



## PART I

### BOLOGNA PROCESS TEMPLATE FOR NATIONAL REPORTS: 2007-2009

#### Notes:

BFUG members are strongly encouraged to consult other stakeholders about the contents of their National Report.

Please complete your National Report in English using this template (shaded areas) and return it to the Secretariat by email. Where appropriate, please include precise web references to legislation or other documentation. Please add comments as appropriate under each question to describe the current situation. Please try to keep text brief, while aiming to answer all questions comprehensively.

National Reports will be posted on the Bologna website in their original form.

Information from National Reports will form the basis of the Stocktaking Report to be presented to Ministers when they meet in April 2009.

#### Details

Country	Ukraine
Date	9 December 2008
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#### 1. Main developments since London 2007

Please describe the important developments relating to the Bologna Process, including legislative reforms and changes in institutional structures, since the London meeting in 2007.

Beginning since London 2007 in the system of higher education of Ukraine the following main developments relating to the Bologna process have taken place:

- by the order of the Ministry of Education and Science of Ukraine No.162 of July 13, 2007 there was approved an Action Plan "On quality assurance for higher education of Ukraine and its integration into the European and world educational community for the period until 2010";
- a draft of the Law of Ukraine "On amendments to the law of Ukraine "On Higher Education"" has been prepared taking into account Bologna provisions and recommendations;
- there was introduced the system of ranking of higher education institutions (HEIs) of Ukraine (September 2007);
- Ukraine became a governmental member of the European Quality Assurance Register (EQAR) (April 2008);
- Ukrainian Association of Student Self-government (UASS) became a member of the European Student's Union (December 2007);
- by the order of the Ministry of Education and Science of Ukraine No.602 of July 03, 2008 there was established a working group on the development of the National Qualifications Framework (NQF) for higher education. Consultations to design its profile, level descriptors, credit ranges are being held.

## 2. Partnership

Please describe the structure which oversees the implementation of the Bologna Process in your country.

In December 2008 the Ministry of Education and Science of Ukraine established a structure to facilitate support, advice and coordination of HEIs' activities on implementation of the Bologna Process. By the decision of the Cabinet of Ministers of Ukraine as of 2005 there was created a public Interdepartmental Bologna Follow-up Commission headed by the Minister of Education and Science of Ukraine.

a) Does your country have a national working group for Bologna follow-up <sup>1</sup>

Yes  No

b) Does your national Bologna follow-up group include representatives of

Ministry Yes  No

Rectors' conference Yes  No

Academic staff Yes  No

Students Yes  No

Staff trade unions Yes  No

National Quality Assurance Agency Yes  No

Employers Yes  No

Other (please specify) \_\_\_\_\_

c) Does your country have a Bologna promoters' group<sup>2</sup>

Yes  No

d) Does your national Bologna promoters' group include representatives of

Ministry Yes  No

Rectors' conference Yes  No

Academic staff Yes  No

Students Yes  No

Staff trade unions Yes  No

National Quality Assurance Agency Yes  No

Employers Yes  No

Other (please specify) \_\_\_\_\_

*Please add any additional comments if necessary:*

<sup>1</sup> A group that develops policy proposals for implementing the Bologna Process

<sup>2</sup> A group that supports/advises HEIs on implementation of the Bologna Process

## DEGREE SYSTEM

### 3. Stage of implementation of the first and second cycle

a) Please describe the progress made towards introducing the first and second cycles.

The two-cycle system was implemented to all higher education institutions except for training specialists in the fields of medicine and veterinary medicine.

b) Please give the percentage of the total number of all<sup>3</sup> students below doctoral level enrolled in the two cycle degree system in 2008/09.

Total number of all students below doctoral level	Number enrolled in the two cycle degree system in 2008/09 <sup>4</sup>	% of all students enrolled in the two cycle degree system in 2008/09
2,372,462	2,372,462	100

c) Please add comments which accurately describe the current situation regarding implementation of the two cycle system in your country:

At present consultations are being held by stakeholders (Higher Education Institutions, employers, trade unions, Ministry of Education and Science, etc.) to consider the expediency of inclusion of professional and academic Bachelor and Master into a national qualifications framework for higher education in Ukraine.

### 4. Stage of implementation of the third cycle

Please describe the progress made towards implementing doctoral studies as the third Bologna cycle.

Please include:

- the percentage of doctoral candidates following structured doctoral programmes including both taught courses and independent research
- the normal length of full-time doctoral studies
- other elements<sup>5</sup> apart from independent research that are included in doctoral study programmes
- the supervisory and assessment procedures for doctoral studies
- information on whether doctoral studies are included in your country's qualifications framework and linked to learning outcomes
- information on whether interdisciplinary training and the development of transferable skills are integrated in doctoral studies
- information on whether credit points are used in measuring workload in doctoral studies.

<sup>3</sup> "All" = all students who could be involved in 2-cycle system i.e. NOT those in doctoral programmes and NOT those in short HE programmes. *NB Students of ALL study fields are taken into account*

<sup>4</sup> If countries have more recent data available after November 1, they can provide an update but no later than January 15, 2009

<sup>5</sup> E.g. taught courses in the chosen discipline, other taught courses, teaching activities (if these are required as part of doctoral studies), etc.

- Information on the status of the doctoral students (students, early stage researchers, both)

Mechnisms of implementation of the third cycle are being elaborated:

- the percentage of the third cycle students following structural doctoral programmes in comparison with the second cycle graduates is 3%;
- the normal length of full-time doctoral studies is 3 years;
- doctoral study programmes include both taught courses (lectures, seminars, practical work) and independent research;
- the supervisory and assessment procedures for doctoral studies are being developed;
- doctoral studies are planed to be included in the national qualifications framework for higher education and linked to learning outcomes;
- doctoral studies are interdisciplinary and facilitate development of transferable skills. The principles of continuity and succession of training courses are realized at the second and the third cycles;
- the ECTS credits are planned to be introduced in measuring workload;
- doctoral students have the status of both students and early stage reseachers.

## 5. Relationship between higher education and research

a) Please describe the main trends in the role of higher education institutions in research in your country.

In Ukraine there are more than 360 higher education institutions of different forms of property and departmental subordination that carry out research and technological activities.

More than 60% of higher rank reseachers work in the system of higher education.

The state target research and technical and social programme "Research in Universities" for 2008-2012 has been elaborated.

b) Please outline any measures to improve co-operation between higher education institutions and other private and public institutions that undertake research. Please include:

- percentage of GDP spent on research
  - from public funds
  - from private funds
- total annual national research expenditure (expressed in national currency)
  - from public funds
  - from private funds
- percentage of research carried out in higher education institutions (in terms of funding)
- details of the funding mechanisms for doctoral students in your country

Higher education institutions co-operate with branch and factory research. According to the State Statistics Committee of Ukraine expenditure of the enterprises of Ukraine on research makes 1.2% of their total expenditure.

Funding for doctoral students is carried out through state budget.

c) Is there any tracking system to follow the further career of doctoral graduates?

Yes

No

If Yes, please specify:

## 6. Access<sup>6</sup> and admission to the next cycle

Describe the arrangements for access between the first and second cycles and between the second and third cycles.

### 6.1 Access and admission between the first and second cycles

Please indicate:

a) the percentage of first cycle qualifications that give access to the second cycle

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<sup>6</sup> Access as defined in the Lisbon Recognition Convention: "Access: the right of qualified candidates to apply and be considered for admission to higher education."

All qualifications of the first cycle give access to several programmes of the second cycle

b) any first cycle qualifications that do not give access to the second cycle (please specify)

c) any special requirements for access to a second cycle programme in the same field of studies: *please tick whether graduates must:*

sit entrance exam	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
complete additional courses	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>
have work experience	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	In some cases <input type="checkbox"/>

If the answer to the last point is yes, please specify what type of work experience is required:

d) any further special requirements for access to a second cycle programme in the same field of studies

e) to which students the above special requirements apply (*please tick*):

all students	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
holders of particular first cycle qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
students of the same field coming from other HEIs	Yes <input type="checkbox"/>	No <input type="checkbox"/>

f) which of the requirements apply to students coming from other fields of studies (*please tick*):

entrance exam	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
additional courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>
work experience	Yes <input type="checkbox"/>	No <input type="checkbox"/>	In some cases <input type="checkbox"/>

## 6.2 Access and admission between the second and third cycles

Please indicate:

a) the percentage of second cycle qualifications that give access to the third cycle

All qualifications of the second cycle give access to at least one programme of the third cycle.

b) any second cycle qualifications that do not give access to the third cycle (please specify)

[ ]

c) any measures planned to remove obstacles between cycles

All qualifications of the first cycle give access to several programmes of the second cycle, and all the following ones give access to at least one programme of the third cycle practically without any bridging courses.

## 7. Employability of graduates/ cooperation with employers

a) What measures are being taken to enhance the employability of graduates with bachelor qualifications? Please include the most recent statistical data on the employment status of graduates of all cycles.

If your higher education institutions also provide professional bachelor programmes, please provide employability data for both types of bachelors separately

A draft decision of the Cabinet of Ministers of Ukraine 'On the procedure of employment of higher education graduates' and draft law of Ukraine 'On the involvement of employers to training and retraining of staff, to educational and research processes' has been prepared to enhance the employability of graduates of all cycles;

To the employability of graduates also contribute:

- higher education institutions, most of which concluded agreements with employers;
- career service centers;
- special centers of student self-government;
- centers of the state employment service;
- professional unions of manufacturers;
- association of employers of Ukraine.

Employability data for graduates of all cycles of 2007/2008 academic year are as follows:

- bachelors - 14.4%;
- the percentage of the first cycle graduates who continued into the second or third cycles is 81%;
- masters - 57%.

At present in Ukraine higher education institutions provide only professional bachelor programmes.

b) To what extent there is a dialogue in your country between higher education institutions and employers on:

- curriculum design, work placements and international experience  
Significant  Some  A little  None
- accreditation/quality assurance  
Significant  Some  A little  None
- university governance  
Significant  Some  A little  None

c) Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?

Yes  No  In some cases

d) Have you aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?

Yes  No  In some cases

If no, or in some cases only, please explain the current situation:

## 8. Implementation of national qualifications framework

Please answer the questions below. Please add comments which accurately describe the current situation in your country.

a) Has the national qualifications framework been prepared<sup>7</sup>?

Yes  No

**Comment** Decision to start the process of the development of the NQF of Ukraine was taken by the Ministry of Education and Science in May 2008 after the seminar on the NQF organised and held under support of the Council of Europe in Kiev. By the order of the Ministry of Education and Science of Ukraine there was established a working group on the development of the NQF; its first meeting was held in July 2008 where stakeholders (Higher Education Institutions, Rectors' Conference, Ministry of Labour and Social Policy, Confederation of Employers, Ukrainian Association of Student Self-Government) were identified.

At present consultations are held to design profile, level descriptors, credit ranges of the NQF.

b) Does the framework or proposed framework include generic descriptors for each cycle based on learning outcomes and competences?

Yes  No

**Comment**

c) Does it include ECTS credit ranges for the first and second cycle?

Yes  No

**Comment**

d) Has the NQF been nationally discussed with all stakeholders?

Yes  No

**Comment**

**If the answer to d) is No, please answer question e):**

e) has a timetable been agreed for consultations with all stakeholders?

Yes  No

**Comment**

<sup>7</sup> A national framework of qualifications compatible with the overarching framework of qualifications of the EHEA

***If the answer to d) is Yes, please answer the following questions:***

f) Are all formal arrangements/decisions for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?

Yes  No

***Comment***

g) How far has the implementation of the national qualifications framework progressed (***please tick one***)

- The framework is fully implemented. All qualifications have been added to the NQF through a QA procedure (e.g. accreditation)
- There is significant progress on implementing the framework
- The work of describing all qualifications in terms of learning outcomes and competencies has been completed
- There is a timetable for implementation and the work has started
- Work on implementing the framework has not yet started but a timetable for implementation has been agreed
- Work on implementing the framework has not yet started and there is no timetable for implementation

**Comment**

h) What is the stage of progress on the self-certification of compatibility with the EHEA framework ?

Completed       Started, but not yet completed       Not yet started

**Comment**

i) Has the self-certification report been published?

Yes       No

**Comment**

*Please add any additional comments if necessary:*

**Comment**

## NATIONAL IMPLEMENTATION OF THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EHEA (ESG)<sup>8</sup>

### 9. Reviewing the QA system against the ESG<sup>9</sup> and national support for implementation

a) Has your national QA system been reviewed against the ESG?

Yes  No   Not yet, but such a review is planned  
(Please specify time) \_\_\_\_\_

b) If a review has been undertaken or is planned, please give further details of the review process.

The plan for improving and adaptation of the National QA system according to the Standards and Guidelines for QA in the EHEA has been elaborated with regard to:

- internal quality assurance in HEIs;
- external quality assurance in higher education;
- creation of the national quality assurance agency for higher education in compliance with the European Standards and Guidelines for Quality Assurance

c) If a review process has been undertaken, did it result in any of the following:

Stakeholder consultation on changes required to the national QA system?

Yes  No

The introduction of specific financial or other incentives aimed at improving the internal quality assurance processes in institutions?

Yes  No

**If Yes**, please give details of these incentives:

- Other measures

Yes  No

**If Yes**, please outline these measures

d) If incentives and/or other measures have been introduced with the aim of improving the internal quality assurance processes in institutions, has any evidence of the impact of these changes been gathered?

Yes  No

<sup>8</sup> <http://www.bologna2009benelux.org/documents/Standards-and-Guidelines-for-QA.pdf>

<sup>9</sup> ESG - Standards and Guidelines for Quality Assurance in the European Higher Education Area

**If Yes,** please give details of how evidence of the impact of the changes was gathered, and of the main outcomes that it demonstrates

## 9.1. Internal quality assurance in higher education institutions

Describe the internal QA systems in place in your HEIs.

The existing QA system includes the following:

- internal assessment (self-analysis of the education institution with further document preparation for licensing or during the accreditation);
- external review (expert assessment of the HEI activity).

The internal QA assessment of the HEI is realised by means of rector tests and the State Examination Boards system.

Internal QA structures in HEIs (QA centers, offices, departments) are being created according to the Bologna provisions.

Please comment in particular on the following aspects, giving references to relevant websites:

a) How many HEIs have published a strategy for the continuous enhancement of quality?

All HEIs       Most HEIs       Some HEIs       No HEIs

b) How many HEIs have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe what kind of arrangements are in place

c) How many HEIs have described their programmes in terms of learning outcomes?

All HEIs       Most HEIs       Some HEIs       No HEIs

d) Are student assessments at HEIs designed to measure the achievement of the intended learning outcomes (based on published criteria) applied in a consistent way?

All HEIs       Most HEIs       Some HEIs       No HEIs

Please describe how the above is achieved.

e) How many HEIs publish up to date, impartial and objective information about the programmes and awards offered?

All HEIs       Most HEIs       Some HEIs       No HEIs

**Additional information if necessary**

## 10. Stage of development of external quality assurance system

Describe the external quality assurance system operating in your country.

Please include:

a) the stage of implementation of your external quality assurance system

Different actions on adaptation of the national quality assurance system to the Standards and Guidelines for QA in the EHEA have been held in Ukraine.

For the purpose of cooperation and studying the ENQA activity there was created a special department in the State Accreditation Commission.

The Ministry of Education and Science of Ukraine has worked out plans and determined terms for the improvement and coordination of the national QA system according to the Standards and Guidelines for QA in the EHEA.

At present, in Ukraine the system of monitoring and ranking of HEIs, which uses international parameters in evaluation, is being formed. At the same time, there is also a national system of monitoring and ranking of HEIs, which was created with the purpose of making managerial decisions.

The National QA system is realized through the licensing and accreditation systems.

The corresponding system of publication of accreditation results is in the process of development.

In addition, there also operates the State Independent Inspection of Ukraine; there were created Public Accreditation Commissions at regional education boards in all regions; students and public take part in the QA assessment.

Thus, on the national level there operates the QA system, which is applied to the whole higher education and includes all elements of higher education QA: external and internal assessment and publication of results.

Some of the universities in Ukraine address directly the international accreditation agencies. At present there are more than nine such higher education institutions.

b) does your external quality assurance system operate at a national level;

Yes  No

If **No**, please specify:

c) does your external quality assurance system cover all higher education<sup>10</sup>

Yes  No

**If No, please specify** which types of institutions or programmes are not covered by your external quality assurance system:

The external quality assurance system covers all HEIs of Ukraine and is spread over the existing branches of foreign education institutions in Ukraine.

<sup>10</sup> Higher education: all types of courses of study or sets of courses of study, training or training for research at the post secondary level which are recognised by the relevant authorities as belonging to a country's higher education system.

d) which of the following elements are included in your external quality assurance system:

- |                          |   |                             |
|--------------------------|---|-----------------------------|
| - self-assessment report | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - external review        | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - publication of results | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| - follow-up procedures   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |

e) has a peer review of the national agency(ies) according to the Standards and Guidelines for QA in the EHEA already taken place

Yes  No

If **No** is there a date set for the review?  Yes (please specify date \_\_\_\_\_) No

## 11. Level of student participation

From the following, please indicate all aspects of quality assurance in which students are involved:

- a) in governance of national agencies for QA. Yes  No  In some cases
- b) as full members in external review teams Yes  No  In some cases
- c) as observers in external review teams Yes  No  In some cases
- d) as part of the decision making process for external reviews Yes  No  In some cases
- e) in the consultation process during external reviews (eg arrangements for external reviewers to consult with students) Yes  No  In some cases
- f) in internal quality assurance (e.g. periodic review of programmes) Yes  No  In some cases
- g) in preparation of self-assessment reports. Yes  No  In some cases
- h) in follow-up procedures: Yes  No  In some cases

*Please add any additional comments, especially if students are **not** involved in any of the aspects:*

## 12. Level of international participation

In which of the following is there international participation in quality assurance

- a) the governance of national agencies for quality assurance Yes  No  In some cases
- b) the external evaluation of national quality assurance agencies Yes  No  In some cases
- c) teams for external review of institutions or programmes, either as members or observers Yes  No  In some cases
- d) membership of ENQA Yes  No  In some cases
- e) membership of any other international network Yes  No  If **Yes**, please specify:

Ukraine became a full governmental member of the European Quality Assurance Register for Higher Education (EQAR) (March 4, 2008)

*Please add any additional comments, especially if there is no international involvement in any of the aspects:*

## RECOGNITION OF DEGREES AND STUDY PERIODS

### 13. Stage of implementation of Diploma Supplement

Describe the stage of implementation of the Diploma Supplement in your country. Please include the percentage of all students graduating in 2009 who will receive a Diploma Supplement (if less than 100%, please explain)

Recommendations were developed and organizational procedures are carried out to implement the Diploma Supplement, which will be issued to each student graduating in 2008/09 academic year.

a) Is the Diploma Supplement issued to students graduating from:

- 1st cycle programmes Yes  No
- 2nd cycle programmes Yes  No
- 3rd cycle programmes Yes  No
- remaining "old type" programmes Yes  No  Not applicable
- short higher education programmes Yes  No  Not applicable

b) which of the following apply to Diploma Supplements issued in your country:

- issued in a widely spoken European language Yes  No 
  - *please specify the language* \_\_\_\_\_
- issued free of charge  for a fee
- issued automatically  on request
- corresponds to the EU/CoE/UNESCO Diploma Supplement format
- a national Diploma Supplement is used that is different from the EU/CoE/UNESCO Diploma Supplement format

#### 13.1. Use of Diploma Supplement for recognition of qualifications

Please describe the way in which the Diploma Supplement is used for the recognition of foreign qualifications (or studies). Please comment in particular on the following aspects, giving references to any relevant websites and documents:

a) The Diploma Supplement is used as the reference document when admitting holders of foreign qualifications to the second and third cycles.

Yes  No

**Comment**

b) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not have to provide official translations of their qualifications.

Yes  No

**Comment**

c) Holders of foreign qualifications who present a Diploma Supplement in a widely spoken language do not need to prove through other documents the validity of the qualifications in the awarding country (for further studies or employment in the non-regulated part of the labour market).

Yes  No

**Comment**

d) Specific action has been taken at a National and Institutional level to enhance the use of the Diploma Supplement as a communication tool towards the labour market

Yes  No

**Comment**

#### **14. National implementation of the principles of the Lisbon Recognition Convention**

Describe the stage of implementation of the main principles and later supplementary documents<sup>11</sup> of the Lisbon Recognition Convention.

a) Does appropriate legislation comply with the Lisbon Convention?

Yes  No

**If Yes**, please demonstrate how it is achieved: Current legislation on recognition of foreign qualifications does not contradict to the regulations and principles of the Lisbon Convention. The Lisbon Convention came into force in accordance with the Law of Ukraine "On Ratification of the Convention on Recognition of Higher Education Qualifications in the European Region" in 1999.

b) Does appropriate legislation comply with the later Supplementary Documents:

i) Recommendation on the Criteria and Procedures for Recognition

Yes  No

**If Yes**, please demonstrate how it is achieved:

Recognition of the Higher Education Qualifications is regulated by the Laws of Ukraine "On Education", "On Higher Education", Cabinet of Ministers of Ukraine decrees No. 1260 "On Education and Scientific Degrees Documents" and No. 1380 "On licensing of education services", Ministry of Education and Science of Ukraine order No. 563 "On approving the Regulations on recognition of the foreign educational documents" that determine the legal and organizational basis of the recognition of the foreign educational documents. These normative documents establish a centralised procedure of recognition, which is in the competence of the Ministry of Education and Science of Ukraine. The National criteria of quality evaluation for foreign qualifications from different parts of the world are based on Provisions of the Lisbon Convention. Realisation of these

<sup>11</sup> Recommendation on the Criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004); Code of Good Practice in the Provision of Transnational Education (2001)

functions in the Ministry is carried out by its department - Licensing, Accreditation and Nostrification Board.

ii) Recommendation on the Recognition of Joint Degrees

Yes  No

**If Yes**, please demonstrate how it is achieved:

iii) Code of Good Practice in the Provision of Transnational Education

Yes  No

**If Yes**, please demonstrate how it is achieved:

c) which of the following principles are applied in practice

i) applicants' right to fair assessment

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level  
National criteria of quality evaluation for foreign qualifications from different parts of the world are based on Provisions of the Lisbon Convention. Realisation of these functions in the Ministry is carried out by its department - Licensing, Accreditation and Nostrification Board.

All of the following principles are applied in practice:

- o applicants' right to fair assessment
- o recognition if no substantial differences can be proven
- o demonstration of substantial differences, where recognition is not granted
- o provision of information about the country's HE programmes and institutions

ii) recognition if no substantial differences can be proven

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level

iii) demonstration of substantial differences, where recognition is not granted

Yes  No

**If Yes**, please describe how it is ensured at national and institutional level

iv) provision of information about your country's HE programmes and institutions

Yes  No

**If Yes**, please describe how it is done in practice

v) do you have a fully operational ENIC

Yes  No

**If Yes**, please describe the role of your ENIC in recognition and information provision a) nationally and b) internationally

d) As additional information, please describe any actions to implement fully the Convention and the later Supplementary Documents.

The Licensing, Accreditation and Nostrification Board establishes the national education informational network that corresponds to ENIC.  
Ukraine signed 22 intergovernmental international agreements on mutual recognition of educational documents, scientific degrees and academic titles. 32 drafts of such agreements are in the process of adjustment.

### 15. Stage of implementation of ECTS<sup>12</sup>

Describe the implementation of ECTS in your country.

a) Please include the percentage of the total number of higher education programmes<sup>13</sup> in which all programme components are linked with ECTS credits  
100%  75-99%  50-75%  <50%

In academic year 2006/2007 all higher education programmes of the I and II cycles were linked with ECTS credits.

b) Are ECTS credits linked with learning outcomes<sup>14</sup> in your country? Please tick one:

No  In some programmes  In the majority of programmes   
In all programmes

c) If you use credit system other than ECTS, please give details of your national credit system:

i) is it compatible with ECTS? Yes  No

ii) what is the ratio between national and ECTS credits?

d) Are you taking any action to improve understanding of learning outcomes?

<sup>12</sup> Please refer to definitions in the ECTS User's guide,  
[http://ec.europa.eu/education/programmes/socrates/ects/guide\\_en.html](http://ec.europa.eu/education/programmes/socrates/ects/guide_en.html)

<sup>13</sup> Except doctoral studies

<sup>14</sup> Clarification: Learning outcomes in the form of knowledge, skills and competences are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired

Yes  No

**If Yes**, please explain: The following guidelines are prepared for publishing:

- "Professional profiles and Competences";
- "Competences in Education and Cross-Boarder Recognition".

Professional standards of training specialists with higher education based on competences and learning outcomes are being developed.

e) Are you taking any actions to improve measurement and checking of student workload?

Yes  No

**If Yes**, please explain:

f) Are you taking any actions to assist HE staff or other stakeholders in applying ECTS.

Yes  No

**If Yes**, please explain: The Ministry of Education and Science of Ukraine has prepared guidelines on Implementation ECTS in Ukrainian universities; consultations and discussions of a new draft ECTS User's Guide are being held.

## LIFELONG LEARNING

### 16. Recognition of prior learning

Describe the measures in place to recognise prior learning (RPL), including non-formal and informal learning (for example learning gained in the workplace or in the community).

a) Do you have nationally established procedures in place to assess RPL as a basis for access to HE programmes?

Yes  No

**If Yes**, please specify:

b) Do you have nationally established RPL procedures in place to allocate credits towards a qualification?

Yes  No

**If Yes**, please specify:

c) Do you have nationally established RPL procedures in place to allocate credits for exemption from some programme requirements?

Yes  No

**If Yes**, please specify:

d) To what extent are any such procedures applied in practice?

Comprehensively  Some  A little  None

Please describe the current situation: recommendations on RPL procedures, including recognition of non-formal and informal learning, according to the requirements of the EHEA are being elaborated by the working group of the Ministry of Education and Science of Ukraine.

### 17. Flexible learning paths

Describe legislative and other measures taken by your country to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups.

A draft Law of Ukraine "On amendments to the law of Ukraine "On Higher Education"" has been prepared taking into account Bologna provisions and recommendations.

a) Are there specific measures in place to promote flexible learning paths within the national qualifications framework?

Yes  No

Please add appropriate comments to describe the current situation

- modular courses of prior learning are transferred for the graduates from the education institutions of the I and II accreditation levels who enter the first cycle of education – bachelorate, and thus the duration of the course of study in this cycle is reduced;
- in the first and second cycles the students have the right to choose a certain number of academic disciplines;
- the procedure of adoption of the Master programmes list for universities is simplified.
- Universities can offer some students an individual curriculum.

b) Are there any measures to support HE staff in establishing flexible learning paths?

Yes  No

Please add appropriate comments to describe the current situation

c) Is there flexibility in entry requirements aimed at widening participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between the three Bologna cycles

d) Are there any flexible delivery methods to meet the needs of diverse groups of learners

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

e) Are there modular structures of programmes to facilitate greater participation?

Yes  No

Please add comments to describe the current situation and, where appropriate, differences between different Bologna cycle

f) If possible, please provide any statistics on the results of measures taken to create opportunities for flexible learning paths in higher education, to encourage participation by under-represented groups,

## JOINT DEGREES

### 18. Establishment and recognition of joint degrees<sup>15</sup>

a) Describe the legislative position on joint degrees in your country.

Are joint degrees specifically mentioned in legislation?

Yes  No

Does the legislation fully allow:

i) establishing joint programmes?

Yes  No

If No please explain what are the obstacles

ii) awarding joint degrees?

Yes  No

If No please explain what are the obstacles

b) Please give an estimate of the percentage of institutions in your country which are involved in

i) joint degrees

75-100%  50-75%  25-50%  1-25%  0%

ii) joint programmes

75-100%  50-75%  25-50%  1-25%  0%

<sup>15</sup> A *joint degree* is a single degree certificate awarded by two or more institutions, where the single degree certificate is valid without being supplemented by any additional national degree certificate.

c) What is the level of joint degree/ programme cooperation in your country

In the first cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the second cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>
In the third cycle?	None <input type="checkbox"/>	Little <input checked="" type="checkbox"/>	Widespread <input type="checkbox"/>

d) In which subject areas/disciplines is joint degree/programme co-operation most widespread (please list if possible)?

Information and communication technologies, natural sciences, economics, business.

e) Estimate the number of joint programmes in your country

Higher education institutions that have established joint programmes and are awarding nationally recognised degrees jointly with HEIs of other countries, amount to 3 percent

f) Describe any actions being taken to encourage or allow joint programmes.

Joint degrees are allowed and encouraged in all three cycles during exchange of experience within the framework of joint programmes (TEMPUS/TASIS projects support, national and international mobility projects, etc.)

g) Are there any specific support systems for students to encourage joint degree cooperation?

## MOBILITY

### 19. Removing obstacles to student and staff mobility

a) What measures have been taken by your country both at governmental and institutional level to enhance student and staff mobility and overcome main obstacles?

- transfer of students from one higher education institution to another one was simplified thanks to the ECTS credit transfer and accumulation. The bachelor of any university can continue his studies at the second cycle at another university;
- bilateral agreements on student exchange contribute greatly to the international academic mobility.

b) Have arrangements for visas, residence and work permits been amended to enhance student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation:

c) Is there financial support for national and foreign mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation:

In Ukraine there are no loans and grants available to students for study abroad. The current legislation of Ukraine does not provide for it. However at present the draft of the President's Decree on granting President's scholarships to the talented students and young researchers for study and probation at the leading foreign universities and research centres has been prepared. The Decree provides for 50 annual scholarships.

d) Are study periods taken abroad recognised?

Yes  No

**Please add** appropriate comments to describe the current situation:

e) Is there accommodation for mobile students and staff?

Yes  No

**Please add** appropriate comments to describe the current situation:

f) Have any measures been taken to increase outward student and staff mobility?

Yes  No

**Please add** appropriate comments to describe the current situation:

For the increase of outward student and staff mobility contribute:

- probation of the Ukrainian university teachers at the leading European universities;
- inter-university bilateral agreements on staff and student exchange;
- creation of joint programmes of training specialists with leading European universities;
- carrying out joint research programmes with leading universities from the countries participating in the Bologna Process.

## 20. Portability of loans and grants

a) Are portable grants available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of grants.

The current legislation does not provide for portable grants to students.

b) Are portable loans available in your country?

Yes  No

**If No**, describe any measures being taken to increase the portability of loans. I  
The current legislation does not provide for portable loans to students.

## THE ATTRACTIVENESS OF THE EHEA AND COOPERATION WITH OTHER PARTS OF THE WORLD

### 21. Implementation of strategy

a) Describe any measures being taken by your country to implement the strategy "European Higher Education in a Global Setting"

Measures to implement the strategy 'European Higher Education in a Global Setting' are envisaged by the Action Plan 'On quality assurance for higher education of Ukraine and its integration into the European and world educational community for the period until 2010'.

**b) What has your country done to:**

i) improve information on the EHEA outside Europe?

ii) promote European higher education, enhance its world-wide attractiveness and competitiveness?

Ukraine modernize its system of higher education in line with the Bologna provisions, standards and guidelines.

iii) strengthen cooperation based on partnership in higher education?

Professional programmes of study of the leading universities of Europe and other regions are being implemented by the Ukrainian universities.

iv) intensify policy dialogue with partners from other world regions?

Ukraine concluded agreements on partnership in higher education with 52 countries from and outside Europe.

v) improve recognition of qualifications with other world regions?

Work has started to develop a national qualifications framework compatible with the EHEA qualifications framework and qualifications frameworks of other parts of the world.

c) What measures have been taken in your country to implement the *OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education*? Please describe.

The normative-legal provisions to implement OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education are being elaborated.

d) Are the OECD/UNESCO Guidelines for Quality Provision in Cross-border Higher Education applied to

i) cross-border provision of your education programmes?

Yes  No

**If Yes** please explain in what ways the guidelines are applied

ii) incoming higher education provision?

Yes  No

**If Yes** please explain in what ways the guidelines are applied

## FUTURE CHALLENGES

### 22. Main challenges for higher education

Give an indication of the main challenges ahead for higher education and the Bologna Process in your country in the short and long term.

- development of a national qualifications framework compatible with the EHEA qualifications framework;
- introduction of the innovative institutional structure, three-cycle system, new fields of study and training specialists with higher education, that are compatible with the EHEA;
- development of the university study programmes according to the Bologna provisions;
- introduction of joint degrees and courses (programmes) for foreign students;
- development of the national qualifications framework for lifelong learning;
- creation of the up to date mechanisms of recognition of prior learning (formal, informal, non-formal);
- implementation of the Diploma Supplement of the EU/CoE/UNESCO format;
- creation of the national quality assurance agency for higher education in compliance with the European Standards and Guidelines for Quality Assurance, its full ENQA membership and inclusion to the EQAR;
- creation of the agency for academic recognition and international exchange as the national ENIC/NARIC centre;
- introduction of a system of ranking of higher education institutions that would comply with Berlin principles of ranking of HEIs;
- increase in outward and inward mobility of students and academic and administrative staff of higher education institutions;
- assuring portability of student grants and loans;

- provision of equal access to higher education;
- preparing of research and educational staff, improvement of their competencies according to modern requirements with a view to ensure sustainable development of the country and its system of higher education;
- development and introduction of new educational standards (curriculum reform) with a view to the improvement of quality of the content of vocational/professional education and training and its adjustment to the needs of employers;
- development of the up to date mechanisms of taking into account labour market demands by higher education institutions to facilitate employability of graduates;
- promotion of the development of Ukrainian and World cultural values, orientation towards the ideals of democracy and humanism essential for the existence and development of a civil society.

## PART II

### TEMPLATE for NATIONAL STRATEGIES on THE SOCIAL DIMENSION of THE BOLOGNA PROCESS

#### Practical instruction

The answers to this questionnaire will be included in the general national report on the implementation of the Bologna Process and reach the Bologna Secretariat (e-mail: [secur@bologna2009benelux.org](mailto:secur@bologna2009benelux.org)) by November 1, 2008. **Please do not exceed the length of 10 pages for the national strategy on social dimension.**

The questions in Annex C are not included in the questionnaire itself but are to be considered as reference material which could facilitate the drafting of the information on the national strategy.

#### I. Definition of the Social Dimension in the London Communiqué

“We strive for the societal goal that the student body entering, participating in and completing higher education should reflect the diversity of our populations. We therefore pledge to take action to widen participation at all levels on the basis of equal opportunity.”

#### II. AS IS SITUATION (Current state of affairs)

1. Which groups in society are still underrepresented in your national higher education system? What are the main obstacles to participative equity in terms of access and successful completion of studies?

On the whole the students of higher education institutions in Ukraine represent all the variety of groups in society. However, students of older age, students from socially disadvantaged groups, invalids are underrepresented in the national higher education system.

The main obstacles to participative equity in access and successful completion of studies at all levels and cycles of higher education are the lack of:

- modern mechanisms of recognition of the periods of study;
- portability of loans and grants to students;
- appropriate studying and living conditions for disabled students

2. Please describe what measures your Government is taking to increase the representation of the groups identified in the question above. Please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document).

To increase the representation of the groups identified above the Government is taking the following measures:

- modern mechanisms of recognition of prior learning (formal, informal, non-formal) are being created;
- flexible programmes of study are being introduced and work to develop the national qualifications framework for lifelong learning has started;
- a new normative-legal base is being developed in view to provide portability of loans and grants;
- actions are being taken to provide appropriate studying and living conditions for disabled students.

3. Describe what measures are being taken by the Government to help students complete their studies without obstacles related to their social or economic background. Again, please refer to the possible actions listed in the Bologna Working Group report on the Social Dimension and Mobility (see Annexes A and B to this document). Please indicate whether the measures apply to all students or only to certain levels or types of higher education institutions.

To help students complete their studies without obstacles related to their social or economic background, the following measures are being taken by the Government:

- there has been introduced the state order for training bachelors and masters in all fields of education;
- approaches concerning the establishment of higher education institutions for students from socially disadvantaged groups of society are being considered. There was created a special university "Ukraine", where mainly such students get their education;
- scholarships at the final year of study are increased as well as living conditions in hostels are being improved;
- a new normative-legal base is being created to develop inclusive higher education;
- distance learning is being introduced;
- university departments in regions, where consultations and lessons are delivered in places of students residence, are being created.

4. Does your country have statistical and/or other research evidence at disposal to underpin the identification of underrepresented groups and the main obstacles to participative equity (see Q 1) ? If yes, please specify. Or are regular student survey organised with the aim to provide data concerning the social dimension?

At the Ministry of Education and Science of Ukraine in the department of higher education there is a special section for monitoring higher education, where statistical data are collected from all higher education institutions of Ukraine to underpin the identification underrepresented groups.

### III. PROCESS TOWARDS A MORE INCLUSIVE HIGHER EDUCATION SYSTEM (strategy for the future)

5. How do you plan to tackle the challenges identified under Q 1 in the near future (2008-2010)?

(a) Which concrete goals do you want to achieve?

To establish measures to develop inclusive higher education.

(b) What actions are planned for the different target group identified above to overcome the obstacles in access, participation and completion of studies by students? Please refer to Annex B and to the suggested approach outlined in the 2007 report from the Bologna Process Working Group on the Social Dimension and Mobility (Annex C to this document).

(c) is there a specific budget for these measures for underrepresented groups ? If yes, please provide details

d) is there a timeline for action? If yes, please provide details.

6. What arrangements are planned for monitoring progress towards more equitable access, participation and success?

The national monitoring of progress towards more equitable access, participation and success in higher education institutions is being exercised.

#### **IV. INFORMATION ON THE NATIONAL RESPONSIBILITY FOR THE PREPARATION, IMPLEMENTATION AND EVALUATION OF THE NATIONAL STRATEGIES**

Please indicate which authority or other actor is responsible for the preparation, implementation and evaluation of the national strategy and describe the way in which the various stakeholders are involved. Did your country designate (a) contact point(s) for the national strategy? If so, please add the coordinates of the national contact point(s).

The Ministry of Education and Science of Ukraine, Department of Higher Education are responsible for the preparation, implementation and evaluation of the national higher education strategy.

## **ANNEX A**

### **Actions mentioned by the Bologna countries in the 2007 national reports**

#### **Financial**

- scholarships - means tested
- scholarships - merit based
- research grants
- grants for studying abroad
- grants or loans for (nearly) every student
- unspecified social support system
- free education (at least 1st cycle)
- reimbursement of tuition fees for certain groups
- financial assistance for certain groups/areas
- improved funding systems

#### **Structural**

- new /expanded routes of access
- broader teaching or learning strategies
- information and preparation at secondary schools
- increase student places
- indirect aid schemes (tax relief, family allowance)
- subsidised residences/meals/transport/books
- provision of student welfare services (health care, day care centres)
- counselling/guidance services

#### **Certain groups**

- measures for ethnic minorities (not financial)
- measures for disabled (not financial)
- measures for disadvantaged groups (not financial)
- allocation of study places to certain groups
- promote access from all national areas

#### **Policy and practice**

- explicit widening access policy (devoted funds/units/laws)
- carry out surveys (study & work, disabled students,...)
- evaluations/research of policies and practices
- monitoring access (and retention) by students

## **ANNEX B**

### **Possible actions and tools identified by the 2007 Bologna Working Group on the Social Dimension and Mobility**

Measures to promote equal opportunities for access, participation and completion

- Anti-discrimination legislation covering higher education
- Admission rules that are simple, fair and transparent

Measures to widen access to and participation in higher education

- Outreach programs for underrepresented groups as defined nationally
- Flexible delivery of higher education
- Flexible learning paths into and within higher education
- Transparency of qualifications and recognition of prior learning
- Incentives for higher education institutions to take action to widen access and participation

Study environment that enhances the quality of the student experience

A, Provision of academic services

- Guidance (academic and careers) and tutoring
- Retention measures (modification of curricula, flexibility of delivery, tracking academic success etc.)
- Working tools and environment (well functioning libraries, lecture halls and seminar rooms, internet access, access to scientific data bases etc.)

B, Provision of social services

- Counselling
- Targeted support for students with special needs and students with children
- Appropriate housing conditions for all students
- Provision of healthcare
- Provision of transportation, student canteens etc.

Student participation in the governance and organisation of higher education

- Legislation or other measures to ensure student participation in higher education governance
- Provisions for the existence of and exercise of influence by student organisations
- Student evaluations of courses, programmes and institutions, including action plans and follow-up of actions taken

Finances in order to start and complete studies

- Financial and legal advice for students
- Appropriate and coordinated national financial support systems that are transparent
- Targeted support for disadvantaged groups as defined nationally
- Support measures for students with children

## **ANNEX C**

### **Suggested approach of the work on national strategies on the social dimension**

In time for the next ministerial meeting in 2009 the Working Group suggests that the countries should report to the BFUG on their national strategies for the social dimension, including action plans and measures to show their impact. All stakeholders concerned should actively participate in and support this work at the national level.

The development of a strategy should be followed by a national action plan that includes monitoring mechanisms. Ideally, the strategy and action plan will be based on a national debate on the social dimension and the future priorities of that country depending on the current situation. In order to facilitate a national debate on the social dimension the Working Group proposes the following structure and topics for such a debate:

- Measures to promote equal opportunities

What obstacles are there to equal opportunities within higher education? What protection is there if a student is discriminated when applying for, being admitted to or carrying out studies? Is there a framework for appeal? What action would be the most effective to achieve equal opportunities in higher education?

- Measures to widen access to and participation in higher education for underrepresented groups (gender, ethnic origin, immigration, socio-economic status and background, disability, geography etc.)

What groups are under represented in your national higher education system today? Is there data to show access to higher education by gender, socio-economic background, disabilities, prior immigration, region etc? What obstacles to widened access and participation are there within your higher education system? At other education levels? What actions would be appropriate for the different groups to achieve widened access? Are targeted outreach activities needed?

- Study environment that enhances the quality of the student experience

A, Provision of academic services

B, Provision of social services

What kind of academic or career guidance is provided for the students in your country? What is the student – staff ratio? Are there retention measures adapted to different groups or individuals with different needs? Is the academic success of student tracked? What would be/has proven to be the most efficient retention measures? What kind of study environment is there at the higher education institutions? Do student have access to information, electronically or by other means? What is the condition of libraries, lecture halls and seminar rooms? How do students in your country live? Is housing available, of acceptable standard and affordable? Is targeted support provided or needed for specific student groups? Is counselling available if students run in to personal difficulties?

- Measures to increase formal and actual student influence on and participation in higher education governance and other higher education issues

Are there formal provisions for student influence and participation at all governance levels, in consultative as well as decision-making bodies? Are there formal provisions for student evaluation of the education? Are the formal regulations followed-up with actual practices? Are there informal ways of student influence and participation as well? Do students have an influence on all issues related to higher education? Are students aware of their rights? Do students have organisations that

can organise elections to fill elective posts? Is it possible to find enough candidates to fill the posts available? If not – how could this be improved?

- Finances in order to start and complete studies

What kind of information and guidance is provided for students regarding financial issues? How does the average student make his or her living during studies? What kind of state support is provided? Is it appropriate for all groups and individuals? Do certain groups run the risk of being excluded from, or not able to finish their studies, due to financial reasons? Which are these groups or individuals? What could be done to help them? Are students informed about possible employment possibilities after finishing their studies? How is the labour-market relevance of the studies secured? Are former graduates tracked to follow-up their employment rates?

- Monitoring: The participating countries should establish national measures to monitor and evaluate the impact of the national strategy and action plan.

What monitoring mechanisms would be the most appropriate? How could success in strengthening the social dimension be measured short-term and long-term? What quantitative and qualitative data are needed? How is the responsibility for monitoring and evaluation allocated and divided? Are there student surveys carried out to measure the impact of a social dimension strategy? How can student surveys be used in this work?

- Stakeholder involvement

Which stakeholders should be involved in the development of a strategy and an action plan? What should be the responsibility of the different stakeholders when carrying out the agreed strategy and plan?