



# Overview of the Higher Education System

Ukraine



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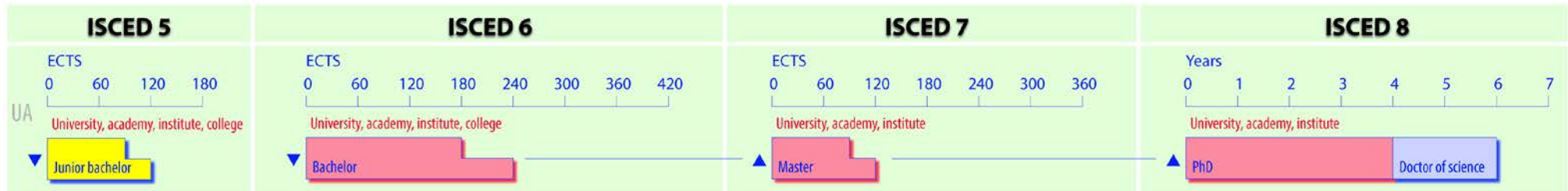
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## The higher education system in Ukraine



- Most common length of a Bologna cycle
- Other length of a Bologna cycle
- Professional programme
- Programme outside the typical Bologna model
- Professional programme non Bologna

**ECTS:**  
Credits according to the European Credit Transfer and Accumulation System

		regulated at national level	decided at institutional level
All	programmes have admission requirements	▼	▲
SOME		▽	△

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## 1 Overview

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Ukraine is located in Eastern Europe. The total population of the country is 42,759,661 (the 32<sup>nd</sup> world rank), with Ukrainian as the largest ethnic group (77.8%). In Ukraine, the state language is Ukrainian while the Constitution of Ukraine guarantees free development of national and ethnic minorities' languages. Currently, in Ukraine, in regard to religious affiliation, there are 67.4% Orthodox Christians, 11.0% Greco-Catholics, 1.0% Rome-Catholics, 2.5% Protestants, 0.1% Muslims, 0.5% other confessions, and 17.5% unspecified confessions (incl. 9.5% atheists).

Ukraine's GDP (PPP) per capita is about \$8,665.5 (2011-2015), which is the 10<sup>th</sup> highest among the countries from the former Soviet Union. Ukraine has not enjoyed consistent economic growth like some of its neighbours. Its average annual growth from 1990 to 2014 was negative (-1.5%). Income inequality is relatively low, with a Gini coefficient of 0.25. In 2014, the government of Ukraine spent 6.4% of its GDP on education.

### 1.1 Fundamental Principles and National Policies

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In accordance with the Article 53 of the Constitution of Ukraine everyone shall have the right to education.

For regulation of the higher education, the following laws are relevant:

- Law on Higher Education (2002, 2014)
- Law on Education (1996, amended 2014)
- Law on Research and Scientific and Technical Activities (1992, 2015)

### 1.2 Lifelong Learning Strategy

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The application of the lifelong learning (LLL) principle has not been one of the central activities of the Ministry of Education and Science in the field of higher education and therefore there is no Lifelong Learning strategy so far in Ukraine.

In the field of higher education, the contribution to the development of a lifelong learning system has been made through the implementation of the Tempus project "A Network for Developing Lifelong Learning in Armenia, Georgia and Ukraine" 2013-2016. In the framework of this project, a recommendation for a LLL regulatory framework including the principles for organizing LLL programmes has been developed and four LLL centres have been established/modernized at the Higher Education Institutions (HEI)-partners. The incorporation of LLL in the higher education system is envisaged in cooperation with the Ministry of Education and Science of Ukraine.

In the field of Vocational Education and Training (VET), a contribution to the development of a lifelong learning system has been made through the implementation of the EU Twinning project "Modernization of Legislative Standards and Principles of Education and Training in Line with EU Policy on Lifelong Learning" 2013-2015.

### 1.3 Organization of Private Education

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Institutions for all levels of education may be public (state or community) and private. Educational institutions have equal status, regardless of ownership or founder's identity.

The establishment and operation of educational institutions, both public and private, are monitored by the Ministry of Education and Science and the competent local authorities as well as the State Inspection for Educational Institutions. When the compliance with the conditions for the establishment of a public or private institution are met and validated by the expert commission, the Ministry of Education and Science issues a formal decision, after which the institution is recorded in the register of institutions.



## 1.4 National Qualifications Framework

The National Qualifications Framework of Ukraine (NQF) document was adopted by the Cabinet of Ministers of Ukraine on 23 November 2011. NQF qualification's levels define the integral and general basic competences (learning outcomes) such as knowledge, skills, communication, autonomy and accountability. The standards of higher education and educational programmes within the higher education system define the competencies and learning outcomes in reference to the levels and fields of education covered by the programmes.

The draft of the NQF was issued by the Interagency working group on the development and implementation of the National Qualifications Framework, signed by Government after the consultations with stakeholders including representatives of Higher Education Reform Experts – HERE team.

The document is based on the European Higher Education Area documents, in particular, the recommendations on the European Qualifications Framework for Lifelong Learning (EQF LLL). The key elements of the overarching framework are the higher education short cycle and the three cycles established under the Bologna process. Appropriate descriptors which are in line with the three cycle system have been developed.

The National Qualifications Framework in Ukraine includes 10 levels – levels 1-8 are in line with the EQF for LLL whereas levels 0 and 9 are additional levels in line with national traditions. The Law on Higher Education establishes correspondence between higher education levels and the qualifications levels of the National Qualifications Framework.

Establishing the NQFU aims to design identification, recognition, planning, and development of qualifications.

According to the Article 27 of the Law on Education, the NQFU aims at:

- implementing the European standards and principles for Quality Assurance taking into account the labour market demand for professional competencies;
- ensuring harmonization of the legislation in education, in social and labour relations;
- promoting national and international recognition of qualifications acquired in Ukraine;
- establishing effective interaction between education and the labour market.

## 1.5 Statistics on Organization and Governance

<b>Number of students (academic year 2014/2015)</b>	
<b>1.689.226</b>	
251,271 (14.9%) – HEIs at accreditation levels I-II * 1,437,955 (85.1%) – HEIs at accreditation levels III-IV **	
<b>Public</b>	<b>Private</b>
1,534,299 (90.8%)	154,927 (9.2%)
HEIs at accreditation levels I-II	
223,896 (89.1%)	27,375 (10.9%)
HEIs at accreditation levels III-IV	
1,310,403 (91.1%)	127,552 (8.9%)

Number of HEIs (academic year 2014/2015)	
<b>664</b> 520 public (78.3%) 144 private (21.7%)	
HEIs at accreditation levels III-IV (universities, academies, institutions)	HEIs at accreditation levels I-II (technical colleges, colleges)
277 197 public (71.1%) 80 private (28.9%)	387 323 public (83.5%) 64 private (16.5%)

\* HEIs at accreditation levels I-II (technical colleges, colleges) – are institutions that have passed the institutional accreditation to provide short-cycle programmes.

\*\* HEIs at accreditation level III (universities, academies, institutes) – are institutions that have passed the institutional accreditation to provide Bachelor and Master programmes.

HEIs at accreditation level IV (universities, academies, institutes) – are institutions that have passed the institutional accreditation to provide Bachelor, Master, PhD and postdoctoral (Doctor of Sciences) programmes.

## 1.6 Distribution of responsibilities

In Ukraine, the Ministry of Education and Science bears the overall responsibility for developing and implementing education policy.

**The State Inspection for Educational Institutions** is a body established by the Government with the aim of monitoring, ensuring the quality of educational activities and development of the educational institutions in the area of preschool, primary, secondary, vocational and higher education.

**The National Agency for Quality Assurance in Higher Education** is responsible for ensuring the development, promotion and improvement of the quality of higher education. According to the Law on Higher Education the National Agency should be established by the Government for evaluating higher education and providing recommendations for the development of a Quality Assurance System (QA) in higher education.

According to Article 17 of the Law on Higher Education, the Cabinet of Ministers of Ukraine issued a decree about the creation of the National Agency for Quality Assurance in Higher Education and approved the rules of this Agency (15 April 2015).

The Government approved a list of elected members of the National QAA (July 27, 2016) for three years and appointed the Head of the Secretariat (August 31, 2016) for one year.

## 2 Higher Education Funding

### 2.1 Public Education

The financing of higher education in Ukraine is within the responsibility of the Ministry of Education and Science, other authorities (e.g. Ministries of Health, Culture, etc.) to which the HEIs are responsible to, they allocate funds directly to the public higher education institutions and controls their expenses.

Public higher education institutions are primarily funded from the State budget. State funding of public higher education institutions in Ukraine is input-based, which means that the allocation of funds is based on the real costs of the institution in relation to the number of students due to be enrolled in the next academic year, and the number and structure of the academic staff. In addition, higher education

institutions can generate resources from tuition fees, various national and international projects, real estate, donations, grants, consultancy services, etc.

According to the Law on Higher Education, public higher education institutions are entitled to receive funds according to the following state budget items: 1. expenditure for building, construction, repairing, maintenance; 2. employees' salaries in accordance with the legislation and Collective Agreement; 3. purchase of equipment; 4. library and information systems; 5. scientific research and/or artistic work, as a driver for the improvement of the quality of teaching; 6. scientific and professional training for academic staff; 7. international cooperation; 8. publishing activities; 9. support for the students' self-governance and students' extracurricular activities; 10. equipment and studying conditions for students with disabilities.

### **2.1.1 Financial Autonomy and Control**

The public higher education institution's funds acquired from the State budget are earmarked for a particular budget line, whereas the funds from other sources (own income that can come from various sources: projects, research, consultancy and other services, equipment, facilities, etc.) are governed by the institution's internal acts in accordance with its strategic goals. Most often, the institution's own income is spent on infrastructure and salaries. The ratio between self-provided income and the resources coming from the State budget varies from one higher education institution to the other. On average, no more than 50% of the total budget of the public higher education institution comes from the State budget.

On the other hand, the revenues generated by the higher education institutions are obliged to follow the Budget Code of Ukraine and the Decree of the Cabinet of Ministers defining the procedures for the placement of the self-generated revenues to bank accounts. Indeed, the State Treasury controls both the expenses of the institution's own income as well as the state funds.

### **2.1.2 Fees within Public Higher Education**

According to the Law on Higher Education, the tuition fees correspond to the costs of studies for one academic year (i.e. for acquiring 60 ECTS credits).

Students at public higher education institutions are either funded by the state or self-funded. During the academic year 2014/15, the overall percentage of self-funded students at public HEIs amounted to 50%.

Tuition fees for self-paying students vary from 250 EUR to 2,500 EUR per academic year. The highest tuition fees at public HEIs are at the Taras Shevchenko National University of Kyiv (Faculty of Law and International Relations Institute – approximately 2,500 EUR).

During the academic year 2014/15, the percentage of budget and self-financed students in all HEIs was 49.4 and 50.0% respectively (the additional 0.6% being financed by the state authority and other organizations). In the HEIs at accreditation levels I and II, this proportion amounted at 62.8 and 37.1 respectively (0.1%) and 47.0 and 52.3 % (0.7%) for the HEIs at accreditation levels III and IV.

## **2.2 Private Educational Institutions**

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Private higher education institutions do not receive any direct or indirect public funding.

### **2.2.1 Fees within Private Higher Education**

All students at private HEIs are expected to pay tuition fees that are in general not higher than those at public HEIs.

### **2.2.2 Financial Autonomy and Control**

Ukraine currently has 144 private HEIs functioning under national legislation on higher education without government, regional or local government subsidies. The financing of private higher education institutions is fully independent from the state. The main source of income for private higher education institutions are tuition fees. Private universities autonomously provide funds for their educational and scientific work. All students at private HEIs are expected to pay tuition fees that are in general not higher than those at

public universities are. The largest share of their income is obtained through tuition fees, which range from 350 to 2,500 EUR per academic year.

The financing of private higher education institutions is fully independent from the state. The main source of income for private higher education institutions are the tuition fees. Private higher education institutions are financially independent from the State and therefore have financial autonomy.

## **2.3 Financial Support for Learners' Families**

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There are no structural measures meant to target learners' families. Public financial support offered to families whose children attend a higher educational institution is tax relief to cover part of the cost of educating their children.

## **2.4 Financial Support for Learners**

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### *Student loans*

There are no structural measures meant to target learners.

### *Student grants*

There is a State Order a specific type of State budget funding to HEIs for student grants (budget places). State Order is the expense of the State budget which cover fees for higher education of professionals for different fields of economy. The Ministry of Economic Development and Trade of Ukraine forms indicators of the State Order based on the labour market needs. The quantity of budget places for every programme subject area depends on the above indicators.

Students who study under a State Order do not pay fees. In addition, full-time students who study under a State Order and demonstrate good academic achievements receive a stipend (scholarship). The amount of an ordinary academic stipend is stipulated by the Law on Higher Education. It depends on the level of the education programme and amounts to approx. 60% (Junior Bachelor) to 100% of the minimum living standard, which is fixed by a regulation of the Cabinet of Ministers of Ukraine.

### *Other social benefits*

In addition to the above mentioned support mechanisms all students are entitled to subsidised transportation in all cities in Ukraine, as well as to discounts for inter-city travels. Some local governments have introduced free transportation for students in their municipalities. The right to subsidised transportation is granted to all students at both public and private institutions.

The state subsidizes accommodation for all students at public institutions. In addition, subsidized accommodation in dorms is granted to those studying out of their place of residence. Students from private universities and those who are not funded from the State budget have the possibility of getting accommodation in a student dorm only on the condition that there are vacant places left and at the market price.

## **3 The structure of the Higher Education system**

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In Ukraine access to higher education is open to every person who finishes a 11-year general secondary (incl. primary and secondary) school and obtains full general secondary education certificate.

Ukraine started the reform of the higher education system by joining the Bologna Process in 2005, followed by the adoption of a new Law on Higher Education in 2014. This Law formally introduced the European Credit Transfer and Accumulation System (ECTS), the three-cycle system of study, including the short cycle, the Diploma Supplement, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), National Qualification Framework (NQF).

The higher education system in Ukraine includes two types of studies: academic studies carried out at universities, academies and institutes, and applied studies carried out primarily at colleges and occasionally at universities, academies, institutes as well.

Higher education in Ukraine is provided by/at universities, academies, institutes, and colleges that are either public (state or community) or private.

Higher education is divided into five levels: Initial level (*Ukr. Pochatkovyi*) (Short cycle), First level (*Ukr. Pershyi*) (Bachelor), Second level (*Ukr. Drugyi*) (Master), Third level (*Ukr. Tretiy*) (Educational and Scientific) and Scientific level (*Ukr. Naukovyi*).

**Initial level (Short cycle)** of higher education corresponds to the 5<sup>th</sup> qualification level of the NQF, educational programmes carrying 90-120 ECTS credits and leading to the Junior Bachelor degree (*Ukr. Molodshyi Bakalavr*).

**First (Bachelor) level** of higher education corresponds to the 6<sup>th</sup> qualification level of the NQF, educational programmes carrying 180-240 ECTS credits and leading to the Bachelor degree.

**Second (Master) level** of higher education corresponds to the 7<sup>th</sup> qualification level of NQF, educational (academic or applied) programmes carrying 90-120 (90-120 for applied study programmes, and 120 for academic study programmes) ECTS credits and leading to the Master degree. Master degrees in Medicine, Pharmacy and Veterinary Medicine can be obtained after having completed educational programmes carrying 300-360 credits ECTS.

**Third (Educational and Scientific) level** of higher education corresponds to the 8<sup>th</sup> qualification level of the NQF, educational programmes lasting 4-years and including an educational component carrying 30-60 ECTS credits and leading to the higher education degree “Philosophy Doctor”, which simultaneously is the first scientific degree.

**Scientific level** of higher education responds to the 9<sup>th</sup> qualification level of the NQF. The duration of those scientific (postdoctoral) programmes is 2 years defined by a regulation of the cabinet of Ministries of Ukraine. Scientific programme leads to the higher education degree “Doctor of Science”, which is the second scientific degree.

In the fields of Veterinary Medicine and Medical Science (studies of Medicine and Pharmacy), integrated courses are organized with a duration of 5-6 years and carry 300-360 ECTS credits.

Higher education institutions organize and implement the educational programmes within an academic year commencing, as a rule, on 1 September and lasting 12 calendar months.

### **3.1 Types of Higher Education Institutions**

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There are 4 types of Higher Education Institutions (HEIs) in Ukraine (Article 28 of the Law on Higher Education): Universities, Academies, Institutes, and Colleges.

A University is a multisectorial (classical, technical) or sectorial (technological, pedagogical, physical education and sport, humanities, theological, medical, economic, legal, pharmaceutical, agricultural, artistic, cultural, etc.) higher educational institution that carries out innovative educational activities for various degrees in higher education (including PhD), conducts fundamental and/or applied research. It is a leading scientific and methodological centre, has developed infrastructure of educational, scientific and productive units, promotes scientific knowledge and conducts cultural and educational activities.

Academies and Institutes are sectorial (technological, technical, pedagogical, theological, medical, economic, legal, pharmaceutical, agricultural, artistic, cultural, etc.) higher educational institutions carrying out innovative educational activity related to the provision of higher education at the first and second levels\cycles in one or several fields of knowledge. They can prepare the third and highest scientific levels of higher education for certain specialties, conduct fundamental and/or applied research. They are

leading scientific and methodological centres, having developed infrastructure of educational, scientific and productive units, promoting scientific knowledge and conducting cultural and educational activity;

A College is a sectorial institution of higher education entitled to organize and conduct only short and first-cycle study programmes (Junior Bachelor and/or Bachelor degrees). It conducts applied research.

The Law on Research and Scientific and Technical Activities was adopted in 2015 and the Law introduced opportunities for the research institutes to realize Master and PhD programmes.

## **3.2 First Cycle Programmes**

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First cycle studies are offered at all types of higher education institutions in Ukraine. A condition for entering a first-cycle study programme is the completion of 11-year compulsory secondary education and succeeding at the Independent External Evaluation as an entry exam.

### **3.2.1 Branches of study**

The List of Fields of Study and Program Subject Areas in Higher Education was approved by a Decree of the Cabinet of Ministers of Ukraine in April 2015. There are 27 Fields of Study and 114 Program Subject Areas (detailed fields) in Higher Education. The List mainly corresponds to the International Standard Classification of Education Fields (2013).

Bachelor studies are organized at universities, academies, institutes and colleges, and can last either three or four years (180 or 240 ECTS). Upon completion of this level of studies, the student receives a Bachelor degree. Bachelor degree corresponds to 6<sup>th</sup> qualification level of National Qualifications Frameworks of Ukraine. A Bachelor study programme can include a final thesis that the student has to defend at the end of his/her studies depending on the specific study programme curriculum.

### **3.2.2 Admission Requirements**

The completion of a (11-year) compulsory secondary education programme and the acquisition of a relevant Independent External Evaluation certification are the general prerequisite for joining a Bachelor programme. Additional specific admission conditions and procedures are individually regulated by the higher education institutions themselves.

Most institutions organize admission campaign in June and July usually. The ranking of the candidates depends on both the results of the Independent External Evaluation and the success in the previous level of education.

The number of new admissions is individually determined by each higher education institution, but such a number may not exceed the one specified in the license. For the public higher education institutions the government defines the number of students to be enrolled in the first year of the study programmes and financed from the State budget.

### **3.2.3 Curriculum**

Higher education institutions are autonomous in the creation and content of their respective educational curricula. However, there are some general rules regarding the curricula prescribed by the Ministry of Education and Sciences and the National Agency for Quality Assurance in Higher Education. HEI should indicate the list of obligatory courses that ensure development of the compulsory (transferable and specific/subject) competencies / learning outcomes and optional courses (25% of the total number of ECTS credits) in every curriculum.

Some elements of the study programmes are broadly defined by the Law on Higher Education and the national regulations (e.g. the higher education standards, the regulation on academic mobility, the percentage of elective subjects).



### **3.2.4 Teaching Methods**

There are no specific rules for the first cycle studies regarding the teaching methods. The higher education teachers have to organize their lectures in compliance with the curriculum but the teaching methods they should use are not prescribed. HEIs' teachers are free to choose their own teaching methods in line with academic freedom. Teaching materials such as books and audio-visual materials are commonly used in the teaching process and usually are provided to students free of charge.

### **3.2.5 Progression of Students**

Students can move on to the next year of studies once they have completed their obligations in terms of obtaining the sufficient number of ECTS. It depends on the rules of the HEIs. The list of obligatory and optional courses is prescribed in the study programme.

The student can pass a particular exam at any time from the moment the lectures related to it are finished, up to the start of the next year lectures. HEIs determine the conditions for students to retake exams, including the number of attempts to pass them.

### **3.2.6 Employability**

While cooperation between higher education institutions and employers is not formally regulated in Ukraine, this issue has been recognized as a very important one in the recent years. Some HEIs have included special courses for development of transferable competences as well as internship programme into their curricula. Some universities organize internship for students in cooperation with state authorities, in order for students to experience work in public administration. In addition, some HEIs have career guidance centres, which help students to find jobs or improve their qualifications in order to increase their employability.

On the other hand, there are some companies, mostly in the IT sector, which appreciate the competences of students graduating from certain faculties and offer them jobs immediately after – and sometime even before – graduation.

The implementation of several Tempus projects contributed to strengthen cooperation between business and higher education and establishment of the students' services.

### **3.2.7 Student Assessment**

The success of students is continuously evaluated. A ratio of points earned through the pre-examination obligations and those earned at the exam is determined in the study programme. The student assessment scale is defined by the HEIs themselves. Typically, student's performance is expressed from grades 1 (failed) to 5 (excellent) or from 30 points minimum (failed) to 100 points maximum (excellent).

Higher education institutions may also establish other, non-numerical grading systems by relating the ratio of such marks to the one expressed through grades from 1 to 5.

### **3.2.8 Certification**

The authority responsible for certification is the higher education institution. Upon completion of the first level of higher education, the student receives a diploma with his/her relevant title/qualification (Bachelor degree, field of study and program subject area). The student also receives a Diploma Supplement, which contains information regarding the level, type and content of the studies successfully finished (including the learning outcomes, the grades and the number of ECTS earned).

## **3.3 Short-Cycle Higher Education**

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Short cycle studies are typically offered at colleges. The conditions for entering a short-cycle study programme are the completion of 11-year compulsory secondary education and succeeding at the Independent External Evaluation, as entry exam.

### **3.3.1 Branches of study**

Short cycle studies (Junior Bachelor degree) are offered mainly for Arts and Medicine fields. Junior Bachelor studies are organized at colleges, and can last two years (90 or 120 ECTS). Upon completion of this level of studies, the student receives a Junior Bachelor degree. Junior Bachelor degree corresponds to the 5<sup>th</sup> qualification level of the National Qualifications Frameworks of Ukraine. A Junior Bachelor study programme can include final exams (performances) that the student has to pass at the end of his/her studies and this depends on the specific study programme curriculum.

### **3.3.2 Admission Requirements**

The completion of a (11-year) compulsory secondary education programme and the acquisition of the relevant Independent External Evaluation certification are the general prerequisite for joining a Junior Bachelor programme. Additionally, specific admission conditions and procedures for Arts field are individually defined by the higher education institutions themselves.

Most institutions organize entrance exams that are usually held in June and July. The ranking of candidates depends on both the results of the Independent External Evaluation and the success in the previous level of education.

The number of new admissions is individually determined by each higher education institution, but such a number may not exceed the one specified in the license. For the public higher education institutions, the Government defines the number of students to be enrolled in the first year of the study programmes financed from the State budget.

### **3.3.3 Curriculum**

Higher education institutions are autonomous in the creation and content of their respective educational curricula. However, there are some general rules regarding the curricula prescribed by the Ministry of Education and Sciences and the National Agency for Quality Assurance in Higher Education. HEI should indicate the list of obligatory courses that ensure development of the compulsory (transferable and specific/subject) competencies / learning outcomes and optional courses (25% of the total number of ECTS credits) in every curriculum.

Some elements of the study programmes are broadly defined by the Law on Higher Education and the national regulations (e.g. the higher education standards, regulation on academic mobility, the share of elective subjects).

### **3.3.4 Teaching Methods**

There are no specific rules for the short cycle studies regarding the teaching methods. The higher education teachers have to organize their lectures in compliance with the curriculum but the teaching methods they should use are not prescribed. HEIs' teachers are free to choose their own teaching methods in line with academic freedom. Teaching materials such as books and audio-visual materials are commonly used in the teaching process and usually are provided to students free of charge.

### **3.3.5 Progression of Students**

Students can move on to the next year of studies once they have completed their obligations in terms of obtaining the sufficient number of ECTS. It depends on the rules of HEIs. The list of obligatory and optional courses is prescribed in the study programme.

The student can pass a particular exam at any time from the moment the lectures related to it are finished, up to the start of the next year lectures. HEIs determine the conditions for retaking exams, including the number of exam attempts which are permitted.

### **3.3.6 Employability**

While cooperation between higher education institutions and employers is not formally regulated in



Ukraine, this issue has been recognized as a very important one in the recent years. Some HEIs have internship programmes into their study curricula. In addition, some HEIs have career guidance centres (some established within Tempus projects), which help students to find jobs or improve their qualifications in order to increase their employability.

### **3.3.7 Student Assessment**

The success of students is continuously evaluated. A ratio of points earned through pre-examination obligations and those earned at the exam is determined in the study programme. The student assessment scale is defined by the HEIs themselves. Typically student's performance is expressed from grades 1 (failed) to 5 (excellent) or from 30 points (failed) minimum to 100 points (excellent) maximum.

Higher education institutions may also establish other, non-numerical grading systems by relating the ratio of such marks to the one expressed through grades from 1 to 5.

### **3.3.8 Certification**

The authority responsible for certification is the higher education institution. Upon completion of the initial level (short cycle) of higher education, the student receives a diploma with his/her relevant title/qualification, the grades and the number of ECTS earned.

## **3.4 Second Cycle Programmes**

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### **3.4.1 Branches of Study**

In Ukraine, Master studies can be organized by universities, academies and institutes. The length of studies at this level is either one and a half or two years (90 or 120 ECTS). In order to enrol at a Master programme, students must have completed a Bachelor programme. To complete a Master study programme, the student has to write and defend a Master thesis at the end of his/her studies.

The length of integrated studies in the fields of Veterinary Medicine and Health (studies of Medicine, Pharmacy) at Master level is either five or six years (300 or 360 ECTS).

Master degrees correspond to the 7<sup>th</sup> qualification level of the National Qualifications Frameworks of Ukraine.

### **3.4.2 Admission Requirements**

Admission requirements and procedures at this level of studies are regulated by the individual higher education institutions themselves. HEIs' Admission requirements should be developed in line with the Admission guidelines by the Ministry of Education and Science of Ukraine. A general condition for those entering the second cycle of studies is that they have completed the first cycle of studies and obtained a diploma. Another condition is additional exam if it is prescribed by the particular institution.

The completion of a (11-year) compulsory secondary education programme and the acquisition of a relevant Independent External Evaluation certification are the general prerequisite for joining an integrated Master study programme in Medicine. Additional specific admission conditions and procedures are individually regulated by the higher education institutions themselves.

The admission procedure starts with the advertisement by the higher education institution announcing the number of students that can be enrolled in each particular study programme, the eligibility details, the candidate rating criteria and the rules governing the competition procedure.

The number of new admissions is individually determined by each higher education institution, but such a number may not exceed the one specified in the license. For public higher education institutions, the Government defines the number of students to be enrolled in the first year of the study programmes financed from the State budget.

### **3.4.3 Curriculum**

The curriculum is designed at the institutional level. Higher education institutions are autonomous in the creation and content of their respective educational curricula. However, there are some general rules regarding the curricula prescribed by the Ministry of Education and Sciences and the National Agency for Quality Assurance in Higher Education. HEI should indicate the list of obligatory courses that ensure development of the compulsory (transferable and specific/subject) competencies / learning outcomes and optional courses (25% of the total number of ECTS credits) in every curriculum.

Some elements of the study programmes are broadly defined by the Law on Higher Education and the national regulations (e.g. the higher education standards, the regulation on academic mobility, the percentage of elective subjects).

The language of teaching and learning is Ukrainian, but the higher education institution may organize examinations, some parts or an entire study programme in a minority or another foreign language.

### **3.4.4 Teaching Methods**

There are no specific rules for the second cycle studies regarding the teaching methods. Higher education teachers have to organize their lectures in compliance with the curriculum but the teaching methods they should use are not prescribed.

HEIs' teachers are free to choose their own teaching methods in line with academic freedom. Teaching materials such as books and audio-visual materials are commonly used in the teaching process and are usually provided to students free of charge.

### **3.4.5 Progression of Students**

Students can move on to the next year of studies once they have completed their obligations in terms of obtaining the sufficient number of ECTS. It depends on the rules of the HEIs. The list of obligatory and optional courses is prescribed in the study programme.

The student can pass a particular exam at any time from the moment the lectures related to it are finished, up to the start of the next year lectures. HEIs determine the conditions retake exams, including the number of exam passage attempts.

### **3.4.6 Employability**

While cooperation between higher education institutions and employers is not formally regulated in Ukraine, this issue has been recognized as a very important one in the recent years. Some HEIs have included special courses for development of transferable competences as well as internship programme into their curricula. Some universities organize internship for students in cooperation with state authorities, in order for students to experience work in public administration. In addition, some HEIs have career guidance centres (some established within Tempus projects), which help students to find jobs or improve their qualifications in order to increase their employability.

On the other hand, there are some companies, mostly in the IT sector, which appreciate the competences of students graduating from certain faculties and offer them jobs immediately after – and sometime even before – graduation.

The implementation of several Tempus projects contributed to strengthen cooperation between business and higher education and establishment of the students' services.

### **3.4.7 Student Assessment**

The assessment of students is a continuous process based on the pre-examination activities and the students' success at the exam. Students earn a certain number of ECTS for each activity they conduct during the studies.

### 3.4.8 Certification

The authority responsible for certification is the higher education institution, research institution. Upon completion of the second (Master) level of higher education, the student receives a diploma with his/her relevant title/qualification (Master degree, field of study and program subject area). The student also receives a Diploma Supplement, which contains information regarding the level, type and content of the studies successfully finished (including the learning outcomes, the grades and the number of ECTS earned).

## 3.5 Programmes outside the Bachelor and Master Structure

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Unlike other programmes, which follow the Bologna Bachelor and Master cycles, programmes in the fields of Veterinary Medicine and Health (studies in Medicine and Pharmacy) are integrated into a unique five-year or six-year cycle carrying 300-360 ECTS credits. This type of study programme integrates Bachelor and Master academic studies into one cycle.

## 3.6 Third Cycle (PhD) Programmes

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### 3.6.1 Organization of Doctoral Studies

Doctoral studies (PhD) are organized at universities, academy, institutes and last four years. To enrol in a doctoral programme, the student must have completed a Master course. PhD programmes involve an educational component (30-60 ECTS), extensive scientific research activities and the publication of papers in scientific journals. A PhD thesis is the final part of the doctoral study programme.

The preparation, procedure and conditions for the defence of the PhD thesis are defined by the general act of each particular higher education institution in line with the regulations of the Ministry of Education and Science. The institution where the PhD thesis is defended has the obligation to make the thesis and the abstract (synopsis) available to the public on its web site, alongside a printed version of the work, which needs to be available in the institution's library, at least 10 days prior to the defence of the thesis.

Each HEI is obliged to establish a digital repository containing electronic versions of all defended theses (dissertation), abstracts (Ukrainian – Autoreferat, short description of dissertation's content), along with the theses expertise reports submitted by the relevant experts commissions and opponents, the data about the respective mentors/supervisors, opponents and commission members. All of the foregoing documentation must be made available to the public. A copy of each thesis has to be sent to the central repository of the Ministry of Education and Science.

Some elements of the PhD programmes are broadly defined by the Law on Higher Education and the national regulations (e.g. the higher education standards, the guidelines on PhD studies, regulation on academic mobility, the percentage of elective subjects). For example, the curriculum for PhD studies needs to include an educational component lasting 30-60 ECTS credits.

Higher education institutions are autonomous in the creation and content of their respective educational curricula. However, there are some general rules regarding the curricula prescribed by the Ministry of Education and Sciences and the National Agency for Quality Assurance in Higher Education. HEI should indicate the list of obligatory courses that ensure development of the compulsory (transferable and specific/subject) competencies / learning outcomes and optional courses (25% of the total number of ECTS credits) in every curriculum.

The PhD degree corresponds to 8<sup>th</sup> qualification level of the National Qualifications Frameworks of Ukraine.

### **3.6.2 Admission Requirements**

Admission requirements and procedures at this level of studies are regulated by the individual higher education institutions themselves. HEIs' Admission requirements should be developed in line with the Admission guidelines by the Ministry of Education and Science of Ukraine. A general condition for those entering the third cycle of studies is that they have completed the second cycle of studies and obtained a diploma.

The general admission requirements are an exam in line with programme subject area and foreign language proficiency at B2 (Common European Framework of Reference for Languages: Learning, Teaching, and Assessment). Candidates are also assessed on the basis of their average grades from the previous levels of studies, their professional skills and previous accomplishments.

### **3.6.3 Status of Doctoral Students/Candidates**

Both employed and unemployed students have equal rights in terms of eligibility for any particular programme and a state-financed status, as long as they meet all the other preconditions required. Unemployed students are entitled to all benefits and rights as those granted at the previous levels of study, namely public transport, accommodation and scholarships.

Employed students benefit from such rights through their employee status.

### **3.6.4 Supervision Arrangements**

In order to organize PhD study programmes, the higher education institutions have to observe specific selection criteria applicable to PhD teaching staff. Such criteria include the number of published papers and involvement in scientific projects.

A PhD mentor/supervisor can have a maximum of 5 PhD students under his/her supervision at a time.

### **3.6.5 Employability**

While cooperation between higher education institutions and employers is not formally regulated in Ukraine, there are examples of good and long lasting cooperation between universities and companies.

### **3.6.6 Assessment**

Students are assessed on the basis of their overall performance and engagement. The PhD thesis, being the final part of the studies, is assessed on the basis of its scientific or artistic significance and contribution to the field in question. It represents an independent scientific research paper. Each higher education institution sets its general rules of application procedure and PhD thesis defence in line with the regulations of the Ministry of Education and Science.

### **3.6.7 Certification**

Once the student has completed all of their examination obligations and defended their PhD thesis, they receive a diploma stating their official title – Doctor of Philosophy. The competent certifying authority is the higher education institution where the PhD studies took place. The authorities responsible for the assessment standards are the Ministry of Education and Science and the National Agency for Quality Assurance in Higher Education.

### **3.6.8 Organizational Variation**

According to the Law on Higher Education, Aspirantura is a special unit of HEI that provides organisational support for PhD studies. National University "Kyiv-Mohyla Academy" created the first Doctoral School in Ukraine in the frame of Tempus projects and shared its experience with other Ukrainian HEIs.

## 4 Teachers and Education Staff in Higher Education

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### 4.1 Initial Education for Academic Staff in Higher Education

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Initial education, conditions of service and professional development of academic staff is regulated by the Law on Higher Education and, more specifically, by the higher education institution statutes and rules.

There are no special programmes for the initial education of future academic staff in higher education. Likewise, there are no requirements concerning particular subjects during the studies, such as psychology, pedagogy, teaching methodology or other education related subjects.

Admission criteria to higher education institutions for those planning to pursue academic career is equivalent to those anticipated for any other student applying for a higher education programme. Typically, a PhD or Doctor of Sciences degree (Doctor of Sciences degree corresponds to 9<sup>th</sup> qualification level of the National Qualifications Frameworks of Ukraine) is required for those applying for academic staff positions, although persons with lower degree levels may apply for some positions.

Research work and the publication of scientific papers are highly valued for students aiming to academic career.

### 4.2 Conditions of Service for Academic Staff Working in Higher Education

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Academic staff in higher education institutions includes university teachers and researchers. There are several levels of titles within the university teachers' profession: assistant lecturer, lecturer; associate professor; professor.

#### 4.2.1 Planning Policy

No planning policy has yet been established in terms of university teacher supply and demand in higher education.

#### 4.2.2 Entry to the Profession

Recruitment of new university teachers in higher education is carried out through an open recruitment procedure (open competition) conducted by the college or university (academy, institute) as proposed by the relevant faculty. The higher education institution determines its recruitment policy and specific requirements in accordance with the recommendations of the Ministry of Education and Science and the National Agency for Quality Assurance in Higher Education.

The general requirements for employing a university teacher are:

- Appropriate education degree according to the position:
  - For Assistant lecturer and Lecturer: Master's degree;
  - For Associate Professor: PhD and published scientific publications of considerable scientific relevance;
  - For Professor: PhD or Doctor of Sciences and an extensive amount of published scientific papers or other publications of considerable scientific relevance, alongside other contributions to science and higher education quality;
- Evaluation of documented scientific/research/art work
- Distinguished results in the evaluation of academic work performed by the higher education institution:
  - Engagement in the improvement of teaching and other educational processes;
  - Ability to perform teaching activities;
  - Students' opinions may be taken into account when evaluating the teachers' previous academic engagement.

A visiting professor from a foreign higher institution may be employed in line with requirements of national legislation.

#### **4.2.3 Salaries**

The Cabinet of Ministers of Ukraine determines the salary levels in line with a national rate scale and establishes norms for the salary of academic staff in the framework of the Law on Higher Education.

The Law on Higher Education adds top-up (additional payment to basic salary) for employees with academic titles and degrees:

- PhD: +15% of basic salary;
- Doctor of Science: +20% of basic salary;
- Associate professor: +25% of basic salary;
- Professor: +33% of the basic salary.

Higher education institutions can propose higher salaries to academic staff funded from the Institution's own revenues.

#### **4.2.4 Professional Status**

Most commonly, higher education teachers are employed on a full time basis. However, the duration of their employment may vary in accordance with their respective titles and the higher education institution concerned.

Academic staff is appointed on a competitive basis in accordance with the general employment legislation and the Law on Higher Education.

#### **4.2.5 Working Time and Holidays**

Full time employees work 36 hours per week with all the other modalities being determined in their contract. The institution determines the structure and the schedule of each university teachers' annual and weekly obligations. The maximum workload for a university teacher may not exceed 600 hours per academic year.

Staff members are entitled to a minimum of 28 vacation days per year, which are used up during collective holidays and during breaks determined by the academic year calendar. A staff member may use paid leaves in situations determined by the institution (professional development, academic mobility, conferences, illness, maternity leave, etc.).

#### **4.2.6 Promotion, Advancement**

Moving from a lower professional title to the next in the line (e.g. from associate professor to professor) is considered career advancement. Although academic staff members have to formally undergo a recruitment process in order to earn a higher title, it is an expected sequence of events for those who wish to continue their career at the same institution.

A higher-ranking title brings a salary increase, like in any other case of teacher promotion (e.g. becoming Head of Department, Dean, etc.). Furthermore, each year of working experience brings an increase in salary and number of annual leave days, as specified by the Labour Law.

#### **4.2.7 Retirement and Pensions**

University teachers may retire at the age of 60. After retirement, teachers keep their respective titles. Pensions are determined by the Law on Pension.

### **4.3 Continuing Professional Development for Academic Staff Working in Higher Education**

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#### **4.3.1 Organizational Aspects**

Professional development of academic staff is in most cases based on scientific work. There are no

requirements determined by Law regarding professional development at this level, and those are most commonly optional, unless differently required by the particular higher education institution. However, professional development in the form of published scientific papers and other relevant publications is extremely important for career promotion. This is one of the main criteria for recruitment of university teachers and for earning a higher-ranking title (see section 4.2.2).

Professional development can be organized in the forms of specialization, work towards a higher level of formal education, courses, seminars, conferences and similar activities. Institutions are required to provide conditions for the professional development of their staff, including time for the completion of such engagement within regular working hours.

Training of trainers, trainings for staff and study visits organized within Tempus and Erasmus Mundus projects implementation have built human resources capacities of HEIs.

#### **4.3.2 Incentives for Participation in Continuing Professional Development Activities**

Hours spent on professional development can count towards working time and the institution is responsible for covering all expenses incurred in the process. A certain number of working days, as determined by the institution, is used up for professional development. The Ministry of Education and Science regularly approves funds for research work and science development, for which academic staff may apply. A special fund is available to young researchers who recently joined the academic community (PhD students, associate professors).

## **5 Management and Other Education Staff in Higher Education**

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### **5.1 Requirements for Appointment**

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According to the Law on Higher Education, the managing body of a higher education institution is the Academic Council consisting of representatives of the higher education institution, including students and employees organisations' representatives. The members of the Council are elected every five years, in accordance with the institution statute and the Law on Higher Education. The selection criteria, the work programme and the decision making procedures are determined by the institution in line with the Law on Higher Education. Some general rules regarding the election of the rector prescribed by the Law on Higher Education. The detailed rules for the election of the rector should be approved by the Cabinet of Ministers of Ukraine.

The rector is the executive managing body of the HEI and the dean has the same function at faculty level. The new executive manager (rector or dean) is elected every five years by secret ballot. According to the Law on Higher Education, the same person cannot be head of the higher education institution more than two terms. The supreme collegial body – general meeting of HEI' staff (representatives of academic staff (75%), students (no less 15%) and other institution' employees) elects the person for this position.

The Ministry of Education and Science contracts elected rector for 5 years in case of public (state) HEIs. HEIs' founder contracts elected rector – in case of private HEIs

The other professional bodies that contribute to the management of the higher education institution are the senate, the scientific or academic councils and committees, and other bodies as decided by the institution.

### **5.2 Conditions of Service**

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The detailed modalities about the selection of the managing bodies, their dismissal, responsibility and other conditions of service are determined separately by each higher education institution.

Persons may not be selected for any of the managing positions if they are convicted of criminal offense, plagiarism of higher education documents, discrimination and bribery or if they have broken the



professional code of ethics rules. They can also be dismissed if anything mentioned above occurs during their mandate, or if they fail to perform the duties required by their position.

## **6 Quality Assurance in Higher Education**

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### **6.1 Responsible bodies**

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According to the Law on Higher Education, the National Agency for Quality Assurance in Higher Education is the body responsible for quality assurance and improvement in higher education. The National Agency for Quality Assurance in Higher Education should consist of 25 members and should be established on the following principles:

- 1) Two members delegated by the National Academy of Sciences of Ukraine and one delegated by each of the 5 national sectorial Academies of Sciences;
- 2) Thirteen members elected from the representatives of higher educational institutions of state, municipal and private ownership, including 9 members from the state universities, one member from the public universities and three members from the private higher education institutions;
- 3) Three members elected by the joint representative body of the employers' associations (under the Cabinet of Ministries of Ukraine);
- 4) Two students members elected among the representatives of the HEIs' student self-governance bodies.

The National Agency was established in 2016.

According to the Law, the core tasks of the National Agency are the following:

- To analyse of the quality of the educational activities of the higher education institutions;
- To design the requirement system to ensure quality in higher education, develop regulations on accreditation of educational programmes;
- To carry out the accreditation of educational programmes;
- To set the criteria for assessing the quality of educational activities;
- To develop the requirements for the academic qualification of staff members who acquire degrees;
- To develop regulations on the accreditation of specialized academic councils and submits them for approval by the Ministry, accredit specialized academic councils and supervise their activities;
- To accredit independent agencies for quality assurance and evaluation;
- To monitor the development of higher education and its compliance with European and world standards;
- To propose a higher education policy to the Parliament and the Ministry;
- To propose legislative documents for higher education.

### **6.2 Approaches and Methods for Quality Assurance**

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The methods for Quality Assurance are defined by the Law on Higher Education. The procedure for issuing the Certificates of Study Programmes Accreditation by National Agency should be approved by the Cabinet of Ministers of Ukraine.

The National Agency performs quality assurance procedures as part of its annual plan. The National Agency is responsible for evaluating the results of the quality assurance procedures, and the final results are sent to the higher education institutions and the Ministry.

According to the Law on Higher Education, the Higher Education Standard is a set of requirements for the content and results of the educational activities of the higher education institutions and the research institutes at each higher education level within each programme subject area (there are 114 programme



subject areas (detailed fields) of education and training). They are developed according to the National Qualifications Framework and ISCED 2013.

The Ministry develops higher education standards for each programme subject area (detailed field) taking into account the proposals of sectorial public authorities, industry associations and employers' organizations and approves the standards in agreement with the National Agency for Quality Assurance in Higher Education.

The Higher Education Standard defines the following requirements for the educational programmes:

- 1) the amount of ECTS credits needed to obtain the corresponding degree of higher education;
- 2) a list of competencies for graduates;
- 3) the normative content, formulated in terms of learning outcomes;
- 4) the types of certification for the students;
- 5) the requirements for the internal quality assurance system;
- 6) the requirements for professional standards (if any).

The self-evaluation and the internal quality assurance of academic programmes, teaching and work conditions are defined through the general act of each higher education institution, as defined by the Law on Higher Education. Higher education institutions define their own internal documents and procedures required for internal quality assurance. The rating of the quality of the academic programmes by the students is part of the quality assurance procedure.

## **7 Educational Support and Guidance**

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At higher education level, career guidance is provided through university, academy, institute and career development centres. Almost all HEIs have such career centres which organize career workshops, provide counselling and offer internships.

### **7.1 Support Measures for Learners in Higher Education**

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#### **7.1.1 Definition of the Target Group(s)**

According to the Law on Higher Education, Ukrainian citizens have the right to enrol for free for a second higher education diploma in public higher education institutions, in case, for health reasons, they lost their ability to carry out the profession originated by their previous qualification. The impossibility has to be supported by the findings of a commission of medical-social experts.

In case of health disability, persons enrolled in higher education are eligible for special educational and rehabilitation support and free access to the infrastructure of the higher educational institution.

#### **7.1.2 Specific Support Measures**

According to the Law on Higher Education, HEIs should provide access and necessary conditions for qualitative higher education to persons with special educational needs.

Full or partial financial support should also be provided to persons needing social assistance during their higher education.

### **7.2 Guidance and Counselling in Higher Education**

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#### **7.2.1 Career Guidance**

Unlike many other European countries, in which university career services have a long tradition, the first career development centres were opened at Ukrainian HEIs only about 10 years ago in the framework of

Tempus III projects. Subsequently, many centres built their capacities and strengthened cooperation with business in the framework of successive Tempus projects.

The career development centres provide information and organize educational activities related to career management such as workshops, lectures and training courses. Many centres provide individual guidance and counselling both on-premises and online. The centres have developed active cooperation with the business community and organize internship programmes and other work-testing programmes for their students, as well as joint events with companies.

## **8 Mobility and Internationalisation in Higher Education**

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The Ukrainian Government approved the new Law on Higher Education in 2014, marking a major turning point for the higher education system. The reforms are wide-ranging and include provisions that will bring the Ukrainian universities closer to the Bologna Process – that is, with common European standards for higher education – and facilitate also the recognition of foreign degrees and faculty.

Although today there is no particular national strategy in Ukraine for the internationalization in higher education, the demand for it is increasingly becoming a conceptual necessity. The reform process related to internationalization is underway at Ukrainian universities as they seek to internationalize curricula, open international degree programmes, encourage students to study abroad and attract foreign students to their campuses. In other words, higher education institutions are engaged in international activities despite the lack of any formal strategy at national level. Along with that, there is a strong need to define what is meant by internationalization in the context of the Ukrainian society and the Law, to figure out how to develop a proper action plan.

There are opportunities for Ukrainian HEIs for international cooperation and many universities have established bilateral and multilateral cooperation agreements with universities in the EU and other regions. This cooperation is mostly directed at exchange of students and academic staff, joint training and research activities, and study visits. The efficiency of such cooperation depends mainly on the capacity of the HEIs and their staff (knowledge of foreign languages, expertise and experience, participation in international projects, etc.). As a rule, international cooperation is based on partnership agreements signed by HEIs and implemented according to an annual plan.

Several EU-funded projects under the Tempus, Jean Monnet and Erasmus Mundus programmes have encouraged the internationalization and European studies process at Ukrainian universities while disseminating this experience nationwide for over 20 years becoming a strong soft diplomacy instrument.

Various international educational programmes are open to Ukrainian HEIs. This allows the development of projects in cooperation with HEIs all over the world. Ukrainian HEIs participate in the following EU programmes: Tempus, Erasmus Mundus, 7<sup>th</sup> Framework Programme, Erasmus+ and Horizon 2020. Bilateral programmes with different countries (United Kingdom, China, France, Germany, Japan, Poland, USA) are also established. Numerous scholarships and grants to study abroad and set up collaboration strengthen international collaboration between HEIs and continue contributing to internationalization, implementation of reforms and, ultimately, influencing economic growth.

The principal obstacles for the increase of mobility at all levels of education in Ukraine are those relating to financing and legislation on the foreign staff employment and students enrolment.

### **8.1 Student Mobility**

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In 2015, the regulation for implementing academic mobility was approved by the Cabinet of Ministers of Ukraine. It establishes and facilitates academic mobility for Ukrainian students in the territory of Ukraine or abroad, as well as for foreign students into the territory of Ukraine.

Erasmus+ offers new possibilities for Ukrainian HEIs for participating, among other, in International Credit Mobility (ICM) and Erasmus Mundus Joint Master Degrees (EMJMD). Ukrainian HEIs have been

participating in a significant number of Erasmus Mundus partnership projects in the past. This participation resulted in acquiring an appreciated experience within the European academic and cultural context. The established Erasmus Mundus Alumni Network in Ukraine has a valuable impact on the development of academic mobility and international cooperation of universities in general.

In Ukraine, there is a fairly established recognition procedure in line with the Lisbon Convention. The improvement of the system for recognition of foreign degrees is one of the most important features of the mobility process that the Ukrainian government has been working on. The recognition for the purpose of employment is assigned to the ENIC/NARIC Ukraine that has been founded within the Ministry of Education and Science, while the recognition for the purpose of further education has remained under the responsibility of the HEIs themselves.

## **8.2 Academic staff mobility**

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Ukraine has actively participated in the Tempus programme since 1993, when it joined the first call of Tempus II phase (1994-1998) until the last call of this action in 2013. The projects carried out in Ukraine at that time focused on improvement of university governance and management, upgrading existing curricula and the development of new courses and programmes and the professional development of university teachers in various disciplines. The programme priorities had been changing during the reform implementation and in accordance with the needs of the labour market. They have covered the majority of subject areas as well as strengthened cooperation between higher education and society during over 20 years.

Tempus Programme has been the largest financial instrument to support capacity building of the teaching staff through mobility periods abroad for learning and exchanging best practices. HEIs are indeed responsible for the organization and coordination of staff mobility in the education system in Ukraine. The Erasmus Mundus programme, with its three actions, has been another significant resource for providing teaching and staff mobility.

The regulation for the implementation procedure of academic mobility approved by the Cabinet of Ministers of Ukraine establishes and facilitates the procedure of academic mobility for Ukrainian academics.

## **8.3 Other Dimensions of Internationalization in Higher Education**

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### **8.3.1 European, Global and Intercultural Dimension in Curriculum Development**

Ukraine has entered the Bologna process by the adoption of the Bologna Declaration in 2005.

The agenda for the development of higher education in Ukraine is to build a model intended to become a tool for global dialogue, internationalisation and providing human rights education, enhancing the quality of higher education as a response to the challenges posed by social diversity.

Curricula at tertiary levels education should include the European, global and international dimensions such as the European foreign languages, history, geography, literature, cultural studies, etc. Those should allow students to acquire multilingual and multicultural skills and exercise active citizenship beyond the national boundaries.

## **8.4 Bilateral Agreements and Worldwide Cooperation**

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### **8.4.1 Bilateral agreements**

Many HEIs in Ukraine have established bilateral cooperation agreements with universities in the EU countries, the USA, Canada and other regions. As a rule, international cooperation is based on partnership agreements signed by HEIs and implemented according to an annual plan. This cooperation is aimed at enhancing the higher education quality, increasing the number of students and academic staff

mobility (incoming and outgoing) and focuses on training and research. Sometimes it also aims at establishing joint or double degree programmes.

Ukraine has signed intergovernmental international agreements on the mutual recognition of educational documents, degrees and academic titles with countries from different regions mostly from the EU; the list of agreements is placed on the Ministry of Education and Science web-site.

#### **8.4.2 Cooperation and participation in worldwide programmes and organizations**

No information available.

## **9 On-going Reforms and Policy Developments**

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### **9.1 Overall national education strategy and key objectives**

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In 2014, the Ministry of Education and Science started to develop the National Strategy for the Development of Higher Education by 2020. This comprehensive document covers all goals, objectives and mechanisms of the reforming the higher education system in Ukraine.

The most important goals of the strategy are related to quality assurance in higher education, the improvement of the governance of the higher education system in a context of university autonomy, the change of the higher education funding, the integration of higher education and research, the implementation of the National Qualifications Framework.

### **9.2 Overview of the education reform process and drivers**

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The Ministry of Education and Science and the Parliament' Committee for Science and Education are the main bodies in charge of managing all education-related activities, as well as ones of the main drivers in the education reform process.

The Ministry participates in the development of the Ukrainian Government's policies by preparing draft legislations, other legal acts and proposals about the strategies and activities. It also initiates the reforms, prepares and issues legal acts such as bylaws (regulations), instructions and legal orders. It oversees and evaluates the status of the higher education system, determines its consequences and acts in line with them or proposes reforms to the Government.

The Government is responsible for the final preparation and proposal of new legislations, while the Parliament approves the acts so they can come into force.

The important driver of the higher education reform process is civil society sector – employers' associations, students' organisations, other non-governmental organisations. These stakeholders take part in expertise of legislations in field of higher education.

### **9.3 National Reforms in Higher Education**

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#### **9.3.1 2015**

The Ministry established 'Reforms task team' for reforming education in the framework of the President's reform program. The task team began to develop plan for reforming education including development of new higher education standards based on the competence approach.

The Ministry's commissions on higher education standards have been established in April. Their work should start after being trained by Ministry and experts.

The working group (representing different stakeholders) under the Ministry and the Parliament's Committee on Science and Education have been developing the Law on Education which includes part on higher education and National Qualification Framework.

The Higher Education Reform Experts team (EU-funded action) is actively participating in the different working groups contributing to the Laws and Bylaws development.

### 9.3.2 2014

The Law on Higher Education was adopted. The Law introduced the Bologna key tools and approaches including ECTS, three-cycle tertiary education, Diploma Supplement, Quality Assurance system in line with ESG, university autonomy, National Qualification Framework, recognition of degree and qualification, etc.

The Higher Education Reform Experts team was actively involved into the development of the new Law and Bylaws.

### 9.3.3 2013

The working group (representing different stakeholders) under the Ministry of Education and Science and the Parliament' Committee on Science and Education have been developing the Law on Higher Education including representatives of the National Erasmus+ Office and of the Higher Education Reform Experts team.

## 10 Legislation

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- Law of Ukraine "On Higher Education" (<http://zakon.rada.gov.ua/go/1556-18>; English version: <http://erasmusplus.org.ua/vyshcha-osvita-v-ukraini.html>)
- Law of Ukraine "On Education" (<http://zakon.rada.gov.ua/go/1060-12>)
- Bylaw of Cabinet of Ministers of Ukraine, November 23, 2011, "On approval by the National Qualification Framework" (<http://zakon.rada.gov.ua/laws/show/1341-2011-%25D0%25BF>)
- Bylaw of Cabinet of Ministers of Ukraine, March 31, 2015, № 193 "On the documents on higher education (degrees) state standard" (<http://www.kmu.gov.ua/control/ru/cardnpd%3Fdocid%3D248090103>)
- Bylaw of Cabinet of Ministers of Ukraine, April 15, 2015, № 244 "On the establishment of the National Agency for Quality Assurance in Higher Education" (<http://zakon.rada.gov.ua/go/244-2015-%25D0%25BF>)
- Bylaw of Cabinet of Ministers of Ukraine, April 29, 2015, № 266 "On the list of fields of study and programme subject areas for Higher Education" (<http://www.kmu.gov.ua/control/uk/cardnpd%3Fdocid%3D248149695>)
- Bylaw of Cabinet of Ministers of Ukraine, August 12, 2015, № 579 "On approval of the Procedure for academic mobility" (<http://www.kmu.gov.ua/control/ru/cardnpd?docid=248409199>; English version: <http://erasmusplus.org.ua/en/news/1022-cabinet-of-ministers-of-ukraine-regulation-on-academic-mobility-right-credit-and-degree-mobility.html>)
- Bylaw of Cabinet of Ministers of Ukraine, August 29, 2015, № 657 "On approval of Guidance for placing temporarily free budget funds of higher and vocational education institutions received for paid services to deposit accounts in public sector banks" (<http://www.kmu.gov.ua/control/uk/cardnpd?docid=248463085>)
- Bylaw of Cabinet of Ministers of Ukraine, July 27, 2016, About activity of the National Agency for Higher Education Quality Assurance (approved a list of elected members of the National QAA)
- Bylaw of Cabinet of Ministers of Ukraine, August 31, 2016, About appointed the Head of the Secretariat of the National Agency for Higher Education Quality Assurance



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