The National University of Ostroh Academy

SELF-EVALUATION REPORT FOR INSTITUTIONAL ACCREDITATION

March 2025

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Self-Evaluation Report
for Institutional Accreditation

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March, 2025

Approved by Rector of NaUOA

Eduard BALASHOV

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1. Introduction

The National University of Ostroh Academy (University, Ostroh Academy, NaUOA) is a national university in Ukraine, Ostroh, Rivne Oblast. The University is subordinated to the Ministry of Education and Science of Ukraine.

The University, as the direct successor of the first higher education institution in Ukraine and Eastern Europe, holds a unique historical significance. The revival of Ostroh Academy in independent Ukraine began in 1994 with the Decree of the President of Ukraine. Subsequent decrees further propelled the development of Ostroh Academy, infusing it with new momentum.

In October 2000, Ostroh Academy was granted the status of a National University. On August 23, 2003, the Presidential Decree was issued, according to which the National University of Ostroh Academy was placed under the patronage of the President of Ukraine.

According to the Resolution of the Cabinet of Ministers of Ukraine No. 798 dated July 29, 2009, Ostroh Academy was granted the status of a self-governing (autonomous) research national higher education institution.

Ostroh Academy was awarded the 27th prize "For Quality" by the International Trade Club of Trade Leaders in Paris for actively developing and implementing European education standards. Ostroh Academy is the only Ukrainian university listed twice in the Guinness World Records: 2014 and 2019.

The National University of Ostroh Academy has been a member of the European Association of Universities since 2010, a member of the Consortium of Ukrainian Universities and the University of Warsaw, and a member of the Eastern European University Network. In 2014, Ostroh Academy was ranked among the Top Ten National Universities regarding transparency (Center for Social Research).

Full name of the University:

in the Ukrainian language – Національний університет «Острозька академія»;
in the English language – The National University of Ostroh Academy.
The abbreviated name of the University:
in the Ukrainian language – НаУОА;
in the English language – NaUOA.

The location of the University and its legal address is Seminarska Street, 2, Ostroh, Rivne Oblast, Ukraine, 35800.

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1.1. SELF-DEFINITION. MISSION, ETHOS AND VISION

The mission, ethos and vision of The National University of Ostroh Academy are defined by its **The NaUOA Statute** and **The NaUOA 2017-2026 Development Strategy**.

The National University of Ostroh Academy's **mission** is presented by its unique slogan: **"A tradition that creates the future"**.

Speaking of tradition, we mean that in its activities, our university is the successor of the Ostroh Academy of the 16th century. The activities of the revived Ostroh Academy, which represents the connection of times, aim to actualise the period of the Ukrainian Renaissance, personified by the Ostroh cultural and educational centre. Thus, we rely on the strong academic and scientific tradition of that time that determined the development of higher education in Ukraine and Eastern Europe. Since the founding of Ostroh Academy (1576), among the members of our academic community were well-known scholars and cultural, political, and religious figures, including Herasym Smotrytskyi, Ivan Fedorovych, Demian Nalyvaiko, Meletii Smotrytskyi, Petro Konashevych-Sahaidachnyi, Iov Boretskyi, Iov Kniahynytskyi, Jan Liatosh, and others. In addition, the activities of the Ostroh cultural, educational, and

scientific centre of the 16th century established a strong tradition of patronage of Ukrainian culture, education, and science, as evidenced by the patronage of the Academy and the publication of scientific and theological books by the founder of the Ostroh Academy, Prince Vasyl-Kostiantyn Ostrozkyi, and his niece Princess Halshka of Ostroh.

Emphasising the creation of the future reflects the University's essence as a social institution rooted in European culture. An essential component of university life is the creation of new knowledge. Thus, the university is focused on the formation of innovative scientific space and new educational landscapes aimed at acquiring knowledge by the participants of the educational process that allows them to understand the essence of current social, economic, political and cultural processes, which contributes to the development of skills to predict and design their course in the future, and also allows them to acquire skills in communication, critical thinking, project activities, solving complex problems, and self-management of the learning process.

The university accomplishes the mission through the efforts of the entire academic community, which includes academic staff, undergraduate and postgraduate students, other university employees, alumni, patrons of Ostroh Academy, and persons awarded the university's honours.

The Ethos. In fulfilling our mission, we are unwavering in our commitment to maintaining and developing the ethos of Ostroh Academy. This commitment is rooted in our adherence to core values such as academic honesty and equal access to knowledge. These values, along with transparency of activities, high moral and spiritual standards, freedom of research, active citizenship, and the delivery of high-quality educational services, form the foundation of our institution.

The following principles shape **the moral and institutional identity of the National University of Ostroh Academy**:

- fairness and non-discrimination;
- trust of members of the academic community in each other;
- academic autonomy, respect for reasoned opinions;
- democratic governance and transparency in conducting competitions for positions;
- responsibility for the use of resources;
- solidarity and decency in relations with partners;
- solidarity with the people of Ukraine and a sense of patriotism to foster the Ukrainian state-building elite.

The **Vision** of the National University of Ostroh Academy is based on the analysis of the current state of the University, the prospects of its activities over the next decade, the principle of sustainable development, and the leading educational trends of our time.

Academic leadership, entrepreneurship (innovation), internationalisation (intercultural interaction, educational mobility, international popularisation of research results), and social service are the benchmarks for the university's development.

• Academic Leadership is a cornerstone of our mission, involving creating new SPmes, active research, and disseminating positive practices to other educational, scientific, and cultural institutions.

• Entrepreneurship, or innovation, is a key aspect of our mission, enabling us to respond to the challenges of our time and remain active in a rapidly changing world.

• The Internationalisation of educational practices and research results is a guideline for establishing international cooperation in science and education, providing internship opportunities for participants in

the educational process abroad, and disseminating the results of scientific research in recognised international publications.

• Social Service involves the interaction of the National University of Ostroh Academy with the city, region, and country to support their development, raise civic awareness and political culture of Ukrainian society, and is also related to supporting charitable, social, and cultural projects.

Specifying these benchmarks involves:

● high quality of research (creating conditions for conducting research that meets the current level of innovative knowledge; creating groups of researchers to implement interdisciplinary research projects; promoting international cooperation between scientists and the introduction of the latest technologies for disseminating, presenting and popularising scientific research; searching for grant programmes to provide financial support for research projects)

● high quality of education (expanding opportunities for individualised learning and student-centred education; promoting teacher training, in particular through internships abroad; increasing specialisations; widespread introduction of problem-based learning with elements of case studies based on real-life practice; creating SPmes for all age groups to implement the principle of "life-long learning"; introducing distance and blended learning programmes through the use of MOOCs);

● high quality of university management (development of human capital of the university; advanced training of university management personnel by familiarising them with the latest forms of academic management; informatisation of management processes and introduction of an electronic document management system; development of the material base, real estate and infrastructure of the university);

● institutional expansion, which involves further development of the campus, creation of an innovative technology park, and formation of an experimental educational landscape within Ukraine in the form of an academic city;

● expansion of cooperation with the external environment (creation of a network of partners from the business environment, media, government and civil society to implement joint educational, scientific, cultural and social projects);

● closer integration of the academic community and promotion of the university (introduction of new forms of cooperation with alumni and career guidance; development of the brand book of the National University of Ostroh Academy; promotion of the expert influence of the university staff and alumni; strengthening the presence of the National University of Ostroh Academy in the educational, intellectual and media space).
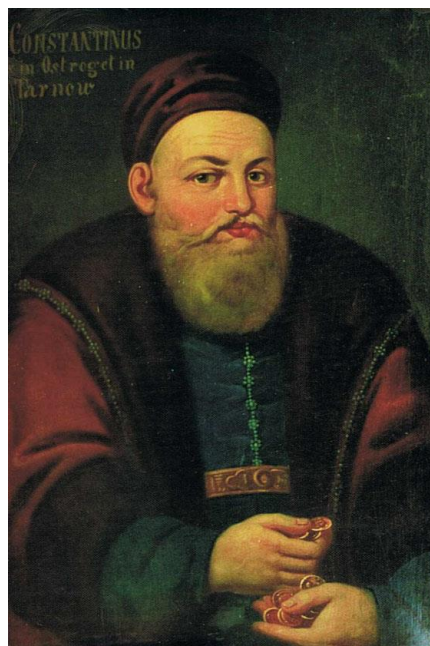
The model of the university that we are guided by in implementing our strategy is an autonomous research university that is developing dynamically and focusing on the concept of a world-class university.

1.2. HISTORY OF OSTROH ACADEMY

Ostroh Academy was founded in 1576 by Prince Vasyl-Konstantyn of Ostroh, a famous Ruthenian magnate of the Polish-Lithuanian Commonwealth during the Renaissance. According to contemporaries, the Prince organised an Academy on an almost royal scale. The Prince was also famous for his generous donations to churches and monasteries. His father used to build temples even outside his possessions. Ostroh was chosen to become a research, educational, and publishing centre. It did not happen by chance, as it was important for Vasyl-Konstiantyn to place the Academy in his *ancestral home*. This town gave its name to his family; it was the capital of vast Ostrozkyi's possessions.

The traditional Western European education system served as the basis for Ostroh Academy, meaning the simultaneous study of the languages used to interpret the Holy Scriptures – Greek, Latin, and Biblical Hebrew. The system was formed by leading humanists of the 16th century, Erasmus of Rotterdam and Philip Melanchthon. Ostroh Academy went on studying Latin and Greek and supplemented them with local, bookish Slavonic language. The students also mastered Polish and Biblical Hebrew. Because of this, the education system synthesised two different cultures, which determined the originality and uniqueness of the educational institution. In addition to languages, Ostroh Academy taught *seven liberal arts* - the sciences of *trivium,* traditional for European schools (Grammar, Rhetoric, and Dialectics) and *quadrivium* (Arithmetics, Geometry, Astronomy, and Music). *Higher Sciences,* including Philosophy, Theology and Medicine, were also among the subjects. High education and teaching standards were sourced with a rich collection of books.

Ostroh Academy hosted only male students, which was the usual situation then. The education lasted for about ten years. It is noteworthy that Prince Vasyl-Kostiantyn cared about students' material support. One can read about it from a document of the first quarter of the 17th century, *Resolution on Ostroh Academy.* It refers to the Prince's foundation amounting to 1000 złotys for the *Ostroh School*. It indicates specific estate, taxes, and fees transferred to the Academy. The resolution even provided for such details as financing students' clothes, including ten złoty for the purchase of footwear, furs, hats, kozhukhs (sheepskin coats), and 100 złoty for their nutrition that included cheese, cereals, salted meat, fish, vegetables etc. They also cared for teachers. The resolution indicated they would be paid 50 złoty per trimester for their work.

Princess Halshka, the niece of Prince Vasyl-Kostiantyn, provided significant financial support for Ostroh Academy. She was among the wealthiest women in Eastern Europe, but neither her beauty nor fortune made her happy. The princess fell victim to political intrigues and disputes of her guardians. Three times married without her consent, Halshka unsuccessfully tried to defend her right to shape her destiny. Despite all life's troubles, including 14 years of actual imprisonment in Szamotul Castle, the woman forever inscribed herself in the history of Ostroh Academy. In 1579, she made up her famous will to transfer "six thousand kopas of Lithuanian counting (1 *kopa of Lithuanian counting* was equal to 60 groshens) <...> to Ostroh Academy", which played a significant role in the development of the educational institution.

Ostroh Academy initiated the revolution in the tradition of Orthodox education, connecting the Greek-Slavonic model of culture with the achievements of Western and Central Europe and the best ideas of the Reformation and Counter-Reformation. Religious tolerance, proper of Ostroh at that time, was necessary for the activities of the Academy. The work of foreign intellectuals and international contacts ensured the high intellectual level of the Academy. No other cultural centre in the Ukrainian lands of the 16th and 17th centuries had at its disposal many influential, highly educated personalities from the Orthodox East and the Balkans. The first rector of Ostroh Academy, Herasym Smotrytskyi, was a prominent scientist, later the author of the first printed sample of Ukrainian polemical literature - *The Key to the Kingdom of Heaven* (1587, Ostroh). Another leader, Cyril Lucaris, later held the highest position in the Orthodox world, that of the Ecumenical Patriarch. Among the well-known teachers of the academy were Demian Nalyvaiko, a writer; Jan Latosz, astronomer, mathematician, and Doctor of medicine, a graduate of the Universities of Krakow and Padua; Manuel Moschopoulos, Greek scholar and religious figure; Nicephorus Parashes-Cantacuzino, a graduate of the Paduan Academy and others.

The brightest monument created by the activity of Ostroh intellectuals was the Ostroh Bible of 1581 - the first complete Bible in the history of printing published in the Slavonic language. Professors of Ostroh Academy were engaged in editorial work on the Holy Scriptures. The collected biblical texts were compared. Some parts were translated from scratch, and everything was reduced to one book, so with the creation of the text of the Ostroh Bible, the tradition of scientific translation was first established in the Ukrainian land. Herasym Smotrytskyi, the first rector of Ostroh Academy, headed the editors. On August 12, 1581, the collaborative work of scientists and printers was completed. The press run of the Bible was about one and a half thousand copies. The Bible became the tremendous spiritual force the Orthodox Church needed in the crisis; it became a symbol of national culture and proved to the world

that the Slavic language, along with Latin and Greek, is also the language of world culture. For many generations of believers, the Ostroh Bible remained an unsurpassed example of the perfection of philological text processing and the skilful printing trade.

The glorious times of Ostroh Academy ended with the death of its patron, Prince Vasyl-Kostiantyn. The institution finally ceased to exist in 1636. However, the type of higher education institution formed here has spread to other Ukrainian cities and later to neighbouring countries. The cause of Ostroh Academy continued, first of all, with the activities of its graduates. Among them were Petro Konashevych-Sahaidachnyi, Hetman of Zaporizhian Host; Iov Boretskyi, the first rector of Kyiv Brotherhood School (later Kyiv-Mohyla Academy); Elysei Pletenetskyi and Zakharia Kopystenskyi, Lavra Archimandrites who developed the printing in Kyiv, Isakii Boryskovych, a well-known church and cultural figure etc. The glorious deeds of the Ostroh scientific circle were continued by Meletii Smotrytskyi, a graduate of the Academy, writer and the author of the first grammar of the Church Slavonic language. Ostroh representatives spread the educational traditions of the Academy to other Ukrainian cities.

The spiritual heritage of the Ostroh Academy was a vivid manifestation of the first national and cultural revival. It influenced the development of Ukrainian culture until almost the end of the thirteenth century. The works of the Ostroh Academy defined the guidelines for the artistic development of the Ukrainian people, and its activities tested a model of synthesising Western European cultural achievements with national culture.

The Academy in Ostroh gave a powerful impetus to developing higher education in Ukraine. Historians find many names associated with Ostroh or Prince Vasyl-Kostiantyn among the staff of the Kyiv Brotherhood School founded in 1615. This school was the cradle of the famous Kyiv-Mohyla Academy, almost the only higher educational institution of Cossack, Ukraine, that provided first-class education at the European level. Courses in poetics, rhetoric, philosophy, and theology were taught there. Latin occupied a special place among the languages studied. The studies based on the model of Kyiv Academy were introduced in the colleges of Chernihiv (1700), Kharkiv (1722) and Pereiaslav (1738). However, despite its unique role, the Kyiv-Mohyla Academy was closed by order of the Synod in 1817, and 2 years later, the Theological Academy began to operate within its walls.

The idea of reviving Ostroh Academy belongs to Petro Andrukhov, the chairman of the local history society *Spadshchyna* ("*Legacy*"). The organisation was founded in 1989 and brought together local historians, teachers, cultural workers and enthusiasts of the history of their town. A small group of enthusiasts did a great job and took the first step towards reviving the Academy.

In 1990, *Spadshchyna*, with the support of Ostroh Mayor Mykola Hryshchuk, launched a scientific conference, *Ostroh on the Threshold of the 900th Anniversary*, which was the preparation for the celebration of the 900th anniversary since the town had been mentioned in the chronicles for the first time. The participation of famous Ukrainian historians in these conferences, as well as their discussions and debates concerning the town's history and its role in developing Ukrainian culture, gradually crystallised in the idea of reviving the Academy in Ostroh.

Reviving a higher education institution in a town in Ukraine that had only recently regained its independence and lacked a deep understanding of its history was a formidable challenge. Not surprisingly, the formation of a higher education institution in Ostroh was perceived as a fancy idea, far from being shared by everybody. However, the initiative group was supported by the Academician, then Deputy Prime Minister for Humanitarian Policy Mykola Zhulynskyi, Representative of the President of Ukraine in Rivne Oblast Roman Vasylyshyn, Rector of Kyiv-Mohyla Academy Viacheslav Briukhovetskyi, and Professor Mykola Kovalskyi, who attracted a wide range of scholars to the cause of revival. Hence, the idea of the Academy reached the national level. A unique role in the revival of the new university belongs to its first rector, Professor Ihor Pasichnyk, who gathered around him a team of enthusiasts, the first teachers of the Academy and made every effort to establish and develop the university.

On April 12, 1994, the President of Ukraine, Leonid Kravchuk, issued a decree On Establishing Ostroh Higher Collegium. After 358 years of oblivion, a new page in the institution's history in Ostroh began. Subsequently, the Academy was supported by other Ukrainian presidents. However, the decrees of President Leonid Kuchma became a key to establishing and developing the new school. On June 5, 1996, the Decree On Renaming Ostroh Collegium into the Academy was published.

The higher educational institution in Ostroh was given back its historical name. On January 22, 2000, a presidential decree granted Ostroh Academy the status of a University and the National University level on October 30, 2000.

The educational process in the revived Academy began on December 1, 1994, when the first hundred students of the preparatory department sat at desks. On September 1, 1995, the newly formed Faculties of Humanities and Economics recruited their freshers. The first specialities were *History*, *Cultural Studies* and *Economics*. Gradually, human resources grew, and new faculties were opened: Law (1999), Romance and Germanic Languages (2001), Political Information Management (2005), and International Relations (2008).

From its inception, **the Academy introduced a novel educational format for Ukraine, aligning with modern standards,** which included enrollment tests, student assessments, innovative methods for conducting and organising lectures and practical classes, and a dynamic intellectual environment fostered by researchers and invited lecturers from various cities who came to teach at Ostroh Academy.

1.3. MANAGEMENT AND STRUCTURE

The NaUOA is a **classic university** that excites and inspires with its innovative educational activities across various higher education levels, including PhD programmes, while conducting fundamental and applied scientific research. It serves as a leading scientific and methodological centre, boasts a well-developed infrastructure for education and research, promotes the dissemination of knowledge, and actively participates in cultural and educational initiatives.

The **Rector** directly manages the NaUOA's activities. Ukraine's legislation and the NaUOA Statute determine their rights, duties, and responsibilities. The Rector is responsible for implementing educational, research, and innovative activities in the NaUOA, defining the results of financial and economic activities, and determining the condition and preservation of real estate and other property. The Rector is fully responsible for the results of the University's work. The last elections of the Ostroh Academy Rector were held on May 8, 2024. Professor Eduard Balashov, a Doctor

of Sciences (Psychology), became the new rector of the NaUOA. On November 4, 2024, the Ministry of Education and Science of Ukraine issued an Order appointing the Rector of the National University of Ostroh Academy. To develop a strategy and directions for implementing educational and/or scientific activities, the Rector of the University has the right to form advisory and consultative bodies on a non-profit basis: student, scientific and methodological councils, etc.

The **Academic Council**, a collegial governing body of the University, plays a crucial and pivotal role in shaping the NaUOA's future. Comprising 21 members, the Council determines the strategy and promising directions for developing educational, scientific, and innovative activities. It also sets the system, approves the procedures for internal quality assurance, and makes decisions on the organisation of the educational process.

The **Supervisory Board** exercises public control over the activities of the NaUOA. The main tasks of the Supervisory Board are to assist the management of the NaUOA in implementing and ensuring state policy in the fields of higher education and research to facilitate the solution of promising tasks for the development of the NaUOA. The Supervisory Board cannot include employees and applicants of the NaUOA. The panel of the Supervisory Board has been approved by the Ministry of Education and Science of Ukraine for five years.

The highest collegial body of public self-government of the NaUOA is the Conference of the Personnel - the **Academic Conference**. The Academic Conference is led by a Chairman, elected by a simple majority of the attending delegates through an open vote for a three-year term. Academic Conference meetings are held at least once a year.

The **Rector`s Council** is the main working body of the University, created to resolve current issues of the NaUOA activity. It includes 21 members, and its decisions are mandatory for all participants in the educational process.

The **Director of the Institute** oversees its overall management and is responsible for developing and implementing its development strategy in alignment with the University's objectives. The regulations of the Institute, job descriptions, and other internal regulatory legal acts determine the Institute's Director's rights, duties, and responsibilities. The Director may delegate part of their powers to their Deputies.

The University`s Structure (see Figure 1) also includes educational and scientific institutes, departments and scientific centres, laboratories, a University Legal Clinic, and other bodies that provide practical training for specialists in certain specialities and/or conduct research, educational and methodological offices, academic and production workshops; sports complexes, a Art Centre, Museum and other units whose activities are not prohibited by law.

The NaUOA has student self-government bodies like the **Student Brotherhood** and the **Student Institute Councils**. The main goal of student self-government is to ensure the protection of the rights and interests of higher education applicants, the participation of students in the management of the higher education institution, and the provision of opportunities for creative and intellectual development.

The academic segment consists of an **Educational and Scientific Centre of Extramural and Distance Learning** and five **Educational and Scientific Institutes**:

- Institute of Social and Humanitarian Management
- Institute of Law by I. Malynovskyi
- Institute of Linguistics
- Institute of International Relations and National Security
- Institute of Information Technologies and Business

Figure 1. Structure of the NaUOA

1.4. MAIN STRATEGIC OBJECTIVES AND KEY INDICATORS

Strategic and operational goals and the implementation plan of the University development are clearly defined by the NaUOA Statute and the NaUOA 2017-2026 Development Strategy; the key indicators of the University's activities are specified in the contract of the NaUOA Rector with the Ministry of Education and Science.

The NaUOA, as defined by its Statute, undertakes the following **tasks**:
1. implementation of high-level educational activities that ensure that individuals obtain higher education of the appropriate degree in their chosen specialities;
2. implementation of scientific activities by conducting research and ensuring the creative activity of participants in the educational process, training highly qualified teaching staff and using the results obtained in the educational process;
3. participation in ensuring the social and economic Ukraine's development through human capital formation:
4. personality formation through patriotic, legal, and environmental education, establishing in the participants of the educational process moral values, social activity, civic position and responsibility, a healthy lifestyle, the ability to think freely and self-organize in modern conditions;
5. ensuring an organic combination of educational, scientific and innovative activities in the educational process;
6. preserving and increasing moral, cultural, and scientific values and achievements of society;
7. disseminating knowledge among the population, raising the educational and cultural level of citizens;
8. establishing international relations and conducting international activities in the fields of education, research, sports, art and culture;
9. studying the demand for individual specialities in the labour market and promoting graduates' employment.

The specification of these tasks is reflected in the Rector's contract. The **key indicators** of the NaUOA's activities until 2029 are:
● the improvement of the university's digital educational platform IS UMSys;
● an increase in the volume of funds received based on the results of scientific and technical works;
● an increase in the number of higher education applicants and teachers who participated in international academic mobility programmes; support and maintenance of the participation of the NaUOA in industry sectors of global rankings;
● an increase in teachers with a non-zero h-index in international scientometric databases.

The University annually reports in January on the results of its activities to the Ministry of Education of Ukraine. It sends the following documents: **the Rector's Report for the year**, the **Financial Report for the year**, and the Report on Implementing **the University's KPIs (compared to the previous one)**.

According to the NaUOA 2017-2026 Development Strategy, the **strategic goals** of the University are:
● SG 1. Diversifying the offer of educational services.
● SG 2. To implement flexible educational pathways and new learning technologies.
● SG 3. Creating an innovative scientific space.
● SG 4. To provide a high level of internationalisation of scientific research at the National University of Ostroh Academy.
● SG 5. Broad participation in grant research projects.
● SG 6. Popularisation of scientific achievements of the National University of Ostroh Academy.
● SG 7. Innovative transformation of the space and services of the Scientific Library.
● SG 8. Formation of the National Elite.
● SG. 9. Preservation and enhancement of University Cultural Traditions.
● SG 10. Professional development of the employees of the National University of Ostroh Academy.
● SG 11. Material support for the University.
● SG 12. Development of University infrastructure.
● SG 13. Financial safety of the University.
● SG 14. Implementation of effective mechanisms for project and case management at the University.

The NaUOA 2017-2026 Development Strategy is detailed in terms of operational objectives and tactical tasks, the implementation of which is assigned to the relevant units and responsible persons. The results of its implementation are summarised in three stages: in 2018, 2021, and 2026. From a short- and medium-term perspective, each stage will undergo interim audits, analysing the external and internal environment. These audits will assess the progress of strategic goal implementation. Based on these audits, tactical tasks were adjusted to achieve operational goals in 2018 and 2021 effectively. Completing the long-term perspective stage provides for a general audit of the implementation of strategic objectives in all areas of development and the preparation of a final report (see also Chapter 3.1.1.).

1.5. SELF-EVALUATION PROCESS AND WRITING THE REPORT

In the summer of 2024, the National Agency for Higher Education Quality Assurance (NAQA) and the Estonian Agency for Higher Education Quality Assurance (HAKA) announced a competition among Ukrainian higher education institutions for institutional accreditation by the HAKA. Vice-Rector Dmytro Shevchuk and Rector's Assistant Kateryna Yakunina prepared the application form from the NaUOA. After the announcement of the competition results in the fall of 2024 and the signing of the agreement between the NaUOA and HAKA, a working group was created by the rector's decision to prepare for institutional accreditation. The working group included the Rector of the University, Vice-rectors, Rector's Assistant for Project Activities, Directors of Institutes, a representative of the Legal and Financial services, representatives of the Commission on Education Quality, and a representative of the Student Brotherhood (12 people in total). The working group studied the HAKA self-evaluation report's supporting documentation and structure. It analysed the availability of the necessary information to prepare the NaUOA self-evaluation report.

On October 30-31, 2024, representatives of Ostroh Academy had the opportunity to join the training on the implementation of institutional accreditation in the processes of external quality assurance of higher education in the European educational area, as well as to learn more about **the Estonian quality assurance system**. During the training, the working group worked in more detail on the principles and procedures of institutional accreditation and identified vectors for further work in assessment areas and sub-areas.

In November 2024, work began on the self-evaluation report for the relevant assessment areas:

- The group was responsible for preparing information on **assessment area 1. Organizational management and performance** was headed by the Rector`s Assistant, Kateryna Yakunina;
- The group was responsible for preparing information on **assessment area 2. Teaching and learning** was headed by the Head of the Educational and Methodological Department, Lesia Holoyukh;
- The group was responsible for preparing information on **assessment area 3. Research, development and/or other creative activity (RDC)** was headed by the Vice-Rector, Dmytro Shevchuk;
- The group is responsible for preparing information on **assessment area 4. Service to society** was headed by the Vice-Rector Ruslana Kalamazh.

The Rector, **Eduard Balashov**, was in charge of general coordination in the preparation for institutional accreditation.

Group leaders and members were in constant contact with each other. Employees of all structural units were involved in collecting information, analysing it, and writing the text of the self-analysis. The joint work was facilitated by creating a single database on Google Drive for the oa.edu.ua domain; the placement of shared text documents allowed for the submission of reasonable proposals from competent persons and timely responses. In addition, regular meetings were held in working groups and among group leaders to exchange information and discuss issues related to the self-evaluation report.

The prepared report was submitted for evaluation to the academic community and students in mid-February, after which it was finalised. The self-evaluation report was approved at a meeting of the University Administration on March 3, 2025, after which the document was submitted to the Editorial and

Publishing Department for layout. The self-assessment report is available via link: https://www.oa.edu.ua/en/education/institutional_accreditation

1.6. STUDENTS

In recent years, the number of students at the NaUOA has been affected by the general demographic situation in Ukraine and migration processes related to the Russian-Ukrainian war. The increase in the number of students at the bachelor's and Master's levels of higher education in recent years is also due to the opening of new SPs that meet the modern labour market in Ukraine and the world: National Security, Computer Science, Data Marketing, Computer Linguistics, Journalism and PR.

Table 1. Aggregated data about study programmes and students by central units and levels of study (Bachelor's, Master's, Doctoral) in the academic years 2019/2020–2023/2024. *Source: USEDE*

		2019/20	2020/21	2021/22	2022/23	2023/24
Number of Bachelor's study programmes		23	25	25	27	32
Number of Master's study programmes		15	15	24	24	25
Number of Doctoral study programmes		10	10	10	10	11
Students of Bachelor's study programmes	Number of students	2178	2260	2062	2199	2307
	Number of students enrolled	585	546	539	620	785
	Number of dropouts	128	139	120	113	143
	Number of graduates	573	514	527	455	441
	Number of international students	12	16	11	3	3
Students of Master's study programmes	Number of students	532	468	473	603	769
	Number of students enrolled	225	254	232	405	388
	Number of dropouts	35	30	18	42	82
	Number of graduates	334	267	240	222	326
Students of doctoral study programmes	Number of students	83	78	70	80	95
	Number of students enrolled	23	24	15	29	38
	Number of dropouts	10	15	7	8	8
	Number of graduates	18	14	16	11	15

1.6. STAFF

Table 2. Aggregated data about university staff in the years 2020–2024. Source: USEDE*

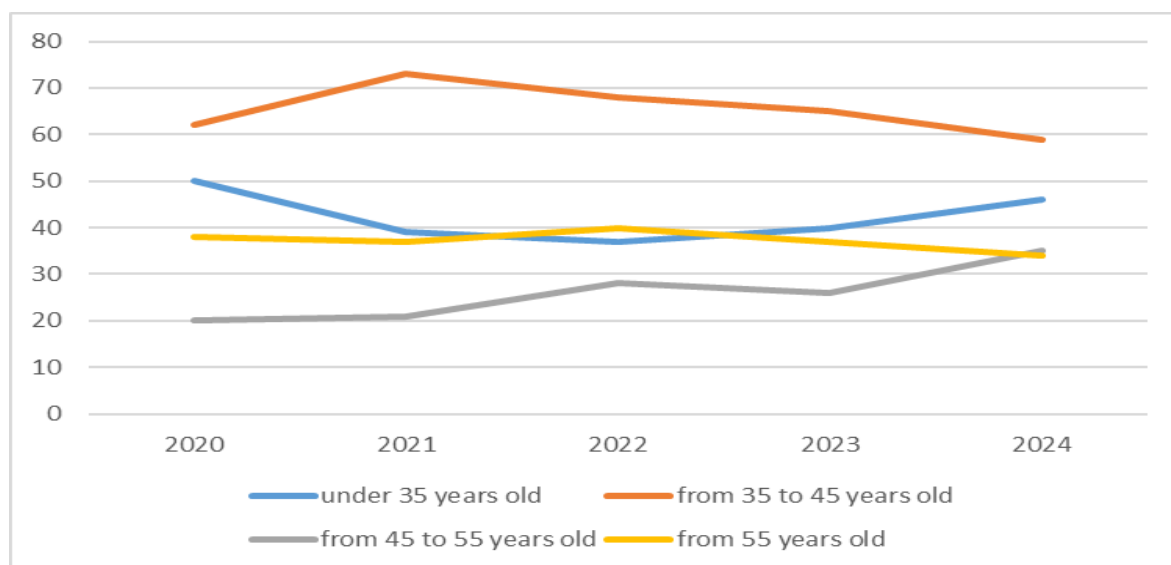|	**2020**	**2021**	**2022**	**2023**	**2024**
Total number of academic staff	**194**	**202**	**204**	**198**	**201**
Number of academic staff with PhD	150	152	142	142	147
Total number of academic staff (full-time employees)	**170**	**170**	**173**	**168**	**174**
Total number of academic staff (women/men)	109/61	109/61	107/66	104/64	100/74
Number of academic staff with PhD (full-time employees)	132	134	132	131	121
Total number of academic staff (part-time workers)	**24**	**32**	**31**	**30**	**27**
Number of academic staff with PhD (part-time workers)	18	18	10	11	18
Distribution of academic staff members by age group (full-time employees):					
under 35 years old, %	50 (29,4%)	39 (22,9%)	37 (21,4%)	40 (23,8%)	46 (26%)
from 35 to 45 years old, %	62 (36,5 %)	73 (42,9%)	68 (39,3%)	65 (38,7%)	59 (34%)
from 45 to 55 years old, %	20 (11,8%)	21 (12,4%)	28 (16,2%)	26 (15,5%)	35 (20%)
from 55 years old, %	38 (22,4 %)	37 (21,8%)	40 (23,1%)	37 (22%)	34 (20%)
Number of international teaching staff (part-time workers)	**4**	**3**	**4**	**1**	**1**
Number of support staff	**220**	**213**	**202**	**194**	**188**

*United State Electronic Database on Education, Ukraine

According to the analysis of the quantitative and qualitative composition of the NaUOA teaching staff in 2024, teachers with a scientific degree and academic title - 75%. The share of teachers without a scientific degree (25%) includes postgraduate students and practising teachers.
The indicator of the involvement of practising teachers changed from 2020 to 2024, in 2022, there was a slight increase in practising teachers (from 12.4% of the total number of teachers to 15.8%).

Having analysed the age indicators of the teaching staff, it can be stated that the main potential of the university is scientists, 60% under the age of 45, 20% under the age of 35 and 34% under the age of 45. The average age of doctors in sciences is 57 years, and the average age of candidates in sciences is 43 years. Generally, the average age of teachers with academic titles and/or degrees is 50 years.

Figure 2. Analysis of the quantitative and qualitative composition of the NaUOA teaching staff

Table 3. Aggregated data about staff by Institutes in the years 2020–2024. Source: USEDE

	2020	2021	2022	2023	2024
Educational and Scientific Institute of Law by I. Malynovskyi					
Total number of academic staff	**29**	**30**	**29**	**27**	**26**
Number of academic staff with PhD, %	19 (65,5 %)	21 (70%)	20 (69%)	18 (70%)	19 (73,1%)
Educational and Scientific Institute of Linguistics					
Total number of academic staff	35	42	39	37	37
Number of academic staff with PhD, %	20 (57,1%)	21 (50%)	21 (53,8%)	20 (54%)	20 (54%)
Educational and Scientific Institute of Social and Humanitarian Management					
Total number of academic staff	-*	60	56	58	57
Number of academic staff with PhD, %	-*	47 (78,3%)	45 (80,4%)	45 (78%)	46 (80,7%)
Educational and Scientific Institute of International Relations and National Security					
Total number of academic staff	-*	51	45	43	39
Number of academic staff with PhD, %	-*	40 (78,4%)	38 (84,4%)	37 (86%)	33 (84,6%)
Educational and Scientific Institute of Information Technologies and Business					
Total number of academic staff	32	35	35	33	42
Number of academic staff with PhD, %	25 (78,1%)	25 (71,4%)	23 (63,9%)	24 (73%)	27 (64,3%)

* In 2020, the Faculty of Humanities (Total number of academic staff - 36, Number of academic staff with PhD - 31), the Faculty of International Relations (Total number of academic staff - 30, Number of academic staff with PhD - 24), and the Faculty of Political and Information Management (Total number of academic staff - 46, Number of academic staff with PhD - 33) were reorganised.

2. Overview of outcomes
of study programme accreditations

External stakeholders and accreditation agencies' analysis and assessment of the educational environment contribute to improving this system. The NaUOA has experience in assessing the internal quality assurance system of education by international companies (Bureau Veritas Certification Holding SAS - UK Branch), Ukrainian companies (RivneStandartMetrologyiia) and experience in study programme accreditation by NAQA.

Since 2020, the NaUOA has undergone the accreditation procedure for 27 study programmes in NAQA (5 SPs passed the conditional accreditation in 2023 with a re-pass of full accreditation in the next year) (see Table 4).

Table 4. The NaUOA study programmes (SPs): December, 2024

	Exeptional accreditation in 2024/25,	New SP's exceptional accreditation in the coming years, %	SPs accreditation (NAQA), %	Specialty accreditation (MES), %	Conditional accreditation	Total of study programmes
Bachelor's study programmes	1	8 (25%)	11 (34%)	12 (37.5%)	0	32
Master's study programmes	1	2 (8%)	13 (52%)	9 (36%)	0	25
Doctoral study programmes	2 (18%)	6 (55%)	3 (27%)	0	0	11

These tables demonstrate that the NaUOA adheres to high requirements for educational programs and actively involves external experts in their analysis. It is worth noting that the low level of accreditation of Doctoral study programs is associated with a small number of level 3 applicants who complete their dissertation research within the specified period (4 years).

Based on the results of the external assessment of the quality of education at the NaUOA and the quality of the educational environment at the NaUOA, strategic decisions were made:

- A quality management system that complies with ISO 9001:2015 was developed and implemented

- A program and system of internal audits were developed to analyse the effectiveness of the main processes at the NaUOA. The NaUOA establishes corrective actions promptly and obtains information on their efficacy (see Chapter 3.1.1)

- The NaUOA 2017-2026 Development Strategy is specified in the Communication Strategy, Internationalisation Strategy and Digitalisation Strategy (see Chapter 3.1.1)

- In the procedure for internal education quality assurance at the NaUOA's institutional level, the role and responsibility of the speciality assurance group and the SP's Chief were regulated

At the operational level, the following was implemented:

- A comprehensive system for monitoring the educational environment of the NaUOA: a survey on the quality of teaching disciplines, the quality of the educational environment, and the quality of the implementation of the SP

- Improving the publicity of information on the university website regarding the SP, descriptions of disciplines, feedback and reviews from stakeholders

- The NaUOA created a Psychological Service

- The procedure for surveying applicants improves

- The mechanism for recognising learning outcomes obtained in non-formal education was improved

- The formation of educational materials in Moodle was improved

- Measures to popularise adherence to academic integrity were increased (in particular in an interactive form)

- The mechanism for selecting elective disciplines was enhanced, and the posting of information about elective disciplines on the NaUOA website was improved

It is also worth emphasising that the improvement and revision of SPs and other elements of the academic activities of the NaUOA are continuous processes. This process responds to changes in Ukrainian legislation in education and higher education, changes in the labour market, the needs of students and employers, etc.

3. Self-evaluation across assessment areas

3.1. ORGANISATIONAL MANAGEMENT AND PERFORMANCE

3.1.1. General management

Analysis

The National University of Ostroh Academy, the successor of the 16th-century Ostroh Academy, clearly defines its role in Ukrainian society through "the formation of an innovative scientific space and new educational landscapes aimed at providing the participants of the educational process with knowledge that enables them to understand the essence of current social, economic, political and cultural processes, which contributes to the development of skills to predict and project their course in the future, as well as provides an opportunity to acquire communication skills, critical thinking, project management, and project management skills" (The NaUOA 2017-2026 Development Strategy). Based on the Miles-Snow typology of organisational behaviour, the strategic position of the NaUOA can be correlated with the type of analytical university. It is an analytical adaptive strategy that involves preserving the old, established order of things in some aspects (in our case, it is related to maintaining the tradition of Ostroh Academy and the existing dynamics of educational and scientific processes) while simultaneously experimenting with others. Certain aspects of the NaUOA's activities in 2017-2026 are aimed at a stable environment and using proven methods and techniques. Other factors relate to creating new, more dynamic educational and research projects and innovation openness. At the same time, the university's development involves constantly analysing current educational trends to identify and use positive approaches, practices, and strategies. Thus, the NaUOA Strategy correlates with the Strategy for the Development of Higher Education in Ukraine for 2022-2032 and the Strategic Plan of the Ministry of Education and Science until 2027 (see Table 5).

The University's strategic goals and KPIs are the basis for forming the goals of its structural units. The objectives of the structural subdivisions of the NaUOA include measures to improve the quality of educational services and scientific products, taking into account the impact of risks; measures to develop new study programmes and/or new specialisations; introduce the latest technologies in the educational process, establish partnerships with stakeholders and improve the system of attracting applicants, etc. These issues are discussed at the annual **Academic Conference**, meetings of the Academic Council of the University, the Rector's Council, Institute Councils, etc. The effectiveness of the implemented actions is assessed during the internal audit of structural units and in reporting on the activities of the university and structural units for the year.

Table 5. Correlation of Strategies

The Strategy for the Development of Higher Education in Ukrain for 2022-2032	The NaUOA 2017-2026 Development Strategy	Strategic Plan of the Ministry of Education and Science until 2027 (Priority 5, Priority 8)
SG 1. Management efficiency in the higher education system.	SG 10. Professional development of the employees of the National University of Ostroh Academy. SG 12. Development of university infrastructure SG 14. Implementation of effective mechanisms for project and case management at the university. SG. 9. Preservation and enhancement of university cultural traditions.	Strategic objective 5.5. Management in the higher education system is based on the principles of autonomy and responsibility.
SG 2. The trust of citizens, the state and businesses in higher education institutions' educational, scientific and innovative activities.	SG 8. Formation of the national elite.	Strategic objective 5.3. Citizens, the state and businesses trust higher education institutions' educational, scientific and innovative activities.
SG 3. Ensure high-quality educational and research activities, as well as competitive higher education, that are accessible to different population groups.	SG 3. Creating an innovative scientific space. SG 6. Popularisation of scientific achievements of the National University of Ostroh Academy. SG 7. Innovative transformation of the space and services of the scientific. SG 11. Material support for the university.	Strategic goal 5.2. Educational and research activities contribute to the self-realisation of all academic community members. Strategic objective 5.4. High status in society and prospects for professional development contribute to the attractiveness of academic careers of research and teaching staff and the recognition of higher education institutions as centres of innovation and free intellectual development.
SG 4. Internationalisation of higher education in Ukraine.	SG 4. To provide a high level of internationalisation of scientific research at the National University of Ostroh Academy SG 5. Broad participation in grant research projects.	
SG 5. Attractiveness of higher education institutions for study and academic career.	SG 1. Diversifying the offer of educational services. SG 2. To implement flexible educational pathways and new learning technologies. SG 13. Financial safety of the university.	Strategic objective 5.1. Higher education institutions are modern, comfortable, inclusive and attractive for learning and academic careers. Strategic objective 8.1. Accessible and modern digital learning environment in educational institutions.

Considering the latest trends in the development of Ukrainian society, science and technology are confirmed by supplementing the NaUOA 2017-2026 Development Strategy with strategic plans for digitalisation and internationalisation. In 2021, the **Digitalization Strategy of the NaUOA for 2022-2026** was approved. The strategy identified the following priority areas of digitalisation for the University:

- implementation of a unified electronic management system of the University (UMsys) and a gradual transition to electronic document management; ensuring an effective digital learning environment;
- creation of digital multimedia content for the educational process;
- widespread use of the learning management system;
- development of digital competence of participants in the educational process;
- strengthening the updating of computer support for structural units, ensuring the university's cybersecurity.

Thus, the main goal of digitalisation is to increase the efficiency of managing the main processes related to the University's activities through digital technologies, which should strengthen the leadership position of the NaUOA in the higher education system. As part of implementing the Strategy, a unified electronic management system of the NaUOA - IS UMSys will be implemented in 2023 (https://umsys.com.ua/). This system is used to account for student groups, form schedules, and choose academic disciplines, which will make it possible to create personal offices for students and the scientific and pedagogical staff of the university.

In 2022, the **NaUOA 2023-2028 Internationalization Strategy** was implemented. The document defines the following priority areas of internationalisation at the University:

- establishment, development and maintenance of relations with foreign educational and scientific institutions, prominent political and scientific figures, famous scientists, professors, lecturers and other foreigners who can contribute to the development of the university, region and country;
- strengthening work with international foundations and organisations to find opportunities for research grants; expanding the range of cooperation with foreign partners to create and disseminate information about exchange programmes and conducting consulting work;
- involving foreign academic staff and students in the educational process;
- establishing and maintaining practical cooperation with foreign Ukrainian organisations and institutions and representatives of the Ukrainian diaspora to develop educational, scientific, and cultural cooperation.

To achieve the strategic goals of the NaUOA, the rector develops measures for their implementation, provides resources, and appoints responsible persons, deadlines, and evaluation methods. Vice-Rectors and the Rector's Assistant are responsible for keeping the information on the goals up-to-date and communicating it to the structural units. Heads of structural units are accountable for communicating the goals to employees. The management of the University, responsible persons and heads of structural units analyse and, if necessary, revise the goals and plans for their implementation. Responsible persons report on the achievement of the goals and their effectiveness at meetings of the Academic Council (the reporting schedule is approved in the Academic Council's work plan for the academic year). In addition, the Commission on Education Quality periodically analyses the results of variable monitoring and measurement (see Table 6).

Table 6. Annual calendar of the monitoring system of the NaUOA

	Risk monitoring period	Preparation of sectoral reports	Annual reports	The internal audit of structural units	Feedback from the target groups	Monitoring period of study programmes	Monitoring the quality of teaching	Monitoring of the educational environment (once every two years)
Jan.				■	■	■	■	■
Feb.				■	■	■	■	
Mar.				■	■	■	■	
Apr.				■	■	■	■	
May.				■	■	■	■	
Jun.				■	■	■	■	
Jul.				■		■		■
Aug.				■	■			■
Sep.				■	■	■	■	■
Oct.	■			■	■	■	■	■
Nov.		■		■	■	■	■	■
Dec.		■		■	■	■	■	■

In addition, actions are taken annually to address risks and opportunities (the procedure complies with the international standard ISO 9001:2015). The assessment of risks associated with the activities of the NaUOA is carried out on an ongoing basis to improve the efficiency of the management system, achieve the planned results, and prevent negative impacts on the activities of the NaUOA. This procedure applies to all governing bodies and structural units of the NaUOA.

The Risk Management Process includes the following stages:

- Risk Identification,
- Risk Analysis and Assessment,
- Risk Management Planning,
- Risk Management Monitoring and Control.

In identifying risks, a list of possible risks is generated, which should be optimised by applying the **80/20 rule** (20% of risks cause 80% of problems), i.e. the number of risks is limited to an acceptable level. Their significance and priority are determined at the risk analysis and assessment stage. Options for responding to risks include avoiding risk, eliminating the source of risk, minimising risk, taking risk to realise an opportunity, sharing risk, or reasonably preserving it. Realising opportunities involves adopting new practices, providing new services, building partnerships, using the latest technology, and other desirable and effective ways to respond to customer needs.

After selecting possible actions to process risks, risk mitigation measures are identified, the person responsible for implementing these measures is identified, and the timeframe for implementing the measures is determined. After this stage, the new risk level is reassessed cyclically to assess its acceptability and whether further additional processing is required. The risk register is updated regularly. Each time the risk register is updated, one copy is provided to the Rector and communicated to the process owners.

Monitoring and controlling the risk response accompanies the entire process to determine whether the expected results have been achieved and the relevant official's effectiveness of the risk management

plan. The monitoring process includes tracking emerging risks, responding to them, adding new risks to the risk register, determining the effectiveness of the response system, and implementing the risk management plan. In this case, the stages of identification, assessment and planning of risk mitigation measures may be repeatedly carried out.

On an ongoing basis, control over the implementation of the NaUOA Strategy is carried out through a system of internal audits, monitoring of the educational environment (comprehensive monitoring of the academic environment every two years, semester surveys of students on the quality of teaching, feedback on the quality of the SP from graduates), a system of internal reporting by heads of structural units at meetings of the Academic Council, reporting on the implementation of plans and key indicator of the University to the Ministry of Education and Science of Ukraine. Permanent external supervision of the NaUOA activities and its strategic development is carried out by the Supervisory Board.

The quality of the NaUOA management system and its compliance with the requirements of ISO 9001:2015 is confirmed by the international company **Bureau Veritas Certification Holding SAS - UK Branch (November 5-6, 2018)** and the **State Enterprise "RivneStandartMetrologyiia" (December 19, 2018).**

The system of monitoring the quality of the educational environment, which covers various stakeholders (employers, graduates, students, teachers and academic staff), was developed within the framework of the United States Agency for International Development (USAID) programme. The monitoring was based on the methodology for external independent evaluation of the quality of legal education, which was based on the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA). This tool was developed in 2013 by two foreign experts: Prof. Delaine Swenson, JD (USA), Head of the Department of International and American Law at the Law Faculty of the John Paul II Catholic

University of Lublin, Lublin (Poland) and Finlay Young, Lecturer at the Law Faculty of the University of Glasgow, lawyer and researcher (UK). The Methodology was updated in 2017 with the new version of the ECF. Although the Methodology was developed to assess the quality assurance of legal education, the approaches and tools used are suitable for evaluating the quality assurance of education in other specialities. The monitoring aims to understand the needs and opinions of the educational process participants and other stakeholders on various aspects of the educational process and to form an objective view of the state of quality of higher education in the NaUOA.

In 2024, as part of the USAID Justice for All Programme, the NaUOA participated in the **"Minimizing Corruption Risks in Ukrainian Law Schools" project**. The project improved the quality and accessibility of legal education.

Internal and external communications of a higher education institution (including marketing and image building) are defined by **the NaUOA 2024-2027 Communication Strategy**. The main goal of this Strategy is to build a clear and effective system of external and internal communication for the University, which will contribute to the successful implementation of the university's mission and vision and the achievement of strategic goals.

The following communication goals of the University correspond to this goal:
- Establishing proactive communication and timely informing about internal and external environment changes.
- Forming a corporate culture - creating an atmosphere of cooperation, mutual understanding and a sense of belonging among students, teachers, researchers and other university employees.

- Popularising and ensuring support for the university's values, mission and cultural characteristics among all community members.
- Ensuring active participation of internal stakeholders in the decision-making process and exchanging ideas and opinions to promote the university's development.
- Creating conditions for building a sense of trust among academic community members.

The main channel of communication of Ostroh Academy is the **official website** of the NaUOA. All communication materials, the website, social media, presentations and other means of communication should adhere to the same visual style by the NaUOA's **Brandbook**.

The means of information transmission are:

- Meetings of the University Administration, Academic Council, Academic Conference, Institute Councils, etc.;
- Publications on the official website: announcements, news, explanations, public information, documents, orders;
- Publications in social networks;
- E-mail newsletters;
- Rector's Reports and Social Reports;
- Promotional materials using branding elements;
- Special communication events (charity evenings, fundraising campaigns).

From the very beginning of the establishment of the NaUOA, the quality of educational services has always been a priority for its development. That is why introducing the Quality Management System for Educational Activities and Higher Education at the NaUOA (the NaUOA's QMS) is a natural and strategic decision of the university management that emphasises the university's focus on continuous improvement of educational services. The NaUOA's QMS covers the actions by which the University identifies its goals and defines the processes and resources necessary to achieve the desired results in the quality of educational activities and higher education. The NaUOA's QMS was introduced to ensure the quality of higher education and stakeholders' requirements and to prevent risks that affect the University's ability to meet these requirements. The NaUOA's QMS complies with ISO 9001:2015, which is based on a process approach that allows planning the activity processes in their interaction. This allows for achieving the intended results per the policy regarding the quality of educational activities and the NaUOA 2017-2026 Development Strategy.

Because of the above, all the leading and auxiliary processes of providing educational activities are carried out and evaluated according to the following management stages:

1. **Planning:** goals are set for each process, as well as the resources needed to obtain results by the requirements;
2. **Implementation:** implementation of what is planned;
3. **Verification:** monitoring and measurement of the characteristics of the primary and auxiliary processes of ensuring the quality of educational activities and determining the quality of educational services, as well as reporting on the results;
4. **Effectiveness:** Implement measures to improve the quality of educational activities and educational services (if necessary).

The NaUOA's QMS is based on the concept of risk-oriented thinking, which allows for identifying factors that may cause deviations of process characteristics from the planned results and establishing preventive measures to minimise negative impacts as they occur and maximize opportunities.

The formation of a culture of quality education as a priority area of activity of the NaUOA is defined in the **Regulation on Ensuring the Quality of Educational Activities and the Quality of Higher Education in the NaUOA**. The role of the Commission on Education Quality (examination of SPs, recommendation for approval of new or amendments to existing SPs, monitoring of their implementation, suggestions for improving the educational process), faculty/institute councils (monitoring of SPs and the needs of the sectoral labour market, improving the quality of teaching at the faculty/institutes), departments (development of working curricula, curricula of academic disciplines, practice programmes, guidelines;

ensuring the quality of education), speciality support groups (monitoring and periodic review of the quality of teaching), and the speciality support group (monitoring of the quality of teaching) is highlighted. Quality Days (in Sprine) are held annually, and a Reporting Conference on the Education Quality of the NaUOA is at the end of the year.

The effectiveness and satisfaction with the policies implemented among university employees can be traced to monitoring the educational environment (see Table 7).

Table 7. Results of monitoring the educational environment: 2024

Thesis	strongly disagree, %	disagree, %	rate it neutrally, %	agree, %	I completely agree. %
Academical Stuff					
The NaUOA recognises the value of education quality	6	0	6	47	41
I have enough resources to perform my duties effectively	6	6	18	47	24
The NaUOA is well-organised and effectively administers resources	6	6	18	47	24
All employees of the NaUOA are academically honest and do not tolerate academic fraud	0	6	24	41	29
The NaUOA has and uses key indicators for its work	0	6	24	41	29
The NaUOA regularly publishes relevant, unbiased and objective information about changes and activities that affect the educational process	0	6	18	35	41
Teachers					
The NaUOA recognises the value of education quality	0	0	3	24	73
All employees of the NaUOA are academically honest and do not tolerate academic fraud	0	0	0	32	68
The NaUOA monitors the quality of higher education it provides to applicants	0	1	5	32	62
I have the opportunity to contribute to education quality	0	2	0	38	60
The NaUOA has a Code of Academic Integrity, which is effectively implemented.	0	0	0	43	57
During any changes, communication between students and institute representatives is effectively used	0	0	11	46	43
The NaUOA regularly publishes relevant, unbiased and objective information about changes and activities that affect the educational process	0	0	11	46	43
Students					
The NaUOA recognises the value of education quality	0	1	10	36	53
The NaUOA has a Code of Academic Integrity, which is effectively implemented	1	3	10	40	46
The NaUOA monitors the quality of higher education it provides to applicants	1	3	15	45	36
The NaUOA regularly publishes relevant, unbiased and objective information about changes and activities that affect the educational process	1	5	16	43	35
During any changes, communication between students and institute representatives is effectively used	3	6	14	45	32

The principles of academic integrity at the NaUOA are defined in the **Code of Academic Integrity**, which is monitored by the Commission on Education Quality. Paragraph 2.2. of the Code contains a list of actions that are violations of academic integrity and are unacceptable for students and employees of the NaUOA. Paras. 4.9. and 4.10. of the Code defines the types of academic and disciplinary responsibility for

violations of academic integrity by participants in the educational process. Section VI of the Code details the procedure for reviewing violations of academic integrity in higher education institutions.

The NaUOA regularly holds events to promote academic integrity for all participants in the educational process. According to clause 4.7. of the Code, the issue of compliance with the principles of academic integrity, moral rules and ethical standards is considered at least once a year at meetings of the Academic Council, Institute Councils, the Spudai Brotherhood, student councils of institutes and at meetings of departments. From 2021 to the present, the School of Educational Innovations has offered students a module on academic integrity. Information on the planned activities to promote academic integrity for the current year, reports on their implementation, information materials and videos are posted on the NaUOA website. The academic integrity policy is described in each work programme of the educational component (course).

Monitoring the educational environment confirms that teachers and students are familiar with the academic integrity policy and warns them of the consequences of non-compliance (see Table 7).

The **Academic Integrity Week** is held annually (in Autumn), during which the basic principles and procedures of academic integrity at the NaUOA are considered.

Strengths:

- *Clearly defined place and role of the NaUOA in society, which is reflected in the mission and ethos "A tradition that creates the future".*
- *The NaUOA Strategy is proactive and promotes development and adaptation in the face of uncertainty.*
- *A coherent and verifiable Quality Management System is developed.*
- *The principles of NaUOA's academic management are public leadership and academic integrity.*
- *Systematic monitoring of the Strategy implemented in the NaUOA.*

Areas for further improvement:

- *Introduction of new forms of educational activities in higher education and definition of relevant supporting management processes.*
- *Incomplete reform of the Higher Education System in Ukraine.*
- *Lack of international accreditation practice.*
- *Academic staff's weak motivation to change is due to the formation of a stable "academic comfort zone".*

Overview of the planned development activities:

- *Review and update the organisational structure of management.*
- *Increase the involvement of representatives of HEIs in the processes of public discussion of regulations in the field of higher education.*
- *Involvement of reputable international stakeholders for independent expert evaluation activities of the NaUOA.*
- *Monitoring the implementation of the NaUOA 2017-2026 Development Strategy and forming a new NaUOA Development Strategy considering the Rector's KPIs for 2024.*

3.1.2. Personnel management

Analysis

Staffing at the NaUOA is regulated by the Law of Ukraine on Education, the Law of Ukraine on Higher Education, the Law of Ukraine on Scientific and Scientific and Technical Activities, the Resolution of the Cabinet of Ministers of Ukraine on Approval of the Licensing Conditions for Educational Activities and the regulatory legal acts of the NaUOA.

The procedure for the competitive selection of teachers at the NaUOA is regulated by the **Regulation on the Procedure for Conducting a Competition for Vacant Positions of Academic Staff**. The transparency of the procedure is ensured through an open competition, the announcement of which is published on the university's official website at least two months before the competition. The announcement contains detailed information about the vacant positions, essential requirements for candidates, deadlines for submitting documents and contact information. Candidates can familiarise themselves with the terms of the competition in advance, which guarantees equal opportunities for all applicants. Participants are evaluated on professional qualifications, compliance with the Resolution of the Cabinet of Ministers of Ukraine dated 30.12.2015 No. 1187 on Approval of the Licensing Conditions of the Implementation of the Educational Activity and the availability of internships and advanced training.

Candidates are evaluated by competition commissions formed at the level of institutes. The competition committee reviews the submitted documents, assesses the professional level of the candidates, and may also offer them open classes. The selection procedure involves a secret ballot, ensuring the decision's objectivity. The absence of discrimination in the procedure is guaranteed by the fact that the competition is open to all persons who meet the established qualification requirements, regardless of their gender, age, religion or political beliefs. This guarantees equal opportunities for all candidates, and the main selection criterion is **professional competence**.

Figure 2. Aggregated data about university staff in the years 2020–2024
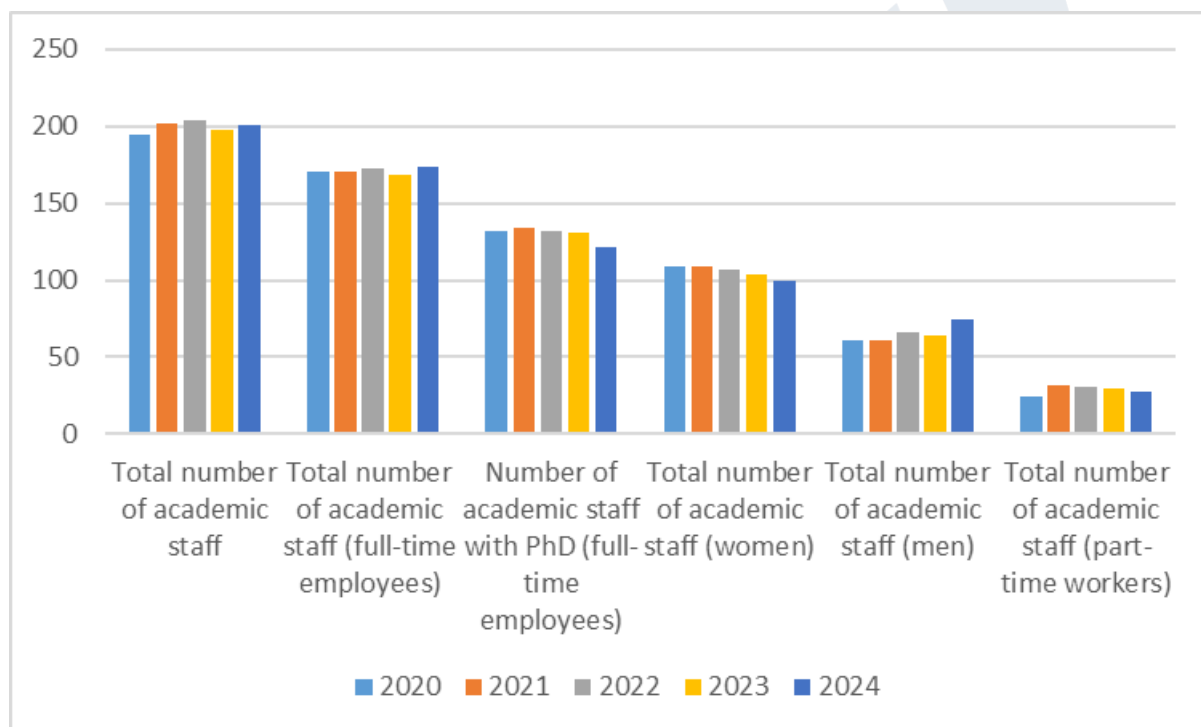
In addition, in May of each year, academic staff, with the approval of the head of the relevant department, submit updated information on their compliance with the Licensing Conditions of the Implementation of the Educational Activity to the University's HR department, which monitors the employee's compliance with the position.

The motivation for improving the teaching skills of academic staff is a semesterly survey of students on the quality of teaching (see Table 8), which is conducted anonymously in the IS UMSys. The assessment of the teaching quality is considered when extending the contract and distributing the workload for the next

academic year. The decision was made based on surveys from the last three years. Suppose the average grade of a faculty member's teaching quality assessment is less than 4 points. In that case, the Head of the Department/Director conducts an individual conversation with the faculty member to identify ways to improve the quality of teaching. A low average teaching quality assessment for the academic year (3 points and below) is grounds for reducing the workload (in particular, this applies to teaching the discipline in which the teacher received a low grade). The results of the surveys are discussed at the Commission of Education Quality, the University Administration, meetings of departments, and the Institute's Councils. Each lecturer has separate access exclusively to their evaluations and comments, allowing them to determine the areas of improvement in their work independently.

Table 8. Results of students' survey on the quality of teaching: 2020/21 - 2024/25

	Institute of IT and Business	Institute of International Relations and National Security	Institute of Law by I. Malinovskyi	Institute of Social and Humanitarian Management	Institute of Linguistics
1st semester 2024/25	4,8	4,8	4,8	4,6	4,6
2023/24	4.6	4.7	4.7	4.6	4.5
2022/23	4.5	4.6	4.7	4.5	4.6
2021/22	4.6	4.7	4.8	4.6	4.5
2020/21	4,6	4,6	4,7	4,6	4,5

The University has a system of rewarding teachers for their achievements in teaching and research. The NaUOA uses both tangible and intangible incentives to stimulate teaching excellence. In particular, lecturers are awarded certificates of honour and gratitude on University Day and Science Day and are nominated for awards. Appendix 3 to the Collective Agreement between the trade union committee and the NaUOA provides bonuses, allowances, surcharges, and financial assistance criteria.

Every year, the assessment of NaUOA teachers is carried out using the IS UMSys. The evaluation determines the rating of teachers, departments, and institutes based on the criteria defined by the **Regulations on the Rating System for Teachers, Departments, and Faculties/Institutes.** At the end of the academic year (June), each academic staff member reports in the IS UMSys on the scientific, methodological, educational, and organisational work performed, which affects their place in the university-wide rating.

The School of Educational Innovations (see Chapter 3.4.2.) operates to improve the qualifications of academic staff and methodologists of the University. The work of the School is aimed at studying and familiarising with modern innovative technologies of teaching and upbringing, introducing effective methods and techniques into the educational process, studying and implementing into practice the best pedagogical experience not only domestically but also world, popularisation of modern innovative teaching methods in higher education institutions, as well as education of a nationally conscious citizen, a highly qualified, competitive and active specialist with clearly defined moral and value orientations, formed legal consciousness, ecological culture, developed aesthetic tastes, digital literacy, professional competencies and individual abilities and talents. Over four years (2020-2024), 173 people have completed advanced training at the School of Educational Innovations, including 95 teachers (55%) representatives of the NaUOA.

Employees participate in international mobility programmes, cooperation projects, networks, etc. The International Relations Department operates at the NaUOA to intensify the internationalisation process. **The department's website** contains cooperation agreements with foreign educational institutions, cooperation with international academic organisations and foundations, and international exchange programmes. Current information on academic mobility opportunities is sent to teachers' and staff's email addresses and distributed through the department's social networks. Except for 2022 (the

beginning of the Russian-Ukrainian war), NaUOA is actively working to increase the share of foreign academic mobility of teachers and staff. The conclusion of new cooperation agreements between NaUOA and foreign educational and scientific institutions facilitates this (see Table 9).

Table 9. Indicators of international cooperation of the NaUOA: 2020-2024

	2020	**2021**	**2022**	**2023**	**2024**
Number of foreign internships of employees	43	37	15	42	39
Number of signed cooperation agreements with international educational and scientific institutions	53	58	64	71	80

The NaUOA is concerned about providing psychological support to academic staff. The University has implemented a project to equip a **psychological relief room**. The Psychological Service constantly conducts group training with academic staff and individual psychological consultations for academic staff. For example, the webinar "Psychological Resilience as an Important Element of the Educational Process in War Conditions: What Should a Teacher Understand, know, and Be Able to Do?" and a seminar for teachers and tutors on the topic "Countering bullying in the educational environment".

The experience of NaUOA in forming a University Support Community in 2022 became the basis for implementing the social project of the same name by the Academic IQ Initiative, implemented in three areas - psychological support, educational activities, and economic support.

The NaUOA joins all-Ukrainian and international initiatives to improve mental health: a series of trainings from Israeli psychotherapist, coordinator of psychiatric services at Bnei Zion Medical Center (Haifa, Israel) Alex Malyar (2022), Initiative "Journey to Mental Health" (All-Ukrainian Mental Health Program "How Are You?") (2023), Stress management course «SH+» (2024).

Academic staff receives spiritual and moral support in the **Campus Church** of the NaUOA.

NaUOA`s monitoring the quality of the educational environment (see Chapters 3.1.1. and 3.2.2.) to identify and consider the needs and interests of all participants in the educational process, surveys on discrimination, corruption risks, and the work of university services. The Rector`s Council and Institute Council discussed monitoring results and appropriate decisions to resolve the situation.

Strengths:

- *An established team with a strong corporate culture based on the principles of academic integrity.*
- *A system of sustainable monitoring of teaching quality.*
- *Policies that promote personal and professional growth, as well as the development of academic careers of academic staff.*
- *Psychological support for academic staff.*

Areas for further improvement:

- *Limitations of opportunities for material motivation of employees by the system of budget financing of university activities.*
- *The high pedagogical workload of teachers.*
- *The low motivation of young people for scientific and pedagogical activities. "Brain drain".*

Overview of the planned development activities:

- *Searching for additional resources for material incentives for teachers.*
- *Implementation of the system of division of teachers into researchers and scholars.*
- *Development of a programme of comprehensive support for young teachers.*
- *Creating a system for preserving and popularising positive experiences through participation in international academic mobility, professional development programmes, etc.*

3.1.3. Management of financial resources and infrastructure

Analysis

Under its assigned tasks, the NaUOA maintains accounting records. It prepares financial and budgetary reports in compliance with national public sector accounting standards and other regulatory legal acts governing accounting.

The University has developed principles and policies of financial management that define the valuation methods, accounting procedures, and processes applied in maintaining accounting records and preparing financial and budgetary reports not specified by national public sector accounting standards or for which multiple application options are provided.

The NaUOA independently determines its accounting policy and any changes based on national regulations (standards) and other legal acts on accounting in the public sector, in agreement with the main administrator of budgetary funds (the Ministry of Education and Science of Ukraine).

The selected accounting policy, approved by the order of the Rector and agreed upon by the law, is applied consistently from year to year. Changes to the accounting policy are made only in cases provided for by national public sector accounting standards. They must be duly justified and disclosed in the financial and budgetary reports.

In recent years, the **Accounting and Financial Service** has taken measures to ensure the effective operation and sustainable financial and economic condition of the University, which was caused by the COVID-19 pandemic and the Russian-Ukrainian war. Efforts were aimed at increasing the funding by finding and attracting additional revenues to the university budget and using it economically and rationally.

The NaUOA is financed under the following **six budget programmes**:

- **2201160** Training of personnel by higher education institutions and ensuring the operation of their practice bases;
- **2201040** Scientific and scientific and technical activities of higher education institutions and research institutions;
- **2201190** Payment of academic scholarships to students (cadets), postgraduates, doctoral students of institutions of professional higher education;
- **2201080** State prizes, scholarships and grants in the field of education, science and technology, scholarships to winners of international competitions;
- **2201700** Providing compensation to institutions, enterprises, institutions and organisations of state and private ownership, in the premises of which temporarily displaced persons were accommodated free of charge during martial law;
- **2201040** Fund for the Development of Professional Higher and Pre-Higher Education Institutions.

For example, the consolidated budget of the institution for 2024, according to the approved estimates as of December 01, 2024, amounts to UAH 144.9 million, including the amount of funding from the general fund from the State Budget of UAH 50.5 million (34.9%) and UAH 94.4 million (65.1%) of the university's revenues approved for the special fund. The total amount of funding for the National University of Ostroh Academy under the budget programme 2201160 (education) in 2024, according to the amended estimate of revenues and expenditures, is UAH 128.4 million (an increase of 15.2% or UAH 16.9 million compared to 2023), including funding from the general fund - UAH 39.0 million (a decrease of 0.8% compared to 2023) and from the special fund - UAH 89.4 million (an increase of 24.0% compared to 2023).

The **general fund** pays salaries to employees, makes appropriate social payments to orphaned students, and pays for utilities. The **special fund** is used to pay wages to employees, maintain the buildings of academic buildings and dormitories in proper sanitary and technical condition, modernise and expand the computer network, replenish the laboratory facilities, and pay for utilities and capital expenditures. Ten research grant projects are being implemented in 2024 at the expense of the special fund.

Despite the martial law in the country, the University ensured the implementation of the estimate of income and expenditures under the budget programme 2201160. As of January 1, 2025, no arrears in scholarships, salaries and utilities exist.

Under the budget programme 2201700, Providing compensation to institutions, enterprises, institutions and organisations of state and private ownership, in the premises of which temporarily displaced persons were accommodated free of charge during martial law (in the amount of 134 people), the University received funding totalling UAH 1.8 million for 11 months of 2024.

In 2024, the University was also funded under the budget programme 2201040, Fund for the Development of Professional Higher and Pre-Higher Education Institutions. Under this programme, the fire alarm system in dormitory No. 6 was successfully overhauled. Per the Law of Ukraine on Higher Education, the NaUOA provides all necessary and reliable information on the targeted and efficient use of budget funds by posting it on the University's official website.

According to the Tax Code of Ukraine, the University accrued and timely transferred value-added tax, personal income tax, military duty, compulsory state social insurance contributions, land payment, and environmental tax. All taxes and fees accrued by the university are transferred in full to the relevant state accounts within the established time limits to the territorial bodies of the State Tax Service of Ukraine. The University has fulfilled its obligations to the state budget, the Pension Fund of Ukraine, and state social funds and has no debts (see Table 10).

Table 10. The NaUOA key financial performance indicators, 2020–2024 (thousand UAH)

	2020	2021	2022	2023	2024
Total income (from the provision of educational services)	69484,4	84041	89346,6	95001,3	110965,5
Total income in the field of science and research	2244,2	1347,8	3883,7	7016,2	3254,1
EBITDA	The National University of Ostroh Academy is a non-profit organisation, and therefore, the residual profit of the institution is not determined.				
Depreciation and amortisation expense	5512	7598,9	8701	9002,5	9907
Operating profit/loss minus financial profit/loss	The National University of Ostroh Academy is a non-profit organisation, and therefore, the operating profit of the institution is not determined				
Expenses and depreciation and amortisation expense					
Fund balance at the end of the period	19467,5	17913,4	25444	24786,2	27024,9
Investments in fixed assets, total	6955,6	2258,1	411,6	10898,2	5225,2
including investments in education and infrastructure	5281,7	2227,6	411,6	10521,7	4526,8
Average wage and salary	111,3	166,7	155,6	162	185,8
Average salary of research and teaching staff	172,7	210,7	217,5	218,8	232,1

The NaUOA uses information systems that support its management and the coherent performance of core processes. For example, the Information and Analytical System of Financial Resources Management of the Ministry of Education and Science of Ukraine (IASU) is used to prepare electronic financial and budgetary reporting in HEIs, staffing lists, and energy reports (https://monufr.com/).

Educational and information support (see Chapter 3.2.4.) is provided by information systems developed at the NaUOA that provide remote access through corporate mailboxes to all components of the educational process, including:

- IS UMSys (**https://umsys.com.ua/**),
- Moodle (**https://moodle.oa.edu.ua/**),
- LitPro (**https://litpro.oa.edu.ua/**),
- Koha (**https://koha.oa.edu.ua/**).

The **Signy** electronic document management system is implemented in NaUOA. The University's systems are integrated with **Google Workspace for Education**, allowing access to services such as Google Drive, Google Docs, Google Sheets, Google Calendar, Google Meet, and more. Additionally, NaUOA is continuously enhancing the computer and multimedia equipment in educational auditoriums and managing the University's website, library, and Institutes.

On the balance sheet of the NaUOA, there are 61 buildings with a total area of 59255.8 square meters and a land plot of 26.86 hectares. The University has nine dormitories. The total number of places in the dormitories for students is 924. The economic activity of the relevant university units is aimed at maintaining and stable operation of the classroom fund of academic buildings, dormitories, auxiliary premises, trouble-free operation of engineering networks and communications, and the introduction of the latest achievements in energy saving. Given the ever-increasing utility tariffs, the university continues implementing the energy-saving programme. In 2024, **two hybrid solar power plants** were installed for the uninterrupted operation of the educational institution. Uninterruptible power supplies were installed in five boiler rooms to heat the dormitory

during power outages. Furthermore, the Ostroh Academy Ranked 3rd Among Ukrainian Higher Education Institutions in the **UI GreenMetric 2024 World University Ranking.**

Protective facilities for employees and students have been prepared for the educational process of the academic institution. By the requirements, the shelters are ready for use. All the necessary provisions for an extended stay are available. The total number of places in the shelters is 1450. A **Points of Invincibility** has been prepared (**https://nezlamnist.gov.ua/**).

The NaUOA is actively working in the field of social support for students and employees. Friends and patrons of the University initiate grants and scholarships in their name (Olena Kondratyuk, Dariya Mutsak-Kovalskaya and Mykhailo Kovalskyi Foundation, the NaUOA Alumni), promote the retraining of teachers and staff within the framework of the LLL concept. As a result of **the Charity Evening "Give the Light!"** in 2022 and 2023, 350 students received grants to pay for their studies from patrons for a total amount of about 9,000,000 UAH.

The material and technical base and infrastructure of the NaUOA comply with the State Building Standards of Ukraine (SBS B.2.2-3:2018). Every year, before the beginning of the academic year, the Rector creates a **Commission** of representatives of the Rector's Council, employees of the administrative

and economic part and the engineering department, whose main tasks include **checking the condition and readiness** of the material and technical base, including infrastructure facilities (dormitories, catering facilities, libraries) for the educational process. During training and internships, the occupational safety engineer conducts briefings and explanatory work on compliance with health and safety standards and rules.

The material and technical base of the NaUOA is equipped to accommodate **people with limited mobility**: there are call buttons, ramps, specialised markings, comfortable, accessible, adapted standard rooms, three elevators in the new building (including a freight and passenger elevator and an elevator equipped with an information loudspeaker). The new academic building has information mnemonic diagrams using Braille, tactile signs, and corridors with appropriate tactile indicators in yellow rubber strips. The NaUOA has developed a **Procedure for Accompanying (Providing Assistance) Persons with Disabilities and Other Low-Mobility Groups**. The NaUOA has **instructions** on using special information system tools for people with low vision: colour filters, changing colour contrasts, and an electronic magnifier to make viewing objects on the screen easier.

The state of material and technical support of the educational process is also discussed at meetings of the Institutes' Councils, the Commission of Education Quality, the Rector's Council, and the Student Brotherhood of the NaUOA.

Participants of the educational process have free access to information resources: book collections of the Scientific Library of the NaUOA and its electronic systems LitPro, Eprints, archive of qualification and dissertation works, software (332 computers in the local network), Internet.

The realisation of interests and preferences of teachers and students is facilitated by the **University's sports facilities**, including a gym; halls for table tennis and shaping classes (1554.2 sq.m.); a stadium with running tracks, a gymnastic and basketball court, tennis courts (8718 sq.m.). and the **Art Cluster**.

A panoramic tour of Ostroh Academy is available here:
https://vstup.oa.edu.ua/panoramnij-tur.

Strengths:

- *Comfortable and safe conditions for study and research. Strong material and technical base, focus on energy-saving technologies and renewable energy sources.*
- *A high percentage of self-financing is at the expense of the budgetary institution's revenues.*
- *Efficient information systems that provide digital document management and management of educational and scientific processes.*
- *Digitalisation of educational services.*

Areas for further improvement:

- *Intensive use of the almost finished version of the IS UMsys (beta testing).*
- *The MESU's funding formula limits the financial capabilities of universities with a small number of students.*
- *Insufficient number of dormitory beds.*
- *Poor involvement of investors in infrastructure projects.*

Overview of the planned development activities:

- *Adaptation of the old academic building for people with special needs.*
- *Construction of a dormitory for 1000 people.*
- *Search for alternative funding sources through project activities and the creation of new educational service offerings.*
- *Work on attracting state guarantees for investment projects.*

3.2. TEACHING AND LEARNING

3.2.1. Effectiveness of teaching and learning and formation of the student body

Analysis

The NaUOA 2017-2026 Development Strategy clearly defines the educational goals "Strategic goal 1: Diversify the offer of educational services" and "Strategic goal 2: Implement widespread introduction of flexible educational pathways and new learning technologies", which are implemented in the operational goals:

- 1.2: introduce new specialities and specialisations,
- 1.3: improve the organisation of education,
- 1.4: increase the number of international students studying at the National University of Ostroh Academy at different levels of education,
- 2.1: increase the possibilities of implementing an individualised study plan and creating flexible educational trajectories,
- 2.2: implement the principles of distance, blended and online learning.

Taking into account the demographic situation, socio-political, economic and cultural processes in Ukraine, and high competition between higher education institutions, as well as based on the analysis of the current state of educational services provided by the National University of Ostroh Academy, we pay special attention to the quality of education and attractiveness of our study programmes.

Admission to study is based on a license to conduct educational activities of the institution for a certain level of higher education and a license to conduct educational activities under a specific study programme at a certain level of higher education, which provides for the award of professional qualifications in professions for which additional regulation has been introduced (see Tables 11 and 12).

The University determines the volume of admission to study within the licensed volume for a certain level of higher education or for a specific SP that provides for the award of professional qualifications in professions for which additional regulation has been introduced. At the same time, the NaUOA offers a reserve for renewal or transfer from other higher education institutions to obtain higher education at the appropriate level or under the proper SP. This amount is adjusted considering the actual state (regional) order received. In cases of allocation of additional places of the state (regional) order, transfer to vacant areas of the state (regional) order and redistribution of places between forms of education, but cannot be reduced for a competitive proposal in the period between the start of acceptance of documents and applications and the formation of a list of recommended for this proposal (see Table 1).

Table 11. Training of students at certain levels of higher education

Level of higher education	Licensed volume (per year)	The decision to issue a license
first (Bachelor's) level	1200	Order of the MESU of 29.01.2021 № 11-л
second (Master's) level	500	Order of the MESU of 29.01.2021 № 11-л
third level (PhD programme)	50	Order of the MESU of 29.01.2021 № 11-л

Table 12. Training of students at certain levels of higher education in SPs that provide for the award of professional qualifications for which additional regulation has been introduced

SP	Name of speciality (specialisation)	Licensed volume (per year)	The decision to issue a license
first (Bachelor's) level - Bachelor's degree			
Law	(081) Law	155	Order of the MESU of 29.01.2021 № 11-л
National Security	(256) National Security	100	Order of the MESU of 27.06.2024 № 449-л
second (Master's) level - Master's degree			
Law	(081) Law	80	Order of the MESU of 29.01.2021 № 11-л
National Security	(256) National Security	60	Order of the MESU of 27.06.2024 № 449-л
third level - the PhD degree			
Law	(081) Law	5	Order of the MESU of 29.01.2021 № 11-л

Considering the modern requirements for the educational and professional components of specialist training, which are determined by higher education standards, the NaUOA is guided by international requirements for a set of relevant professional and general competencies. It was in 2017 that the **Concept of Teaching English** at the NaUOA was introduced. According to the document, English is included in the list of compulsory components of all university SPs at the first, second, and third levels of higher education.

The first stage of English language learning is aimed at developing skills in using language as a communication tool, lasts for the first and second years of study and involves students mastering basic language skills (reading, writing, active speaking, listening, abstracting), and learning essential and professional topics, which enables students to navigate freely in the modern English-speaking world. During this period, students should reach a certain level of English proficiency (Upper Intermediate).

In the second stage, the student chooses a specialised applied English course within the relevant professional field of study offered by the NaUOA institutes.

The stage of further study of English for students of MA's and PhD's programmes is based on the acquired language knowledge and skills and aims to master the skills necessary for scientific work. Particular emphasis is placed on such vital aspects as academic writing, professional oral presentations followed by discussion, and the study of vocabulary and grammar not covered in traditional courses. Students are introduced to academic English's main linguistic and stylistic features, which is the means of creating a coherent oral and written text produced in scientific research.

This strategic period is also characterised by further transformation of the learning process, which will involve reducing classroom hours, increasing the share of independent work of students, and focusing on acquiring practical skills during the courses. The structure of each study programme has a **helpful component in the form of internships** (industrial, research, training, etc.). Practitioners are involved in teaching disciplines or conducting master classes.

For example, students majoring in Cultural Studies can gain practical skills in museum business, gallery management, and exhibition activities in the **Art Cluster** and the **Museum of History of the NaUOA**. The University has a **Training Laboratory "Center for Creative Industries"**. The overall goal of the laboratory is to create opportunities for students of the NaUOA to study the theoretical foundations and acquire practical skills in the field of cultural and creative industries. Students majoring in Computer Science acquire practical skills in the **Information Technology Center**, which includes an **IT Hub**. A **Robotics Laboratory** has been created for applicants for **the Robotics and Machine Learning programme**. Students majoring in Law are involved in the work of the **Pro Bono Legal Clinic**. Students of the Primary Education speciality acquire practical skills in a classroom equipped according to the **standards of the New Ukrainian School**. Students of the Psychology speciality practice counselling in the **Psychological Service**.

Journalism students acquire professional qualifications at **the Laboratory of Journalistic Skills J.Lab** and **Student Radio "OstrRadio"**.

In addition, introducing new specialities is a requirement at the time. Besides the classic humanitarian and social sciences specialities in recent years, the vector of international relations and national security has been added to the NaUOA's competitive offers.

In 2020, the Faculty of Humanities, the Faculty of International Relations, and the Faculty of Political and Information Management were reorganised. Introducing specialities in information technology and business (Computer Science, Project Management, Data Marketing, Entrepreneurship, Finance, and Business Analytics) led to the transformation of the Faculty of Economics into an Institute. The addition of the Applied Linguistics specialisation to the competition proposals and the revision of the Linguistics Programme led to the transformation the Faculty of Romance and Germanic Languages into the Institute of Linguistics. **The introduction of new SPs is based on monitoring the state of material, technical, information, and human resources at the institute.** The trend of recent years is to invite practising teachers to implement the SP (see Tables 2 and 3).

The basis for the announcement of admission to study is the licenses of the Ministry of Education and Science of Ukraine to conduct educational activities at the level(s) of higher education under SPs that provide for the award of professional qualifications in professions for which additional regulation has been introduced at a certain level of higher education. The **Rules for Admission to Study for Higher Education at the National University of Ostroh Academy** in the relevant year, approved by the law and the Procedure for Admission to Study for Higher Education of the Ministry of Education and Science of Ukraine.

Admission to the first (Bachelor's) level of higher education is based on the results of the **National Multisubject Test** (hereinafter - NMT) 2022-2025 in four subjects:

- Ukrainian Language,
- Mathematics,
- History of Ukraine - compulsory and
- Foreign language (English, French, German, Spanish), Ukrainian literature, chemistry, physics, biology, geography - optional.

The list of weighting coefficients for NMT subjects is provided in Appendix 7 to the Rules.

In 2025, the minimum competitive score for applicants to the study programme at the expense of the state budget and individuals/legal entities is at least 130 points, and at the expense of individuals/legal entities - at least 100 points. For the specialities C3 "International Relations" and D8 "Law", the competitive score cannot be less than 150 points.

Admission to the second (Master's) level of higher education is based on the results of the Unified Entrance Examination (UEE) in 2023, 2024, and 2025, the Unified Professional Entrance Examination (UPEE) in 2025 or the professional exam in 2025. For the specialities of the fields of knowledge, A "Education", B "Culture, Arts and Humanities", C "Social Sciences, Journalism, Information and International Relations", D "Business, Administration and Law", F "Information Technology", I9 "Public Health", the Unified Professional Entrance Examination is provided, for applicants for the speciality K3 "National Security" - a professional exam. For admission to interdisciplinary SPs and speciality B11 "Philology. Germanic Languages and Literatures (translation inclusive), the first one being English", also requires a professional exam as admission to the competitive selection.

Admission to the third level of higher education is based on successful completion of the Unified Entrance Examination (UEE) in Research Methodology in 2025 and successful completion of the UEE in 2023, 2024, or 2025 with a score of at least 150 points for each of its blocks (which is a condition for admission to the entrance examinations at a higher education institution) and an entrance exam in the speciality.

Also, a motivation letter is considered (for admission to the competitive selection process and establishing the order of priority with the same competitive score).

Admission to study for foreigners is based on the entrance exam. All relevant information about SPs for international students is available on the **website**. Due to the ongoing situation in Ukraine, the number of applicants has decreased yearly (see Table 1).

The special conditions for participation in the competitive selection are disclosed in Section VIII of the Rules for studying for higher education at the NaUOA in the respective year.

The University is constantly working to create a **barrier-free learning environment**. This process includes several stages (components) (see Chapter 3.1.3.):

1. **Unrestricted access to information** (Internet, information and teaching support systems).

The NaUOA provides free access for teachers and students to use library collections and the Internet.

2. **Safety of the educational environment** for the life and health of higher education students.

The NaUOA takes care of the safety of the learning environment during martial law: there are protective radiation protection facilities that have passed all stages of internal and external inspections.

3. **Creating sufficient conditions** for persons with special educational needs to realise the right to education.

4. **Mechanisms of** educational, organisational, informational, advisory and social **support** for higher education students.

The NaUOA has a **Psychological Service**, a policy on preventing and combating bullying, and policies and procedures for resolving conflict situations in the NaUOA. Tutors play a key role in adaptation. They periodically hold meetings with the student council, the Student Brotherhood, the Institute Administration, Vice-Rectors, and the Rector, during which students discuss pressing issues of the educational process. Various sports clubs and cultural events also contribute to the realisation of students' interests and preferences. The University has a **Volunteer Corps** that carries out social, socially beneficial, motivated charitable activities.

Strengths:

- *Quality English-language training.*
- *The NaUOA is a recognisable brand with years of experience providing quality services.*
- *Quick response to changes in the labour market by introducing new SPs.*
- *Developed a psychological, informational, and social support system for students.*
- *Involvement of practitioners and experts in teaching courses in SPs.*

Areas for further improvement:

- *Low interest of applicants in humanities study programmes.*
- *Insufficient experience in implementing interdisciplinary SPs.*

Overview of the planned development activities:

- *Creation of innovative SPs with elements of digital humanities.*
- *Implementation of interdisciplinary SPs, study and implementation of the positive experience of other universities.*
- *Develop mentoring in SPs and mentoring of successful graduates.*
- *Expand the possibilities of student self-government.*

3.2.2. Study programme development

Analysis

The introduction of new study programmes (SPs) corresponds to SG 1. Diversifying the offer of educational services by the NaUOA 2017-2026 Development Strategy. The processes of developing, approving, monitoring, and closing SPs are detailed in the **Regulations on Educational and Methodological Support** at the NaUOA.

The SP is developed by a working group of at least three academic staff members, researchers with a scientific degree and/or academic title, and practitioners corresponding to the speciality or a related speciality.

Stages of creation and implementation of a new SP:

1. creation of an initiative group;
2. development of the idea and purpose of the SP;
3. collection and analysis of information from stakeholders;
4. creation of a working group and determination of the guarantor of the SP (approval by the Rector's order);
5. drafting of the SP and curriculum for it;
6. examination of the SP and curriculum for it by the Educational and Methodological Department;
7. approval from the expanded meeting of the speciality support group and the graduating department(s) and submission of a petition from the head of the speciality support group to consider the draft SP and curriculum at a meeting of the Institute Council;
8. approval of the draft SP and curriculum at a meeting of the Institute Council and submission of a petition from the faculty/institute council to the NaUOA Commission of Education Quality ;
9. obtaining recommendations from the NaUOA Commission of Education Quality and permission to publish the draft SP for public discussion (necessarily on the university's website);
10. publishing the draft SP for public debate no later than 1 month before its consideration at a meeting of the NaUOA Academic Council;
11. communication with academic staff and other stakeholders to clarify the content of the SP in general and matrices in particular;
12. finalising the draft, taking into account the proposals and comments received;
13. collecting feedback (reviews) from stakeholders;
14. reviewing the revised SP at a meeting of the Commission of Education Quality and submitting a petition to the Academic Council to approve the SP and its curriculum;
15. obtaining a decision of the Academic Council and an order of the rector to approve the SP;
16. posting the text of the SP and a description of the mandatory educational components on the university website for public access;
17. licensing, if the SP is developed for a new speciality, the degree of which is necessary for access to professions for which additional regulation has been introduced;
18. entering information about the SP in the Unified State Database on Education;
19. approbation of the SP;
20. monitoring of the SP by the working group, support group, and commission on the quality of education of the NaUOA and, if necessary, making changes to it;
21. applying for accreditation of the SP to the National Agency for Quality Assurance in Higher Education or another accreditation agency;
22. passing accreditation;
23. providing educational services for the accredited programme, continuously monitoring it, and making changes to update it.

As of September 1, 2024, all SPs implemented at the NaUOA comply with **the Standards of Higher Education** in Ukraine's relevant specialities. SPs in the field of primary education also abide by **the Professional Standards**. When formulating professional competencies and programme learning outcomes of the study programme, the working group must analyse the suitability of graduates for employment by the **Classification of Occupations** (National Classifier of Ukraine 003:2010).

When formulating the goals and programme learning outcomes of the SP, the Rivne Region Development Strategy for the period up to 2027 (approved by the decision of the Rivne Regional Council of March 13, 2020, No. 1618) is also taken into account.

A working group, a speciality support group, the Institute Council, and the Commission on Education Quality monitor and periodically review SPs. Monitoring is carried out at least once a year. Monitoring and periodic reviews of SPs are carried out to ensure that the established goals are achieved and meet the needs of higher education students and society. Revisions of SPs should lead to their continuous improvement. Actions planned as a result of the review and the results of their implementation are communicated to stakeholders through public discussion of SPs (review of the draft programme by employers, researchers, and students). All information about SPs is posted on the **NaUOA website.**

The Chief of the programme, members of the Specialty Support Group, and faculty can initiate the review based on the analysis of survey results and stakeholder proposals. The working group reviews and improves the SP based on the study results of the collected information.

A **Systematic Survey of Students on the Quality of Teaching** at the NaUOA has been implemented since 2019, **Monitoring the Quality of the Educational Environment** since 2018 and **Monitoring the Quality of the Implementation of the SP** since 2020 (for graduate students), which is taken into account when revising the SP (see Chapter 3.1.1.).

The **Survey on the Quality of Teaching** was conducted in the IS UMSys. Before the start of the Survey, letters were sent to the applicants' corporate mailboxes informing them about the survey's launch and indicating the deadline for access to the questionnaires (January 01, August 01). The Student Brotherhood also disseminated the information through social networks like Facebook and Instagram. Teachers informed students about the surveys at the end of lectures and practical classes.

The **Monitoring of the Quality of SPs** is carried out to study the opinion of higher education applicants on implementing SPs at the NaUOA before completing their studies by the **"Procedure for Surveying the Quality of SPs at the National University of Ostroh Academy"**. The students will have access to the questionnaires in a Google form on their corporate emails.

Monitoring the Quality of the Educational Environment helps to understand the needs and opinions of students and other stakeholders regarding various aspects of the educational process and to form an objective view of the quality of higher education at the NaUOA.

The monitoring consisted of two parts:

1. an anonymous online survey of various participants in the educational process: students, teachers, representatives of the university administration, graduates and employers; and
2. work with university administration, graduates and employers in focus groups.

The last monitoring of the educational environment of the NaUOA took place in March-May 2024. The sociological survey within the monitoring framework is conducted to study the academic environment of the NaUOA from the stakeholders' perspective. The survey results are anonymous and used to assess the internal and external environment. The **POLIS School of Political Analysis** developed the survey methodology.

Further analysis of the information obtained is carried out during the focus groups. The Student Brotherhood and student councils were responsible for forming the sample for the focus groups with students. To ensure fairness, the sample of students participating in the focus groups was determined using the statistical programme R (considering the representation of all specialities, courses and genders). The level of employee satisfaction with management and working conditions is presented in Table 7. The results of questionnaires within the framework of monitoring the educational environment and the results of focus groups with the definition of an action plan, responsible persons and deadlines were discussed at the meeting of the Rectir's Council on May 07, 2024, and at the meeting of the Commission of Education Quality of on May 23, 2024, and transferred to the responsible persons for analysis and implementation (implementation period 2024-2026).

Additionally, **employers evaluate** the SP and are involved in its revision through **peer review**. As heads of practices, external stakeholders express their comments and suggestions, which are heard during the defence of the reporting documentation of practices. The characteristics of the trainees are evaluated separately, which reflects the employer's vision of their training. With Graduate satisfaction with the quality of instruction and Employer satisfaction with the quality of graduates, you can read Table 13.

Table 13. Graduate satisfaction with the quality of education and employer satisfaction with the quality of graduates. Source: Results of monitoring the educational environment, 2024

Thesis	strongly disagree, %	disagree, %	rate it neutrally, %	agree, %	I completely agree. %
Graduate					
I am convinced that my studies at the NaUOA have adequately prepared me for a modern career	0	8	10	38	44
Employer					
The NaUOA adequately prepares for a modern career	6	0	11	39	44
The NaUOA graduates have sufficient substantive knowledge and practical skills necessary for career success	6	0	11	44	39

A place for communication, exchange of experience and vision of future career prospects for students and employers are events such as **EU Career Days** and the **Career Fair**.

Strengths:

- *A high degree of employers' confidence in graduates and their successful career realisation.*

- *Developed University policies for designing and improving SPs.*

- *Quality control system for educational services and learning environment.*

Areas for further improvement:

- *A small number of courses in English in the structure of SPs.*

- *There is low interest of foreigners in the NaUOA's educational offerings, particularly given the situation in the country.*

- *The system of tracking the career trajectory of graduates needs to be improved.*

Overview of the planned development activities:

- *Create educational courses for foreigners to learn distance.*

- *Creating a roadmap for the phased implementation of courses in English in the structure of SPs.*

- *Introducing stakeholder councils for all SPs.*

- *Implementing and developing study programmes for the country's development after the war (Global Communication Management, increase interest in Psychology).*

- *Creating a digital monitoring platform to track the career trajectory of graduates.*

- *Raising awareness about the Importance of Student Feedback to attract more students to provide feedback***.**

3.2.3. Student academic progress and student assessment

Analysis

Students' academic progress is monitored and supported by the University's Educational and Methodological Department, the Dean's Office of the relevant Institute, and the NaUOA's Commission of Education Quality. At the end of each semester, the analysis of student's academic performance based on the session results is heard at a meeting of the Rector's Council (see Table 14) and published on the official website of the NaUOA for public discussion in the form of a report. The report contains information on applicants' absolute and qualitative performance regarding higher education levels.

Monitoring data indicates that the absolute success rate of students has varied by a few percentage points in recent years. The qualitative success indicators for applicants are compared with the results of a student survey regarding the implementation of the SP. In the 2023-2024 academic year, students at various higher education levels rated the statement, "The program outcomes were related to the grades I received," between 4.3 and 4.5 out of 5.

Table 14. The absolute and qualitative success rate of students by years

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
1st semester						
Absolute success rate	72,9	79,9	80,4	75,8	77,9	80,1
Quality success rate	28,1	35,1	36,5	38,6	37,8	41,2
2nd semester						
Absolute success rate	84,3	82	83,3	85,1	82,7	
Quality success rate	37,4	35,4	42,3	41	40,4	

Confirmation of the high level of student training is the high rate of passing USQE (90+%) by students of the Master's programs "Law" and "Public Health" (**Unified State Qualification Exam**).

The **Regulations on Assessing the Knowledge of Higher Education Students** at the NaUOA regulate student assessment within the framework of educational activities. According to the model, the University uses the ECTS grading scale to get 10-25-30-25-10 points, and the boundaries between grades correspond to 10%, 35%, 65%, and 90% of the total number of successful students. The University also applied the distribution of points according to the rating system. The main principle of assessment of a student's educational achievements at the NaUOA is that a student must gain the appropriate number of credits while studying in an SP. Credits are awarded when the relevant assessment shows that the learning outcomes have been achieved properly. Thus, the number of credits awarded to a student who demonstrates the achievement of the learning outcomes is equal to the number of credits corresponding to the educational component.

Assessment methods cover the full range of written, oral and practical tests/exams, projects and portfolios, essays, and research used to assess student progress and determine whether the learning outcomes of an educational component or module have been achieved. Each SP of an educational element describes methods and criteria for assessing student learning outcomes. The most common assessment methods are oral or written questioning, test assessment, practical testing, self-control, and self-assessment.

One of the types of internal control over the knowledge of higher education students and the quality of the educational process, in general, is **the rector's control**, which is carried out by writing a test or conducting written or computer-based testing.

Tasks of rector's control:

- control of the readiness of higher education students for the final control and residual knowledge gained in the course of studying the discipline;
- checking the quality of the educational process at the departments and comparing the effectiveness of teaching students by individual teachers;
- identifying the relationship between the quality of teaching and learning outcomes.

Considering the trends of the modern educational space, in 2024, the opportunities for self-creation of a **student's educational trajectory** have been expanded. The Educational and Methodological Department has developed an algorithm for forming a particular student's curriculum, which indicates the list and sequence of studying by the applicant of academic disciplines, the semester-by-semester volume of educational workload (all types of educational activities), forms of knowledge quality control, types of practical training and final certification. During the first week, the tutor conducts individual consultations on forming an individual curriculum with the applicant. During the second week of study, the applicant agrees on his curriculum with a representative of the dean's office and submits it for approval.

The University also has **policies for recognising learning outcomes** obtained in other SPs (in Ukraine and abroad) and **non-formal education** (see Chapter 3.2.4.). The speciality support group recognises results based on the student's submitted application and documents confirming obtaining learning outcomes in other SPs. Teachers and guarantors of SPs encourage students to acquire knowledge outside of SPs.

Students can gain knowledge and experience through **Open University**, an educational project of the NaUOA. Within the framework of the implementation of scientific and educational projects, university teachers offer students **a list of certificate programs and courses for additional study**.

Strengths:

- *Continuous monitoring and discussion of student academic progress.*

- *Support of students by tutors in forming an individual educational trajectory and achieving student's academic progress.*

- *Developed policies for considering non-formal education and academic mobility.*

Areas for further improvement:

- *Launch of an individual educational trajectory for students from 2024.*

- *The complexity of evaluating student work for its performance with the help of AI.*

- *Insufficient use of the potential of implementing Collaborative Online International Learning (COIL) programmes.*

Overview of the planned development activities *(if applicable)*

- *Adaptation of individual educational trajectory of students by the requirements of the European Higher Education Area.*

- *Development of a Code of University Policies on using artificial intelligence technologies for educational and scientific needs.*

- *Improving the system of learning outcomes assessment through the experimental implementation of the principles of "assessment calibration".*

- *Implementation of Collaborative Online International Learning (COIL) programmes.*

3.2.4. Support processes for learning

Analysis

The **Regulations on the Organisation of Educational Activities** regulate education at the NaUOA. The purpose of the educational process at the NaUOA is to implement intellectual and creative activity in the field of higher education and science through a system of research, methodological and pedagogical activities aimed at transferring, assimilating, multiplying and using knowledge, skills and other competencies of students, ensuring their professional training by their vocations, interests, abilities and regulatory requirements of the labour market.

The NaUOA trains specialists with higher education in the relevant study programmes at the following levels of higher education: first (Bachelor's) level, second (Master's) level, and third (PhD Programmes) level.

The first (Bachelor's) level of higher education corresponds to the sixth qualification level of the National Qualifications Framework. It allows higher education students to solve complex, specialised problems in a particular field of professional activity.

The second (Master's) level of higher education corresponds to the seventh qualification level of the National Qualifications Framework. It provides for the acquisition of in-depth theoretical and/or practical knowledge, skills, and abilities in the chosen speciality (or specialisation), general principles of the methodology of scientific and/or professional activity, other competencies sufficient for the adequate performance of research and/or innovation tasks in a particular field of professional activity.

The third level of higher education corresponds to the eighth qualification level of the National Qualifications Framework. It provides for the acquisition of theoretical knowledge, skills, abilities and other competencies sufficient to generate new ideas, solve complex problems in the field of professional and/or research and innovation, master the methodology of scientific and pedagogical activities, as well as conduct their study, the results of which have scientific novelty, theoretical and practical significance.

As of September 1, 2024, all SPs of the NaUOA comply with the **Standards of Higher Education of Ukraine** in the relevant speciality.

Obtaining higher education at each level involves the successful completion by a person of the relevant SP, which is the basis for awarding the appropriate degree of higher education: BA's (240 ECTS credits), MA's (90 - 120 ECTS credits), PhD's (43-45 ECTS credits).

Higher education students for all levels are based on an **Individual Student Curriculum**. It is a regulatory document of the University, according to which the applicant is trained based on the requirements of SP by the levels of higher education, with maximum consideration of individual needs, personal educational and professional interests in their professional training and labour market requirements. Based on the curriculum, by the **Regulation on the Individual Student Curriculum,** individual curricula for each year of study are developed and approved for each higher education student. Starting September 1, 2024, at the initiative of the Ministry of Education and Science of Ukraine, the individual curriculum may provide for an annual academic load of at least 30 and no more than 80 ECTS credits for the initial level (short cycle), first (Bachelor's) and second (Master's) levels of higher education. The Individual Student Curriculum is formed by considering the requirements of the SP for the study of its mandatory components, the educational policy of the NaUOA, and the results of the applicant's choice of elective educational components.

The basis for creating the curriculum and individual curriculum is the structural and logical scheme of the SP. The structural and logical training scheme is provided as a network of interdisciplinary links in the SP. It validates the entire SP.

The formation of the structural and logical scheme is based on the following **basic principles of education**:

- **Advanced Learning** - academic disciplines that significantly affect the understanding of the educational material of basic disciplines by higher education students should be studied in whole or in sufficient volume before the start of studying basic disciplines;

- **Continuity and Sequence of Study** - the study of professional disciplines begins, as a rule, from the second year and continues until the end of the study;
- **Continuity of Education** - the material studied in a particular discipline is used in the study of subsequent disciplines, in the process of internships and writing term papers (projects).

The estimated academic workload of a first (Bachelor's) and second (Master's) degree student during one academic year of higher education is 60 ECTS credits. This workload includes lectures, practical, laboratory, and seminar classes, practical training, consultations, coursework (projects), independent work, writing and defending a qualification work (project), etc.

Academic disciplines are usually planned in 3 or more ECTS credits. The number of academic disciplines per year should be no more than 16 (including practice and course work (project) of an interdisciplinary nature) respectively, no more than 8 per semester. The maximum estimated weekly classroom load for full-time Bachelor's degree programmes should not exceed 24 hours in the first year, 26 hours in the 2nd-4th years; in Master's degree programmes - 16 hours in the first year of study, 18 hours in the second year.

Practical training of applicants is a mandatory component of the educational and professional or educational and scientific programmes for obtaining the appropriate higher education degree. It is aimed at acquiring the applicant's professional skills and abilities. Practical training of applicants is carried out at advanced modern enterprises and organisations in various sectors of the economy, science, education, health care, culture, trade and public administration. The NaUOA offers educational, research, industrial, field, archaeological, pedagogical, translation, and other practices. The SP and curriculum determine the type, programme of practical training, and timing of implementation. The **Regulations on Practical Training of Students of Higher Education Institutions of Ukraine** and the **Regulations on Practical Training of Higher Education Applicants of the NaUOA** regulate the organisation of practical training.

The independent work of a higher education student is one of the primary forms of organising the educational process (Article 50 of the Law of Ukraine on Higher Education), which involves mastering the academic material in the time free from compulsory classes, under the guidance of a teacher to form the competencies of a higher education student and achieve the expected learning outcomes. The curriculum, the working curriculum regulates the time allocated for SRS, which should be approximately 1/2 to 2/3 of the total hours allocated for the study of a particular discipline for full-time students at the first (Bachelor's) level and 2/3 of the total hours at the second (Master's) and third levels, taking into account the minimum number of classroom hours per credit.

The academic year lasts 12 months (52 weeks), starts on September 01 (for applicants of the third level - October 01) and is divided into semesters (autumn and spring) according to the curriculum. In an academic year, approximately 40 weeks of theoretical training are planned (together with practical training and 2 weeks of independent work of the student) (in the final year, the number of academic weeks is determined by the curriculum and may be less). Vacations are planned twice a year, and the educational process schedule for each academic year determines their specific dates. The academic year includes days of theoretical training with semester (final) control, including certification of higher education students, all practices, weekends and holidays, and vacations. **This approach allows evenly distributing the time of classroom, independent, research and practical work of higher education students of different levels.**

Educational and information support is provided by information systems developed at the NaUOA that provide remote access through corporate mailboxes to all components of the educational process, including:

- IS UMSys (**https://umsys.com.ua/**),
- Moodle (**https://moodle.oa.edu.ua/**),

The NaUOA has a robust library and information support system, including the **Scientific Library**, resource centres of the institutes, and the **Institute of Ukrainian Diaspora Studies**.

The library system includes two lending libraries and two reading rooms and serves over 5800 users: students, postgraduates, PhD students, teaching and support staff, external readers, and others.

As an electronic catalogue, the NaUOA Scientific Library uses the **Open-Source Automated Library System Koha**. The capabilities of the Koha System are quite wide:

- the use of specific symbols of foreign language national alphabets in bibliographic descriptions;
- construction of various statistical reports, free of charge;
- flexibility and dynamic development; possibility to connect additional modules;
- no need to install the client part; simplified, intuitive search by default and advanced search if necessary;
- wider possibilities of bibliographic description;
- possibility to exchange bibliographic information with other libraries;
- convenient organisation of Koha and LitPro allows the main library processes to be automated.

Thus, the automation of acquisition and accounting functions is implemented through the modules "Receipts" and "Reports", formation, replenishment and correction of databases through the module "Cataloging", ordering and issuance of literature through the module "Circulation" work with readers through the module "Visitors", with periodicals "Serial publications", management and mass operations through the modules "Tools" and "Management koha". Interaction of readers with the system and librarians is implemented through the OPAC module.

The **LitPro** is used to create and edit literature lists recommended by teachers for courses. The LitPro includes 1297 subjects and 1688 courses. The system's capabilities allow departments and faculties to track the availability of library resources for their courses, send requests for subscription periodicals, and automatically generate up-to-date reports on the availability of literature. Using the range of functions of the LitPro, all library users (students, teachers, researchers) can receive dynamic information about the availability of basic and other recommended literature and its placement and access digital full-text versions of educational and methodological literature. The analysis of LitPro usage has shown that the interaction mechanism between librarians and teachers through departmental laboratory assistants can be simplified by using the direct connection of the LitPro stem with the curricula of academic disciplines.

The Scientific Library's collection is universal in content and consists of books (textbooks, manuals, monographs, reference books), periodicals and educational literature. The total library collection includes about **563 thousand copies,** of which about 48% are academic books, 43% are scientific publications, 9% are fiction, and 0.3% are rare and especially valuable books and documents.

At **https://lib.oa.edu.ua/**, you can find comprehensive information about the Scientific Library's mode and rules of operation, book collections and their structure, new acquisitions, data on private collections (collection passports), works of the faculty and new publications of the **Ostroh Academy Publishing House**.

The website of the Scientific Library also contains a collection of statistical data and educational and scientific resources for free access. The Library's website provides access to subscribed resources **in trial or free access**: The Economist magazine, the information and legal support system LIGA: LAW, resources of the scientometric platforms Scopus and Web of Science, resources of the Springer Nature platform, ScienceDirect.

Accounts in the **oa.edu.ua** domain allow you to log in and work in such information services:

1) **The Moodle learning platform** is an object-oriented dynamic learning environment. Moodle is used not only for distance learning but also for full-time and part-time education. With this environment's help, each teacher can create academic discipline. The most commonly used features of Moodle at the NaUOA are

- posting educational materials, programmes, lecture notes, plans for practicals, seminars, instructional video fragments, video lectures from your own YouTube channel, audio content, links to interesting resources, etc.;
- communication between the teacher and students through such activities as forums, chats, short messaging, etc;
- implementation of such activities as the joint creation of glossaries, wikis, and databases;
- control of students' knowledge by conducting tests with automatic evaluation of attempts;
- control over the implementation of long-term assignments, abstracts and research papers, and scientific essays with the possibility of setting deadlines and automatic recording of the time of submission of such works;
- automatic verification of submitted works for uniqueness using the university database of scientific works and the Internet index by the integrated module "StrikePlagiarism";
- maintaining an evaluation log for students to view, with each student able to view ratings, comments and observations related to their work.

2) **Digital archive**, indexed by foreign scientometric databases. The digital archive contains free access to scientific and methodological publications of the academic' staff and publications of scientific collections of the NaUOA.

3) **Electronic archive** of dissertations and qualification works.

4) The **Open Journal System platform** is used to publish electronic versions of scientific journals:

- Scientific Notes of the National University of Ostroh Academy, Series "Philosophy";
- Scientific Notes of the National University of Ostroh Academy. Series "Economics";
- Scientific Notes of the National University of Ostroh Academy. Series "Psychology";
- Scientific Notes of the National University of Ostroh Academy. Series "Philology";
- Scientific Notes of the National University of Ostroh Academy, Series "Historical Sciences";
- Geopoetic studies / Geopoetic Studies.

For **counselling and social support**, the NaUOA has developed several documents that regulate the following:

- Organisational and psychological support of the educational process (**Regulations on Psychological Services the NaUOA**),
- Support in adapting to the educational environment (**Regulations on Tutoring at the NaUOA**),
- Career Counselling (**Regulations on Mentoring at the NaUOA**).

To inform applicants, the **Student Handbook** was created. In addition, students have regular meetings with Chiief of SPs, heads of departments, directors of institutes, heads of structural units, and the Rector, during which they directly discuss the peculiarities of the educational process at the NaUOA.

The Student Brotherhood is also an active participant in social and educational support for students. There is an **Ostroh Academy Alumni Association**. An important area of work is the functioning of the **Volunteer Corps**, which helps to employ students at the University on a volunteer basis to gain experience and start building their portfolios.

The International Relations Department (IRD) of the NaUOA provides support for the **students' international mobility** based on the **Regulations on the Exercise of the Right to Academic Mobility of Higher Education Applicants of the NaUOA.** Its main task is to contribute to improving the level of the educational process through the University students' education outside Ukraine, professional

development of teachers and administration by coordinating scientific and pedagogical contacts with foreign institutions, attracting the best foreign specialists to teaching, attracting external funding for research and other priority areas of the University, organising and searching for competitions and grant programmes, implementing joint projects. The IRD constantly monitors proposals from foreign partners. It informs stakeholders by publishing news on the official website of the NaUOA, sending information to e-mails of participants in the educational process, and disseminating information through the department's social networks.

In 2024, the NUOA implemented two joint study programmes with diplomas from both sides: The Institute of International Relations and National Security with **the University of Warsaw** (Political Science and Eastern Studies) and **the University of Warmia and Mazury** (Olsztyn, Poland) (International Relations and Euro-Atlantic Studies). **Semester academic exchange programmes** are active between the NaUOA and:

- the Pomeranian Academy in Słupsk (Republic of Poland),
- the University of Warsaw (Republic of Poland),
- the University of Warmia and Mazury (Republic of Poland),
- the University of Natural Sciences and Humanities in Czestochowa (Poland),
- the University of Trade and Services in Poznan (Poland),
- the University of Rennes II (France),
- the University of Hradec Králové (Czech Republic),
- the University of Jaén (Spain).

In 2024, 45 students from different institutes of the NaUOA took part in these programmes. The level of academic mobility in previous years can be found in detail in Table 15. IRD is constantly working to attract more students to educational exchange programmes, with a decline in 2020 and 2022 due to the pandemic and the outbreak of the Russian-Ukrainian war.

Table 15. The level of students' academic mobility

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
International mobility of students	127	79	125	82	87

Students are periodically asked for feedback on learning and support processes. The system of monitoring the educational environment of the NaUOA consists of **monitoring the quality of teaching disciplines**, **the quality of the educational environment and the quality of the implementation of the SP**. The survey results are considered in improvement activities (Chapter 3.1.1., 3.2.2.).

Strengths:

- *Established a support system, an effective tutoring system.*
- *Modern technical and educational technological resources for training are used.*
- *The NaUOA encourages international student mobility.*

Areas for further improvement:

- *The introduction of the institute of mentoring is not available for all SPs.*
- *Lack of a sustainable culture of student academic mobility.*

Overview of the planned development activities:

- *Popularisation of the mentoring institute among students, graduates and employers.*
- *Further expanding the range of international partners in academic mobility, developing internal and external student mobility.*

3.3. RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)

3.3.1. RDC effectiveness

Analysis

The NaUOA 2017-2026 Development Strategy envisages the development of research, which is currently in the final stage. Being an autonomous research university, the NaUOA prioritises forming scientific schools and fundamental and applied research on topical issues important for Ukraine's economic, cultural, and social development. Given the processes of internationalisation in the field of higher education and science, the NaUOA 2017-2026 Development Strategy pays special attention to the establishment of international scientific cooperation, integration of the University into the global research market, introduction of the latest achievements of scientific thought and research practices, focus on recognised scientometric publications, and active participation in grant research programmes.

The NaUOA is focused on developing research centres and a system of research and teaching assistants who will form research groups led by professors who research priority fundamental and applied problems in the main areas (social sciences, humanities, national security, public health, information technology). **The NaUOA focuses on the high quality of scientific research.** That is why the administration constantly focuses on developing a system of checking scientific papers for plagiarism, anonymous peer review in the University's periodicals, and expanding cooperation with the external environment to provide high-quality knowledge-intensive consulting services.

The NaUOA has some **priorities** in the field of scientific research:

- **Creation of an innovative scientific space:** expansion of the activities of the research centres and laboratories of the NaUOA; launching new areas of basic and applied research; expanding the public presentation of scientific research by the faculty and researchers of the NaUOA;
- **High level of internationalisation of scientific research** conducted at the NaUOA: increase in the number of publications of the NaUOA faculty and researchers in scientometric journals Scopus, Web of Science, Index Copernicus; inclusion of periodicals of the NaUOA in scientometric databases; establishment of international scientific journals in social sciences and humanities and psychology.
- **Broad participation in grant research projects:** increasing the number of projects participating in domestic and international grant competitions; participation in the Horizon 2020 framework programme; increasing the number of contract research projects;
- **Popularisation of the scientific achievements** of the NaUOA: holding popular science lectures; creation of the scientific portal of the National University of Ostroh Academy.

The **Vice-Rector for Research and Teaching** coordinates scientific research at the NaUOA. He is subordinated to the **Scientific Department**, a structural unit of the university established to organise, control and coordinate scientific, scientific and technical activities at the university and implement its results in the educational process and production.

The main **tasks** of the Scientific Department are:

- coordination of the processes of obtaining and using scientific knowledge to create socially helpful scientific results, ensuring high-quality training of specialists for the relevant sectors of the economy;
- planning and improvement of scientific and innovative activities at the University;
- organisation and coordination of search and applied research by the approved thematic plan of the University;
- coordinating the publication of research results in publications included in international scientometric databases of scientific literature;
- popularising the achievements of NaUOA researchers, organising the implementation of the results of their research and development in the educational process and production;
- preparing talented students for research and innovation activities;
- planning and coordinating competitions of student research papers and competitions in academic disciplines and specialities;
- planning and coordination of the activities of research centres and specialised academic councils;

- cooperation and conclusion of agreements on scientific cooperation with leading educational, research institutions and enterprises of Ukraine and abroad;
- studying and summarising the best practices of research in higher education institutions and research institutions of Ukraine and abroad with implementation at the University; coordination of the publication of scientific journals, collections, conference materials, etc., at the University and their positioning in international scientometric databases;
- control of record-keeping on the research work of the University's departments;
- preparation of reports on scientific and scientific-technical activities of the NaUOA;
- research work carried out on an initiative basis, by state order and financing by partner organisations of the University;
- implementation of scientific and technical cooperation with educational institutions, institutions, organisations and foundations of foreign countries, and other types of scientific collaboration per the current legislation.

The **research priorities** at the NaUOA are determined based on cooperation with stakeholders (business, IT sector, regional and city authorities), as well as studying and considering the priority research areas set by the state.

The NaUOA is developing close cooperation with the **IT cluster**. The city's leading IT companies have created an IT cluster. This is an association of 12 Rivne IT companies, educational institutions and partners working in the IT field. Cluster members join various town initiatives and organise meetings, forums, and conferences. Currently, the IT cluster represents the interests of more than 50% of industry professionals. It aims to build a favourable environment for job creation and further development of the IT industry in the Rivne and Rivne Oblast. This cooperation provides an opportunity to understand the main trends in the development of information technology. Representatives of the NaUOA can study the needs of this sector of the economy through discussions during events organised by the IT cluster (for example, **Synergy. IT Business & IT Education forum,** which brought together representatives of higher education institutions, leading industry experts, owners and managers of educational businesses, practising teachers, and various groups of students to share experiences and ideas).

The study of the need for support in the veteran environment occurs within the framework of events related to the support issues for military personnel, veterans and their families. The University constantly participates in the **Rivne Unity Platform**. This forum aims to exchange experiences and scientific developments in supporting the military after service, build respect for their contribution to the defence of Ukraine, and ensure a decent attitude towards the veteran community.

Rivne Unity Forum. The forum has become a platform for discussing current government initiatives in the mental health field to integrate veterans into civilian life. Also, in the fall of 2024, the [POLIS School of Political Analysis](), which operates at the NaUOA, held 18 focus groups in Rivne, Lviv and Kyiv to study the needs of the veteran community and identify areas of research aimed at developing effective veteran policies at the community level.

The Vice-Rector for Research and Teaching is a permanent member of the **Scientific Council of Rivne Oblast**. The Scientific Council of the region is an advisory body to the Rivne Regional Military Administration, which is engaged in identifying priority research areas for the region and effective ways to support scientists and their research.

The University constantly monitors and considers the priority research areas determined by the state at the level of regulatory documents (in particular, the Law of Ukraine on Priority Areas of Science and Technology Development). Priority areas of science and technology development are scientifically, economically and socially justified areas of research and technological development for a long-term period (more than 10 years), which are given priority state support to form an effective sector of scientific research and technical development to ensure the competitiveness of domestic production, sustainable development, national security and defence of Ukraine and improve the quality of life of the population.

An essential guideline for setting goals in the scientific field for the NaUOA is the **Rivne Region Development Strategy until 2027** (approved by the Rivne Regional Council on March 13, 2020). It envisages support and development of science in the region to ensure support for the high-tech economy.

Strengths

- *Conducting socially oriented research at the NaUOA, the results form the methodological basis for supporting veterans and internally displaced persons. They are aimed at strengthening national security, post-war reconstruction and sustainable development.*

- *The institution has a well-developed system of research management, as well as structural units that coordinate research activities.*

- *Created connections with the business environment, IT cluster, and regional authorities to promote the development of scientific projects that meet the needs of the labour market and current technological trends.*

Areas for further improvement

- *The activity of NaUOA researchers in participating in research project competitions.*

- *Cooperation between the University and the Ostroh in terms of forming requests from the community for research, the results of which will contribute to its development.*

- *Cooperation with businesses for the commercialisation of scientific developments.*

Overview of the planned development activities

- *Establishing a Project Office to coordinate grant applications and participation in research project competitions.*

- *Establishment of a working group of representatives of the University and the Ostroh town to identify promising topics and areas of research that the University can conduct at the request of the Ostroh town community.*

- *Create a team to develop a project and model of a Science Park that will be focused on the commercialisation of scientific results.*

3.3.2. RDC resources and support processes

Analysis

The NaUOA has a well-developed system of support for basic and applied research. The monitoring of funds raised and used for scientific activities is carried out annually in the context of preparing the report on scientific and research activities of the NaUOA.

The monitoring of the publication activity of teachers at the National University of Ostroh Academy is carried out every year. In particular, the information on the number of publications (scientific articles, textbooks, manuals) for the last 5 years is presented in the Rector's annual report and the report on the university's scientific work. Information on the results of scientific work is presented during the staff meetings and discussed at the Academic Council of the university. Teachers' contracts include requirements for publication activity during the term of the contract. The target performance indicator for structural units includes an indicator of the number of scientific publications. Up-to-date information on the status of each teacher's research work can be found on the website of the research library in the section "To the Researcher". The publicity of information about a teacher's research work allows for quick analysis and the formation of teams for joint research projects.

Table 16. The NaUOA scientific work in numbers

	2020	2021	2022	2023	2024
Number of publications (research articles, teaching handbooks etc.)	263	347	289	433	379
Coefficient, number of publications per 1 academic staff	1.55	2	1.67	2.58	2.18

In 2019, the **Ostroh Academy Grant** was established to support basic and applied research.

This grant provides funding for the following:

- purchase of equipment, software, and materials necessary for the project implementation;
- participation in conferences, forums, seminars, and other scientific events related to the project (except for foreign ones);
- business trips to scientific institutions, universities, archives, libraries, etc. to collect materials necessary for the research;
- organising and conducting surveys, interviews, and field research to collect empirical material;
- publishing monographs and other scientific works on the subject of the project;
- translation of articles to be published in scientific journals indexed in Scopus and/or Web of Science;
- purchase of literature related to the project topic;
- financial incentives for project executors (but not more than 20% of the total project amount);
- organisation of scientific events at the NaUOA.

The competition is announced every year in May.

There are **14 research centers and 11 laboratories** in the NaUOA's structure. In particular, the most active participation in the implementation of scientific projects and research is taken by:

- **Institute for Ukrainian Diaspora Studies** has operated as a structural unit of the NaUOA since January 2002. It was created by a prominent American scholar of Ukrainian descent, Professor Lubomyr Roman Vinar. In 2017, the Institute was renamed into the **Research Center "Professor Liubomyr Vinar Institute for Ukrainian Diaspora Studies"**. The Institute's activities are aimed at studying various aspects of the functioning of the Ukrainian emigration and Ukrainians abroad, the creative and scientific achievements of Ukrainians living outside their native land, as well as expanding and deepening scientific and cultural ties with the Ukrainian community outside Ukraine.
- **Research Laboratory of Cognitive Psychology**, founded in 2009. The main goal and objectives of the laboratory are aimed at a systematic and thorough study of the psychological features of the functioning of cognitive processes of the individual in the conditions of educational activity and social interaction, as well as conducting experimental research in the context of solving problematic issues of cognitive psychology and improving the theoretical and methodological

basis of this type of research. The laboratory is home to the **Cognitive Psychology Research Club**, which was created to develop students' scientific interest in experimental research in cognitive psychology.

- **Centre for Political Research** was established in October 2010 as a public initiative of professors and researchers of political problems, processes and phenomena. The mission of the Center is to strengthen the status of political research in Ukraine and establish a professional dialogue with domestic and foreign partners. The Center focuses on topics that have been little or superficially studied, which are based on the processes of political transformation that have been going on in Ukraine since independence.
- **POLIS School of Political Analysis** is a think tank of the NaUOA, whose activities aim to integrate the University's scientific and expert potential to produce high-quality research. The think tank conducts research, the results of which contribute to the implementation of evidence-based decision-making and data-based decision-making in developing and implementing public policy.
- **Center for European Studies**, whose primary goal is to conduct modern research in the field of European studies aimed at studying the foreign and security policy of the European Union, its relations with third countries and international organisations, as well as Ukraine's European integration policy, publishing their results and implementing them in practice in the educational process.
- **Laboratory of Christian Ethics, Psychology, and Pedagogy** is a research, educational, and training centre of the NaUOA, whose activities are aimed at providing spiritual and moral education based on Christian values in preschool, secondary, and higher educational institutions of our country through programmatic, educational, methodological, and personnel support of this process.
- **Centre for the Study of the Heritage of the Princes of Ostroh**. Its creation is essential, first of all, for the University itself, as this initiative stimulates the study of the traditions of the Ostroh Academy. In addition to its purely scientific value, such research is of great practical importance, as it contributes to the growth of the University's image in Ukraine and abroad and a deeper understanding of the history of the Ukrainian people.
- **Laboratory for the Study of Hybrid Threats to National Security**, which was established in 2021 by the Department of National Security and Political Science as an analytical and scientific centre specialising in the analysis, research and counteraction to hybrid threats within the framework of the international project "**Academic Response to Hybrid Threats - WARN**" 610133-EPP-1-2019-1-FI-EPPKA2-CBHE-JP.
- **Lexicographic Laboratory "Ostroh Neographer"** is a structural subdivision of the Department of Ukrainian Language and Literature of the Educational and Research Institute of Social and Humanitarian Management, which conducts research in the field of Ukrainian individual-author neology and neography of the XX-XXI centuries.
- **Scientific and Practical Laboratory "Modern Technologies of Formation of Foreign Language Communicative Competence".** The activities of this laboratory are aimed at searching, studying and testing the latest scientific approaches to the technology of forming foreign language communicative competence; organising research work on the formation of foreign language communicative competence; implementing scientific research in the educational process; providing conditions and methodological materials for conducting thematic lectures, practical and seminar classes, training practices, completing coursework, qualification works; providing conditions for students to acquire skills and abilities of scientific and

The NaUOA regularly participates in international grant competitions for research funding. In recent years, the University has been implementing projects based on the attracted grant funds.

In 2024, 2 projects of cooperation with the Swedish Defense University are being implemented:

1. **Moral Trauma of Foreign Veterans** (Balashov E., Pasichnyk I. Kalamazh R., Nikitchuk U., Voloshyna-Narozhna V., Matlasevych O. Tymoshchuk Ye.)
2. **REACT - Resilience of Ukrainian Universities during the War** (Balashov E., Khudolii A, eight graduate students of the NaUOA).

In 2023-2026, 3 Erasmus+ Jean Monnet projects are being implemented:

1. **European Studies of Intercultural Communication: the EU Experience for Ukraine** (Petrushkevych M., Shevchuk D.);
2. **Studies of principles and values of European politics from Pericles to modern times** (Shevchuk D., Lebediuk V.);
3. **Center of Excellence "Hub of the EU Solutions"** (Balatska O., Lotysh T.).

In 2022-2025, 3 Erasmus+ Jean Monnet projects are being implemented;

1. **Human rights in the EU** (Balatska O., Lotysh T., Lebediuk V.);
2. **Civil society in conflict resolution process: the EU experience for Ukraine** (Shershnova O., Yakunina K., Ishchuk S., Sydoruk T., Shevchuk D.)
3. **Self-Regulated Studies of Hybrid Threats and European Security** (Balalashov E., Khudolii A., Konopka N., Matlasevych O.)

In 2023-2024, in cooperation with the University of Zilina (Slovakia), Palacky University Olomouc (Czech Republic) and the University of Bielsko-Biala (Republic of Poland), a Visegrad Fund grant project was implemented. The project topic was **"Resilience approach in cross-cultural training of future teachers in Ukraine and V4 countries"** (Handzilevska H.) and ended in April 2024.

One of the most significant projects implemented within the framework of a large consortium of European universities is the "**Academic Response to Hybrid Threats - WARN"** Project (610133-EPP-1-2019-1-FI-EPPKA2-CBHE-JP (November 15, 2019 - November 14, 2024), which targets national security and the skill gap in security services created by the emergence of hybrid threats. The security sector alone does not have the skills and resources to counter complex hybrid threats but has to rely on security awareness of the critical fields in society. Understanding the complex interdependencies and resulting vulnerabilities in key sectors is essential for improving the resilience of the nation and, hence, the security and welfare of its citizens. Objectives of the project:

- to fill the security skills gap across various professional domains to increase civic resilience to hybrid threats in Ukraine;
- to adopt study programmes in 7 fields of study and to create LLL course on Countering hybrid threats;
- to pilot the adapted study programmes and LLL courses;
- to create a trans-sectoral environment dedicated to countering hybrid threats.

The NaUOA successfully cooperates with **UK Twinning** (together with the University of St. Andrews).

The University has been an associate member of the **European Association of Universities** since 2010, and the process of applying for full membership is currently underway. It is also a member of the **Consortium of Ukrainian Universities** and the University of Warsaw (Warsaw, Poland), the **Eastern European Network of Universities** (Lublin, Poland), and the **International Consortium of Universities** (Uzhhorod - Hungary, Slovakia, Romania, Kazakhstan, Poland). Research and educational cooperation play an essential role in the activities of these organisations. This year, the NaUOA joined the alliance of European universities **KreativEU** (Knowledge & Creativity European University) as an associate partner.

The University is actively implementing the policy of expanding educational, scientific and technical cooperation with foreign higher education institutions. As of October 2024, **80 international agreements** on research and academic collaboration between the NaUOA and universities of Bulgaria, the Czech Republic, France, Georgia, Greece, Hungary, India, Indonesia, Israel, Italy, Kazakhstan, Latvia, Lithuania, Malaysia, Moldova, Poland, Portugal, Romania, Spain, Sweden, Turkey, the United Kingdom, the United States, and other countries have been signed.

Strengths:

- *The university has an internalisation strategy and established policies for cooperation with foreign partners.*

- *The NaUOA conducts information and analytical monitoring and scientometric analysis of the research and teaching staff's publication activity.*

- *The NaUOA encourages the formation of Inter-university research groups.*

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Areas for further improvement:

- *Participate in national competitions for fundamental research projects.*
- *Low international visibility of scientific research.*
- *Insufficient commercialisation of scientific activity.*

Overview of the planned development activities:

- *Providing access to international scientometric databases for research regularly.*
- *Improving resource support for research and applied laboratories and centres.*
- *Creation of scientific databases with open access for researchers.*

3.3.3. Student research supervision and doctoral studies

Analysis

The NaUOA constantly supports student research conducted by postgraduate students and young scientists. The University organises student conferences, scientific clubs and research groups. It has also created and is implementing **11 SPs for PhD studies** and has developed effective policies for the preparation and defence of dissertations (see Table 17).

Table 17. Preparation and defence of dissertations

Year	Number of students engaged in scientific, research and innovation activities about the total number of students, %	Number of young scientists working in a higher education institution about their total number, %	Percentage of young scientists who continue their scientific, technical and innovative activities at a higher education institution after graduation PhD Programme
2020	1711 / 77 %	50 / 13%	30 %
2021	1639 / 76 %	42 / 11%	13 %
2022	1637 / 72 %	37 / 10%	33%
2023	1771 / 70 %	40 / 11%	19%
2024	1650 / 70%	51 / 25 %	38 %

Student clubs and research groups operate in all the Educational and Scientific Institutes. In 2024, there were **45 research groups**. In particular, the following clubs and research groups were the most active:

● **Philosophical Club "Anthropological Discourse"** (head: Zaitsev M.). The following topics were discussed: the phenomena of "hope", "faith", and "love" and their role in the process of human fulfilment of being; the relationship in the system of "faith" - "hope" - "love"; meeting with bloggers and discussing the relationship between faith and knowledge; modern stoicism; Logos and Tao in the context of the East-West dichotomy.

● **Analysis of Biomedical Information in the Medstat Package** (head: Liakh Yu.). The workshop aims to acquire skills in practical solutions to statistical problems using modern problem-oriented application packages. The competencies to be acquired in solving complex and specialised task problems in public health and collecting and processing statistical information necessary for industry management will create favourable conditions for research activities. The work is aimed at processing statistical data and building mathematical models.

● **Society of Volyn Towns in the XVIII century** (head: Blyzniak M.). The issues of the meetings concern the ethnic development of urban communities in the cities of Volyn Voivodeship, the methods of processing historical sources, including city inventories, audit censuses, economic aspects of interregional trade in towns, etc. The students participated in the University's Science Days and conferences at the IHERU (Rivne) and the Netishyn Town Museum of Local Lore. The results were used in writing their qualification papers.

● **Criminal Procedure: Problems of Law Enforcement** (head: Borzhetska N.). Topics: search as an investigative (detective) action in the criminal procedure of Ukraine (analysis of new legal opinions of the Supreme Court on search, in particular, in the context of recording the search); search as an investigative (detective) action in the criminal procedure of Ukraine.

● **Research of the Problems of Modern Municipalism** (head: Drobush I.). Discussion of the current state and problems of the functioning of local governments under martial law and the prospects for their reform during the European integration process. Preparation and testing of scientific articles by postgraduate students, student reports, and discussion of draft acts of local lawmaking, in particular, the Regulation on the Local Human Rights Commissioner and Regulation on Appeal Commissions. Organising and holding a roundtable discussion, "Current issues and prospects for developing public law in modern conditions".

● **Discourse Analysis and Text Linguistics** (head: Khudolii A.). Topics of the meetings of the scientific circle: information on scientific regional, national and international competitions, grants, and conferences; types of discourse and text linguistics; political discourse and political speeches; cognitive aspects of linguistic research.

● **Methods of Teaching English** (head: Kostiuk O.). Topics of the research group: methods of forming foreign language listening competence; methods of forming foreign language competence in dialogic and monologic speech; methods of forming foreign language competence in monologic speech; methods of forming foreign language competence in reading; peculiarities of using modern technologies in the educational process: google meet, google classroom, zoom; teaching phonetic foreign language competence; teaching lexical foreign language competence. Methods of forming foreign language grammatical competence.

● **Financial and Economic Aspects of the Development of Territorial Communities in Ukraine** (head: Demianchuk O.). Topics: financial support for the restoration of territorial communities; changes in tax legislation and their impact on the formation of financial resources of the territorial community; the role of youth and youth organisations in the development of territorial communities; practical examples; planning in territorial communities and sources of involvement.

● **Modern Problems and the Latest Theories of Socio-Economic Development** (head: Topishko N.). Topics of the meetings: current issues of socio-economic development in the context of the technological revolution and the growing global socio-economic challenges of modern society; modern economic theories: conceptual origins and evolution of paradigmatic approaches; global risks of stagflation and challenges for the national economy; Ukrainian economy during the military aggression of the Russian Federation and in the period of post-war recovery; current challenges and threats to the economic security of Ukraine under martial law; strategic priorities for the transformation of Ukraine's socio-economic space and integration into international processes; public debt; international experience of public debt restructuring in the context of Ukraine; peculiarities of Ukraine's social policy under martial law; human and social capital of Ukraine in the period of its post-war recovery.

The NaUOA has **self-governing bodies and student associations** to support and develop the scientific activities of students and young researchers:

● **Student Scientific Society "Akademik"** is a student self-government body that unites undergraduate students, postgraduate students and other persons interested in the development of scientific work and promotes the development of science in the academic environment. It was established in 1997 as a scientific division of the Student Brotherhood. The main task is to ensure the protection of the rights and interests of individuals, particularly in scientific activity, support of scientific ideas, innovations and knowledge exchange. The result of the society's scientific work is the organisation of scientific conferences and other scientific events (in particular, within the framework of the Days of Science), where students' developments on topical issues related to history, economics, law, political science, philosophy are presented, and problematic issues in the field of Ukrainian and foreign philology, as well as other scientific disciplines, are raised.

● **The Council of Young Scientists** is a collegial and advisory body that unites young scientists of the NaUOA to protect their rights and interests, promote scientific, innovative and other creative activities of young scientists, and facilitate inter-university integration of young scientists. The Council, by its tasks, represents the interests of young scientists in the NaUOA, state and local governments, institutions, organisations, and associations of various levels and assists in solving the problems of young scientists; participates in the development of draft regulations on issues related to the development of scientific activities of young scientists; supports information exchange between young scientists; promotes the establishment of professional contacts between structural units of the NaUOA and other higher education institutions.

● **Oleksandr Ohloblyn Scientific Society of Undergraduate and Postgraduate Students** was founded in 2000. The Society unites several sections, holds all-Ukrainian scientific competitions among pupils and students, and organises scientific and methodological events for teachers of general secondary and out-of-school education institutions in Ukraine.

Students, postgraduates, and young scientists can present the results of their research on the **Scientific Blog of the NaUOA**. The Scientific Blog is an online project of scientific orientation. With the help of this resource, teachers and students can publish their research. The project aims to support research projects, promote students' scientific activities, and accumulate different views on specific scientific issues in the public domain through commentary.

Undergraduate, graduate students and young researchers are actively involved in scientific events, such as **Science Days at Ostroh Academy** (see Tables 18 and 19)**.** In 2024, young researchers who are interns-analysts at the POLIS School of Political Analysis studied the topic "Research Challenges. How to choose the optimal regression model?" (moderator V. Lebediuk). The methodological seminar of the Center for Political Studies discussed "New directions of political research in the conditions of war" (moderated by Y. Matsiyevsky). The "Ostrohiana. Volyniana" section (headed by V. Atamanenko) discusses local history topics yearly. The Student Scientific Society "Akademik" coordinated an intellectual tournament. In 2024, the society organised the "Scientific Research of Student Youth" section. Students of the Regional Scientific Lyceum in Rivne worked in sub-sections: Humanities and Social and Behavioral Sciences. Public Health. Computer Science.

Table 18. Student research work in 2024

Educational and Scientific Institute	Scientific clubs, laboratories	Scientific events in the NaUOA	Publication of student scientific collections
Institute of Social and Humanitarian Management	7	5	1
Institute of International Relations and National Security	12	4	4
Institute of Law by I. Malynovskyi	15	16	1
Institute of Linguistics	8	2	3
Institute of IT and Business	3	1	2
Total	45	28	11

The NaUOA has developed practical principles and policies for managing undergraduate and postgraduate research. Simultaneously with the enrollment of a postgraduate student/doctoral fellow, a scientific supervisor/scientific advisor from among the researchers or research and teaching staff with a scientific degree is appointed by the relevant order of the Rector of the NaUOA. Particular attention is paid to ensuring that postgraduate students' research activities correspond to their supervisors' research areas. In addition, to provide sufficient time for advising postgraduate and doctoral students, there are restrictions on the number of students a research and teaching staff member can supervise. A supervisor who holds a doctorate may simultaneously supervise (advise) no more than five-degree candidates, including those obtaining a doctorate. A supervisor with a Doctor of Philosophy degree may simultaneously supervise the work on dissertations of no more than three candidates for the Doctor of Philosophy degree. The institution provides full conditions for obtaining a scientific degree for citizens of Ukraine and international students who intend to study in graduate school. Due to the martial law in Ukraine, no foreign nationals are currently PhD students. However, there are examples of international students studying in PhD programmes at Ostroh Academy.

Table 19. Number of published student articles in 2024

Educational and Scientific Institute	Number of published articles	
	Independently	in co-authorship
Institute of Social and Humanitarian Management	29	-
Institute of International Relations and National Security	50	9
Institute of Law by I. Malynovskyi	24	1
Institute of Linguistics	24	-
Institute of IT and Business	117	25
Total	144	35

All PhD students had the opportunity to participate in the project "**REACT - Resilience and Adaptive Capability in Training: Higher Educational Institutions in Ukraine In Light of the Russian Invasion**", aimed at developing methodological skills. The project was implemented by Ostroh Academy in cooperation with the Swedish Defense University and funded by the Baltic Sea Region Neighborhood

Programme of the Swedish Institute: January 2024 - December 2024. The specific objectives of the project are to conduct a teaching programme/ workshop that teaches rapid assessment methods of fieldwork and allows the researchers to test it out in a controlled environment and with feedback from more seasoned colleagues; to conduct a pilot study where young scholars could test out the data collection and analysis processes they learned under the guidance of senior colleagues; to mentor the young scholars in publishing in Western journals by guiding orientation. The project aims to transfer knowledge, mainly to provide young Ukrainian scholars with practical training using ethnographic evaluation methods, fieldwork experience, and a practical understanding of Western academic publishing standards and practices. The project aims to prepare NaUoA graduate students to conduct research, search for relevant scientific literature, write a quality article in English, and publish an article in a scientific journal.

The NaUOA pays considerable attention to academic integrity issues and the popularisation of its principles and requirements among students of all levels of higher education. Academic integrity policies, standards and procedures are regulated by the **Code of Academic Integrity,** the **Regulations on the Prevention of Academic Plagiarism** and the **Procedure for Reviewing Papers**. From 2017 to 2024, the Unichek plagiarism search service was used to establish the level of uniqueness of scientific works (including dissertations) at the NaUOA; from July 01, 2024, the university introduced the verification of works using the StrikePlagiarism anti-plagiarism programme.

To ensure the efficiency of checking the uniqueness of research papers of research and teaching staff and applicants, the university has set up a technical module in the Moodle information system that allows you to check documents using the StrikePlagiarism software and computer complex.

Strengths:

- *University teachers involve undergraduate and graduate students in implementing scientific and educational projects.*
- *Broad support for student research initiatives.*
- *NaUOA is the environment where research (research skills, scientific methods and principles) is effectively incorporated into the educational process.*

Areas for further improvement:

- *Decrease in student activity about student research activities.*
- *Lack of foreign postgraduate students in SPs*
- *Interested students and young researchers in global scientific trends. Consideration of students and young researchers as a part of world scientific society.*

Overview of the planned development activities:

- *Stimulation of initiative on the part of students and young scientists in the administration of scientific activity, organisation of scientific events, cooperation, etc.*
- *Introducing an assessment of student satisfaction with the supervision of Master's theses (projects)/ doctoral dissertations.*
- *Introducing programmes of co-consultation in the process of writing Master's theses and doctoral dissertations with foreign scholars.*
- *Conditions have been created for the admission of foreign postgraduate students. Creation of guidelines to support the submission of documents by foreign students*.

3.4. SERVICE TO SOCIETY

3.4.1. Popularisation of core activities of a higher education institution and its involvement in social development

Analysis

The NaUOA is one of the leaders of higher education in Ukraine. Therefore, the University seeks to influence the country's public space by creating platforms for discussing important social, political, and cultural issues and by promoting the involvement of the University's professors and researchers as experts.

The NaUOA has launched the "**Mission of the Modern University**" discussion platform. During the meetings, we discuss many issues related to the modern university:

- How does the classical heritage influence it, and how does it shape its "organisational saga"?
- Which university model is most relevant to the present?
- What role do university rankings play?
- How are entrepreneurial universities created?
- And many other equally important questions.

The participants of this platform are recognised experts in higher education, both from Ukraine and abroad. This discussion platform has resulted in new projects dedicated to the state of the university (e.g. **Town and Gown 2.0**) and the publication of books (e.g. **Quo Vadis, University?**, edited by Dmytro Shevchuk).

Ostroh Academy actively participates in public discussions of topical issues in Ukraine and the world, and it has established a network of cooperation with well-known experts. For example, on May 13, 2024, as part of the **Science Days at Ostroh Academy**, the NaUOA hosted a public lecture by **Oleksandra Matviichuk**, a Ukrainian lawyer and human rights activist, winner of the Vasyl Stus and Defender of Democracy awards, and head of the **Center for Civil Liberties**, which was awarded the Nobel Peace Prize in 2022. During the lecture, Oleksandra Matviychuk focused on human rights during the war. In particular, the speaker spoke about the Center for Civil Liberties organisation and its activities, the operation of branches of international law (human rights and international humanitarian law), the problems faced by human rights organisations, documenting war crimes, methods of warfare, etc.

In 2022-2024, the Ostroh Academy regularly hosted public lectures by **General Ben Hodges**, a retired lieutenant general of the US Army and former US Army commander in Europe (12 meetings total). In particular, these lectures present an analysis of current military threats and the course of the Russian-Ukrainian war. In 2024, General Ben Hodges became an honorary doctor of Ostroh Academy.

Each year, the Science Days programme includes **public panel discussions**. In particular, the following talks were held in 2024 and 2023:

- Panel discussion "A New Model of Education" (**https://youtu.be/bTgB1tOUVjk**)
- Panel discussion "Concerns about meritocracy: who is worthy of power?" (**https://youtu.be/bMPjL6QLb7A**)
- Panel discussion "Digital Transformation of the University" (**https://youtu.be/zcGqkpsLeXY**)
- Panel discussion "What should Ukrainian universities become?" (**https://youtu.be/ERMsXGYQUw0**)
- Panel discussion "Cultural Studies in Ukraine: Ways of Development" (**https://youtu.be/YSdFntMrydM**)
- Panel discussion "A narrow corridor for the Ukrainian Leviathan...." (**https://youtu.be/KJXNBp6Mb44**)

The creation of expert platforms at Ostroh Academy also takes place within the framework of forums:

● **Ostroh Forum** is an international project implemented based on the NaUOA to create an open platform for public discussion and develop strategies for solving key social, cultural, economic and political problems of Ukraine and the world. The university is a place for open discussion among experts, scholars, public intellectuals, politicians, and business community representatives, which will help bring together two fields of activity - theoretical and practical. International experts who have addressed similar social

challenges are particularly important to the project and can, therefore, give their assessment of current issues and events. Forum formats: Expert Talks, presentations of analytical reports, strategic sessions, panel discussions. Priority topics: national security: global challenges and prospects for building global security systems; regional development as a well-being factor; culture and values: cultural aspects of modernisation and development.

● **Diplomatic forums** at Ostroh Academy are co-organised by the NaUOA and the **Directorate-General for Rendering Services to Diplomatic Missions**. The event's purpose is to create a platform for discussion and exchange of views on topical issues of diplomatic service and to consolidate countries' responses to the challenges of our time. The Forum is also intended to promote better mutual understanding, cooperation between nations and the search for peaceful ways out of the ongoing global crisis. The 2023 Diplomatic Forum was dedicated to the role of military attaches in the Russian-Ukrainian war. The forum attracted and united leading politicians, representatives of state authorities, the

Armed Forces of Ukraine, foreign embassies, international and foreign institutions, and faculty to a transparent and open dialogue, exchange of experience, opinions and views on this topic to explore ways to improve the effectiveness of military attaches in representing the national interests of the state.

Ostroh Academy's professors and researchers act as **experts**:

● on **Community Development,** for example, the University's researchers developed models for identifying significant influence factors on the financial capacity of communities and a basic model of balanced development of administrative-territorial units. The results of the study were implemented in the activities of the Ministry of Community and Territorial Development of Ukraine, the Town Council of Slavuta (Khmelnytskyi Oblast), and the Town Council of Ostroh (Rivne Oblast);

● on issues **of Ukrainian Legislation,** for example, at the request of the People's Deputy of Ukraine, Lyudmyla Buymister, the draft Law of Ukraine "On the Organizational and Legal Framework for the Construction and Functioning of the Military Justice System of Ukraine" No. 10042 of 13.09.2023, which defines the main directions of national policy and organisational and legal framework for the construction and functioning of the Military Justice System of Ukraine and the bodies of the Military Justice System of Ukraine, was developed and scientific conclusions were provided).

The University pays special attention to supporting the **veteran community** in the current environment. In particular, the NaUOA is implementing **two projects** that lay the methodological groundwork for veteran policies at the level of local communities. Ostroh Academy experts analyse the situation in specific communities and provide their recommendations:

● The first project, "**Social and Psychological Rehabilitation of Veterans and Victims of Military Actions through the Development of Metacognitive Monitoring**," involves the development of a model of psychological support. The results of this project are as follows:
- a model of social and psychological rehabilitation through the prism of metacognitive processes of motivation, evaluation and control of the individual's activities;
- a system for organising and implementing comprehensive social and psychological rehabilitation of veterans and persons affected by military operations;
- a model and mechanism for psychological support of social and psychological rehabilitation carried out through the formation of metacognitive monitoring. This project's participants are experts in developing a social management system to support veterans and their families, as well as in creating programmes for the psycho-social rehabilitation of veterans.

● The second project, "**Methodology for (self-)assessment of Community Readiness for the (Re)Integration of Veterans and Their Families**," aims to create an effective tool for assessing communities' readiness for veterans' reintegration. The tool provides for forming a community readiness rating based on the total amount of points scored by the community on 50 indicators in 6 areas. The maximum number of points a community can receive is 100. Other territorial communities determine the position of each community in the ranking. In case of the same total number of points, territorial communities receive the same position in the ranking. The maximum number of points a community can receive for a particular indicator varies depending on the indicator's weight. The indicator's weight is determined from the perspective of the community's institutional capacity to implement the veteran policy. The self-assessment data is analysed by POLIS School Political Analysis experts, based on which recommendations are provided to communities to develop an effective veteran policy.

In addition to the above, Ostroh Academy faculty and researchers are also **experts**:

- National Agency for Higher Education Quality Assurance,
- Ukrainian Cultural Foundation,
- National Research Foundation,
- Expert Councils and Scientific and Methodological Councils of the Ministry of Education and Science of Ukraine,

and they conduct expert evaluations of research projects submitted to the Horizon 2020 programme and Ukrainian and international competitions.

Strengths:

- *The NaUOA has various systems that popularise its core activities: forums, discussion platforms, expertise, etc.*
- *Transparency of identified values of NaUOA, which are embodied in the corporate culture.*
- *Openness to cooperation with representatives of civil society.*

Areas for further improvement:

- *Intensification of the participation of teachers as experts in discussions of socially essential topics, organisation of scientific seminars, round tables, and conferences on topical issues of Ukrainian and world science.*
- *Cooperation programmes with the town do not cover all aspects of the academic town project implementation.*

Overview of the planned development activities:

- *Future retraining programmes for military personnel who want to change their speciality.*
- *Create a Center for Social and Psychological Rehabilitation.*

3.4.2. Continuing education and other educational activities for the general public

Analysis

Continuing education and other educational activities for the general public at the National University of Ostroh Academy are developed in advanced training for university and school teachers, civil servants, certificate programmes and public lectures within the Open University of Ostroh Academy framework.

The Educational and Methodological Center "**School of Educational Innovations**" operates at the NaUOA. It is an innovative centre of professional training aimed at developing the competencies of academic staff that contribute to the quality organisation of pedagogical interaction with all participants of the educational process, created to coordinate the methodological, educational, scientific, and organisational activities of academic staff at the NaUOA. The School's mission is to ensure the high quality of the university's educational process by introducing innovative teaching methods and pedagogical techniques to meet the educational needs of academic staff, higher education students and other members of the university community; to provide educational services, disseminate knowledge, ideas and technologies through the development of digital and information literacy competencies, creation of e-courses, as well as support and development of teaching excellence and highly effective scientific communications; to promote and popularise the use of innovative technologies in education.

The School of Educational Innovations programmes are open to any teacher of Ukrainian HEIs, regardless of academic degree, academic title, position or experience in higher education, who is committed to pedagogical innovation, needs advanced training, wants to improve their teaching skills, pedagogical technologies for organising various forms of work with higher education students, to become a teacher with a high level of professionalism adapted to the modern realities of the digital age and educational requirements.

The school's programme is based on the **EU Competence Approach**, which integrates personal, social, linguistic, entrepreneurial, and digital competencies necessary for effective teaching in the modern educational environment. Its significant advantage is its interdisciplinarity, which contributes to the development of strategic thinking, academic integrity, and the formation of teacher professional branding. The focus on digital literacy and working with open data meets the challenges of the digital transformation of education. The practical orientation of the programme ensures the effective application of ethical standards, modern technologies and communication strategies, increasing the competitiveness of the teacher in the academic space. The integration of European educational standards guarantees compliance with international requirements, promoting professional mobility and integration into the global educational community. The EU Framework defines key competencies as the basis for lifelong learning, ensuring specialists' adaptability to dynamic changes in the educational and professional environment. Its implementation in the School's programme contributes to teachers' continuous professional development, forming their academic autonomy and the ability to innovate in global transformations.

In 2024, for the first time in Ukraine, a **pilot professional development programme for specialists in the field of strengthening Ukrainian national and civic identity** called "**One Nation: Integration and Support of the Population from the De-occupied Territories**" was implemented at the NaUOA (the programme was implemented on July 24-26, 2024). Implementing the programme based on Ostroh Academy became possible due to the cooperation with the Ministry of Youth and Sports of Ukraine and the Department of Youth and Sports of the Rivne Regional State Administration.

The professional development programme combined theoretical knowledge and practical training focused on countering Russian propaganda and developing media literacy. It aimed to train specialists

working with people from the de-occupied regions of Ukraine, helping them adapt to new living conditions.

The programme included several important areas, including:

- interaction with the population from the de-occupied regions of Ukraine, where participants learned to work effectively with people who survived the occupation, understand their needs and provide appropriate support for their reintegration into society;
- tools for information and psychological operations;
- work with collective trauma, mental health and social adaptation:
- the programme covered aspects of working with collective trauma and the importance of supporting mental health;
- overcoming crises: Participants were taught how to overcome crises.

The programme's main goal was to strengthen Ukrainian national and civic identity among residents of the de-occupied territories. Participants learned to promote Ukrainian culture, language and traditions to strengthen national consciousness. One of the seminar's main objectives was to understand the importance of national unity as a foundation for building a stable and developed state. During the workshop, participants had the opportunity to learn about the latest working methods in the national and civic identity field and exchange experiences with colleagues from other regions.

The NaUOA constantly trains school teachers to improve their qualifications and develop pedagogical skills. In particular, the university has developed a comprehensive programme, "**Organization of a Psychologically Safe Educational Environment**". This programme includes ensuring educators' information and psychological security of educators in conditions of uncertainty based on the algorithm for building psychological resilience in the context of an infodemic and the strength of teachers in war. This course also teaches teachers the basic theoretical and methodological principles of studying the impact of uncertainty on the emotional sphere of teachers (the impact of stress on the psyche, the impact of the media, signs of chronic stress, innovative research on stress resistance). The programme also includes a module on providing psychological support to students under conditions of uncertainty: new challenges (students' behaviour under stress, the impact of the media and social networks on students' destructive behaviour, bullying and cyberbullying), and the specifics of working with students in crisis, including grief.

On February 20, 2025, a free certified professional development programme for teachers of general secondary education institutions on the topic **"Ukrainian Education in the Context of EU Integration"** was launched as part of the **Hub of the EU Solutions (HEUS)** - an EU grant project at the National University of Ostroh Academy. The first training session has already taken place as part of the programme, and more than 120 participants from different regions of Ukraine have been registered. The programme is designed to support educators in improving the educational process and implementing the best European practices in Ukrainian schools. It covers topical issues of the modern education system, strategic aspects of change management, academic integrity, national and patriotic education, and using the latest technologies, including artificial intelligence, in the educational process. The programme is designed for six weeks in online classes with a total load of 180 hours (6 ECTS). Teachers will receive a professional development certificate and an accompanying manual with practical recommendations. The completion of the training will be marked by a solemn offline meeting at the National University of Ostroh Academy, where the participants will receive their certificates. Also, on this day, the **EU CAMP "Respect EU human rights and values"** for students in grades 10-11 will take place.

An essential component of **supporting the veteran community and the military is the certificate programmes and microcredit courses** for adults related to psychological support in war. The Department of Psychology at the NaUOA analysed the situation and found that proper basic psychological training for military psychologists and specialists working with veterans is practically absent due to the low level of professional training, which is also reinforced by the resistance of widespread remnants of the Soviet system. The low level of psychological culture of Ukrainian society is reflected in the army and among veterans, as the Ukrainian army currently consists mainly of mobilised people who have no military education and performed completely different functions "yesterday." A natural consequence of this is an increase in the number of refusals to perform assigned tasks, unauthorised abandonment of units, an increase in psychogenic losses, etc. There is also a great need for quality psychological services to support

veterans in communities. That is why the University has developed short-term courses for military psychologists and community psychologists working with veterans:

- **Post-Traumatic Stress Disorder (PTSD): Work with Active Military and Veterans** (The purpose of the course is to form evidence-based theoretical knowledge about the psychological nature of PTSD, its causes and mechanisms of development, as well as to lay the foundation for practical training in the prevention of PTSD in the military; to promote a fuller and deeper understanding of the basic requirements for the process of diagnosis and psychotherapy of post-traumatic stress disorders, as well as to enrich the psychological culture of the military);
- **Certificate programme "Psychology of Self-Regulated Learning"** within the framework of the EuroHybSec project "Self-Regulated Studies of Hybrid Threats and European Security" (to provide course participants with an understanding of the basic principles of self-regulation in learning and behaviour in hybrid conflicts and wars. The acquired knowledge and skills will help understand the psychological characteristics of personal behaviour and counteraction in the face of danger and hybrid threats, effective psychological analysis of the current situation in the global world);
- Training and Therapeutic Programme for Psychological Officers **"Resources for Emotional Recovery and Support of Psychological Resilience of Ukrainian Defenders"** (programme participants have the opportunity to deepen their knowledge and master modern approaches to restoring their resources under martial law; learn how to manage their emotions and prevent emotional burnout; identify cognitive and emotional barriers that prevent resource recovery; learn self-support techniques and restore internal resources).

The Open University of Ostroh Academy was created at the NaUOA to provide public lectures. Every year, this project organises a series of popular science online lectures by experts from Ostroh Academy and other universities for a broad audience.

Strengths:

- *A well-structured School of Education Innovations that fosters professional development.*
- *An established framework for certificate programmes.*

Areas for further improvement:

- *Lack of programme within the framework of the University of the Third Age.*
- *Little experience in creating and implementing Microcredential programmes.*

Overview of the planned development activities:

- *Create educational offers within the framework of the University of the Third Age idea.*
- *Introduction of Microcredential programmes.*

3.4.3. Other public-oriented activities

Analysis

One of the most essential socially oriented missions of Ostroh Academy is to **create an Academic Town**. The NaUOA has a strategic goal to shape the space of the academic town, focusing on the world experience and realising its social service function. The University's mission for the town (region) is to inspire innovations.

In particular, among the most important areas, the NaUOA 2017-2026 Development Strategy provides for:

- Promoting the creation of regional research centres at the University in the areas of economics and market economy, ecology, political science, historical heritage, psychology, etc., organising effective interaction of such centres and other university departments with the relevant structures of local administrations;
- Implementation of measures aimed at forming national consciousness and patriotism, active life position of young people, promoting their self-development based on spiritual achievements of the Ukrainian people;
- Preservation, enhancement and promotion of national cultural traditions through the creation of a system of cultural and educational centres and units at the University;
- Promoting the preservation of the national and ethnic identity of the region's residents, as well as dialogue and interaction between different cultures.

In addition, the NaUOA is actively involved in the implementation of socially significant projects for the development of the town and the region, which include:

- monitoring and analysis of substantial problems in the town (region);
- interaction of the academic community with government agencies and public organisations to prepare and implement joint social, economic and cultural projects;
- participation in events aimed at increasing civic engagement and the democratic culture of the town;
- volunteer initiatives.

Creating an Academic Town based on the cooperation between the Ostroh Town Council and the NaUOA is unique in Ukraine, as the University is a town-forming institution. Ostroh Academy aims to create a model of University-Town cooperation for Ukraine.

The "**Diffusion of Innovations**" creates awareness of the town's needs and the possibility of infrastructural, institutional, and social transformations. One of the University's projects aimed at developing effective practices and policies related to the development of an academic town was **"Town and Gown 2.0: the Strategic Cooperation between University and City in V4 and Ukraine"** (IVF Project ID #22110065). The project focuses on the problem of synchronising the strategic development of the town and the university. Particular attention was paid to broadcasting the positive experience of the Visegrad Group countries, which the participating partners represent. The main focus of the project was on the following issues:

- implementing the idea of an academic town by developing the town's infrastructure for comfortable student learning and the functioning of universities;
- transformation of the town into an innovation space in which scientific projects are developed, and innovations are created by creative youth and scientists creation of new institutions that embody the interaction of the town and the university and which are aimed at mutual development (technology parks, innovation centres, creative clusters);
- promotion of the town as an academic environment to attract creative people to study and conduct research;

- cooperation between the town and the university is needed to transform the town into a safe living environment for social, economic, and cultural development.

A separate issue on which the project focuses is the connection between the town and the university to influence the economic, social, and cultural development of the Volyn region, which historically covers the entire territory from which the Ukrainian partners of the project originated. This problem is relevant to the decentralisation process in Ukraine. Broadcasting the positive experience of the V4 countries effectively addressed these issues.

In 2021, Ostroh received the status of the Youth Capital of Ukraine. Ostroh Academy and Ostroh Town Council were the main partners in the implementation of this project. On September 19-20, 2024, a youth forum was held as part of this project. The forum, which took place at Ostroh Academy, was full of panel discussions on volunteering, youth entrepreneurship, and the restoration of Ukraine, as well as workshops and an idea fair. The discussion "What does it mean to be a Ukrainian at a time when the country needs to be rebuilt" was a landmark event, where the values that unite Ukrainians in rebuilding the country were discussed.

The National University of Ostroh Academy has set **11 records in the Ukrainian Book of Records and two in the Guinness World Records**. Setting records helps to unite the academic community and popularise the University.

Records of Ostroh Academy:

1. The most significant written commemoration of the history of Ukrainian song (June 16, 2011). Registered in the Book of Records of Ukraine (No. 33/02-02540).
2. Taras Shevchenko's poetry's most significant mass performance was a poetry marathon (October 1, 2013). Registered in the Book of Records of Ukraine (№ 33/02-04999).
3. A continuous poetry marathon dedicated to the 200th anniversary of Taras Shevchenko's birth (March 18, 2014). Registered in the Book of Records of Ukraine (No. 33/02-05571) and in The Guinness World Records, Category "The longest reading relay marathon".

4. The most extensive mass reading of Bible texts by students and pupils (May 15, 2014). Registered in the Ukrainian Book of Records (No. 33/03-05801).
5. The most extensive mass honey tasting (November 1, 2016). Registered in the Book of Records of Ukraine (No. 33/02-10078).
6. The most extended performance of Christmas carols (January 28, 2017). Registered in the Book of Records of Ukraine (No. 33/02-10110).
7. Recitation of the Lord's Prayer in the most significant number of languages (April 27, 2017). Registered in the Book of Records of Ukraine (No. 33/02-10477).
8. Continuous reading of poetry in Ukrainian (June 13, 2018). Registered in the Book of Records of Ukraine (No. 33/02-15557).
9. The broadest representation of Christian religious denominations of Ukraine and secular creative teams in glorifying the Newborn Jesus Christ (January 26, 2019). Registered in the Book of Records of Ukraine (No. 33/02-16301).
10. For the first time, representatives of the diplomatic corps and employees of foreign diplomatic and consular missions representing the maximum number of countries met simultaneously on the platform of a higher education institution (February 23, 2019). Registered in the Book of Records of Ukraine (No. 33/02-16301).

11. The most extensive lecture on archaeology. The lecture topic was "Medieval Ostroh, discovered by archaeologists" (October 10, 2019). Registered in the Book of Records of Ukraine and in The Guinness World Records.

The University also carries out the mission of popularising the tradition of Ostroh Academy, the Ostroh princes and the town of Ostroh through the activities of **the NaUOA Museum**. The museum has six exhibition sections and also takes care of several collections: the collection of old and rare books, the collection of Mykola Zhulynskyi (ethnography and rare Ukrainian books), the art fund of the National University of Ostroh Academy also includes an iconography collection, the collection of sculptures by Mirtala Pylypenko, sculptures by Petro Kapshuchenko, and paintings by Volodymyr Ovsiichuk. The Museum's exhibitions focus on the history of Ostroh Academy in the 16th and early 17th centuries, the period of its revival, and the history of the buildings that housed the revived university in 1994. The museum complex of the National University of Ostroh Academy unites all the expositions, collections, and museum space. Through the active excursion work of the museum, the university has the opportunity to promote its history, current activities, and achievements, as well as its mission: not only to teach modern professions but also to educate young people on the best examples of Ukrainian cultural heritage, to instil in them an understanding of the importance and value of Ukrainian culture, to form a fully developed personality and its values. In turn, the NaUOA Museum has the opportunity to translate these concepts to a much wider audience through excursions and educational work. The University maintains constant contact with the local community and the wider university environment through the Museum and its collections.

It is important that despite the war, the NaUOA Museum did not stop its excursion activities, and active educational work (exhibitions, excursions, thematic events) became an element of adaptation and resilience building for the University community, the city community, and internally displaced persons. Paradoxically, the war impelled an interest in culture. Visits to the museum, which sharply decreased in the first year of the war, are gradually increasing. In 2024, almost 7000 people visited the NaUOA Museum, a significant, albeit significantly lower, figure compared to 2019 (12462 people). The Museum's excursion activities have also become one of the ways to adapt people who have fled the war zone and have come to Ostroh.

The Museum's exhibition activities are a separate area of its work. Through exhibitions, the Museum not only introduces visitors to its collections but also communicates socially essential topics, emphasises important aspects that contribute to the establishment of Ukrainian identity, consolidation and establishment of public dialogue through the popularisation of the best examples of cultural heritage (for example, the museum's virtual collections), creating thematic exhibitions around complex issues of the past and current events (exhibition and evening in memory of the fallen soldier and poet Maksym "Dali" Kryvtsov "I will get my life back, I promise", exhibition of Azovstal defender Dmytro Kozatskyi "Light will win", exhibition of the fallen graduate of the NaUOA Maksym Burda "Heavenly Photographer", presentation of the art project "GØLØDØMØR" by Yulia Fedorovych, etc.)

An essential event of the Museum was the project to transform the **Underground Art Gallery**, which began to serve as a civil defence shelter since the beginning of the war. Thanks to a creative approach and grant support, it was possible to create a **multifunctional space of a "Gallery-Shelter"**. A specially designed exhibition, "**Ostroh Academy: Cultural Images and Contexts**", and multimedia equipment filled the Gallery, but at the same time did not disturb the shelter space. Thus, the NaUOA Museum regained the opportunity to hold cultural and artistic events in this space and visit it during air raids and museum tours. The gallery became the centre of artistic events at the University and town. Cultural events (lectures on history, art, philosophy, film screenings, creative meetings, poetry and music evenings, etc.) contribute to the adaptability of community members during the war and become an effective mechanism for continuing the cultural life of the University and the town and supporting the spirit of its residents.

Since the beginning of the war unleashed by Russia, the NaUOA's socially oriented activities have been focused primarily on **volunteering**, which is aimed at supporting internally displaced persons, refugees, veterans, and military personnel.

From the very beginning of the full-scale invasion in 2022, Ostroh Academy has been actively engaged in the following activities:

- an information campaign (preparation of appeals from the academic community and their distribution in different languages);
- transfer of one-day salaries of employees to the needs of the Armed Forces of Ukraine;
- transfer of transport (bus, truck) to the army;
- allocation of funds from the International Charitable Foundation of Ostroh Academy for the purchase of medicines, fuel, and necessary materials for the military and IDPs; preparation of shelters;
- preparation of dormitories for the reception of displaced persons.

The wave of **volunteer initiatives** at the NaUOA in the first days of the full-scale invasion was heterogeneous. However, by the end of February and the beginning of March 2022, humanitarian or volunteer headquarters, centres, and cells were established to address pressing issues. This format allowed for effective coordination of volunteer work. The main focus of these centres was to meet the material needs of the military and internally displaced persons. At the same time, each faculty or institute within the NaUOA used its scientific and practical potential to help the Armed Forces of Ukraine, strengthen our defence and support those who needed it most. To this end, volunteer centres were created at the level of the entire University, as well as within Institutes and Departments:

- Establishment of the Volunteer Center of the NaUOA.
- Creation of an information resistance unit that works in social networks.
- Organisation of a volunteer unit at the Faculty of Romance and Germanic Languages.
- Appointment of a coordinator for the NaUOA Volunteer Center in the United States and Canada.

The National University of Ostroh Academy has **cooperation agreements** with the Operational Command West and the 30th Mechanized Brigade named after Prince Kostiantyn Ostrozkyi. The faculty, students, and staff are constantly making monetary donations to the army, purchasing machinery, equipment, and clothing, and sending food and medicine. University employees have continually transferred one day's salary to the needs of the Armed Forces of Ukraine.

In September 2022, the University held a fundraising event and purchased a Toyota bus, which was prepared for military purposes and, together with special equipment (silencers, a drone) and other charitable assistance, was transferred to the needs of the military of the 30th Separate Mechanized Brigade named after Prince Kostiantyn Ostrozkyi. The volunteers of the institution have repeatedly delivered humanitarian aid to the units of the same brigade: food, hygiene products, medicines, sleeping bags, and Easter baskets. For the civil-military cooperation department of the "West" military command, the institution has delivered hygiene products, medicines, bandages, food, Easter baskets, etc. The sixth department of the Rivne District Territorial Center for Recruitment and Social Support provided hygiene products, household goods, etc.

University volunteers, including staff, faculty and students, have been weaving camouflage nets since the first days of the war. Ostroh Academy has a separate room for sorting medicines and transferring

medicines, bandages, and rehabilitation equipment to military units, hospitals, clinics, and other medical institutions. Humanitarian aid (hygiene products, food, medicines, clothing, etc.) is provided to mobilised employees of the NaUOA or relatives of employees, students, and graduates of the NaUOA.

The University staff supported the initiative of President of Ukraine V. Zelenskyy to raise funds for the implementation of the **Fleet of Naval Drones project** to help the Armed Forces of Ukraine - UAH 100,000 of one-day salaries of University employees were transferred to the account of the United24 fundraising platform.

Students and teachers join a **blood drive** for Ukrainian defenders at the Rivne Blood Transfusion Center.

The International Charitable Foundation for the Renaissance of Ostroh Academy purchased a quadcopter and handed it over to the Special Operations Forces of the military unit A1788. The Foundation also purchased a Haswing Ultima electric motor, a silent, robust device that helps soldiers serve in the southern direction (transferred to the Special Forces unit of the 11th Battalion of the military unit 4100), and later, the Foundation bought a boat for the same unit.

The National University of Ostroh Academy provides free accommodation (about 300 people) for internally displaced persons and their daily services and free meals in the student canteen, humanitarian assistance with food, necessities, medicines, bedding, psychological support for children of displaced persons, legal advice and translation assistance for IDPs, free excursions to the museum of the NaUOA.

A fundraiser was organised to purchase household appliances and household goods to provide humanitarian support to internally displaced persons. Thanks to the efforts of American, Canadian, and Ukrainian friends of the university and patrons, more than 200 thousand hryvnias were raised for the needs of internally displaced persons. These funds were used to upgrade washing machines and purchase kettles, microwaves, clothes dryers and other household items and hygiene products in the dormitories where the displaced people lived.

Another area of work to support people in the de-occupied territories and areas close to the front line is the provision of targeted humanitarian aid to other educational institutions: V. N. Karazin Kharkiv National University, the Institute of Child and Adolescent Health of the National Academy of Medical Sciences of Ukraine, Kharkiv State Academy of Culture, and Kharkiv Polytechnic University.

In October 2022, the **Cultural Landing "Together!"** charity project was launched, which aims to involve citizens from the centre and west of Ukraine in helping residents of de-occupied cities. Within the framework of the project, students, faculty, and staff of the National University of Ostroh Academy and the Ostroh City Council delivered humanitarian aid to the residents of Staryi Saltiv village in Kharkiv region 7 times (warm clothes, food, books, mobile phones, a generator, children's shoes, New Year's gifts, sweets, canned food, toys, medicines, and hygiene kits).

A psychological service operates at the Volunteer Center of the National Ukrainian Autocephalous Academy. Students-psychologists visit dormitories voluntarily and provide psychological support and assistance to children of displaced persons. Training, lectures, and motivational meetings for refugees are regularly held. The Humanitarian Support Fund for Ukrainian Universities has implemented a free training course, "University Community of Support", which included several trainings, video lectures, and methodological materials aimed at helping and supporting displaced persons, teachers and students, volunteers, and social workers in connection with the military events in Ukraine.

As part of the activities of the Academician Student Scientific Society, several historical podcasts and podcasts on psychology were published on the **Student Brotherhood YouTube** channel, and a charity lecture hall was organised where anyone could listen to lectures by professionals from various fields for a donation. In the first days of the war, a student volunteer unit was created to counteract information propaganda, which is still active today.

The University has a practice of presenting a social report to the community, academic staff, and students. Reporting on the work done occurs at the Academic Conference and the Academic Council.

Confirmation of the fulfilment of the social obligations undertaken is the gratitude from the military and communities.

Strengths:

- *The University is a platform for public events important to the city, region, and country.*

- *A museum that publicly promotes the traditions of Ostroh Academy and the city of Ostroh.*

- *The project of the Open University of Ostroh Academy, which is public and popularises science.*

Areas for further improvement *(if applicable)*

- *The remoteness of the NaUOA from regional and oblast centres.*

- *There is a need to expand the interaction network with other educational and scientific centres to implement the University's public activities.*

Overview of the planned development activities *(if applicable)*

- *Expanding the system of University awards, landscaping the university territory and creating "places of memory" (memorial plaques, monuments, named classrooms, recreation areas, installation of steles and signs with University symbols).*

- *Innovative transformation of the space and services of the Scientific Library to make them more public.*

4. Appendices

List of additional documents:

- **The Statute of the National University of Ostroh Academy (The NaUOA Statute)**

- **Ostroh Academy 450. The Development Strategy of the NaUOA for the Years 2017-2026. (The NaUOA 2017-2026 Development Strategy)**

- **The Concept of Educational Activity of the National University of Ostroh Academy (The NaUOA Educational Activity Concept)**

- **The Code of Academic Integrity of the National University of Ostroh Academy (The NaUOA Academic Integrity Code)**

- **Regulations on Ensuring the Quality of Educational Activity and the Quality of Higher Education in the NaUOA (The NaUOA Regulations on Ensuring the Quality of Educational Activity and the Quality of Higher Education)**

- **Regulations on the Organisation of Research and Technical Activities at the National University of Ostroh Academy (The NaUOA Regulations on Organisation of Research and Technical Activities)**