

Report on results
of the survey of Ukrainian HEIs on the state of the development, structure
and functionality of internal QA systems

Introduction

The analysis of design and implementation of internal quality assurance system in Ukrainian HEIs has been carried out in the context of implementation of international grant project QUAERE-562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP “Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines.”

In frameworks of this study the survey of Ukrainian HEIs on the state of the development of internal quality assurance system of educational activity and higher education has been conducted.

Based on the results of the study the analytical report has been made. This report’s conclusions can be the basis for further improvement of internal quality assurance system of educational activity and higher education and the existing practice of internal quality assurance systems’ functioning at national HEIs. The project is implemented in close cooperation with the Ministry of Education and Science of Ukraine, Ukrainian HEIs, and European partners.

Period of realization: 18.11.2016 – 25.11.2016.

The study results can be considered as representative ones, since 217 HEIs have taken part in the survey. Among them there are 104 universities, 31 institutes (academies), 66 colleges, 16 educational institutions of another type.

The aim of the study is to analyze the state of the development of internal quality assurance system of educational activity and higher education.

The subject of the study is presented by to the key components of higher education quality assurance system including institutional quality assurance framework; quality assurance processes in teaching and learning; approval, monitoring and periodic review of programmes; student assessment; quality

assurance of teaching staff; learning resources and student support; information systems.

The results of the survey:

According to the survey results the overwhelming majority of participants (99.5%) are interested in participation in events related to quality assurance. This makes the topic extremely relevant.

Institutional QA Frameworks

A characteristic feature of modern development of higher education system in general and HEIs activity in particular is the change of the assessment criteria for performance of universities in terms of their capacity to train professionals who are able to respond quickly to the changing labor market and adapt to the changing dynamic economies. Therefore today every university, institute or college faces the question of designing an efficient internal quality assurance system of educational activity and higher education, and this question is extremely relevant. An important factor that influences design of quality assurance system at the institutional level is the existence of a document (strategy or plan) that defines HEI’s development strategy.

The respondents have been asked whether there is an institutional strategy/plan or equivalent document.

The survey results on this question are presented in the table 1.

Table 1

Results of the survey on the existence of an institutional strategy/plan or equivalent document

Answers	The share of respondents who have chosen the answer, %
Yes, we have a strategy/plan (or equivalent) which includes an institutional mission, objectives with associated list of indicators with target values at the level of HEI	48.6%
Yes, we have a strategy/plan (or equivalent) which includes an institutional mission, objectives with associated list of indicators with target values at the level of faculties (or equivalent units)	18.2%

Yes, we have a strategy/plan (or equivalent) which includes mission and goals of HEI	47.2%
Yes, we have a strategy/plan (or equivalent) which includes mission and goals of faculties (or equivalent units)	7.9%
No	0.9%
Other	7.0%

The data indicate that almost half of respondents (48.6%) has a strategy/plan (or equivalent) which includes an institutional mission, objectives with associated list of indicators at the level of HEI; 47.2% of respondents have answered that they have a strategy/plan (or equivalent) which includes mission and goals of HEI. According to these answers practically every HEI in Ukraine has a document that defines strategic goals and objectives for HEI's development.

In order to supplement and clarify the answers to the previous question it is necessary to provide additional information, the duration of the strategy, the number of developed strategies/plans; the body that has been in charge to evaluate successful implementation of strategies/plans.

While answering the question "What is the standard duration of mentioned above strategy/plan (or equivalent)?" the overwhelming majority of respondents have stated that the standard duration of the strategy is from 5 to 10 years. This generally corresponds to the optimal period of designing strategic documents of this level. The one-year strategy is expected to be developed in some HEIs which makes forming goals at strategic level almost impossible – this can be viewed as a disadvantage.

The answers to the question on the number of strategies vary from 1 strategy/plan to 14 strategies/plans.

The answers to the question on the body that has been/will be in charge to evaluate successful implementation of strategy/plan stand out by its diversity. The overwhelming majority of respondents state that the results are evaluated by the Accreditation Commission of the Ministry of Education and Science, staff meeting, staff conference, HEI's academic council. HEIs subordinated to ministries and administrations have listed the following authorities: the Administration of State Border Guard Service, the Ministry of Internal Affairs of

Ukraine, the Ministry of Agrarian Policy and Food of Ukraine, the Ministry of Infrastructure, the Ministry of Defence of Ukraine. The external accreditation agencies, including BUREAU VERITAS have also been mentioned. Analyzing the answers to this question it should be noted that first and foremost Ukrainian HEIs should realize the responsibility for successful/unsuccessful implementation of the development strategy. Besides, given the experience of European universities, the effectiveness of achieving strategic goals should be analyzed annually; and it also should be presented in the annual report on HEI's activities.

As to an institutional quality assurance policy statement, the overwhelming majority of respondents (55.1%) have this statement; they also have other regulatory documents related to quality assurance policy.

These documents are usually rector's orders, regulations or guidelines. However, it should be mentioned that now there are no uniform requirements for the content and format of these documents.

Nowadays only one Ukrainian HEI doesn't have such a document – and this is certainly a positive fact. The analysis data show that the respondents realize the necessity of implementation and regulation of internal quality assurance system of educational activity at HEI's level.

Table 2

Results of the survey on the existence of an institutional quality assurance policy statement

Answers	The share of respondents who have chosen the answer, %
Yes, we have an institutional QA policy statement	27.1%
Yes, we have an institutional QA policy statement, and other supporting documents for QA policy	55.1%
We do not have a separate QA policy statement, but it is included in another document (e.g., institutional mission statement, strategic plan, work plan or equivalent)	15.0%
No, but all or almost all of the faculties/departments have their own QA policy documents	0.9%
No, we do not have a specific QA policy statement and it is not addressed in other documents	0.5%

Other	1.4%
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While analyzing the answer to the question on the terms of introduction of quality assurance system based on data on figure 1, it should be noted that 48.8% of respondents have started introducing an internal quality assurance system between 2010 and 2015. The adoption of the Law of Ukraine “On Higher Education” is one of the factors influencing the intensification of work concerning the development of the internal quality assurance system. This Law stipulates that HEIs must have the internal quality assurance system of educational activity and higher education. 22 respondents are currently designing quality assurance system.

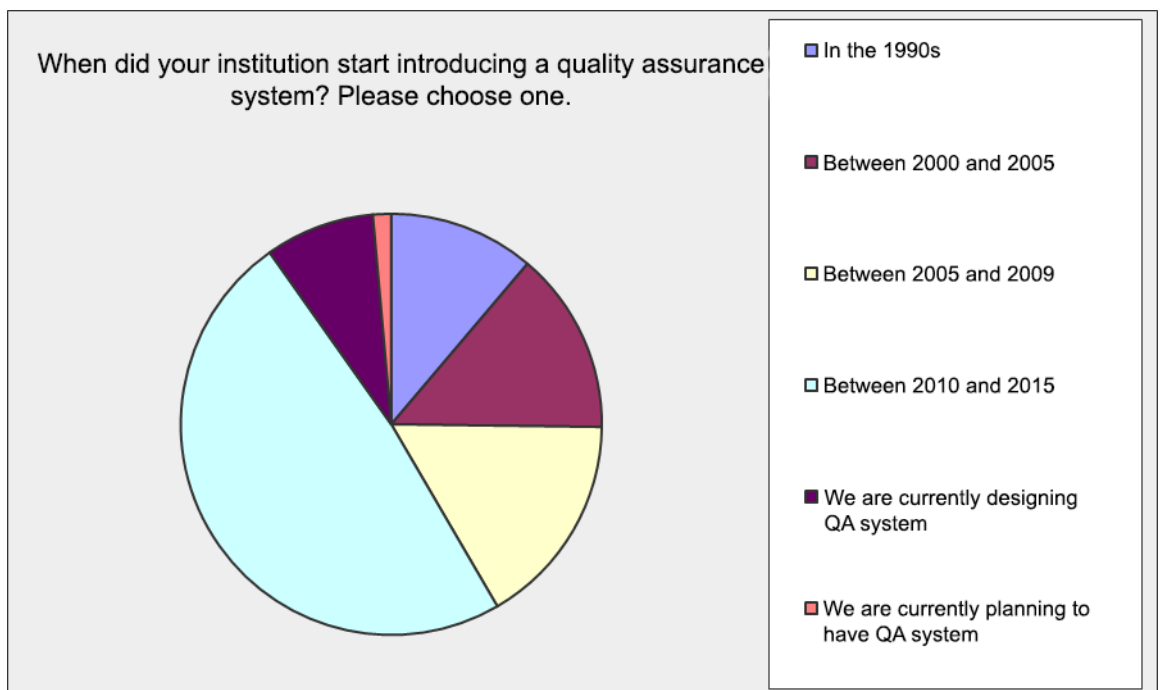


Figure 1 – The survey results on the terms of introducing quality assurance system in HEIs

The respondents have been asked to describe the internal quality assurance process.

The results (table 3) have showed that the majority of respondents have acted in accordance with the requirements of the Ministry of Education and Science of Ukraine, herein 38.8% of respondents have stated that the institutional leadership has decided on the concept, provided instructions, training and support to the units to implement quality assurance system.

For 39.7% of respondents the implemented internal quality assurance system is a result of various consultation rounds among the academic and administrative staff and students and this can be considered as a positive trend.

Table 3

Results of the survey on introduction of internal quality assurance system in HEIs

Answers	The share of respondents who have chosen the answer, %
The institutional leadership decided on the concept, provided instructions, training and support to the units to implement it	38.8%
The concept is a result of various consultation rounds among the academic staff of the institution	4.7%
The concept is a result of various consultation rounds among the academic and administrative staff	12.6%
The concept is a result of various consultation rounds among the academic and administrative staff and students	39.7%
The concept was introduced through pilot projects conducted by some units. Good practices were disseminated based on these experiences	5.6%
The concept is based on requirement of the national QA agencies	13.6%
The concept is based on requirement of the Ministry of Education and Science which developed the standards and guidelines for this	45.3%
The QA system is not introduced	4.2%
Other	2.8%

All the respondents have confirmed that they have an internal evaluation process that provides feedback to the prospective strategic planning in place. 72.9% of HEIs have stated that the institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution – this is a positive fact. The faculties conduct regular self-evaluations to analyze the contribution to the achievement of institutional strategic goals for 43.5% of respondents. Taking into account the fact that effective implementation of internal quality assurance system is only possible if all the internal stakeholders take the responsibility for quality and are involved in quality assurance at all institutional levels, 43.0% of the respondents implement this one and conduct regular surveys among the members of the institutional community (staff and students) to analyze

their perception of the institutional strategy and its implementation at grass-roots level.

The study of HEI's approaches to the functioning of the unit supporting the internal quality assurance process has been of a great importance. Summarizing obtained results we can come to the conclusion that in general national HEIs (54.7%) have the rector or specially assigned vice-rector in charge of QA related issues. 34.6% of respondents have stated that HEI has contact persons or persons in charge of QA within their unit, who have also other responsibilities. For 17.8% of respondents the scientific and methodological council at the institutional level is in charge of QA related issues. The attention is drawn to the fact that only 30.4% of respondents have a centralized QA unit with specialized staff.

Answering the question on the activities covered by the institutional quality assurance process (figure 2), the respondents have stated that teaching and learning (97.2%) are top-priority activities covered by institutional quality assurance process.

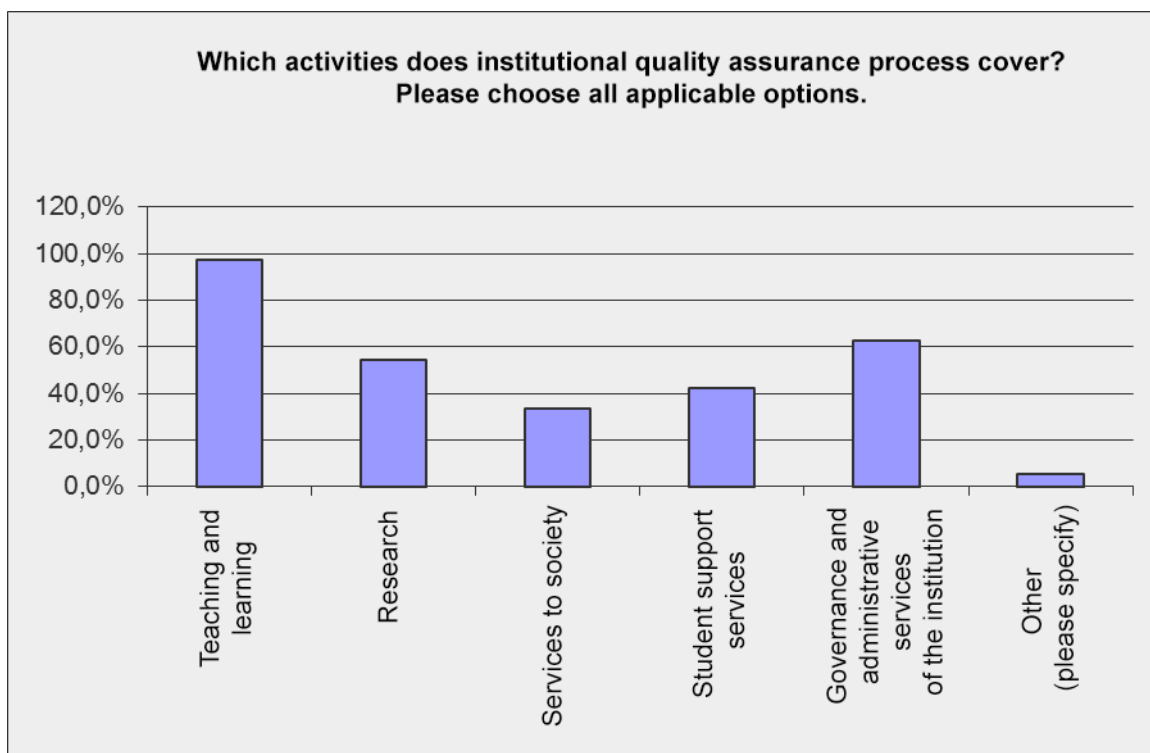


Figure 2 – Results of the survey on the activities covered by the institutional quality assurance process

Governance and administrative services of the institution (62.6%) are on the second place, and research (52.4%) is on the third place. Less than a half of HEIs (42.5%) consider student support services to be a part of quality assurance process – this fact is a negative one. According to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) student support is an important component of the internal quality assurance system of educational activity. It can be explained by the fact that student support has a special meaning for promoting student mobility within higher education systems and between them. Support and administrative staff is extremely important for its realization. In accordance with that staff should be qualified and have opportunities to develop the competencies.

The respondents have been asked about the processes an institution has in place in order to ensure the quality of research activities.

Results of the survey indicate that in general HEIs actively work in order to ensure the quality of research activities.

Internal seminars where research projects and ideas are discussed (76.8%) have been conducted very often; the statistics on published articles of academic staff is analyzed (64.1%). It should be noted that internal peer review of research projects is conducted by 55.6% of HEIs. 45.5 % of respondents monitor the impact factors of published articles that is one of the indicators of quality assurance of teaching staff and research. 48.0% of respondents pre-check scientific articles to be sent to the influential scientific journals. Only 28.8% of HEIs conduct external peer review of research projects in relation to grant applications. Less than a half of HEIs (43.9%) defines key performance indicators of research activity for departments or faculties.

During the survey the respondents have listed processes used by HEI in order to ensure the quality of its services to society.

The obtained results have showed that national HEIs pay a great attention to processes for ensuring the quality of its services to society.

It is certainly a positive fact that 75.2% of respondents have stated that they get periodical graduates feedback through surveys or other activities. This result shows that the overwhelming majority of HEIs realize the importance of education quality assurance evaluated by external stakeholders (in this case – by graduates). This assessment can lead to the improvement and create new prospects for the institution. Other answers to this question are given in the following way:

- key performance indicators defined for each of the services – 41.1%;
- monitoring the number of patents, technologies transfer agreements, etc. – 39.3%;
- monitoring the number of co-operation agreements – 61.2%;
- monitoring the status of interactions with external stakeholders – 40.7%;
- periodical questionnaires/surveys of key stakeholders – 40.2%;
- pre-selection processes in place for service society initiatives taken by HEI (faculty board approval, dean, rector approval, etc.) – 19.6%.

The attention is drawn to the extremely low indicators of HEIs activity in getting feedback from other stakeholders. In such a way only 31.3% of respondents make sure that the institution receives feedback from society and takes actions in correspondent with this feedback direction, and only 29.0% of respondents provide publicly available information connected to service society related activities (newsletters, mailing campaigns, web-zines, traditional guidelines, brochures, manuals or other descriptive documents). The results indicate the need to strengthen HEIs work in this direction – and that will have a positive impact on improving the quality of educational activities in turn.

Quality assurance processes in teaching and learning

The answers to the question “How is your current QA system or organizational procedures related to this QA field composed in teaching and learning designed?” indicate that 59.8% of respondents have applied national QA frameworks and guidelines for education quality assurance while designing internal quality assurance system. The answers “It is tailor-made to the institution’s needs and does not apply any ready-made model” and “It applies a ready-made

international/national model such as ISO and similar” have been given by 14.5% and 11.2% of respondents respectively.

It should also be mentioned that only 14.5% of HEIs applied ESG while designing internal quality assurance system. This means that national HEIs need to consider ESG more actively, because these guidelines give an opportunity to provide a common ground for educational institutions activity, integration into European and world educational community, and also intensify academic mobility of students and academic and teaching staff.

The answers to the question “Which of these categories of people do your formal quality assurance processes involve and how?” are presented in the table 4.

Table 4

Results of the survey on the categories of people involved in formal quality assurance processes and applied methods

	Academic staff	Administrative staff	Leadership, institutional level	Leadership, faculty/department level	Students	External stakeholders (e.g., employers, professional associations)	Graduates
Through formal participation in governance bodies (where members are entitled to vote)	136	155	181	160	161	41	24
Through formal participation in consultation bodies	95	89	91	88	83	92	68
Through formal involvement in self-evaluations or other evaluation activities	127	94	111	128	121	37	47
By informally providing information on the issues at stake	93	73	79	84	106	128	120

By responding to the surveys on a regular basis (e.g. at the end of each course, academic year...)	85	42	48	53	176	54	79
They are not involved	4	2	0	3	0	11	13

Based on the data of the analysis we can make some positive conclusions on the participation of students as the main consumers of educational services in the quality assurance processes:

- 1) students are involved in 161 HEIs through formal participation in governance bodies with the exception of administrative staff, leadership at the level of institution or faculty;
- 2) students of 121 Ukrainian HEIs are involved in self-evaluations or other evaluation activities;
- 3) students (106 HEIs), employers (128 HEIs) and graduates (120 HEIs) are involved in higher education quality assurance by informally providing information on the issues at stake;
- 4) 176 Ukrainian HEIs conduct student surveys on quality of education activity regularly.

Along with that there are the following disadvantages:

- 1) low level of involvement of external stakeholders (graduates and employers) in the process of formal participation in consultation bodies, which does not let consider to a great extent the modern requirements of the labor market for the quality of training;
- 2) employers and graduates are involved in self-evaluations or other evaluation activities only in 37 and 47 Ukrainian HEIs respectively;
- 3) only 85 respondents have indicated that the academic and teaching staff is involved in the regular survey on quality assurance processes, indicating the need for active involvement of teaching staff in the functioning of the internal quality assurance system.

The answers to the question “Are the student surveys regularly conducted in your HEI?” (figure 3) deserve a positive respond.

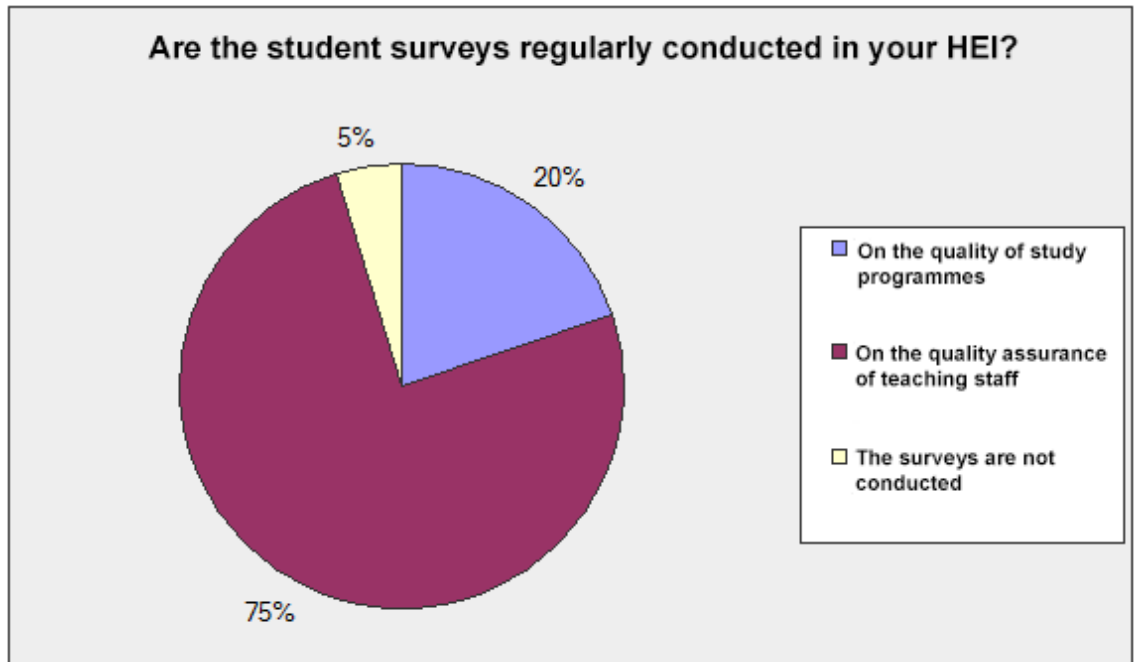


Figure 3 – Results of student surveys and its regularity

Thus 75% of respondents conduct surveys on the quality assurance of teaching staff. This survey defines the level of student satisfaction with teaching quality and opens the strengths and weaknesses of a teacher. Thus, students are able to make adjustments to the organization of educational process, outline the expectations of the subject, and influence the quality of teaching staff.

Meanwhile, the fact that only 20% of HEIs conduct student surveys on the quality of study programmes, raises concerns. These results show that there are some disadvantages in transition to student-centered learning.

The answers to the question “How are the results of the student surveys followed up?” are presented in the table 5:

Table 5

Answers on using the results of the student surveys

Answers	The share of respondents who have chosen the answer, %
The results of student surveys are taken into consideration in the design and revision of study programmes (including teaching methods)	52.3%

The results of student surveys are taken into consideration in the assessment of teaching staff	80.8%
They are archived in order to inform future assessments of the programme/institution	12.1%
They are discussed in meetings attended by staff members and students organized specifically for this purpose	56.1%
Students who have participated in a survey are informed about the results and actions taken on the basis of the results	35.0%
Not applicable (we do not conduct student surveys)	3.7%
Other	5.6%

The results of conducted analysis indicate that the overwhelming majority of HEIs take into consideration the results of teaching staff assessment. However, today HEIs generally don't have adjusted norms for consideration of student surveys and taking appropriate actions based on the results of these surveys. The attention is drawn to the fact that only 35% of HEIs inform students who have participated in a survey about the results and actions taken on the basis of the results. This trend does not allow students to realize that they are the real participants of the quality assurance system of educational activity.

Approval, monitoring and periodic review of programmes

Development of study programmes is a key mission of HEIs related to teaching. The effectiveness of HEI's activity is defined by the competencies obtained by a student in a result of implementation of study programme and the way they meet modern requirements and challenges of the time.

The study has showed that intended learning outcomes have been developed for study programmes in the majority of HEIs (73.4%).

At the same time 21% of HEIs have developed intended learning outcomes for some of programmes, and 5.6% of HEIs have not developed them at all. Those facts raise concerns.

According to ESG study programmes should have intended learning outcomes clearly defined in order to ensure the appropriate level of quality.

If study programmes don't have intended learning outcomes in such a large number of HEIs, the quality of educational activity reduces.

The respondents have been asked if intended learning outcomes are publicly available, because ESG define that HEIs should provide information about their activity, including offered study programmes and intended learning results.

The results show that the level of information transparency is rather low:

- the intended learning outcomes are publicly available on the web-site, study guides or equivalent only in 35.0% of HEIs;
- they are available upon request in 27.1% of HEIs;
- they are available for the students involved in each specific course in 30.4% of HEIs.

This is a grave disadvantage, because all stakeholders including HEI's entrants, students, graduates, other external stakeholders, society should have access to information about study programmes and intended learning outcomes.

The respondents have been asked how HEI knows the student workload needed in order to reach the intended learning outcomes (or related educational achievements).

In 45.8% of HEIs the teacher responsible for the module estimates the workload. This variant of estimation of student workload is not optimal, because project work group is responsible for the quality of study programme, and team decisions on the development of study programme and its separate components strengthen its integrity.

The obtained results have showed that the level of student involvement in workload assessment is low (about 10%):

- all students indicate the workload they have for their courses only in 3.7% of HEIs;
- a sample of students indicates the workload they have for their courses only in 6.5% of HEIs.

Thus, HEIs almost never conduct student assessment of time spent on studying the subjects. Also HEIs don't analyze their subjective evaluation of workload. At the same time, information received in a result of these surveys highly increases the quality of study programmes and curricula.

8.9% of respondents have stated that the programme/course description or equivalent documents in their HEIs have no information about student workload – and that fact raises concerns. We believe that this answer has been chosen not because there's no information in above mentioned documents, but because the respondents have not understood the question.

It can also be confirmed by a large share of respondents (35%) suggesting their own answer to this question and by various options offered by them.

Summarizing the answers to this question, we can make a conclusion that respondents do not fully understand the process of development of study programmes, including the designing curriculum and its components in credits with indication of the learning outcomes and related student workload, types of training activities, teaching methods and procedures/criteria for evaluation.

Given this, we believe that HEIs should keep working in order to ensure the required level of understanding ECTS system in general, and the mechanism for determining student workload in particular by each member of the academic and administrative staff.

The respondents have defined the processes for monitoring curriculum and study programme design.

Based on the results of questioning the following may be concluded that the principle of joint and team work while designing a curriculum is assured almost in 90% of HEIs participated in the survey:

- in 50.9 % of HEIs the curriculum is prepared by working group, committee or equivalent authority (possibly based on proposals, prepared by others);
- in 38.8 % of HEIs programme director or equivalent person prepares the curriculum after which staff members may comment the draft.

According to the results of survey Ministers/external bodies/accreditation agencies/methodological centers develop curricula for another 7% of HEIs. It refers mostly to those HEIs which do not included into the system of the Ministry of Education and Science of Ukraine.

Respondents have been proposed to determine internal and external stakeholders, who are formally involved to designing curriculum in HEI.

ESG determine that students and other stakeholders should be involved into the process of development of study programmes; also these programmes should apply external expertize and key points.

Obtained results of questioning allow making the conclusion that mainly internal stakeholders are involved into the designing curricular at HEIs. Therefore, 69.6 % of administrative staff and 78% of academic staff are involved into the process of designing curricular at HEIs.

The level of involvement of students and external stakeholders is low, in particular:

- in 28% of HEIs students are involved into the process of designing curricular;
- in 32.7% of HEIs an external stakeholders (employers/regional authorities/chamber of commerce, etc.) are involved into the process of designing curricular;
- in 9.8 % of HEIs graduates are involved into the process of designing curricular.

Respondents have been proposed to determine internal and external stakeholders, involved informally into the process of designing curricular at HEIs.

Obtained results of survey allow determine that in the majority most HEIs has begun work concerning involvement into the process of designing curricular as much as possible stakeholders, both as external so as internal (table 6).

Table 6

Results of survey on internal and external stakeholders, involved informally into the process of designing curriculum at HEI

Answers	The share of respondents who have chosen the answer, %
Students	39.7%
Administrative staff members	37.4%
Academic staff members	44.4%
External stakeholders (employers/regional authorities/chamber of	56.1%

commerce, etc.)	
Graduates	31.8%
Other	4.2%

To our mind, with the purpose of assurance of educational activity, the results of participation of above-mentioned stakeholders in the process of designing curricular should be formalized.

Respondents, participated in questioning, determine those processes by means of which the monitoring on development of study programme and curriculum is carried out.

Positive fact is that mostly HEIs evaluate the content of study programme and curricular on regular basis (table 7).

Table 7

Results of survey concerning the regularity of evaluation of the content of study programmes and curricular

Answers	The share of respondents who have chosen the answer, %
The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated on a regular basis	57.5%
The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent	54.2%
Curriculum and programme design processes as such – that is, the effectiveness and comprehensiveness of the processes – are evaluated on a regular basis	34.6%
The curriculum and programme contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body)	21.5%
The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students...)	31.3%

Respondents have been proposed to determine at what level the curriculum and programme contents are ultimately approved.

ESG determine that HEIs should realize the processes of development and approval of programmes which are subjected to official process of approval in the institution.

Obtained results of questioning in whole confirm the compliance with these standards (figure 4) – 88.3% of HEIs approve their study programmes and curricular on the level of institution.

**Are the programme contents or curriculum ultimately approved?
Please choose one.**

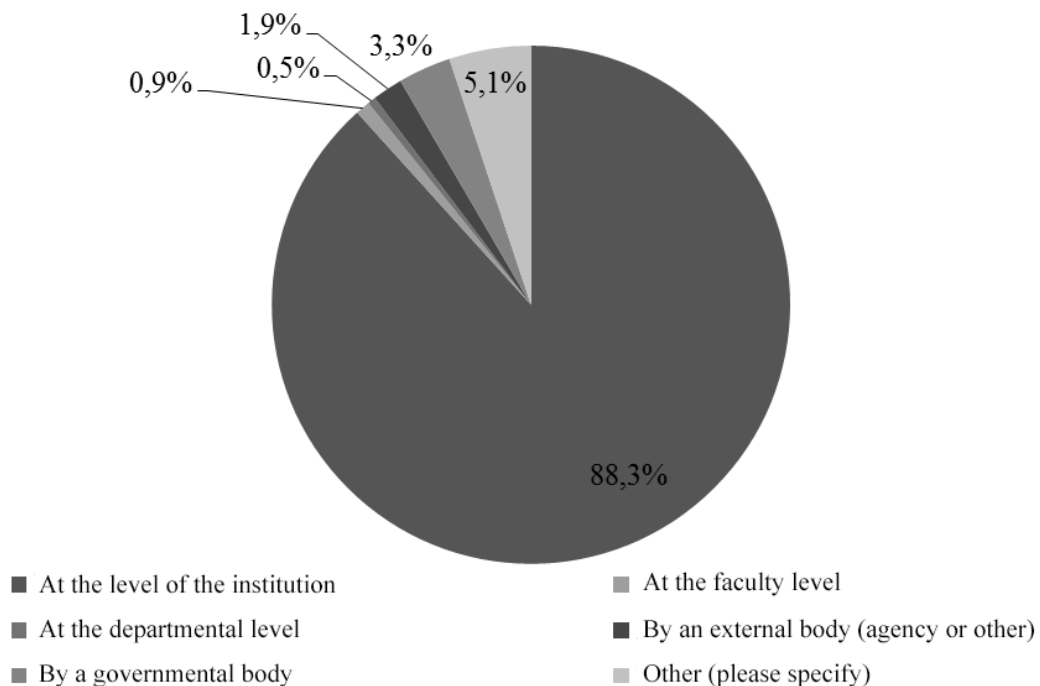


Figure 4 – Results of survey concerning the questioning of students and its regularity

Student assessment

The important direction of questioning has been the studying of approaches of HEI to the assessment of study achievements of students. Generalizing the obtained results, the following conclusion may be done that, in whole, HEIs are focused on best world practices, ESG while formation of the assessment system.

Respondents have been proposed to determine characteristics which correspond the student assessment procedures available in their HEIs (for example, conducting of examinations).

Results of survey on this question is presented at figure 5.

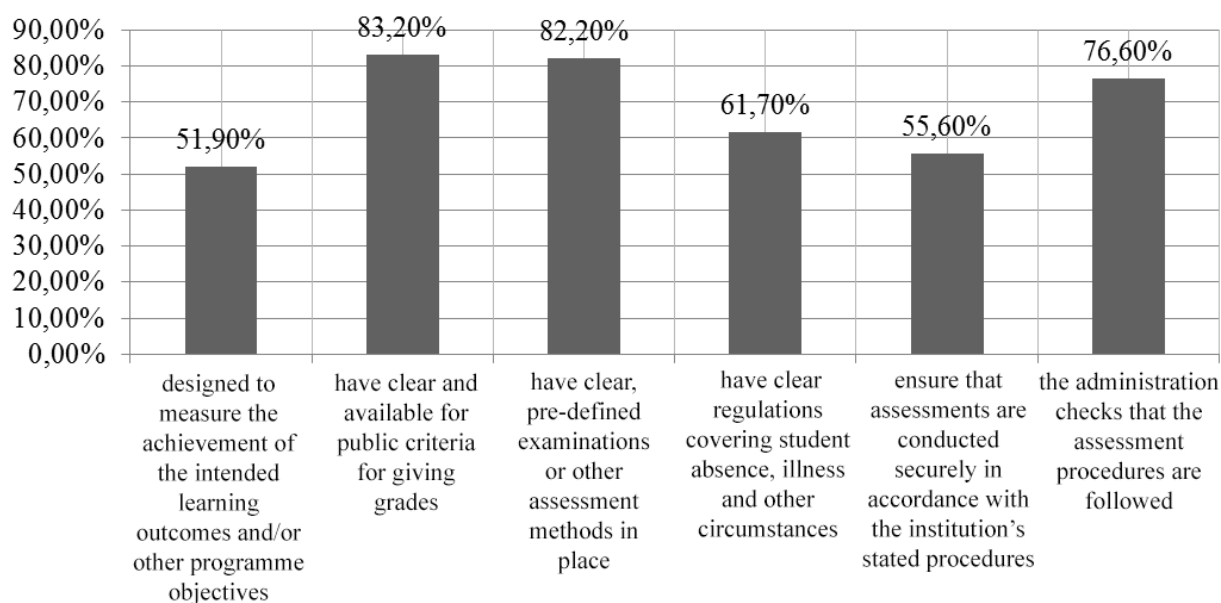


Figure 5 – Characteristics which correspond the available student assessment procedures in HEIs

HEI should control that assessment allows the presentation to the students the level in which the intended learning outcomes and other objectives of programmes have been achieved. It specifies by that fact that part of HEIs, in which it has been realized, makes only 51.9%.

It is also desirable that the systems of assessment of study achievements of students ensured the including of mitigating circumstances (such as for example the illness). It is ensured only by 61.7% of HEIs.

Results of questioning confirm the necessity of the following work on assurance of reliability of assessment conducting in accordance with the institution's stated procedures (presented in 55.6% of HEIs).

Respondents have given information in the question whether students are informed on conducting of assessment procedures in advance.

Procedures on quality assurance for assessment foresee that students should be acquainted with the current methods of assessment; criteria, methods of assessment and also methods of giving grades should be presented in advance.

Obtained data based on the results of questioning confirm that the work should be more stimulated in this direction, because only 68.2% of HEIs

demonstrate their assessment methods and criteria in open access; for example, it is possible to become acquainted with them through study-guides, manuals, web-sites.

In majority of all HEIs (90.7%) the teacher informs students about the assessment methods and criteria applied at the beginning of the course.

Quality assurance of teaching staff

The role of a teacher is crucial in creating the high quality student experience and possibility of getting knowledge, competencies and skills. Taking this into account, this analysis has involved the study of mechanisms of quality assurance of teaching staff at HEIs.

Respondents have been suggested to define how the competence and qualification of the teaching staff are determined at HEIs.

The results of the survey on this issue are presented in table 8.

Table 8

Results of the survey on methods to determine the competence and qualification of the teaching staff

Answers	The share of respondents who have chosen the answer, %
There are formal national/regional requirements for the competence of teaching staff when hiring them	79.9%
The institution has specified its own requirements for competencies of permanent teaching staff when hiring them	36.9%
All teachers are expected to have certain research qualifications	18.2%
There are periodical procedures to evaluate research achievements applicable for all permanent academic staff members	49.5%
Mandatory pedagogical training is organized for teachers	36.9%
Optional pedagogical training is organized for teachers	27.6%
There is an internal accreditation/evaluation process of the teachers (conducted by specialized unit/department of your university)	55.6%
There is an external accreditation/evaluation process of the teachers (conducted by external institution/national body)	25.2%
There are certain processes in place to remove a teacher from his/her duties if they continue to be demonstrably ineffective	27.6%
The legal framework does not include the possibility of removing an ineffective teacher	10.7%

The survey results show that in general the HEIs are aware of their responsibility for the quality of staff and take a number of measures for its selection, training and, in some cases, dismissal.

The majority of the HEIs are oriented to external licensing and accreditation requirements in the selection of personnel, namely:

- 79.9% of the HEIs follow formal national/regional requirements for the competence of teaching staff when hiring them;
- 25.2% apply an external accreditation/evaluation process of the teachers (conducted by external institution/national body).

Also the HEIs set their own requirements for the competencies of the permanent teaching staff when hiring them (36.9%), implement the processes of internal accreditation/evaluation of teachers (55.6% of HEIs).

The HEIs offer and promote the professional development opportunities for teachers, but it is necessary to activate the work in this direction:

- 36.9% of HEIs organize mandatory pedagogical training is organized for teachers;
- 27.6% organize optional pedagogical training for teachers.

The majority of the HEIs encourage research activity to strengthen the links between education and research, in particular:

- 18.2% of respondents say that it is expected that all the teachers at the HEIs will have definite research qualifications;
- 49.5% of HEIs have periodic procedures for evaluation of research achievements used for permanent academic staff.

The respondents have given the answer to the question of placing publicly available information about the teachers' aptitudes and performances (results of students' surveys, evaluation of teaching aptitudes, etc.).

- 12.1% of HEIs keep information publicly available;
- 17.3% of HEIs keep information publicly available for all those involved in QA procedures (including students);

- 22.4% of HEIs keep information publicly available for the academic staff in general;
- 44.9% of HEIs consider such information to be confidential and it is available only at the leadership level (of the institution and/or faculty and/department).

Implementation of student-oriented studying and teaching should have proper procedures for processing the students' complaints.

According to the survey results on this issue the following is determined:

- 53.7% of HEIs have relevant procedures available and the information about them is described in the published documents/ quality manuals/websites, etc.;
- 46.3% of HEIs don't have such procedures, but students have the opportunity to meet and discuss all the issues directly with university/faculty/department authority.

Learning resources and student support

To ensure the appropriate level of higher education quality the HEIs provide a variety of learning resources to help students.

The respondents have given the answer, how regularly the HEIs monitor, evaluate and/or improve the learning resources and make its offers (figure 5).

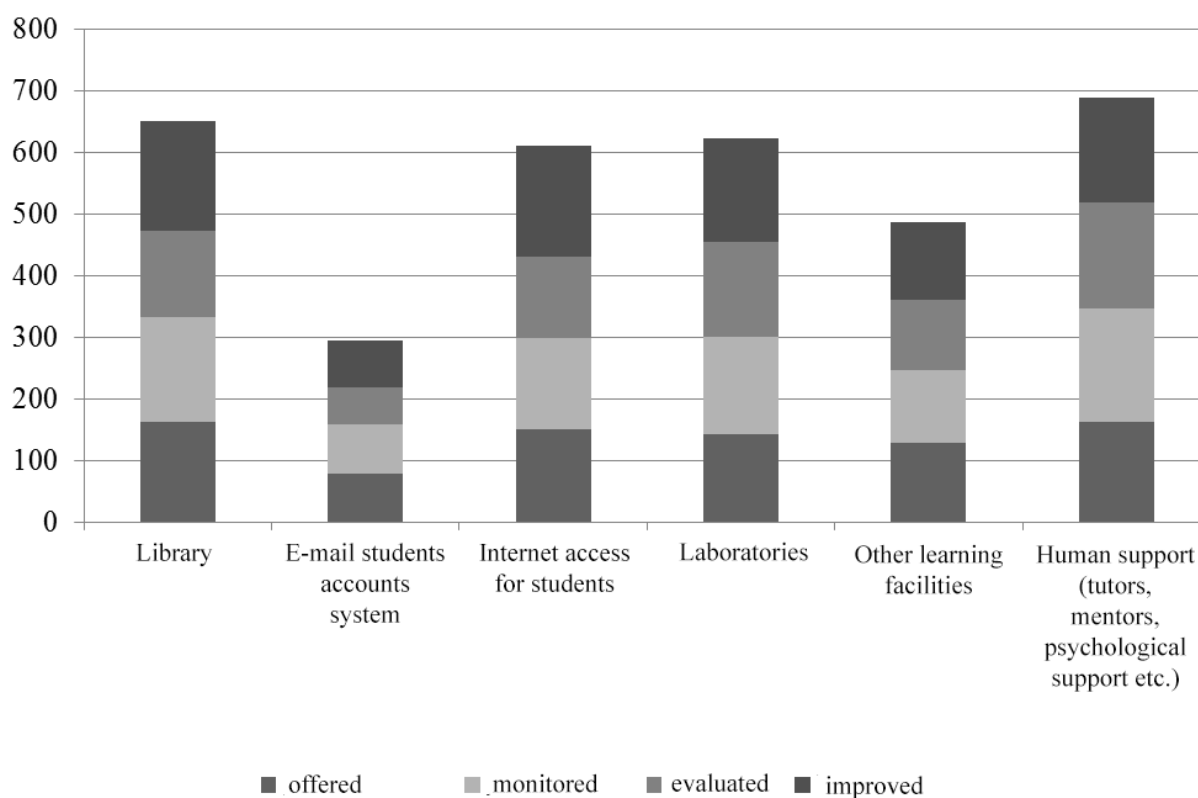


Figure 5 – Characteristics of the learning resources used in HEIs

Provided data indicate that the learning resources at the HEIs that participated in the survey range from physical resources such as libraries, laboratories and IT infrastructure (Internet access and e-mail students account system) to human support in the form of tutors, mentors, psychological support services and other consultants.

During the survey the respondents have determined whether there is a process/sub-process of monitoring the individual students' progression (i.e. the information relevant to the progression of particular students during their studies), continuing throughout the time necessary for students to obtain the degree.

The obtained results show that:

- 53.7% of HEIs have the process/sub-process of monitoring the individual students' progression and internal procedure/part of the procedure concerning this process is standardized at the institutional level;
- 37.4% of HEIs have the process/sub-process of monitoring the individual students' progression and internal procedure/part of the procedure concerning this process depends on the faculty/department/institute.

Herewith 8.9% of HEIs must implement the processes and tools to collect and monitor the information on students' progression and take appropriate actions based on this information.

While conducting the survey there has been studied the availability of processes/rules/mechanisms that support students during the learning process if they have massive difficulties to pass given course/subject/group of courses, etc.

The survey results show that the enough attention is given to the above mentioned issue, namely:

- 49.1% of HEIs support students and on the request of students additional classes from given subjects can be organized;
- 31.3% of HEIs have the mechanism of recognition of the problem and organizing institutional support of individual students;
- 14.5% of HEIs provide the opportunity to retake a course/subject/group of courses once more even with different teacher/professor.

Herewith it is necessary to draw attention to the fact that 5.1% of HEIs that participated in the survey don't have processes/rules/mechanisms that support students during the learning process if they have massive difficulties to pass given course/subject/group of courses, etc.

Information systems

For the effective management of their programmes and other activities the HEIs must provide the collection, analysis and use of relevant information. Therefore the question of the organization of information systems is now especially important for the HEIs in Ukraine.

The respondents have been proposed to answer the question "Does your institution have the information system (i.e. database) used for effective management of its activities in education/research/administration?".

According to data obtained by questioning it may be concluded that national HEIs have significant problems concerning the formation and operation of information systems. Thus less than half of respondents (42.1%) has said that the institution has a centralized information system that covers all key activities;

38.8% of respondents noted that the institution has a centralized, non-integrated information system, and this leads to that fact that information about the different activities is not gathered in one data warehouse. The answer “Several information systems exist at the faculty/department level” has been chosen by 14.0% of HEIs. 5.1% of respondents indicated a lack of information system.

According to the present development of information systems at the HEI level there are much more complicated opportunities for reasonable decision-making and realization of what in a quality assurance system works well and what needs attention and further improvement.

Respondents have been proposed to answer the questions about the components of the information system. The survey results are presented in table 9.

Table 9

The survey results on the components of the information system at the HEI

Answers	The share of respondents who have chosen the answer, %
Student progression and success rates	84.1%
Teacher-student ratio per faculty/department/unit or in the respective faculty/department/unit	46.3%
Tracking graduates' employment	55.6%
Students' satisfaction with their programmes	36.0%
Profile of the student population (age, gender, educational background, socio-cultural background, etc.)	80.4%
Available learning resources and, when applicable, their costs (if necessary)	54.7%
None of the above	1.9%
Other	5.1%

The results of the conducted survey show that the main component of the information system of the majority of HEIs is the student progression and success rates (84.1 % of respondents) and profile of student population (age, gender, educational background, socio-cultural background, etc.) (80.4 % of respondents). A significant attention has been made to the following aspects: available learning resources and their cost (54.7 %), information on teacher-student ratio per faculty/department (46.3%).

As positive fact we can note that 55.6% of HEIs track graduates' employment. Such practice allows define level of employability and

correspondence of knowledge of students with requirements of modern labor market which allows HEIs to react immediately and make necessary corrections to study programmes.

The disturbing fact is that the indicator of level of satisfaction of study programmes by students as a part of information system of a HEI is used only by 36% of respondents. Despite the fact that students are their importance while designing and assessment of quality of study programmes is almost not considered. At the same time it is necessary to remember the fact that satisfaction of students with the quality of education process in general and quality of study programmes in particular is a main factor which provide continuation of study in the same HEI for acquiring educational level of “master” as well as recruiting new students.

An important part of the internal quality assurance system is a publicity of information about educational activities of a HEI. According to ESG, information on the activities of institutions is useful both for future and current students, graduates and other stakeholders and public. Thus, institutions must provide information on their activities, including programmes that they offer and selection criteria for training; intended learning outcomes for these programmes; qualification granted by the programme; training procedures.

In order to study particular aspects the respondents have been asked to define which components are the part of information about study programmes, that is publicly available.

Distribution of answers to this question is presented in table 10.

Table 10

Results of the survey on the information about study programmes of a HEI that is publicly available

Answers	The share of respondents who have chosen the answer, %
Number of students currently involved in the programme	47.7%
Number of academic staff involved in the programme	51.4%
Teacher-student ratio in the respective faculty/department/institute	20.1%

Information on the intended learning outcomes of the programme	55.1%
Information of qualifications granted by the programme	79.4%
Information on the teaching, learning and assessment procedures used within the programme	66.8%
Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme	53.3%
Information on alumni career progress	44.9%
Information on graduates societies/clubs (contact data, etc.)	27.6%
Profile of the current student population	38.3%
Specific information targeting international students	19.2%
Detailed information on admission criteria published in appropriate advance period (year/half a year/months before start of admission process)	79.9%
Detailed information (upon request) about reasons of negative results (rejection from the candidate) of admission procedure	18.2%
Accessibility and support offered to disabled students	32.7%
Other	3.3%

Data generalized in the table allows making a number of positive conclusions:

- the major part of respondents (79.9%) publish detailed information on admission criteria in advance;
- 79.4% of respondents share public information on qualifications granted by the programme;
- 66.8% of HEIs have experience of presenting information on teaching, learning and assessment procedures used within a programme;
- more than a half of respondents (55.1%) inform internal and external stakeholders on intended learning outcomes of the programme.

This practice enables stakeholders to access clear, accurate, objective, timely and easily accessible information on the activities of the university, including study programmes as supposed by ESG.

However, the conducted study gives reasons for a number of disadvantages in this area, namely:

- only 32.7% of respondents inform publicity on the availability and support offered to disabled students;
- only 27.6% provide information on graduates societies/clubs. Such low rates may indicate that HEIs are not active enough in this direction;

- information targeting international students is published in 19.2% of HEIs which took part in the survey;
- 18.2% of respondents provide detailed information (upon request) on the reasons of negative results (rejection from the candidate) of the admission procedure.

It is necessary to point out that as a prerequisite of the educational process is to provide visibility of information on all components of educational activities in higher education. Today most HEIs are characterized by fragmented disclosure of information by those components required by the Ministry of Education and Science of Ukraine. This makes it impossible to obtain clear, accurate, objective, timely and easily accessible information on the activities of the university, including study programmes and reduces the efficiency of the internal quality assurance system.

The majority of respondents have given positive answers to the question concerning informing the publicity on the results of conducted evaluation. Though the answers have been distributed as following: results of the internal evaluation are published through reports, web-sites, information material in 110 of respondents, results of the external evaluation are published by 109 participants of the survey. 106 respondents inform stakeholders on the results of internal evaluation, while 82 – on the results of external evaluation.

Received data indicates that the level of information transparency of Ukrainian HEIs remains low and needs further improvement.

It should be noted that a necessary condition for quality assurance of education activity and quality of higher education is not only conducting evaluation (internal and external) as itself but also providing publicity of its results. That's why European countries have common practice of HEIs reporting to society.

As a conclusion, it is necessary to note that the majority of HEIs are currently developing and implementing internal quality assurance systems of educational activity and quality of higher education.

During the survey analysis, the following challenges have been identified:

1. Ukrainian HEIs don't consider to a full extent the principles of designing internal quality assurance systems based on ESG.
2. The low level of involving external stakeholders, first and foremost employers and graduates, as well as internal stakeholders, in particular students in the processes of design, monitoring and revision of study programmes.
3. Most of HEIs do not conduct student evaluation of time spent on studying the courses as well as analysis of their subjective evaluation of workload for learning.
4. Insufficient provisions for internal systems of academic staff selection.
5. The low level of information transparency; limited information is publicly available to all internal and external stakeholders.