



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Ukraine

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Ukraine

Name(s) of the responsible BFUG member(s)

Anatolii Garmash

Email address of the responsible BFUG member(s)

a_garmash@mon.gov.ua anatol_garm@ukr.net

Contributors to the report

Government representatives = Yaroslav Bolyubash, Director of the Department of Higher Education, Ministry of Education and Science, Youth and Sport of Ukraine

Contributors to the report

Employer representatives =

Contributors to the report

Student representatives =

Contributors to the report

Academic and other staff representatives =

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

They influence planning of the number of student places financed by the state budget

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

There are 188 private and 666 public HEIs

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 0

240 ECTS = 100

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 0

240 ECTS = 100

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Medicine, Dentistry, Veterinary medicine

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5-6 years

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

appr. 3-4%

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 95

90 ECTS = 0

120 ECTS = 5

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 95

90 ECTS = 0

120 ECTS = 5

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

1-3 years

5.11. What percentage of all second cycle students is enrolled in these programmes?

1

5.12. In which study fields to these programmes exist?

medicine, dentistry, veterinary medicine

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

There are 349 university type and 505 non-university type higher education institutions in the higher education system of Ukraine, among them 243 public and 106 private university type HEIs.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

>75%-<100%

6.1.1. Please provide a source for this information.

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>75-<100 %

6.2.1. Please provide the source for this information.

Ministry of Education and Science, Youth and Sport of Ukraine

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Ministry of Education and Science, Youth and Sport of Ukraine

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

appr. 3%

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Integrated/long programmes leading to a second cycle degree(300-360 ECTS)give access to the third cycle.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for all graduates of these programmes

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

traditional supervision-based doctoral education, structured doctoral programmes

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

These schools are established by universities along with traditional supervision-based doctoral education.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3 years

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

No NQF

NQF is being developed

8.5. Are ECTS credits used in doctoral programmes?

No

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

No

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

10.2. Does higher education legislation allow:

- | | | | | |
|-------------------------------|--|--------------------------|---|---|
| Establishing joint programmes | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input checked="" type="radio"/> No answer | | | |
| Awarding joint degrees | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input checked="" type="radio"/> No answer | | | |

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%

0% No answer
Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

information and communication technologies, natural sciences, economics, business

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

No

1.1. How do steering documents in your country define student-centred learning in higher education?

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

Independent learning 1 2 3 4 5

Learning in small groups 1 2 3 4 5

Initial or in-service training in teaching for staff 1 2 3 4 5

Assessment based on learning outcomes 1 2 3 4 5

Recognition of prior learning 1 2 3 4 5

Learning outcomes 1 2 3 4 5

Student/staff ratio 1 2 3 4 5

Student evaluation of teaching 1 2 3 4 5

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes are not defined in national steering documents

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In some (5--50 %) programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

This is done through advisory measures (guidelines, recommendations etc)

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes for all academic staff Yes for some academic staff No No answer

Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

To have an educational programme accredited a HEI must meet the requirements of the HE standards. Students will graduate with a state-recognized degree and qualifications only after having completed an accredited programme of study.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

The Ministry develops state standards on higher education for specialities, which are obligatory for all HEIs. Learning outcomes are formulated for specialities (programmes) in the state standard, HEIs formulate them for programme components.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

The number of hours per credit is calculated in academic hours, it may be either 30 or 36.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|------------------------------------|--------------------------------------|--------------------------------------|--|-------------------------------------|--------------------------|
| All students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

English and Ukrainian

6.5. Is the Diploma Supplement issued

for a fee

6.5.1. Please provide the amount and the reason for the fee.

about 10 Euro as the cost of issue

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

DS is issued beginning since the 2009/10 academic year.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

3. The process of developing the NQF has been set up, with stakeholders identified and committee(s) established

7.2.1 Please provide the date when the step was completed.

03.11.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

Order of the Ministry of education and Science of Ukraine as of 03.07.2008 #602

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

The document outlining the process of NQF development: the National plan of reforms in Education, 2010; the State programme of economic and social development in 2010. The following stakeholders were identified: Higher Education Institutions, Rectors' Conference, Ministry of Labour and Social Policy, Confederation of Employers, the Academy of Pedagogical Sciences, Ukrainian Association of Student Self-Government, etc. Two committees have been established: a working group on NQF development at the Ministry of Education and Science, Youth and Sport of Ukraine, and an Interdepartmental working group on NQF development

at the Cabinet of Ministers of Ukraine.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

7.3.1. Please provide the link to that website.

http://www.iitzo.gov.ua/vicsha_osvita.html

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Where recognition is not granted, demonstration of substantial differences by the competent authority

8.2.1. Please provide a reference to the relevant legislation.

Order of the Ministry of Education and Science as of 20.08.2003 #563 'Regulation on recognition of foreign qualifications'

8.3. What measures exist to ensure that these legal statements are implemented in practice?

The Ministry of Education and Science, Youth and Sport of Ukraine makes final decisions on recognising foreign qualifications for the purpose of academic study and work in the country

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

HEIs do not make final recognition decisions on foreign qualifications

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Periods of study and training periods abroad are recognised by Higher education institutions in case if there is an agreement between HEIs. In other cases they may be recognised by the Ministry of Education and Science, Youth and Sport of Ukraine

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A government-dependent agency or ministry has responsibility for quality assurance.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

The responsibility for the national system of quality assurance in Ukraine rests with the Ministry of Education and Science, Youth and Sport, the State Accreditation Commission, the State Inspectorate of HEIs, and the Higher (Supreme) Attestation Board. External evaluations of institutions and programmes are done every 5 years by the Ministry of Education and Science, Youth and Sport through the State Accreditation Commission. The Ministry has the power to permit or refuse programmes and/or institutions to operate on the basis of the results of evaluation.

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose..

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

The national system of quality assurance in Ukraine is realized by means of licensing and accreditation procedures. All HEIs must be licensed before they offer tertiary level educational programmes. To be granted a licence a HEI must meet the required standards set by the Ministry. The licensing procedure is carried out by the Ministry of Education and Science, Youth and Sport of Ukraine. To have an educational programme accredited a HEI must meet the requirements of the HE standards. Students will graduate with a state-recognized degree and qualifications only after having completed an accredited programme of study. The accreditation procedure is carried out by the State Accreditation Commission.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

A HEI can apply any quality assurance agency from outside the country it chooses, but at the same time it is obliged to be accredited by the State Accreditation Commission of Ukraine if it issues state recognised degrees.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

There is no formal requirement that students be involved in external quality assurance procedures

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

There may be representatives of employers involved in external QA processes if proposed by enterprises

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

Involvement of stakeholders (e.g. representatives of central and local authorities, HEIs and research bodies, employers, etc.) in external QA is foreseen in the 'Regulation on Expert team and licensing expertise' as of 24.12.2003 N 847, and 'Regulation on Expert team and accreditation expertise' as of 14.01.2002 N 16., and also by the 'Regulation on the State Accreditation Commission'.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

No

5.1.1. Please specify these requirements and the relevant source.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

No

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Please choose..

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Please choose..

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

0-<25%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

0-<25%

5.5.1. Please describe what kind of arrangements are in place.

Higher education institutions periodically conduct self-analysis of the institution, including further document preparation for licensing or during the accreditation. Also Internal QA assessment of the HEI is regularly realised by means of rector tests and the State Examination Boards system. Internal QA structures in HEIs (QA centers, offices, departments) are being created.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

The information on the outcomes of quality assurance evaluations is published on the web-site of the Ministry of Education and Science, Youth and Sport of Ukraine.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

all forms of formal, non-formal and informal learning

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

HEIs offer postgraduate education programmes, continuing education, evening classes, specific programmes for part-time students, access to libraries/higher education institution resources, distance learning, training courses, targeted guidance and counselling services, etc.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of some institutions

Art.10 of the Law On Higher Education stipulates, that HEIs can offer postgraduate educational programmes, which include retraining, specialization, extension of profile (career enhancement), training courses.

6. For which institutions is lifelong learning a recognised mission?

Lifelong learning is a recognised mission of the higher postgraduate education institutions or structural subdivisions of higher education institutions.

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens

- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Later

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

Underrepresented societal groups in higher education are identified, and specific, targeted measures are taken to counteract underrepresentation.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Definition of underrepresented groups is based on socio-economic status, geography (rural regions) and disability.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

- introduction of quotas for underrepresented societal groups entering HEIs; - preferences while entering HEIs on competitive base; - introduction of distance learning courses; - increased scholarships;

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

An individual has to prove his/her status by relevant documents

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Please choose..

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Please choose..

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Please choose..

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Please choose..

7.3.1. Please specify the nature of these incentives.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

 Need Merit Part-time/Full-time/Distance learning Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount =

Maximum amount =

Most common amount =

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students of private HEIs, students who pay for their studies according to agreements with HEIs (who has not got state financed places)in leading HEIs.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

8. Concerning fees, are international students treated differently in your country from home students?

Please choose..

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

they pay amounts from their scholarship (stipend)

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

Only students that study on the places financed by the state budget are eligible to receive stipends

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based social stipends
- Merit-based academic and common stipends
- Part-time/Full-time/Distance learning mostly for full-time students
- Field of study all students in security services/ military fields of study receive stipends

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

46.8

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 60% of the minimum living standard, fixed by the Regulation of the Cabinet of Ministers of Ukraine

Maximum = 70% of the minimum living standard, fixed by the Regulation of the Cabinet of Ministers of Ukraine

Most common = 60% to 70% of the minimum living standard, which is fixed by the Regulation of the Cabinet of Ministers of Ukraine

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

Only students that study on the places financed by the state budget are eligible to receive stipends

13.4.1. Which groups of students receive grants and/or scholarships?

- Need social stipends
- Merit academic and common stipends
- Part-time/Full-time/Distance learning mostly for full-time students
- Field of study all students in security services/ military fields of study receive stipends

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

46.5

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

60% to 70% of the minimum living standard, which is fixed by the Regulation of the Cabinet of Ministers of Ukraine

13.5. What percentage of all students receives a grant and/or scholarship?

46.7

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

based on age of students

not older than 28 years

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = The value of loans is calculated with respect to the cost of tuition in the HEIs and established by local and central authorities

Most common first cycle = The value of loans is calculated with respect to the cost of tuition in the HEIs and established by local and central authorities

Maximum first cycle = The value of loans is calculated with respect to the cost of tuition in the HEIs and established by local and central authorities

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

age of student

not older than 28 years

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = The value of loans is calculated with respect to the cost of tuition in the HEIs and established by local and central authorities

Most common second cycle = The value of loans is calculated with respect to the cost of tuition in the HEIs and established by local and central authorities

Maximum second cycle = The value of loans is calculated with respect to the cost of tuition in the HEIs and established by local and central authorities

14.3. If different types of loans exist in your country, please provide the details here.

There is a state programme of publicly subsidised loans for students of age not older than 28 years.

14.4. What percentage of students takes out loans?

In the first cycle = 0

14.4. What percentage of students takes out loans?

In the second cycle = 0

14.4. What percentage of students takes out loans?

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

14.5.1. Please explain the form of this guarantee/subsidy.

Students can get a loan at a rate of 3%, it is repayable during 15 years after completion of their study period

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation

No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

Only students that study on the places financed by the state budget are eligible to receive stipends.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

Parents of students or students may claim tax relief.

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

Please choose..

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

Parents of students or students may claim tax relief

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

Candidates preparing a third cycle qualification has the status of: - Competitor (a person, who is attached to a post graduate or doctorate department of higher educational institution or research establishment, and prepares a thesis for receiving of scientific degree of Candidate of Science while not enrolled in a post graduate department; - Postgraduate student (adjunct): a person, who holds Specialist's or Master's degree, studies at postgraduate (adjunct) department of higher educational institution or research establishment;

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

State budget, fees

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.