, notifying all structural units of the university of the internal audit.
- updating the QO documents in accordance with structural changes;
- updating the university's quality objectives and policies, the organisational structure of the university;
- organising training for AMP and internal auditors in accordance with new quality standards;
- updating the university's database of normative documentation;
- Assessing the results of the professional development of the teaching staff and university staff: measures to improve the qualifications of staff;
- questionnaire survey of teaching staff and students;
- conducting and assisting with activities aimed at engaging employees into the process of continuous improvement (enhancement) of the university's activities;
- providing consultation and assistance to the company's employees on quality issues; prompt and timely reporting of identified discrepancies, problems (bottlenecks) of business processes to the management, during the execution of work.

If necessary, the leading specialist of QO may be involved into the performance of his/her duties overtime, by the decision of the Rector of the University, in accordance with the labour legislation of the Republic of Kazakhstan. The mode of work of the leading specialist of QO shall be determined in accordance with the Rules of internal working order, established in the University. The leading specialist of QO may travel on official (local and regional) business trips due to production necessity.

4. Rights

4.1.   The leading specialist of QO shall have the right:

- request from the heads of the University's structural units, specialists and other employees the information and documents necessary for the fulfilment of his/her official duties;
- represent the organisation in relations with other organisations, where necessary, in order to resolve operational issues within his/her competence in an expeditious manner;
- to interact with the heads of all structural units to resolve issues necessary for the fulfilment of his or her duties;
- make suggestions for the improvement of work related to the duties of the present job descriptions for consideration by the management;
- require the University administration to provide the organisational and technical conditions and the documentation required for the performance of his/her duties;
- make decisions for the proper management of quality monitoring, to ensure the day-to-day operation of the department - in all matters within its competence;
- prepare and submit to the line manager his/her own proposals for the improvement of document management, office activities (additional staffing, logistics);
- participate in the work of the collegiate governing bodies when dealing with matters relating to the activities of the QO.

JSC Kazakh Ablai Khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 5 out of 10

5. Responsibilities and authorities

5.1. The leading specialist of QO shall be responsible:

- for non-performance or improper performance of his/her job duties as set out in the present job descriptions - to the extent defined by the current labour legislation of the Republic of Kazakhstan;

- for failure to comply with relevant instructions, orders and directives on the preservation of trade secrets and confidential information;

- for violation of the internal work regulations, work discipline, occupational safety and fire safety rules;

- for inadequate performance or non-performance of his/her job duties as set out in this job descriptions - to the extent set out in the current labour legislation of the Republic of Kazakhstan;

- for offences committed during the performance of own activities - within the limits established by the current administrative, criminal and civil legislation of the Republic of Kazakhstan;

- for causing material damage to the university - to the extent established by the current labour legislation of the Republic of Kazakhstan.

6. Amendments

6.1. The job descriptions shall remain in force until they are cancelled or replaced by new ones.

6.2. Amendments to the JD shall be made on the basis of:

- an order of the Rector of the University on the report of the Vice Rector for Research and Innovation;

- if there is a need to reassign roles and responsibilities;

- in the case of reorganisations or redundancies;

6.3. The procedure for approving changes to the JD shall be in accordance with QAOBC 01 "QMS Document Management".

6.4. When changes and amendments are made to the laws of the Republic of Kazakhstan, these job descriptions must be amended too.

6.5. Job description must be replaced and re-approved if the name of the organisation or organisational unit is changed or the job title is changed.

7 Approval, Archiving and Distribution

- The present job description shall be approved by the Chairman of the Board the Rector of the University.

- The present job description is drawn up by the Vice-Rector for Research and Innovation;

7.1. The present job description shall be agreed with:

- the vice-rector for academic affairs;
- the vice-rector for science and innovation;
- the head of the administrative department;
- by the legal adviser and is recorded on the Approval Sheet.

JSC Kazakh Ablai Khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
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7.2. The job description shall be delivered to the lead specialist of the QO for signature. The originals shall be handed over to the HR for safekeeping.

7.3. Storage of the originals and distribution of the working copies shall be made in accordance with QAOBC 01 "QMS Document Management".

JSC Kazakh Ablai Khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 7 out of 10

Appendix A
(compulsory)
F.2.01-01

Consent sheet

Position	Full name	Date	Signature
The Vice Rector for Academic Affairs	Chaklikova A.T.		
The Vice Rector for Science and Innovation	Uspanova M.U.		
Head of HR	Zhanbagysova Ж.Ш.		
Legal advisor	Pavlikova A.A.		

JSC Kazakh Ablai Khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 8 out of 10

Appendix B
(compulsory)
F.2.01-02

Signposting sheet

Position	Full name	Date	Signature
Leading Specialist of the QO	Amangozhayeva E.B.		

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Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 9 out of 10

Appendix C
(compulsory)
F.2.01-03

Amendments sheet

Change serial number	Grounds (document number, date)	Date of amendment	Amendments have been made by	
			Second name, initials, department	Signature of the person who made the amendment, date of the amendment
1	2	3	4	5

JSC Kazakh Ablai Khan University of International Relations and World Languages	Date: 30.12.2019	Variant 01
Job descriptions of quality assurance leading specialist of the quality assurance office	JD 14-2-2019	page 10 out of 10

Appendix D
(compulsory)
F.2.01-04

Periodic inspection record sheet

Date of inspection	Name and position of the person carried out inspection	Signature of the person who carried out the inspection	Results of the inspection
1	2	3	4

KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND INTERNATIONAL TRADE

QUALITY MANAGEMENT SYSTEM

Approved
Rector KazUEFIT

_____S. Abdymanapov
«____» _____ 2018

DEPARTMENT REGULATIONS
QUALITY ASSURANCE AND STRATEGIC ANALYSIS
П KazUEFIT 28

Astana
2018

КазУЭФМТ	**Система менеджмента качества**	**Редакция: первая**

Content

1. Basic provisions

1.1 This Regulation regulates the activities of the Department for Quality Assurance and Strategic Analysis (hereinafter - DQASA) of the Kazakh University of Economics, Finance and International Trade (hereinafter - KazUEFIT, University).

1.2 DQASA is a structural subdivision of the Kazakh University of Economics, Finance and International Trade and reports directly to the rector.

1.3 DQASA is intended to contribute to the implementation of the policy of the University leadership in the field of quality and strategic analysis, effective functioning and continuous improvement of the University's quality management system.

1.4 In its activities, DQASA is guided by the laws of the Republic of Kazakhstan "On Education", "On Science", "On the Fight against Corruption", "On Languages in the Republic of Kazakhstan" and other existing regulatory legal acts in the field of education, the requirements of the ISO 9001: 2015 standard, MS ISO 19011, ST RK ISO 9001-2016; The Charter of KazUEFIT, the Policy and Objectives in the field of quality, the Development Strategy of the Kazakh University of Economics, Finance and International Trade and internal local regulatory documents of the University.

1.5 The work of DQASA is carried out according to the work plan of the department approved by the rector of the University.

1.6 DQASA is headed by the head of the department, who is appointed and dismissed by the order of the rector and reports to him directly.

1.7 The structure and number of employees of DQASA are approved by the staffing table.

1.8 Responsibilities between the employees of DQASA are distributed according to job descriptions.

2. Main tasks

2.1 Implementation of the Policy and Objectives of KazUEFIT in the field of quality and strategic analysis.

2.2 Organization and implementation of activities aimed at continuous improvement and improvement of the functioning of the quality management system.

2.3 Determination of the University's priorities for the future for the development of strategic development plans in order to ensure sustainable competitive advantages.

2.4 Search for ways to effectively use the resources of the University, build them up in order to improve the quality of education

2.5 Implementation of a set of measures for internal audit, quality monitoring and ensuring the possibility of qualified use of their results for making management decisions.

2.6 Information and methodological support for the accreditation of the University and individual educational programs.

2.7 Development of international cooperation in the field of quality management in education and participation in international projects in this area.

2.8 Providing faculties and structural divisions with information and methodological materials on all types of accreditation.

2.9 Liaising with all stakeholders on quality issues.

3. Functions

3.1 Maintaining and improving the quality management system of KazUEFIT.

3.2 Conducting a strategic analysis of the development of KazUEFIT.

3.2. Development and approval of documented QMS procedures; internal regulatory documents of the University.

3.3. Development of procedures and programs for internal audit.

3.4 Methodological and consulting services for the implementation of modern methods and tools of quality management in education for the departments of KazUEFIT.

3.5 Preparation and distribution of information and methodological materials on the problems of education quality management.

3.6 Organization and conduct of monitoring studies of stakeholder satisfaction with the quality of education at the university, study of their requirements and needs.

3.7 Development of methods for conducting monitoring studies of the quality of education.

3.8 Studying and analyzing the experience of using the QMS in higher educational institutions in Kazakhstan and abroad for the purpose of using it at the University.

3.9 Establish and maintain partnerships with quality management organizations.

3.10 Collection, storage and transmission of data required by rating agencies.

4. Rights

DQASA employees have the right:

4.1 Request and receive materials and information for solving the tasks of DQASA from all structural divisions of the University within their competence;

4.2 To submit proposals for improving the work of DQASA and the quality management system at the University for consideration by the KazUEFIT management.

4.3 Improve your qualifications.

4.4 To enjoy other rights provided for by the legislation of the Republic of Kazakhstan.

5. Responsibilities

DQASA employees are personally responsible for:

5.4 timely and high-quality performance of functions and tasks for the main activities provided for by this regulation;

5.5 timely provision of information to the management of the University;

5.6 high-quality organization of work in areas and submission on time of the necessary reporting on objects and areas of activity;

5.7 observance of labor protection rules, safety measures;

5.8 observance of labor discipline, the Charter and the Rules of internal labor regulations and corporate ethics.

Approval sheet

Position	Name	Date	Signature
Vice rector on Academic activity and science, representative for QMS	Zhanybayeva Z.K.		
The head of HR	Miyanova R.I		
The head of DQASA	Burganova R.I.		

Change registration sheet

№	Name of the administrative document on making changes	Change approval date	This instance was changed		
			Full name responsible for documenting	Signature	Date

KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND

INTERNATIONAL TRADE

QUALITY MANAGEMENT SYSTEM

**Approved
Rector KazUEFIT
_____S.
Abdymanapov
«____» _____ 2018**

POSITION DESCRIPTION
HEAD OF DEPARTMENT OF QUALITY ASSURANCE AND
STRATEGIC ANALYSIS
PD KazUEFIT 28-01

**Astana
2018**

КазУЭФМТ	Система менеджмента качества	Редакция: первая

Content

1. Basic provisions

1.1. This job description defines the functional duties, rights and responsibilities of the head of the quality assurance and strategic analysis department (hereinafter - DQASA) of the Kazakh University of Economics, Finance and International Trade (hereinafter - the University).

1.2 The head of DQASA belongs to the category of administrative and management personnel.

1.3. A person who has a higher professional education, an academic degree of Doctor or Candidate of Science, an academic title, an academic degree of Doctor PhD (Doctor of Philosophy), experience of scientific and pedagogical work or work in leadership positions in educational organizations is appointed to the position of the head of DQASA. years old.

1.4. The head of the DQASA is appointed and dismissed in accordance with the procedure established by the current labor legislation of the Republic of Kazakhstan by order of the rector.

1.5. DQASA is headed by a chief who reports to the rector of the university, vice-rector for administrative work.

1.6. During the absence of the head of the DQASA (business trip, vacation, illness, etc.), his duties are performed by a person appointed in accordance with the established procedure. This person acquires the corresponding rights and is responsible for the quality performance of the duties assigned to him.

1.7. In his activities, the head of DQASA is guided by: the Constitution of the Republic of Kazakhstan, the Civil Code of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan "On Education", "On Science", "On the Fight against Corruption", "On Languages in the Republic of Kazakhstan"; the requirements of the standard ISO 9001: 2015, MS ISO 19011, ST RK ISO 9001-2016; and other regulatory legal acts regulating the functioning and development of the quality management system and the higher education system, labor legislation; rules and regulations of labor protection, safety and fire protection; The Charter of the University, the Development Strategy of the Kazakh University of Economics, Finance and International Trade, the Regulation on the Department of Quality Assurance and Strategic Analysis; decisions of the Academic Council; orders, orders of the rector; The University's policy and goals in the field of quality, internal normative documents of the quality management system, this job description.

2. Functions

The head of DQASA performs the following functions:

2.1. Maintains and improves the quality management system of the University.

2.2. Develops and coordinates the documented procedures of the QMS, internal documents of the university.

2.3. Provides methodological services for the implementation of modern methods and tools of quality management in education for the departments of the University.

2.4. Develops procedures and programs for internal audit.

2.5. Organizes monitoring studies of the satisfaction of stakeholders with the quality of education at the university, studies their requirements and needs.

2.6 Establishes and maintains partnerships with quality management organizations.

2.7. Supervises the activities of DQASA employees.

3. Position responsibilities

The head of DQASA is obliged to:

3.1. Analyze the compliance of the University's activities with the requirements of the quality manual, documented QMS procedures, the Quality Policy and Objectives, and prepare proposals for eliminating inconsistencies.

3.2. Develop and maintain a quality manual, documented quality management system procedures, guidelines, instructions, etc.

3.3. Conduct internal audits of the quality management system, monitor and measure QMS processes.

3.4. Draw up a work plan for the DQASA for the current academic year, monitor the implementation of the plan.

3.5. Develop corrective actions for the department.

3.6. To develop methods for conducting monitoring studies of the quality of education at the university.

3.7. To study and analyze the experience of quality assurance and the use of QMS in higher educational institutions in Kazakhstan and abroad for use at the University.

3.8. Establish and maintain partnerships with quality management

organizations.

3.9. Organize the work of DQASA employees in accordance with the safety requirements, monitor compliance with regular discipline.

3.10. Make proposals to the management to improve the organization of activities in DQASA.

3.11. Carry out the official assignments of the Rector of the University.

4.Rights

The head of OOKiSA has the right:

4.1. To get acquainted with the draft decisions on the University concerning the activities of DQASA.

4.2. Receive from structural subdivisions, department specialists information and documents necessary for the performance of his official duties.

4.3. Submit for the management's consideration proposals for improving the work of DQASA related to the responsibilities provided for by this instruction.

4.4. Participate in all seminars, meetings and meetings related to the duties of the head of the DQASA.

4.5. To liaise with organizations and other educational institutions on the activities of DQASA.

4.6. Sign and endorse documents within their competence.

4.7. Undergo advanced training in the prescribed manner.

4.8. Enjoy other rights in accordance with the University Charter.

4.9. For all social guarantees provided by the legislation of the Republic of Kazakhstan.

4.8. To other rights provided for by the Labor Code of the Republic of Kazakhstan.

5.Responsibilities

The head of DQASA is responsible for:

5.1. For failure to fulfill or improper fulfillment of their official duties provided for by this job description within the limits determined by the current labor legislation of the Republic of Kazakhstan.

5.2. For causing material damage to the university within the limits determined by the current labor and civil legislation of the Republic of Kazakhstan.

5.3. For the quality and timeliness of fulfilling duties in accordance with this job description.

5.4. Compliance with production, labor discipline.

6. Requirements for personal qualities

6.1 Be able to prioritize goals using the time and resources available.

6.2. Be able to perform work efficiently and accurately.

6.3. Be able to competently present information on the content of the work performed.

6.4. Independently improve their professional knowledge, use opportunities for development.

6.5. Be able to quickly adapt to changing working conditions.

6.6. Be able to take the initiative in your work.

6.7. Be able to work effectively in interaction with other employees.

6.8 Share your knowledge and experience.

6.9. To be able to show professionalism and competence in solving particularly complex issues.

6.10. Be able to provide timely feedback on the issues to be solved.

6.11 Be able to build tactful relationships with management and colleagues.

6.12. Be able to use a creative approach in performing job duties.

6.13. Be able to persuade and negotiate.

6.14. Have stress resistance and regulate conflict and non-standard situations.

6.15 Be punctual.

7. Relationships and connections by position

The head of DQASA interacts with all heads of the structural divisions of the University on issues within his competence:

7.1. With the heads of all departments:

- on the implementation of the Policy and Objectives of the University in the field of quality, fulfillment of the requirements of the quality management system;

- on the organization and conduct of internal audit.

7.2. With the management of planning and monitoring of the educational process for the organization of monitoring of the educational process at the University.

Approval sheet

Должность	Ф.И.О.	Дата	Подпись
Vice rector on Academic activity and science, representative for QMS	Zhanybayeva Z.K.		
The head of HR	Miyanova R.I.		

Reference list

Position	Name	Date	Signature
The head of DQASA	Burganova R.I		

КазУЭФМТ	Система менеджмента качества	Редакция: первая

Change registration sheet

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			Full name responsible for documenting	Signature	Date

KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND INTERNATIONAL TRADE

QUALITY MANAGEMENT SYSTEM

Approved
Rector KazUEFIT
_____S. Abdymanapov
«____» _____ 2018

POSITION DESCRIPTION
CHIEF SPECIALIST OF QUALITY ASSURANCE AND STRATEGIC ANALYSIS
PD KazUEFIT 28-02

Astana
2018

	Система менеджмента качества	Редакция: первая
КазУЭФМТ		

Content

1.Basic Provisions

1.1.This position description defines the functional duties, rights and responsibilities of the chief specialist of the quality assurance and strategic analysis department (hereinafter - DQASA) of the Kazakh University of Economics, Finance and International Trade (hereinafter - the University).

1.2. The chief specialist of DQASA belongs to the category of specialists, is hired and dismissed by the order of the rector of the University on the proposal of the head of DQASA.

1.3. A person who has a higher professional education and work experience in educational organizations for at least 5 years is appointed to the position of the chief specialist of DQASA.

1.4. During the absence of the chief specialist of DQASA (business trip, vacation, illness, etc.), his duties are performed by a person appointed in accordance with the established procedure. This person acquires the corresponding rights and is responsible for the quality performance of the duties assigned to him.

1.5. The chief specialist of DQASA reports directly to the head of DQASA.

1.6. In his work, the chief specialist of DQASA is guided by the Constitution of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan "On Education", "On Science", "On the Fight Against Corruption", "On Languages in the Republic of Kazakhstan" and other regulatory legal acts regulating the functioning and development of the system higher education, fundamentals of economics, labor legislation; rules and regulations of labor protection, safety and fire protection, the Charter of the University, the Development Strategy of KazUEFIT until 2020, the policy and goals in the field of quality, decisions of the Academic Council of the University, orders and orders of the rector, this job description.

2.Functions

The chief specialist of DQASA performs the following functions:

2.1. Maintains and improves the quality management system of the University.

2.2. Develops, agrees and approves documented QMS procedures.

2.3. Provides methodological services for the implementation of modern methods and tools of quality management in education for the departments of the University.

2.4. Develops procedures and programs for internal audit.

2.5. Organizes monitoring studies of the satisfaction of stakeholders with the quality of education at the university, studies their requirements and needs.

2.6 Establishes and maintains partnerships with quality management organizations.

3.Position responsibilities

The chief specialist of DQASA is obliged to:

3.1. Analyze the compliance of the university with the requirements of the quality manual, the documented QMS procedures, the Quality Policy and Objectives, and prepares proposals for eliminating inconsistencies.

3.2. Develop and maintain a quality manual, documented quality management system procedures, guidelines, instructions, etc.

3.3. Conduct internal audits of the quality management system, control and measure the QMS processes.

3.4. Draw up a work plan for the quality control department for the current academic year, monitor the implementation of the plan.

3.5. Develop corrective actions for the department.

3.6. Develop methods for conducting monitoring studies of the quality of education.

3.7. To study and analyze the experience of using the QMS in higher educational institutions in Kazakhstan and abroad for the purpose of using it at the University.

3.8 Establish and maintain partnerships with quality management organizations.

4.Rights

The chief specialist of DQASA has the right to:

4.1. To get acquainted with the draft decisions of the University management concerning its activities.

4.2. To receive from structural divisions, specialists of departments information and documents necessary for the performance of his official duties.

4.3. Submit for the management's consideration proposals for improving the work of DQASA related to the responsibilities provided for by this instruction.

4.4. To undergo advanced training in the prescribed manner.

4.6. To use other rights in accordance with the University Charter.

4.7. For all social guarantees provided by the legislation of the Republic of Kazakhstan.

4.8. To other rights provided for by the Labor Code of the Republic of Kazakhstan.

5. Responsibility

The chief specialist of DQASA is responsible for:

5.1. Failure or improper performance of their official duties;

5.2. The quality and timeliness of the fulfillment of the duties assigned to him by this job description;

5.3. Observance of production, labor discipline.

6. Requirements for personal qualities

6.1. To be able to perform work efficiently and accurately.

6.2. Be able to competently present information on the content of the work performed.

6.3. Independently improve their professional knowledge, use opportunities for development.

6.4 Share your knowledge and experience.

6.5. Be able to quickly adapt to changing working conditions.

6.6 be able to build tactful relationships with management and colleagues

6.7. Be able to work effectively in interaction with other employees.

6.8. To be able to provide timely feedback on the issues being resolved.

6.9. Be able to use a creative approach in the performance of official duties.

6.10. Have stress resistance and regulate conflict and non-standard situations.

6.11 Be punctual.

7. Relationships and connections by position

7.1. The chief specialist of DQASA interacts with all structural divisions of the University on issues within his competence.

Approval sheet

Position	Name	Date	Signature
Vice rector on Academic activity and science, representative for QMS	Zhanybayeva Z.K.		
The head of HR	Miyanova R.I		
The head of DQASA	Burganova R.I.		

Reference sheet

Position	Name	Date	Signature
Leading specialist DQASA			

Change registration sheet

№	Name of the administrative document on making changes	Change approval date	This instance was changed		
			Full name responsible for documenting	Signature	Date

KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND INTERNATIONAL TRADE

QUALITY MANAGEMENT SYSTEM

Approved
Rector KazUEFIT

_____S. Abdymanapov
«____» _____ 2018

POSITION DESCRIPTION
LEADING SPECIALIST OF QUALITY ASSURANCE AND STRATEGIC ANALYSIS DEPARTMENT
PD KazUEFIT 28-03

Astana
2018

КазУЭФМТ	Система менеджмента качества	Редакция: первая

Content

1.Basic provisions

1.1 This position description defines the functional duties, rights and responsibilities of the leading specialist of the Department for Quality Assurance and Strategic Analysis (hereinafter - DQASA) of the Kazakh University of Economics, Finance and International Trade (hereinafter - the University).

1.2. The leading specialist of DQASA belongs to the category of specialists, is hired and dismissed by the order of the Rector of the University on the proposal of the head of DQASA .

1.3. A person with higher professional education and work experience in educational institutions for at least 3 years is appointed to the position of a leading specialist of DQASA.

1.4. During the absence of the leading DQASA specialist (business trip, vacation, illness, etc.), his duties are performed by a person appointed in accordance with the established procedure. This person acquires the corresponding rights and is responsible for the quality performance of the duties assigned to him.

1.5. The leading specialist of DQASA reports directly to the head of DQASA.

1.6. In his work, the leading specialist of DQASA is guided by the Constitution of the Republic of Kazakhstan, the laws of the Republic of Kazakhstan "On Education", "On Science", "On the Fight Against Corruption", "On Languages in the Republic of Kazakhstan" and other regulatory legal acts regulating the functioning and development of the system higher education, fundamentals of economics, labor legislation; rules and regulations of labor protection, safety and fire protection, the Charter of the University, the Development Strategy of KazUEFMT until 2020, the policy and goals in the field of quality, decisions of the Academic Council of the University, orders and orders of the rector, this job description.

2.Functions

The leading specialist of DQASA performs the following functions:
2.1. Maintains the University's quality management system.
2.2. Develops documented QMS procedures.

2.3. Develops internal audit programs.

2.4. Prepares and distributes information and methodological materials on the problems of education quality management.

2.5. Conducts monitoring studies of stakeholders' satisfaction with the quality of education at the university.

2.6. Carries out the collection of data on the University and the transfer of information required by accreditation rating agencies.

3.Job responsibilities

The leading specialist of DQASA is obliged:

3.1. Provide consulting services for the implementation of modern methods and tools of quality management in education for the departments of the University

3.2. Conduct a survey on the satisfaction of stakeholders (students, teaching staff, employers, etc.) with the quality of education at the University and improvement of the educational process; on the quality of work of the dean's office and faculty; on the organization of industrial practice, on the prevention and combating of corruption in KazUEFMT, etc.

3.3.Develop forms of documented procedures for the quality management system, guidelines, instructions, etc.

3.4.Maintain the documented QMS procedures.

3.5. Analyze the compliance of the university with the requirements of the quality manual, the documented QMS procedures, the Quality Policy and Objectives, and prepares proposals to eliminate inconsistencies.

3.6. To study and analyze the experience of using the QMS in higher educational institutions in Kazakhstan and abroad.

3.7. Collect information on the University and transfer data required by independent accreditation rating agencies.

3.8. Carry out other instructions from the University management.

4.Rights

The leading specialist of DQASA has a right:

4.1. To get acquainted with the draft decisions of the University leadership concerning its activities.

4.2. Receive from structural subdivisions, department specialists information and documents necessary for the performance of his official duties.

4.3. Submit for the management's consideration proposals for improving the work of DQASA related to the responsibilities provided for by this instruction.

4.4. Participate in all seminars, meetings and meetings related to the duties of the lead specialist of the DQASA.

4.5. To liaise with organizations and other educational institutions on the activities of the DQASA.

4.6. Undergo advanced training in the prescribed manner.

4.7. Enjoy other rights in accordance with the University Charter.

4.8. For all social guarantees provided for by the legislation of the Republic of Kazakhstan.

4.9. For other rights stipulated by the Labor Code of the Republic of Kazakhstan.

5. Responsibilities

The leading specialist of DQASA is responsible for:

5.1. Failure or improper performance of their official duties;

5.2. The quality and timeliness of the fulfillment of the duties assigned to him by this job description;

5.3. Observance of production, labor discipline.

6. Requirements for personal qualities

6.1. To be able to perform work efficiently and accurately.

6.2. Be able to competently present information on the content of the work performed.

6.3. Independently improve their professional knowledge, use opportunities for development.

6.4 Share your knowledge and experience.

6.5. Be able to quickly adapt to changing working conditions.

6.6 be able to build tactful relationships with management and colleagues

6.7. Be able to work effectively in interaction with other employees.

6.8. To be able to provide timely feedback on the issues being resolved.

6.9. Be able to use a creative approach in the performance of official duties.

6.10. Possess resistance to stress in conflict and non-standard situations.

6.11 Be punctual.

7. Relationships and connections by position

7.1. The leading specialist of DQASA interacts with all structural divisions of the University on issues within his competence.

Approval sheet

Должность	Name	Date	Signature
Vice rector on Academic activity and science, representative for QMS	Zhanybayeva Z.K.		
The head of HR	Miyanova R.I.		
The head of DQASA	Burganova R.I.		

Reference list

Position	Name	Date	Signature
Leading specialist DQASA			

КазУЭФМТ		**Система менеджмента качества**		**Редакция: первая**	

Change registration sheet

№	Name of the administrative document on making changes	Change approval date	This instance was changed		
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