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IMPACT EVALUATION

FOLLOWING THE INDEPENDENT, EXTERNAL, ON-SITE ASSESSMENTS OF LEGAL EDUCATION QUALITY AT FOUR UKRAINIAN LAW SCHOOLS: THE IVAN FRANKO LVIV NATIONAL UNIVERSITY SCHOOL OF LAW, THE YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY SCHOOL OF LAW, THE NATIONAL UNIVERSITY "ODESA LAW ACADEMY, AND THE YAROSLAV MUDRYI NATIONAL LAW UNIVERSITY

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I. INTRODUCTION

Pursuant to *Objective 4: Quality of Legal Education Strengthened, Sub-Objective 4.2: Quality Assurance Frameworks for Law Schools Developed, and its Expected Result 4.2.1: Policies and procedure for comprehensive quality assurance frameworks based on international standards and comparative best practices adopted by leading law schools*, New Justice conducted an impact evaluation to assess the progress, if any, in legal education quality assurance made by four leading Ukrainian law schools that underwent independent, external assessments of legal education quality with USAID assistance in 2014-2018.

Under this scope of work, a team of New Justice experts worked with the Ivan Franko Lviv National University School of Law (assessed 2014), the Yuriy Fedkovych Chernivtsi National University School of Law (assessed 2015), the National University “Odesa Law Academy” (assessed 2017), and the Yaroslav Mudryi National Law University (assessed 2017-18) using the Methodology for External, Independent, On-Site Assessment of Legal Education Quality redesigned and tailored to achieve the objectives of law school assessments impact evaluation. Additionally, the team studied each school’s activities as the schools assessed and implemented recommendations to address the gaps, inefficiencies, and shortcomings identified by the experts during the respective assessments to improve internal and external policies and practices for legal education quality assurance. This impact evaluation is presented to promote and contribute to analyzing and improving policies and procedures for comprehensive quality assurance frameworks based on national and international standards and comparative best practices, improve the Methodology for External, Independent, On-Site Assessment of Legal Education Quality as noted in this report, and to inform New Justice’s further programming aimed at strengthening legal education quality in Ukraine.

New Justice engaged four experts with past experience to conduct the review. The team of experts pioneered the original external, independent, on-site assessments of legal education quality in Ukraine and possess in-depth knowledge of the Ukrainian legal education context. Two are international legal education experts, namely Professor Delaine Swenson of the John Paul II Catholic University of Lublin (Lublin, Poland) and Professor of Practice Speedy Rice of the Washington and Lee University School of Law (Lexington, Virginia, USA), and two local legal education experts, Mariia Tsypiashchuk, Associate Professor of the National University “Ostroh Academy” School of Law, and Ivan Romashchenko, Associate Professor and Vice Dean for Education of the Taras Shevchenko Kyiv National University School of Law.

The experts worked as a team and:

- (a) Developed a Methodology for assessing the progress made, if any, following the external, independent, on-site assessments of legal education quality, based on the subsequent activities and introduced changes aimed at implementing provided recommendations (hereinafter – Impact Evaluation Methodology);
- (b) Conducted extensive evaluations of the impact of law school assessments and subsequent development activities on (i) law schools’ development in terms of changes in organizational culture, attitudes, opportunities, policies, and other instruments for education quality assurance and, if relevant, (ii) legal education and higher education as a whole;

(c) Produced this impact evaluation report reflecting the evaluation findings with specific recommendations for follow-on initiatives and activities aimed at strengthening legal education quality at the assessed law schools and advancing legal education reform in Ukraine.

The experts will participate in presenting this impact evaluation report to the leadership of the law schools, the National Agency for Higher Education Quality Assurance, the Ministry of Education and Science of Ukraine, and other relevant stakeholders.

II. REPORT SUMMARY

This report was prepared to document the results and recommendations of an extensive impact evaluation following the Independent, External, On-site assessments of legal education quality at four Ukrainian law schools: Ivan Franko L’viv National University School of Law; the Yuriy Fedkovych Chernivtsi National University School of Law; the National University “Odesa Law Academy”; and the Yaroslav Mudryi National Law University. The purpose of the project was to determine what impacts these assessments had on the quality of legal education at these four institutions in particular and on higher legal education in Ukraine in general. The original Independent, External, On-site Assessment Methodology was developed by experts in 2014 and improved and updated in 2017. The External Assessment Methodology used the Standards and Guidelines for Quality Assurance in the European Higher Education Area, adapted to law faculties, as the basis for the standards used in the assessment. The Methodology also identified five key stakeholder groups who were involved in the assessment process: administration; faculty; students; alumni and legal employers. Using a variety of methods an independent external expert team assessed the four schools involved between 2015-2017. A report was prepared for each faculty that included key findings and recommendations and these reports were presented to the four faculties and discussed with them.

The expert team developed a new methodology for conducting this impact assessment. The new methodology was adapted to the circumstances existing during the time of the Covid-19 pandemic and was conducted remotely. Representatives of the original five stakeholder groups, administration, faculty, students, alumni and legal employers at the four institutions were again contacted either through interviews or focus groups to discuss the impact of the original Assessment Methodology and any changes that occurred since the original assessment. Remote classroom observations, on-line surveys, directed questions and document review were also used. From the assessment process and the original assessment reports a matrix was developed for each school showing the original reports key findings and recommendations and what has happened at each school since the assessment in relation to those factors. These matrices are included in the report as is a summary of the impact the original External Assessment had at each of those schools.

The assessment team also looked at the impact that the External Assessment Methodology had outside those faculties especially how it related to other key assistance efforts including supporting the development of the Standards for Bachelor and Masters’ Studies in Law; the Quality Assurance and Accreditation process; development of the Model Curriculum for the Study of Law in Ukraine and other training and assistance efforts. This included looking at the Methodology’s impact on other law faculties which used it as a template for self-assessment, particularly Ukrainian Catholic University and the National University of Ostroh Academy, as well as the Ukrainian Association of Legal Clinics.

This assessment found that the impact of the original assessment was significant at all four schools and in the wider context of higher legal education in Ukraine. Among the most important impact of the External Assessments was a substantial change in the culture at the four institutions and in Ukrainian higher legal education in general. In addition to the Matrices and commentaries for each school, this report also details the common impact and trends found at the four schools as well as including an impact matrix for the recommendations that were made to the National Government as part of the original

assessment reports. The report concludes with recommendations for the law schools involved in the original assessment and with recommendations on ideas for further assistance in the area of higher legal education development in Ukraine.

In summary, this assessment finds that the External Methodology and related assistance efforts combined with the work of many individuals involved, have led to changes that have been instrumental in assisting Ukrainian legal education meet the standards of modern legal education as indicated by the standards of the European Higher Education Area and changing for the better the culture of legal education in Ukraine.

III. SUMMARY OF IMPACT METHODOLOGY IMPLEMENTED

The expert team was asked to develop a method to study the impact of the independent, external, on-site assessments of legal education quality at four Ukrainian law schools: the Ivan Franko Lviv National University School of Law (LNU) which was conducted in 2014, the Yuriy Fedkovych Chernivtsi National University School of Law (CNU) which was conducted in 2015, the National University “Odesa Law Academy” (NUOLA) conducted in 2017, and the Yaroslav Mudryi National Law University (YMLU) conducted in 2017.

The methodology developed to assess the impact of those assessments focuses on two key questions. First, what has been the impact of the assessments on the four law faculties that were evaluated. Secondly, what has been the impact of the assessments and the methodology on the broader questions of legal education reform in Ukraine.

With regards to the first question, the impact of the assessments on the four law schools was based on the reports prepared following those assessments. The original assessments were organized based on the revised European Higher Education Standards. In the case of Ivan Franko and Chernivtsi there were 7 of these standards. Following a revision to the European Higher Education Standards, the methodology was revised to 10 standards for Odesa and Kharkiv. An evaluation matrix was prepared for each law school that identifies the key findings and recommendations under each of the standards. The impact assessment then evaluated what has been the impact of those key findings and recommendations by considering if the findings and recommendations have been considered, if action has been taken on them, and why or why not any actions were taken. The assessment also considered if the key findings of the original assessments still apply or have changed.

The original Methodology identifies five key stakeholder groups that were involved in the assessment process: administrators and faculty leadership; teachers; students, graduates, and legal employers. These groups were also involved in the impact assessment. In light of the situation involving Covid 19 and the challenges of travel the decision was made to conduct the assessment using long distance information gathering instead of in person contact. Using a variety of available on-line and long distance resources the impact assessment included the following:

- Online surveys;
- Individual interviews via Zoom;
- Directed Written Questions;
- Focus group discussions via Zoom;
- Where possible participation in online conferences, classes and programs of the law schools;
- Review of relevant documents.

The second question regarding the impact of the Assessment process on the broader question of the development of higher legal education was based on a number of factors and changes that have been implemented since the first assessment. Among these are:

- The application of the Assessment method at other Ukrainian law faculties.
- Quality Assurance changes made by the Ministry of Education and the National Agency for Higher Education Quality Assurance as well as those adopted by law schools.
- The creation and adoption of Higher Education Standards for the Bachelor and Master's study of law in Ukraine.
- The creation and use of the Model Curriculum for Legal Education in Ukraine.
- The development of Legal Clinical Education in Ukraine.

In assessing this area the team conducted individual interviews and round table discussions with Ministry of Education officials, law faculty leadership, experts and key stakeholders as well as those involved in the reform process.

IV. SHORT SUMMARY OF EXTERNAL EVALUATION METHODOLOGY

As a part of the USAID funded Fair Justice project a Methodology for Independent On-Site Legal Education Quality Assessment was drafted by Experts Delaine Swenson and Finlay Young in 2014. Using this methodology a group of four experts conducted the first External Independent Assessment of Ivan Franko Lviv National University School of Law in 2014, and the Yuriy Fedkovych Chernivtsi National University School of Law in 2015. Following these assessments the Methodology was updated by Experts Delaine Swenson, Speedy Rice, Ivan Romashcheko and Mariia Tsypiashchuk in 2017. The updated Methodology for Independent, External, On-Site Legal Education Quality Assessment was then implemented by the same experts at the National University “Odesa Law Academy” and the Yaroslav Mudryi National Law University in 2017. Reports with recommendations and key findings were prepared following each assessment and these key findings and recommendations were shared with the law schools that were assessed.

The Methodology identifies five key stakeholder groups that it urges should be involved in the assessment process: administrators and faculty leadership; teachers; students, graduates, and legal employers.

The assessments that were conducted used a variety of methods during the assessment process, including the following:

- Computer-based surveys powered by Monkey Survey or Google Survey;
- Individual interviews;
- Focus group discussions;
- Site and classroom visits;
- Review of relevant documents, examinations, student papers and textbooks.

The criteria for quality assessment were adapted from the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The assessment criteria focused on the following ten key elements:¹

1. Policy for internal quality assurance;
2. Design and approval of programs;
3. Student-centered learning, teaching and assessment;

¹ The original Methodology adopted in 2014 and the two assessments conducted using that methodology included the then existing 7 Standards on Higher Education Quality Assurance. The 2017 Methodology was updated to include the current 10 standards on Higher Education Quality Assurance in the European Higher Education Area.

4. Student admission, progression, recognition and certification;
5. Teaching staff;
6. Curriculum, learning resources and student support;
7. Information management and administration;
8. Public information;
9. On-going monitoring and periodic review of programs;
10. Cyclical external quality assurance.

Under each of these ten elements, certain desired optimal outcomes are listed to which the law school is compared. In the assessment report under each of these optimal outcomes are listed the key findings regarding that area and the specific recommendations that are the result of these key findings.

The recommendations in the assessment reports are divided into two groups: 1) those that can be implemented by the law school or university on their own and 2) those that will require a change in law or action/decisions/regulations by the Ministry of Education or other higher authorities.

A full copy of the Methodology for Independent, External, On-site Assessment of Legal Education Quality can be found at https://naqa.gov.ua/wp-content/uploads/2019/12/NJ_Methodology-for-Legal-Education-Quality-Assessment.pdf.

V. INDIVIDUAL SCHOOLS

A. IVAN FRANKO NATIONAL UNIVERSITY OF LVIV

In 2014, the first external independent on-site assessment using the methodology was conducted at the Ivan Franko National University Law Faculty in Lviv, Ukraine. The On-site visit took place on May 19-23, 2014. The team consisted of two international experts; Delaine R. Swenson and Finlay Young, and two local experts: Dr. Myroslava Antonovych and Ms. Oksana Syroyid. Following the assessment a Report was prepared and presented to the law faculty in Lviv.

1. EVALUATION MATRIX

Element:	Key Finding:	Recommendation:	Action Taken:	Notes:
1: Policy and Procedures for Internal Quality Assurance				
1.1: Clear Policies and Procedures for quality Assurance.	No formal quality assurance framework in place, lack of modern assessment methods	Development of written quality assurance framework including clear policies and procedures for continuous assessment. Active participation of administration, faculty and students.	2019 Regulation on education quality assurance adopted on University level. Clear regulations and responsibilities adopted on both the University and Faculty Level with active participation of administration, faculty and students.	
1.2: Culture that recognizes the importance of quality assurance.	Lack of focus on meaning of quality legal education; too much focus on imparting of legal knowledge as the only criteria.	Faculty should adopt a definition of quality legal education that includes knowledge and hard and soft skills and abilities.	Faculty has adopted a definition of quality legal education that includes knowledge and hard and soft skills and abilities. There has been a substantial positive change of culture in this area.	
1.3: A form and public strategy exists for quality assurance that includes role of students and other stakeholders.	Currently no formal and publicly available strategy for enhancing quality.	Organize a committee of stakeholders to develop a strategic plan for 1, 3 and 5 years. Development of quality assurance goals and	In 2019 a strategy for the development of the faculty of law was adopted for 2020-2025 with key stakeholders, quality assurance goals and procedures are a clear part of this plan.	

		procedures part of this plan.		
2. Approval, Monitoring and Periodic Review of Programs and Awards				
2.1: Formal Mechanisms exist for approval, review and monitoring of programs and awards.	System is in place but lacks criteria for review and the purpose of the system is unclear.	Faculty should identify criteria and mechanisms for systematic review of programs and awards.	Regulations and procedures adopted by the University in 2019 implement a mechanism for the development, adoption, monitoring and periodic review of programs and awards. These regulations are steadily and consistently implemented by the faculty of law.	
	System in place is too dependent on department heads so process is limited in scope and too subjective.	System should be opened to additional stakeholders.	Additional stakeholders including fuller faculty participation, students, and legal employers have been included in this process.	
3. Admission and Assessment of Students				
3.1: Students are admitted via a transparent, fair and meritocratic process.	The selection system is mixed. Government funded students are selection based on merit, but private paid students are not. This creates a disparity in the quality of students.	Faculty should do a better job of communicating to prospective students the value of an education at the faculty. This should include taking advantage of opportunities to promote strong programs at the faculty such as International Programs.	The faculty has taken a number of positive steps to promote itself with prospective students including the impressive School of Young Lawyers for 9-11 th grade students, competitions and contest for prospective students, educational and methodological seminars for teachers of secondary schools and “future student” information on the website.	
	Only government funding is	The law faculty should develop a comprehensive	The faculty has adopted several methods to orient new	

	<p>competitive among entering students. Admission is not. If you have the money you will be admitted, no matter your merit.</p>	<p>orientation program for new students that assists them in making the transition to legal studies.</p>	<p>students to the study of law including a dedicated portion of the website, orientation seminars, having mentors for first year students, and a Q&A chat online.</p>	
	<p>The Ministry of Education give too few government paid slots to this faculty requiring the faculty to accept paying students to generate enough students to make the faculty viable. This leads to a decrease in quality of students.</p>	<p>The law faculty with better promotion to prospective students should strive in increase the quality of those students who are admitted.</p>	<p>Both the number and quality of students applying to the law faculty have improved since 2015. The minimum admission score following admission competition has increased from 176.9 in 2016 to 189.72 in 2020.</p>	
<p>3.2: Assessment of students use published criteria, regulations and procedures applied consistently.</p>	<p>A roughly 50/50 split exists in assessments of students between in course assessment and final exams. Essays are rarely used as a form of assessment.</p>	<p>A comprehensive review should be conducted of student assessment on all levels designed to create a system of testing that is valid, reliable and fair.</p>	<p>The University has adopted new regulations designed to increase the effectiveness of student evaluation consistent with the ECTS system.</p>	
	<p>Assessment is overwhelmingly based on assessing knowledge of taught material, essentially memorization of factual knowledge. Assessment does not test understanding</p>	<p>Exercises involving important soft skills (group work, oral and written advocacy, etc.) should be subject of assessment.</p>	<p>There has been a substantial change in the methods of assessment at the faculty. Both in terms of exams and classroom assignments which has included exercises involving soft skills which are incorporated into the assessment system.</p>	

	or application of that knowledge.			
		Teachers should be trained on testing method including problem based exams.	In 2015/16 a series of trainings were conducted in cooperation with the “Fair Justice” project and experts on testing methodology for faculty members.	
	Computer based exams are used extensively by the faculty and only measure memorization of knowledge and oral exams lack objective criteria and implementation.	Computer testing should be supplemented by tests designed to application of knowledge and developing critical thinking abilities.	Written exams, oral exams, practical exercises, critical thinking activities have been actively incorporated into courses and computer testing has been greatly reduced.	
	Faculty system of providing students with a list of possible questions is not the best method of assessment.	Exams should be tested and assessed for consistency across the faculty.	Testing methods have been reviewed and improved upon across the faculty.	
	Assessment at the law faculty is formulaic and does not foster important problem solving and critical thinking skills.	Assessment methods such as essay writing and open book exams should be considered.	Considered and adopted.	
4. Quality Assurance of Teaching Staff.				
4.1: Faculty has a process for selection and continuing assessment of faculty, including involvement of students.	Selection process is consistent but creates a one-dimensional teaching staff.	Practical experience should be one criteria considered in hiring teaching staff.	Practical experience is one of the criteria used in hiring teaching staff. Significant members of the teaching staff have practical experience that they share with students.	
	Low pay and extensive working hours make recruitment			

	difficult.			
	There is no consistent criteria for assessment of teaching staff and no regular assessment of teaching quality.	Teacher assessment criteria should be developed that reflects the full scope of teacher responsibilities.	In 2019 a comprehensive assessment with full criteria has been implemented for teaching staff. This criterion takes into account the full scope of teacher responsibilities.	
		Continuing teacher assessment must be integrated into the quality assurance framework.	It has been integrated.	
	There is no student assessment of teaching faculty.	Students should routinely and anonymously evaluate teaching staff and results should be made public	Since 2019 student evaluations have been incorporated at the faculty. Postgraduate students are regularly surveyed on their experience at the faculty.	These student evaluation procedures have not been formalized but are planned to be.
	Student/teacher relationship is very formal which leads to limited communication and a lack of development of critical thinking.		There has been a change of culture in terms of the nature of the student/teacher relationship and the faculty has taken steps to improve the contact between faculty and students including more activities which bring together students and faculty and administration including; holding social and celebratory events; awareness raising; sporting events; involvement in student groups and clubs and the Mentorship program.	
	Few faculty members have practical experience in the law which leads to an over dependence on teaching theory over practice.	Engage practitioners with real experience to teach appropriate classes at the faculty.	56 current legal practitioners, judges, attorneys, legal advisors, notaries are currently teaching at the law faculty. Additionally, the faculty regularly organizes events for	

			students to expose them to legal practitioners.	
4.2 Clearly established and published responsibilities of teaching staff.	There is a lack of specific published policies on teacher responsibilities.	Faculty should establish and publish clear criteria on the responsibilities of teaching faculty.	Job descriptions and criteria for responsibilities for faculty are published in the University Charter and internal regulations.	
5. Curriculum, Teaching Methodologies, Learning Resources and Student Support.				
5.1: Curriculum effectively prepares students for legal careers.	Faculty effectively teaches legal knowledge but curriculum does not teach basic legal skills needed to practice law.	Curriculum should be revised based on the following goals: A minimum of 30% and up to 50% of all courses should be electives.	Currently 25% of courses in the study of law are elective courses. Further elective courses, especially those in the area of legal skills and practical legal education are being developed.	
		Basic legal skills courses should be offered that cover legal reasoning; research methods, legal writing, and oral advocacy.	There has been a substantial cultural change at the faculty. The necessity and value of practical legal education had been recognized and is being implemented.	
		Every effort should be made to include a practical element in each course to supplement the theory.	Practical elements have been or are being added to courses across the faculty.	
	Curriculum lacks flexibility as all courses are mandatory and do not allow any student specialization.		Greater flexibility exists for student choice of courses and specialized programs.	
	There are not enough practical legal courses, particularly in	Faculty should accept that it is desirable to give academic credit for substantial skills	Faculty has accepted the importance of skills development and classes have been altered or additional	

	the bachelor's degree program.	development classes.	classes have been added that reflect this change.	
		Faculty should recruit legal professionals to teach or contribute to practical courses.	The faculty has done this. Currently 56 legal practitioners are teaching at the faculty.	
	Internship programs are currently not effective in providing a good learning experience for students.	Internship program should be developed by expanding institutions accepted and clear criteria and learning outcomes should be selected for internship experiences.	The list of institutions accepted for the internship program has been expanded and there are better clear criteria and learning outcomes for the experience.	
		Faculty should follow legal clinic best practices by engaging practitioners in student supervision.	Legal practitioners are involved in the work of the clinic and are available to assist students working in the clinic.	
5.2: Employment of modern teaching methodologies.	Teaching remains primarily lecture-based and non-interactive.	Faculty should undergo a comprehensive training on modern interactive teaching techniques designed for legal faculty.	At least 7 trainings on interactive modern teaching methods have been held at the faculty including one organized by the USAID Fair Justice Project.	
		Future classroom designs and equipment should allow for more interactive teaching methods.	The number of classrooms with full multimedia functionality has been increased at the faculty and is being done as funds are available.	
		Group work should be an integral and expected part of the legal education experience and incorporated in classes.	"Laboratory" lessons have been introduced designed to increase the use of group work and critical thinking in classes.	
		Faculty should encourage participation in skills based	Skills are considered an important aspect of legal education, skills education has been	

		activities and those efforts should be supported.	significantly expanded and is supported by law faculty leadership.	
	Formal atmosphere of the faculty limits effectiveness of interactive methods and development of critical thinking.	Class format which is too formal should be changed to allow greater interaction and development of critical thinking.	Greater student/teacher interactive and use of critical thinking exercises are incorporated into the learning experience.	
	Teaching and student loads are too high. Too much time is spent in the classroom and not enough time on independent study.	The ration of class time to independent study should be adjusted to allow more independent study time.	Current ratio of class time vs. independent study is 40% class time and 60% independent study.	
5.3: Adequate and appropriate resources for student learning.	Resources are readily available but are one-dimensional and theory based. Little opportunity for individual investigation or study or development of independent research skills.	Textbooks should be edited to include practice materials for use in classes.	Practical exercises are now included in textbooks and class materials.	
		An extended list of detailed reading beyond textbooks should be provided to students for each course to encourage independent research.	More materials are available to students and students are encouraged to engage in independent research.	
	Library is a great resource but should develop a greater range of sources for students to do independent research.		The library continues to serve as a resource for students and online and web site resources have been expanded.	

6. Administration and Information Systems				
6.1: Programs of study are effectively managed and programs of study are well managed.	Faculty has a strong administrative core which can constitute a weakness as it creates an environment that is conducive to creative thinking about teaching and learning nor oriented toward reform.		Legal Education quality assurance and student focus learning constitute substantial cultural changes at the University which recognizes and implements necessary reforms.	
	Communication with students is not a strength of the faculty.	A database of student emails should be created and used to increase the effectiveness of communication with students.	Effectiveness of student communications has significantly improved including corporate student email addresses and development of the faculty on social media.	
		Website should be further developed as a resource for law school information for all key groups.	The website of the faculty has been actively and substantially developing as a resource for students, faculty and the outside community.	
	Relationship between students and faculty is too formal and there should be more opportunities for student involvement in law school development.	Use of Student representatives in student government should be expanded and student advisory groups used.	The role of students has been expanded through student participation in faculty and student committees, student self-government, student organizations and events.	
		Administrators, Deans, Chairs and faculty members should explore	Numerous events and opportunities for interaction between administration/teaching	

		opportunities for less formal interaction with students.	staff and students have been organized. A substantial change in culture has occurred in this area.	
6.2: Effective process to study, analyze and use relevant information for effective management.	Information gathering does not work in an optimal way. Efforts are being made to increase electronic information gathering.	Online information system should be further developed and implemented in order to eliminate the burden of paper based information and increase access to information while maintaining appropriate security of information.	Online and electronic information services have been substantially implemented at the University and faculty both for administration purposes and for the benefits of students and staff.	
7. Public Information				
7.1: Regular publishing of up to date, impartial and objective information.	There is no priority currently given to publication of the school, programs or awards.	Website should be improved as a complete online resource of information about the law school, accessible to all with an English language version.	The Website has been substantially improved and used as a valuable resource.	
	External relations with potential students, alumni and legal employers are not sufficiently developed.	An external relations office should be established.	Although there has been significant progress in promoting the external relations of the faculty, this office has not been established.	
	Relationships with international partners are not sufficiently supported and developed.		There has been a significant expansion of international partnerships and projects during the last 5 years. International projects are prioritized and supported at the faculty.	

2. COMMENTARY

Of the law schools evaluated under the External Assessment process, Ivan Franko has had the most time to respond to the recommendations and make changes consistent with the

outcome of the assessment and its key findings and recommendations. As a result the greatest number of changes of all four Universities seems to have occurred in Lviv.

There have been significant changes in the culture of the law faculty and this change of culture has greatly influenced the reforms that have occurred over the last five years. The first of these cultural changes is a commitment to student-based education with a clear focus on quality assurance and preparing graduates for effective careers in the law. This has included a focus on the importance of quality teaching using interactive teaching methods, developed examination methods and the active involvement by students in the decision making, planning and assessment processes at the law faculty. Another significant change has been the acknowledgement of the importance of practical legal education at the law faculty, not only by the addition of elective courses but also by changes to existing courses to include more practical exercises designed to develop skills such as critical thinking, teamwork, problem solving, and oral and written advocacy. The importance of and support for international experience is also an important cultural change.

In discussing the factors that have influenced the changes that have occurred the interviewees have emphasized a number of key factors. First is the external assessment process as well as the final report with key findings and recommendations, most of which were implemented in the last five years. An additional factor influencing change included the adoption of the new requirements for accreditation of study programs in law. These requirements are consistent with the assessment criteria since they are based on the same Standards of Higher Education (ESG) and emphasize the same relevant expectations. In fact, one of the advantages of undergoing the evaluation process for Ivan Franko National University of Lviv was that it prepared them to address the changes necessary to meet the new accreditation requirements. In other words due to the assessment process they were already headed in the direction demanded by the new requirements. Another factor that influenced change is increased competition in the legal higher education field and a desire to attract qualified students to the law faculty.²

The scope of changes at the Ivan Franko National University Law faculty are broad, substantial and impressive. In part this has been possible because of the active involvement and acceptance of the cultural changes mentioned by all the key stakeholders: students, administration; faculty; alumni and legal employers. Despite being an established institution the faculty leadership from 2015 onward deserve credit for embracing the type of changes that could have a real impact on the quality of legal education at the University, and each of the other stakeholder groups deserve credit for actively participating in the difficult process of change. This cooperation, cultural changes and reform should continue and be encouraged.

² Lviv is also home to the Ukrainian Catholic University which has a very highly developed Master of Law in Human Rights program and just in 2020 started a new Bachelor Program in law. See Section VII for additional information on UCU.

B. YURIY FEDKOVYCH CHERNIVTSI NATIONAL LAW UNIVERSITY

In 2015 an External Independent On-Site Assessment using the original methodology was conducted at the Yuriy Fedkovych Chernivtsi National University in Chernivtsi, Ukraine. The On-site visit was May 18-23, 2015. The team consisted of two international experts: Thomas H. Speedy Rice and Finlay Young, and two local experts: Myroslava Antonovych and Olena Ovcharenko. Following the assessment, a Report was prepared and presented to the law faculty in Chernivtsi. A copy of this report can be found at <https://drive.google.com/drive/folders/120Nu0HexXO0WiW9GE0bKZuzjixaIUbbe>.

1. EVALUATION MATRIX

Element:	Key finding:	Recommendation:	Action taken:	Notes:
Element 1: Policy for Internal Quality Assurance.				
1.1. Institution has clear policies and associated procedures for the assurance of quality and standards of programs and awards.	Clear framework but insufficiently detailed and largely ineffective for quality teaching. Quality assurance depended on the individual initiative of department heads. There is not a standardized Teacher/Course evaluation form or method that any or all of the students can fill out anonymously, for every course, at the end of every semester to promote QA.	The school should develop a detailed quality assurance framework with an institutional culture that recognizes and promotes the concept of internal self-evaluation. It should also be the basis through which the school identifies and periodically re-examines specific goals and ensures a sustained, evidence-based and participatory process. The framework must include a systematic, anonymous assessment of each discipline, as well as regularized teacher/course evaluation by students. A staff member should	Arising out of the assessment, CNU has taken a number of steps to improve quality control including clearer guidelines on academic freedom, faculty training and education, modernizing legal education to current standards with a standing committee review process, student evaluations of all courses at end of each semester, and an active and independent academic and student integrity system based on the created and adopted "Moral and Ethical Minimums."	Dean reports that these changes were resisted at first but now faculty have embraced the changes, are more satisfied with their teaching and student interactions, feel the educational quality of the school has significantly improved. Student admissions were raised and tightened and the schools' academic standing in Ukraine has improved dramatically. Vice-Deans, faculty, students, and alumni interviews

		coordinate quality assurance.		confirm these improvements.
1.2. Institution has a culture that recognizes the importance of quality, and quality assurance in education.	There is evident commitment to quality but a lack of coherence as to quality due to lack of consistency and standardization . General perception of quality assurance consists of formal, specified, goals, not a process of continuing improvements and disconnected from each other. The law school provides an organized, systematic, and rigorous legal education but does not challenge the students sufficiently in terms of critical analysis. Needs to adopt modern teaching and assessment methodologies	Administration and stakeholders need to think of “quality” as an on-going process and seek to develop a “quality culture.” The administration and faculty must encourage an understanding of quality assurance as a process that engages a common understanding among all faculty, staff and students of the kind of quality education the institution seeks to provide. The encouragement of excellence should be a fundamental focus of all initiatives.	Interviews and documentation demonstrate that a “quality culture” has been instituted and taken hold in the CNU Law School environment. All parties report a strong sense of improvement and pride in these accomplishments and a commitment to continued review and improvements. Quality Assurance throughout the law school is promoted by a number of protocols adopted since the 2015 assessment, covering topics of: Ethics Codes and Enforcement, Academic Excellence, Regular Student Assessment of Teachers and Courses, Established Research, Publication and Examinations. Extracts from Protocols in commentary section.	Dean reports that the University has been monitoring the changes at the Law School since the assessment and has been impressed such that many of the changes are being adopted or considered for adoption University wide. A particular point of pride for the law school Dean is the adoption in 2019 by the University of the Law School’s Moral and Ethical Minimum Code of Conduct and its implementation process.
1.3. Institution has a formal and publicly	The Law School’s “Concept of Improving	The existing Concept should be a starting point for devising a plan for	The law school adopted a strategic plan mechanism and conducts regular	Example: Protocol #12. (2 March 2020). On

<p>available strategy, policy and procedures for the continuous enhancement of quality, including a role for students and other (external) stakeholders.</p>	<p>Legal Education for Professional Training of Lawyers Following the European Standards of Higher Education and Legal Profession at the Faculty of Law of Chernivtsi Yuri Fedkovych National University (Concept)” is positive but needs further development. Quality enhancement needs a continuous, systematic mechanism with specific benchmarks or overarching strategic goals.</p>	<p>improved quality assurance with participatory strategic planning processes. The outcome should be a plan that it is clear and understandable to all faculty and students, and accessible to the wider public. The Concept/strategic plan should be updated regularly and become an annual benchmark for assessing long-term improvements.</p>	<p>reviews of the plan and its implementation. This has resulted in significant improvement of academic programs and standards to meet the standards and goals of the European Higher Education Area goals and create modern and adaptable methods of teaching. Subsequent protocols arising from the ongoing review process have resulted in a number of changes and additions such as adding courses in Human Rights, plus incorporation of Human Rights issues throughout the offered courses, increasing the number and opportunity for elective classes and adding new programs in Mediation and in international law. CNU is the only major Ukrainian law faculty with Human Rights as a first-year course.</p>	<p>Recommendation CM / Rec (2019) 5 of the Committee of Ministers Council of Ministers of the EU to member states on the system of the Convention for the Protection of Human Rights and Fundamental Freedoms in University Education and Training (Approved by the Committee of Ministers on 16 October 2019 at the 1357th meeting of the Ministers' Deputies). Human rights should be a special course and integrated into as many courses as possible in the undergraduate teaching. Comes from both Assessment and Model Law Faculty Curriculum.</p>
<p>Element 2. Approval, Monitoring and Periodic Review of Programs and Awards</p>				
<p>2.1 Institution has formal mechanisms for the approval,</p>	<p>The law school has mechanisms for approval,</p>	<p>The Faculty should work out a clear and efficient process for revision</p>	<p>CNU has made great progress in this category. First, they had to work with the</p>	<p>Protocol #3. (30 Oct 2015). On the nature and content of</p>

<p>periodic review and monitoring of programs and awards.</p>	<p>review and monitoring of programs and awards, but they are not optimal as they rely largely on the subjective judgement of the department commissions and department heads. There is limited scope and monitoring of programs and awards. Teacher products are subject to peer review. Department chairs control teacher revisions to teaching methods and exams but there are no regulations or standardization. Instructions for students do not contain practical cases and applications. It is not clear if all the chairs supply all the courses with such training cases and who is responsible for revising them.</p>	<p>of the taught courses. There should be positive and aspirational guidelines for course excellence and an expectation that courses will be reviewed annually for improvement and revisions with necessary collegial support.</p> <p>Teachers should seek to incorporate a wider variety of possible sources into the instructions for the teaching of courses (методички). Separate instructions could be created for the written works of the students (курсовые и магистерские работы).</p> <p>Internal bureaucracy in these processes should be minimized, with each teacher given as much latitude as possible in designing courses, devising syllabus, and choosing course materials.</p>	<p>faculty to reach a common understanding of what “academic freedom” meant. Many long-time faculty believe it meant total freedom and they resisted any institutional attempt to be part of the course design. Second, they had to conduct a number of faculty meetings and dialogues to reach a common understanding that honored academic freedom but accepted institutional supervision to reach a common understanding and implementation of academic excellence and standardization.</p> <p>These meetings resulted in Protocol #3. (30 Oct 2015) which formed the basis for meeting much of the goals of the Assessment recommendation.</p>	<p>academic freedoms of a teacher-lawyer. First assessment following our recommendations. The rule of the protocol on academic freedoms to determine that academic freedom is not the same total freedom. Resolution: 1. To take note of the information of heads of departments and the dean of faculty about the nature and content of the academic freedoms of a teacher-lawyer. 2. To state that the academic freedom of the teacher has nothing to do with arbitrariness and should be aimed at providing quality professional training of law students. 3. Fundamental criteria for the content of academic freedom of the teacher. The lawyer has the qualification requirements of the Standard for the training of a lawyer appropriate level. 4.</p>
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				Consider it necessary to constantly keep in mind the question academic freedom of the teacher-lawyer and to discuss systematically some of its aspects at the meeting of departments.
Element 3: Admission and Assessment of Students				
3.1. Institution students are admitted via a transparent, fair, and meritocratic process.	The two-tiered system of the law school admissions, (“budget” students and privately funded students, appears to be transparent and fair. However, the overall admission system remains flawed. Admittance to the school is not truly competitive and meritocratic but largely outside local control. Chernivtsi law faculty struggles to effectively lobby for resources in Kyiv.	The law faculty should better promote the strengths of the law faculty to prospective students in order to attract more qualified applicants and set up international study programs and partnerships together with other European Law Faculties. There should be clear guidelines and perhaps testing in order to transparently select only the best of the privately funded applicants. The law faculty should also develop a comprehensive orientation program for new students to be implemented in the first few weeks of study to assist students making the	The Dean, Vice-Deans, Faculty and students all agree that changes adopted by CNU have resulted in an admission process that is now transparent, competitive and meritocratic as well as largely under local control, especially for the privately funded students. The quality of the admitted student has risen substantially, and this has also resulted in a substantial rise of the law school’s national ranking. Student approval and opinion of these positive changes is represented by the fact that there has been a reversal of students transferring to other schools to now an increase in students seeking to transfer into CNU.	

	<p>The administration should be applauded for its efforts to overcome a lack of finance and human resources to develop a strong local tradition of legal education in the years since. The Law Faculty is a popular and prestigious educational establishment within the region with a good reputation of the faculty members.</p>	<p>transition to the study of law for the first time.</p>		
<p>3.2. Institution students are assessed using published criteria, regulations and procedures that are applied consistently.</p>	<p>The assessment regimen used by the law school is problematic for a number of reasons. Exams are predominantly oral. This stems in part from the fact that grading of papers is not included in the teaching load and oral exams do not require marking. The heavy reliance upon oral exams is not in accordance with modern higher education best</p>	<p>There should be decreasing reliance on oral exams, and a greater role for written exams with a variety of problem and scenario-based exam questions. Essays requiring independent research should be a more regular feature of student assessment. Exams should fit the nature and objectives of the course. The faculty members should be able to explain why a chosen exam method works best in her or his class. Exams should be designed to test a wide range of skills,</p>	<p>In 2016 the law faculty voted to move to more compulsory computer testing to reduce the reliance on oral exams and their subjectivity. In the beginning this was about ½ the testing with moderate quality but by 2019 the quality of the testing had risen substantially and there is greater use and reliance on the objective computer-based exams. The negative is more students were failing as they were not studying very hard, if at all. This resulted initially in a demand to reduce the objective test items, but the administration refused. This has resulted in some lecturers leaving</p>	

	<p>practices. Grades for modules and exams are made public and are published on the advertising board.</p> <p>In the anonymous surveys of students and graduates there was frequent mention of the existence of corruption, in particular for grades. However, it should be noted that a lower proportion of students than graduates mentioned this. This could either be because graduates felt more confident to express their feelings, or, more positively, because there have been improvements over recent years.</p>	<p>in particular knowledge, critical thinking and relevant legal procedure. The workload of the teachers should be accounted in real time, in accordance with the quantity of work that has been really done, including significant time for preparation of tasks for exams and modules, grading papers, and consulting with students out of classes and through the Internet. Training in different modern assessment methodologies would be of great benefit to many of the teaching staff.</p>	<p>CNU but the remainder, plus the new hires, have improved their teaching skills to meet the stricter criteria and students have focused more on their studies in order to pass the exams. Faculty and students report greater satisfaction as they are seeing better student preparation for class and less subjective stresses in grading. Students now see a merit-based grading system and many feel their grades are the result of their work not external, improper, factors.</p>	
Element 4: Quality Assurance of Teaching Staff				
4.1 Institution has process for selection and continuing	The Law School has a clear plan to ensure all its	The Faculty administration should play a more active role in	Following the faculty discussions on academic freedom, the CNU law	Protocol #4. (29 November 2018). On deepening the

<p>assessment, including by students, to ensure teachers are qualified and competent</p>	<p>teachers have attained the highest qualification (Doctor of Law) by 2020. The law school has a formal process for the selection of new staff, though most enter teaching directly after graduating from the school. For external recruitment, the administration may identify future teachers among practicing lawyers and propose they come to work at the Faculty. Assessment of teachers operates informally. Substandard teacher's work is discussed at the meeting of chair. If the teacher does not follow the given recommendations, he/she is released when his/her contract ends. There was no clear process identified for how classroom assessment operated, how classes and teachers are</p>	<p>assessment of the faculty members' achievements. The results of this assessment should be used for career promotion of the faculty members (granting the positions of Associate Professors and Professors). The Faculty administration should be provided with more financial autonomy from the University. There should be more clear and detailed criteria for faculty assessment to lessen subjectivity in assessment by Chairs and the dean. New teachers should be assigned a teaching mentor whose role is to observe preparation and teaching on occasion, be available to answer any questions or assist with improvement and may critique as appropriate. However, this person is excluded from the reporting and evaluation process. Other evaluator(s) independently do the teaching evaluation and recommendations. All students should have the ability to</p>	<p>administration created in 2017 the "Center for Quality Assurance in Legal Education" to promote high quality legal teaching. This was followed by Protocol #4. (29 November 2018) and in 2019 the further development of principles and procedures in quality legal education to assist and promote faculty improvement. All students now have the ability to anonymously use a standardized teacher/course evaluation form during or at the end of every semester to do a computerized review and assessment of the course and teaching. The on-line system also permits anonymous student input at any time during the semester to identify teacher misconduct or failings. Depending on the nature of the report it can then result in a teaching assessments and improvement plan or an ethical investigation. While skeptical at first, students report a satisfaction with the process as protecting their anonymity and giving them a legitimate voice in their education. Faculty has responded with improved teaching, a greater respect for ethical standards and a belief</p>	<p>modernization of the content and methods of legal education at the Faculty of Law in the 2018/2019 academic year. Presentation of Dean and path for modernization of legal education. Focus of learning outcomes for the students and how they may achieve the goals of the learning outcomes.</p>
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	<p>chosen, and which teachers conduct the assessment. There is no standardized Teacher/Course evaluation form or method through which some or all of the students can evaluate their teachers on each course. Faculty members self-report their achievements. Assessment of achievements determine the sum of bonuses paid each year, but the amounts are very meager. There is no Specialized Academic Council where teachers can defend their PhD theses. Key academic research of the teachers is discussed at the regular Faculty academic seminar and gives faculty members an opportunity to receive feedback from their peers. Low salary level, in conjunction with very high</p>	<p>anonymously use a standardized teacher/course evaluation form at the end of every semester but before grades are issued. The forms should be deposited with a neutral or independent holder until after grades are issued and then provided to the faculty member for self-assessment and improvement.</p>	<p>that this has improved their satisfaction with their teaching and work environment. Faculty visitors from Romania and Moldova have commented on this quality assessment and CNU. A 2019 assessment, by Prof. Svedas of Vilnius University in Lithuania, to determine compliance with the standards of the European Higher Education Area found that the quality and content of the program of studies corresponded to the traditional requirements of the European standards for high legal education. While the assessment recommended fewer electives and greater mandatory courses, CNU is satisfied that its range of electives meets modern teaching criteria and allows for greater student responsibility in determining their legal and career objectives. Unfortunately, the main university continues to absorb a disproportionate amount of the law school's income while distributing an amount to the law faculty that hinders better pay for teachers, requires high teaching loads, and insufficient external faculty training and attendance at international workshops.</p>	
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	<p>teaching load, is a significant problem. The University keeps Contract student money and does not come to the Law School as additional payments to teachers or for other needs (conference participation, publications, etc.).</p>			
<p>4.2. Institution shall have clearly established and published responsibilities of its teachers to ensure the quality of the academic program.</p>	<p>Teachers articulation of responsibilities in the law school is not focused on the development of quality and ensuring excellence in teaching, but rather on sound organization. Teachers reported an extremely low allocation of time for grading and meeting with each student.</p> <p>Teacher workload is too high. Teachers need more time to develop their courses, to reflect on and adapt their methodology, to be available for student consultations,</p>	<p>The law school needs to be given more autonomy, both from the university, and from ministry of education regulations. The current teaching load needs to be reassessed, with increased importance accorded to the work teachers and students do outside of the direct teaching environment. Quality, not quantity, should be the goal.</p> <p>The faculty's teaching staff are committed and hard work in pursuit of student learning. To maximize their potential, they need to have the time and support to develop and reflect on their teaching approaches, to think creatively and experiment with</p>	<p>CNU law faculty has successfully transitioned to greater quality of teaching and academic excellence. Quality is now the driving standard. To its credit, this has largely been achieved by changes driven internally by the law school faculty and administration. The law faculty has not gained greater autonomy from the University administration. This has resulted in little improvement for better pay for teachers, reducing high teaching loads, and insufficient external faculty training and attendance at international workshops. This also has an ongoing negative effect on established teacher research and publication. The CNU law administration and faculty have compensated for this to some degree by</p>	

	to devise and subsequently mark high quality exams. High teaching loads have a negative impact on motivation.	new approaches.	requiring greater article publication record before full-time hiring and more stringent assessments to disclose plagiarism.	
Element 5: Curriculum, Teaching Methodologies, Learning Resources and Student Support				
5.1. Institution curriculum effectively prepares students for legal careers in government, private, or academic work.	Chernivtsi graduates have a strong theoretical understanding of the law necessary for legal careers in Ukraine, with too little a focus on critical thinking and actual practice. Generally, classes over emphasize memorizing and do not tend to emphasize either the practical skills essential for lawyering, or the application of law to complex fact (problem solving). References to judicial practice, court and other state agencies	Teaching and examination should emphasize more the understanding and application of knowledge. The law school should consider developing skills specific courses such as “legal methods”, “legal writing”, “legal research” during the first year of student studies. The internship program should be improved. The law school should develop a wider range of receiving institutions, including local government, courts, prosecutors, law firms, and civil society groups. Internship or practical credits should be a required. Students should be distributed for internship (practice)	The best starting point for this section comes from the comments of Judge Andriy Burtynsky of the Commercial Court of the Chernivtsi Region: “They used to say at the courthouse that a diploma from CNU law school was good for unemployment.” In just a few years they have gone from using students from other schools to now almost all of the court’s students are coming from CNU. The quality of teaching and student skill has been markedly improved. The Judge states that now a degree from CNU is as good as any school in Ukraine. Faculty and student interviews confirm their observation and knowledge of updated academic regulations on teaching methodology which they report has greatly improved the quality	This area seems to have had the most dramatic and noticeable improvements based on all interviews.

	<p>websites and other practical references are not frequently included. There is a need for additional foreign language instruction and learning. The current system of internship serves to acquaint students with the general workings of different state institutions through observation, not to develop their practical skills.</p>	<p>in smaller numbers spread throughout the academic year. Judges, prosecutors, and lawyers should be guest lectures or teaching separate courses at the Law School. Legal clinic should be extended to allow for more time on task. Academic credit should be awarded for practical classes. A community-based Board of Advisors could be established for valuable input and promotion of law school sustainability. More elective and English language law courses, and supplemental English based programs should be introduced into the curriculum and life of the school.</p>	<p>of the instructions and teacher relationships they are receiving. Many courses now have skills work incorporated into the academic learning. The students report vastly improved internships and clinical opportunities with greater specific focuses on different areas of law. Teachers, students, and alumni also note greater participation in classes by relevant practicing lawyers and judges to expose the students to the details of actual practice. Students like the number of elective courses and the increase in courses in relevant foreign languages to improve marketability for law jobs.</p>	
<p>5.2. Institution employs modern teaching methodologies to ensure effective learning.</p>	<p>The law school needs to improve its use of modern teaching methodologies. Modern learning methodologies emphasize the importance of independent study in developing student skills, but law school students have too many classes resulting in</p>	<p>The school must change the emphasis of its quality assurance to teaching quality-focused requirements. The law faculty should consider changing the class formats for effective student interaction or full use of critical thinking. Teachers must have the opportunity to consider different teaching options or methods, discussing</p>	<p>This area is linked to 5.1 as one could not improve without the other so many of the comments in 5.1 apply here. Of note is that the CNU law faculty has undergone a major change in its teaching, adoption of modern methodologies, transparency, and objective testing. The faculty has transitioned to student centered learning and incorporating modern syllabi, skills, critical thinking, and objective</p>	

	<p>insufficient time for independent study and reading. Faculty has limited access to modern teaching methods due to the budget restrictions on travel and exchanges with faculty from international law schools.</p>	<p>various and differentiated methods relevant to the needs of each course or subject. The law faculty could promote innovation through an annual teaching seminar where teachers are invited to present on new teaching techniques and methodologies. Teaching methods should seek to be interactive, using case studies, role plays (including moot cases), presentations and the Socratic dialogue (among others), to develop key transferable skills such as problem solving and analytical thinking among the students. In particular group work should be an integral part of law school academic life. The Faculty should organize a comprehensive training for teachers on modern interactive teaching methods. The law faculty should consider establishing a teaching innovation and excellence committee to research the wealth of innovative teaching methods discussed on-line. The University should seek to fund</p>	<p>examinations into the teaching process. To effectively implement these changes CNU now successfully encourages department grant writing, especially for attendance to foreign academic conferences. Using modern teaching methods as a guide, course syllabi have been updated and subject to regular review and approval by an academic board. The academic board often will seek student input to see how closely the syllabus is relating to the actual teaching and to seek student suggestions. This involvement of the end user (students) is a valuable cross check on student centered teaching and improves student investment in their education. New faculty have experienced faculty mentors to help design their courses and improve their classroom teaching. Student course feedback is now institutionalized and used to continually improve the teaching product. Faculty have gone from fear and resistance to reviews to appreciating the input for their continuing academic improvement. The focus is properly on assisting and improving modern teaching methods to be</p>	
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		<p>a minimum of two faculty trips to law teaching conferences annually with a requirement that the attending faculty produce a collegial seminar and training for the rest of the faculty. The law faculty should actively encourage participation in skills-based activities such as the legal clinic (laboratory), as well as local, regional and International moot court and mock trial competitions.</p> <p>It is recommended the law school seek, where possible, to reduce the quantity of students in academic groups (from 25 to 15 persons). The number of hours for independent work of students should also increase in proportion to at least 1 to 2 (e.g. for 2 class hours 4 hours of independent work). Students should be given more opportunities to present their results of independent work.</p> <p>Improve the availability of multimedia equipment in classrooms. The law school should make greater use of videoconferencing</p>	<p>interactive, using case studies, role plays (including moot cases), presentations and the Socratic dialogue (among others), to develop key transferable skills such as problem solving and analytical thinking among the students. Another critical component from the student course reviews used by CNU to promote better teaching is the section that scores each teacher on transparency and ethical performance, with the total scores posted on the internet.</p>	
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		for seminars on teaching methodologies and possibly joint video classes with international law faculties.		
5.3. Institution ensures resources available for the support of student learning are adequate and appropriate.	Designated learning materials are freely available to students at the law school, however, there is no access to a package of online databases, local or international. The University library collection's law section is small and not up to date with new volumes. Each department maintains its own "electronic library" of resources (a USB drive held at each law school department with free access for students upon request) students can use them for classes' preparation and for their paper writings. Limited student workspace other than in	Courses should ensure there is an extended list of more detailed available reading beyond prescribed texts. The Library's collection, particularly of foreign and comparative law, should be expanded. As a particular priority, the Law School must seek funding to access online legal databases. As the curriculum is revised, textbooks should also be edited to include additional practical materials for use in class. All the classrooms should be equipped with multimedia equipment (such as projectors, PC etc) and all classrooms should have access to Wi-Fi. There should be more student gathering and working space. Unused classrooms can be reserved by student groups for extra class meetings. Students should access to a dedicated Wi-Fi with substantial bandwidth for	Classrooms now have greater installation of multimedia equipment, full internet access and research access for the students, as well as numerous computer terminals for student studies. The library has improved access, but the big improvement has been accessing computers, internet, and on-line resources. Much of the improvements are the result of alumni donations and assistance. The school is now fully participating in the European Erasmus education exchange program which has improved the international presence at the school for both students and teachers.	

	<p>the library, which does not permit group discussions or other perhaps disruptive learning methods. It is not easy to access the internet for student research and study. The law school is insufficiently equipped with multimedia equipment. There is computer lab for students without laptops. Without universal internet access for students within the school, and access to online legal resources, resources cannot be said to be optimal for student learning.</p>	<p>student reading, research, and independent study.</p>		
<p>Element 6: Administration and Information Systems</p>				
<p>6.1. Institution effectively manages and administers programs of study to ensure conducive learning environment for</p>	<p>The law school has good administrative capacity and is well-organized but not particularly conducive to thinking</p>	<p>The faculty and administration should seek to cultivate a more open and participatory environment, and ensure decision-making is</p>	<p>The faculty and administration have made substantial improvements in communications and student involvement. Some of this has been discussed above. Communications</p>	<p>Protocol #3. (1 November 2018). On the problems of forming a culture of academic integrity at the Faculty of Law</p>

<p>students.</p>	<p>creatively about teaching and learning. Communication on administrative matters seems generally effective. Notice boards are still in frequent use. The lack of consistent student access to Wi-Fi means online communication cannot be used for issues or communications that have a short timeframe. The relationship between teachers and students is considered a strength by teacher and student alike. A particularly positive scheme are the extra-curricular academic communities run by each chair. Students do not feel they have a significant role in decision-making. Some teachers expressed discontent with what was termed an</p>	<p>transparent and the logic and basis of decisions are understood. The use of student representatives in the faculty's government should be expanded. Each law school department should consider instituting a student advisory group that can provide meaningful feedback to the administration on educational and administrative matters from the student perspective. Online communication via email should be made uniform across the school, with a standard university email identity issued to students.</p>	<p>between the law school administration and faculty are improved with faculty committees having greater clarity and cooperation with the law administration. Protocol #3. (1 November 2018) and Protocol #4. (29 November 2018) were the driving force behind successful changes to the administration and faculty communications. Likewise, most faculty and administration committees now have student representation or input, and important changes are sent to the student government for input. CNU has adopted a standardized .EDU email system so group emails are easier to create and send. While there is still some use of the student group leader system, many faculty have abandoned this traditional system for group email or group clusters on WhatsApp or Telegram which permit instant communication with all students in the course. Often the teacher lets the students in the course choose the messaging vehicle which promotes student engagement.</p>	<p>of ChNU. Yu. Fedkovich. Provoked by the 2015 Assessment. Notes creation of Moral and Ethical Minimums. In 2017 adopted rules of academic integrity. This protocol adopted the Rules of Procedure for the Moral and Ethical Minimums and started process of punishment for violations of academic integrity. Law School now has a functioning commission for ethical violations. Protocol #4. (29 November 2018). On deepening the modernization of the content and methods of legal education at the Faculty of Law in the 2018/2019 academic year. Presentation of Dean and path for modernization of legal education. Focus of learning outcomes for the students and how they may achieve the</p>
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	<p>“authoritarian style of leadership”, with a sense that decisions are not made collectively, but instead imposed by the heads of department alone.</p>			<p>goals of the learning outcomes.</p>
<p>6.2. Institution has an effective process to collect, analyze and use relevant information for the effective management of programs of study.</p>	<p>The law school is integrated into the university-wide E-University system (http://e-learning.law.chnu.edu.ua/). This is a modern e-resource where all students and teachers are registered with personal passwords for access. This system is designed to decrease the current work burden associated with paper based information management, decrease the need for students to take up administrator time seeking basic information on class scheduling and grades, and bring the law school in line</p>	<p>The Faculty should develop this E-University on-line system further. This system should include profiles for all students including details, grades, schedules, and any other relevant information. It should be systematically updated. This would bring the law school in line with international best practices for information management. Developing distance-learning options should be a priority for the Faculty. Where appropriate, videos of lectures could be posted to aid student learning. Teachers should have their lectures available online. There is a very clear need for a computer lab sufficient for the anticipated online workload of students, and to facilitate student</p>	<p>As discussed above, CNU has moved aggressively into online platforms greatly easing and improving communication across the CNU academic environment. Student assignments are now regularly distributed electronically, teachers take questions over the internet outside of class and engage in specific discussions. One benefit from the more open communications is teachers are now identifying students with academic issues earlier and arranging for academic assistance and mentoring for the student to promote successful learning.</p>	

	with international best practices for information management. Students can get materials for their classes in this system.	access to Wi-Fi for learning purposes.		
Element 7: Public Information				
7.1. Institution regularly publishes up to date, impartial and objective information, both quantitative and qualitative, about the programs and awards they are offering.	The Law School has a page on the site of Chernivtsi University that is regularly updated with information for students, applicants and graduates, but at present the potential of this page is not maximized. The addition of vital information such as curricula and statistics (e.g. on admissions and graduations) would be an improvement. Further, the page only exists in the Ukrainian language. At the university level, there is an NGO called Union of Alumni and Friends of the	The content of the website should be enriched to include all data on applications, courses, students, as well as important information on employability statistics of law graduates. All advertisements about upcoming events and extracurricular activities should also be published to demonstrate a varied academic life within the school. The website should also be available in English to allow those from other countries (and potential foreign students) learn about the school and should be further developed to become a one stop portal for all law school information, for current and prospective students, teachers, and administrators. Information about the Legal Clinic	The website for CNU has been improved over what little there was in 2015 and many of the recommendations have been implemented. CNU deserves credit for this progress. A great deal of necessary information needed to understand current programs, requirements, and expectations, as well as faculty and administrative leadership are available online. However, our current assessment and the 2019 assessment by Prof. Svedas of Vilnius University in Lithuania, found that some parts of the CNU website are incomplete and inconsistent and can be complicated to search. The website issues are solvable but compete with already strained resources across the law school.	

	<p>Yuri Fedkovych Chernivtsi National University, which reflects the increasing interest the university has in facilitating relations with alumni. At the law faculty level, the Dean and Vice deans, do maintain close relations with some of the school's alumni. However, there is no official body or framework dealing with alumni, no designated manager of external relations, and no plan to increase their involvement. Alumni almost universally said they would like to play a more active role in the life of the Faculty.</p>	<p>should be more visible and include the right of the citizen to pro bono legal consultations and the methods the Clinic can provide for legal consulting (as well as the services the Clinic cannot provide according to the Law of Ukraine "On Free Legal Aid", adopted on June 2, 2011). A number of good ideas can be developed by exploring numerous other law faculty websites and make recommendations of the best from each of the sites reviewed. One of the Vice-deans should be nominated to execute the functions of development of the external relations, facilitating and increasing meaningful links between the Faculty and other institutions, collect the information of internship programs with potential employers, law fairs, and alumni relations. The Faculty should consider setting up an official organization of its alumni. The alumni could contribute to the life of the school through official fund raising</p>		
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		for projects, administrated by the Faculty.		
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2. COMMENTARY

Former CNU Law School Dean Petro Patsurkivskyi gives credit to the 2015 Assessment as the vehicle which energized the substantial changes made by CNU since the 2015 Assessment. Before the assessment there was a lot of infighting and stress without the law school having a clear direction. The faculty was largely focused on doctrinal studies as framed by the old Soviet methodologies. Dean Patsurkivskyi relates that at that time everyone had a sense that change was needed to survive but there was not a focus or agreement on how to change. The visits and reports of the 2015 assessment team were relevant and topically familiar to the administration and faculty but provided a much greater focus and specifics on where to concentrate efforts for change and improvement. While the “old guard” at the faculty fought the changes, the 2015 assessment was the key to moving forward in creating new modern courses and re-designs of existing courses, programs and promotion of teaching excellence, relevant syllabi, greater student engagement and involvement in academic discussions and decisions.

The first steps after reviewing the 2015 assessment report was a focus on creating a Code of Ethics developed by a committee of Administration, Faculty, Staff and Students that was meaningful and relevant to all aspects of the law school community. The document produced is titled the Moral and Ethical Minimums for the law school. This success was followed by the development of the Rules of Procedure of Enforcing the Moral and Ethical Minimums. At the same time the law school launched an ambitious committee of Administration, Faculty, Staff and Students to develop a strategic plan to promote the recommended changes for the law school. Different focuses, such as academics, student life, teaching excellence flowed from the strategic planning workshops. One area is the creating of a Center for Teaching Excellence which has assisted teaching and syllabi improvement within the academic community. CNU’s focus on the assessment’s recommendations have resulted in steady and incremental improvement in the law school as outlined in the matrix, however, the critical outcome is the launch of the Strategic Development Plan for 2020-2026. The Strategic Development Plan credits its focus to the 2015 assessment and includes sections focusing on major blocks of problems to be addressed, such as legal demands, legal environment, role of teachers and faculty, academic integrity and plagiarism, and student life. The Strategic Development Plan is quite detailed and should serve to guide CNU to continuing improvements.

The educational environment and output disclosed in interviews with the Dean, Vice-Deans, Administrators, Faculty, Students, Alumni and Judges demonstrate a substantially improved education at CNU with greater satisfaction and excellence. There has been a collective effort to transition to modern teaching methods, critical thinking and skills based learning. The faculty are more satisfied with their teaching and work environment, the Dean and administrators feel a common purpose and effort in developing and maintaining a top-ranked law school. Students report challenging and educational teaching with merit-based grading and an effective voice for ethical issues. Outside the law school environment alumni and hiring judges report that the changes at the school are evident in the quality of the current graduates. Additionally, the law school has reached out substantially since 2015 assessment recommendations to engage the alumni in the life of the law school. This has led to alumni

and judges regularly participating in courses to provide practical experiences and skills training, alumni meetings, and contributions to improve unfunded areas of the law school life, such as computer equipment. Overall, the faculty and alumni report that this greater engagement with the alumni has increased teaching quality and community perception of the quality of the law school.

While improvements in many areas of academic life are part of the successful changes brought about at CNU, the Dean notes that the 2015 assessment was the catalyst for all the changes. He gives noted credit to the change in “atmosphere” at the law school brought about by the development of the Moral and Ethical Minimums and the Rule of Procedure. Their successful implementation with students, faculty and administration have been a positive contribution to the mood and quality of teacher and student work. It has reduced cheating and the need to feel one needs to cheat to get a good grade, which has inspired harder work by the students as now their efforts are the path to success. Likewise, this has reduced pressure on the faculty, which with more objective based testing and grading, has improved the academic life at CNU. Given the continuing budget and finance problems with the main University, this was a very need and welcomed improvement for the law school.

Internal Document Review Summary

Extracts from Protocols on various issues resulting from 2015 assessment recommendations:

Protocol number and (date).

Protocol #3. (30 Oct 2015). On the nature and content of academic freedoms of a teacher-lawyer. First assessment following our recommendations. The rule of the protocol on academic freedoms to determined that academic freedom is not the same as total freedom. Resolution: 1. To take note of the information of heads of departments and the dean of faculty about the nature and content of the academic freedoms of a teacher-lawyer. 2. To state that the academic freedom of the teacher has nothing to do with arbitrariness and should be aimed at providing quality professional training of law students. 3. Fundamental criteria for the content of academic freedom of the teacher. The lawyer has the qualification requirements of the Standard for the training of a lawyer appropriate level. 4. Consider it necessary to constantly keep in mind the question academic freedom of the teacher-lawyer and to discuss systematically some of its aspects at the meeting of departments.

Protocol #3 (2018) On Problems of Forming Academic Integrity at the CNU Law Faculty.

Protocol # 2. (19 Sept 2017) About the concept of teaching and the compulsory curriculum discipline "Human Rights" Classes and how they should be taught. Analysis of Human Rights into curriculum was reasonably well. Found a need for more improvement.

Protocol #3. (1 November 2018). On the problems of forming a culture of academic integrity at the Faculty of Law of ChNU. Yu. Fedkovich. Provoked by the 2015 Assessment. Notes creation of Moral and Ethical Minimums. In 2017 adopted rules of academic integrity. This protocol adopted the Rules of Procedure for the Moral and Ethical Minimums and started process of punishment for violations of academic integrity. Law School now has a functioning commission for ethical violations.

Protocol #4. (29 November 2018). On deepening the modernization of the content and methods of legal education at the Faculty of Law in the 2018/2019 academic year. Presentation of Dean and path for modernization of legal education. Focus of learning outcomes for the students and how they may achieve the goals of the learning outcomes.

Protocol #7. (27 February 2019) About the system of internal quality assurance of development and piloting of the Profile specialized educational-professional program (further - PSOPP) of preparation of mediators on the basis of the educational-professional program of the master of the field of knowledge, specifically, 08 Law of a specialty 081 Law of the Chernivtsi national university of a name of Yuriy Fedkovych. Discusses introduction of Mediation program at the master's level. Details of the steps for introducing the program. Sets out specific criteria for program. Details learning and assessment for a successful program.

Protocol #3. (7 October 2019) About the state of study by law students in foreign languages and a system of measures to improvement. Sets out needs for better foreign language training of students. Chernivtsi students do not do as well as students from other top schools in Ukraine. Did survey of student concerns and needs in learning foreign languages which is an outgrowth of Assessment recommendation to prompt greater student input.

Protocol #12. (2 March 2020). On Recommendation CM / Rec (2019) 5 of the Committee of Ministers Council of Ministers of the EU to member states on the system of the Convention for the Protection of Human Rights and Fundamental Freedoms in University Education and Training (Approved by the Committee of Ministers on 16 October 2019 at the 1357th meeting of the Ministers' Deputies). Human rights should be a special course and integrated into as many courses as possible in the undergraduate teaching. Comes from both Assessment and Innovative (Model) Law School Curriculum.

Protocol #13. (18 May 2020). On making changes in bachelor's degree programs 081 Law of the field of knowledge, specifically, 08 Law and 293 International law of the field of knowledge. International relations in terms of ensuring students' mastery of professional competence in legal argumentation. Gives explanation why all students should have these competencies and what course modification or course replacements to achieve these goals. Sets out requirements for the courses.

C. NATIONAL UNIVERSITY “ODESA LAW ACADEMY”

In 2017 an External Independent On-Site Assessment using the methodology was conducted at the Faculty of Advocacy of the National University “Odesa Law Academy” in Odesa, Ukraine. The On-site visit was March 13-17, 2017. The team consisted of two international experts: Delaine R. Swenson and Thomas H. Speedy Rice, and two local experts; Maria Tsypiashchuk and Ivan O. Romashchenko. Following the assessment, a Report was prepared and presented to the law school in Odesa.

1. EVALUATION MATRIX

Element:	Key finding:	Recommendation:	Action taken:	Notes:
Element 1: Policy for Internal Quality Assurance				
1.1. Institution has clear policies and associated procedures, structures and processes for the assurance of quality.	Internal University Quality Assurance subdivisions lack permanent staff; legal clinic needs improvement at activity data collection, more intensive students consultants training, in particular at client interviewing and consultation and other lawyering skills; Street Law component is missing; usually no credits are given for the work in the legal clinic; no separate teaching course on legal clinics or legal consultation	University structure should be transparent and coherent; Distinct (full-time) staff should be appointed for the Division on Quality Legal Testing and Centre for Higher Education Quality and these structures should be given particular independence; Students who work as legal clinic consultants should be given appropriate credits and a special course on legal clinics and legal consultation should be introduced for students. In addition, it might be useful for the clinic to develop the component of Street Law in its program	Since April, 2016 the Center for Analytics, Instructional and Information Work operates in the University, aiming at coordinating and organizing the educational process, as well as to evaluate internal and external tendencies related to quality assurance. This Center unites 7 divisions, including analytical, quality assurance, information and coordination, public relations, educational and methodical, testing and preparation for entrance to the university. Division on Quality Legal Testing has 2 full-time positions. In fact – 4 people are hired as half-time employees. Analytical division has 5 full-time positions, information and coordination centre has 6 full-time positions. Internal and external quality assurance division has no official staff, but it is expected that starting in February	University structure has not changed significantly since the initial assessment and is still very centralized. University structure is not available on its website. Students who work in a legal clinic still do not gain credits and a special course has not yet been introduced into the curriculum, though some attempts were made to do so. Street Law component has not also been promoted by the legal clinics through the past three years.

			<p>2021 several full-time positions will be allocated for this division as well.</p> <p>Legal Clinic documentation and records system are optimized and digitalized.</p>	
<p>1.2. Institution has a culture that recognizes the importance of quality, and quality assurance in education and this quality strongly depends upon individual staff members' and students' responsibility for it.</p>	<p>The decision-taking process is too centralized and faculties may barely influence and operate effectively their internal affairs; the Committee on Ethics has not reported since 2015, though it is required to report every three months according to the University's internal regulation; students' self-government is lacking efficiency and coordination</p>	<p>Faculties (departments) and institutes should be given more powers to deal with their internal affairs by amending properly the University Charter; more control and attention should be given to functioning of the Committee on Ethics; respect for human dignity and rights shall be an integral part of any University internal policies and curriculum for law students, without regard to specialization; The University shall encourage students to take a more active part in students self-government. There shall be comprehensive and mutual understanding of the scope of students' self governmental bodies' competences and procedures associated with them. These competences and mechanisms for their exhausting should be clearly communicated to every student.</p>	<p>In 2019 the new Strategic Plan was adopted for the period of 2019-2026. Among the values and objectives of this Plan there are: 'enhancement of the values common to all mankind' and also, 'fostering a sense of national dignity, patriotism, civic duty to their people and state, high general culture.'</p> <p>Faculty of Advocacy gained greater independence in regard of cooperation with external professionals and professional communities. In particular – Faculty may conclude memoranda with law firms, free legal aid, advocates, etc. without prior consent of the University administration. This accelerates the process of students' internships and practice.</p> <p>University Code of Conduct (Academic Integrity), approved in 2019 mostly, deals with non-plagiarism</p>	<p>According to the current version of the University Charter it does not seem that faculties (departments) and institutes have been provided so far any greater independence. For example, under clause 7.14 of the Charter, decisions of the Faculty (Institute) Labor collective conference (meeting) shall be enforced by the rector's decision. No executive powers are given to such a council. Such a conference (meeting) is the body of structural unit self-government. Seems like the Committee of Ethics has no reported cases over the past years.</p>

			issues.	
1.3. Institution has a formal and publicly available strategy, policy and procedures for the continuous enhancement of quality, including a role for students and other (external) stakeholders.	The University 5-year Strategic Plan barely shows the clear framework of quality enhancement, as well as participation of students and others, including external stakeholders; Students and teaching staff are not given the possibility to anonymously assess the quality of teaching/administration and other components of University life on a systematic basis. There are no procedures on how to process the collected data and take further steps for quality enhancement; no sufficient consolidated data about graduates' employment, spheres of their legal or other practice. Alumni society is not really developed.	Develop practical and specific operative plan with consequent steps, deadlines, responsible persons and controls to implement the University Strategic Plan; Students' society should be more actively involved in the process of education quality assessment: alike the procedures of this external monitoring - students shall be proposed on regular and systematic bases to pass anonymous surveys about the quality of teaching and assessment methods, curriculum and schedules, facilities and support etc.; The University shall provide students with the real possibility of sounding out their opinions; More attention should be given to establishing an active alumni society.	Parameters of Strategic Goals achievements are set in the updated NU "OLA" Strategic Plan 2019-2026. No operation plan for the Strategy implementations seems to be yet adopted by the institution. Once per semester students undergo the anonymous survey conducted by the Center for Analytics, Instructional and Information Work. Some preparatory work has been conducted to create an alumni society, but it is not yet launched.	As indicated by the Odesa Law School representatives the university website contains various questionnaires that the applicant can fill out during the academic year. Therefore, the monitoring, which is conducted twice a year after the first and second semesters, does not prohibit the conduct of questionnaires and expressions of opinion on certain issues.
Element 2. Design and Approval of Programs				
2.1 Institutions should have processes for the design and approval of their programs.	Detailed mechanisms for the design, approval and review of programs with limited involvement of students.	More involvement of students in the design and approval of programs, at the institute/faculty (department) level.	Representatives of students' self-government are members of the project group for the development of	Formal basis for this is set under the clause 3.2.2. of the NU "OLA" Regulation on Educational Programs .

			<p>educational programs.</p> <p>Some teachers are collecting feedback from students on the curriculum, specific courses, etc.</p>	<p>Students, teachers and the Faculty of Advocacy administration confirmed that there is a dialogue regarding the educational program, curricula and syllabi design. Students explained they feel quite free and encouraged to share their opinions on the curriculum structure, content of the courses, methods of teaching, etc. These opinions are taken into account while designing future programs. At the same time, this feedback collection is rather sporadic and voluntary and is not mandatory or a common practice among all the faculty staff.</p>
<p>2.2 Institutions should design their programs according to the objectives set for them, including the intended learning outcomes, and expected student workload.</p>	<p>The ability for professors to vary from this taxonomy is limited; skills are not systematically incorporated into the curriculum, course design and examination process</p>	<p>Flexibility to be inherent in the process of curriculum development. Skills component should be a mandatory component of all courses. Legal skills should be incorporated into classes and be identified as a key aspect of the curriculum.</p>	<p>Curricula and course syllabi have been greatly reviewed, updated and improved, concentrating on the skills component. As confirmed by the respondents of different stakeholder groups - more practical activities, case studies have been added to the educational process.</p> <p>Law School representatives added the following: The university pays special attention to the introduction of individual approaches to teaching, and teachers have broad</p>	<p>At the same time, two of the tutorials (seminars) watched by the expert team show that the methods used are quite 'traditional'. Students were mostly asked to present some information on a question, re-tell the provisions of the act of law. Sometimes a teacher would ask an additional question. Some tests were used to verify the information overviewed during the class. However, those tests did not include any contextual (practical) problems.</p>

			<p>autonomy in choosing the forms and methods of proving the material and testing the knowledge gained by applicants.</p> <p>Cooperation with practitioners, who also participate in the classes, is actively developing. Within the defined forms of conducting educational classes - lectures, practical classes, teachers are endowed with autonomy in the organization of the educational process.</p> <p>No local act of the university contains prohibitions or restrictions on the introduction of the latest, practice-oriented forms of training of applicants.</p>	
<p>2.3 Institution shall clearly specify and communicate the qualification resulting from the program and ensure the reference of such qualification to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.</p>	<p>Due to the establishment of the Quality Testing Department and the Center of Educational Work there is a good potential to assist the University and the individual faculties in their respective areas of responsibilities.</p>	<p>As much as feasibly possible the process of curriculum development should be clarified and streamlined in relation to internal quality assurance subdivisions.</p>	<p>The process of curricula development is described in detail in the internal university documentation. In particular – the NU “OLA” Regulation on the Educational Process, updated in 2020, Regulation on Educational Program (2016), Regulation on the Educational Disciplines Programs (2016). Altogether these documents provide quite a clear procedure for the process of curriculum development</p>	
<p>2.4 Institution</p>	<p>Ethics, Legal Ethics</p>	<p>The curriculum and</p>	<p>ECtHR practice have</p>	<p>While it is obvious that</p>

<p>should incorporate throughout its curriculum the societal values in ethics and human rights.</p>	<p>and Human Rights are not systematically incorporated into the curriculum in a comprehensive way.</p>	<p>individual syllabi should be reviewed to see where ethics, legal ethics and human rights may be incorporated. Case law of the ECtHR should be incorporated both in bachelor and master courses.</p>	<p>been immensely incorporated into various curricula courses, in particular – regarding the fact that this component is a part of the law masters’ program entering external independent assessment. As added by the Law School representatives to this report, these provisions (professional ethics) are already reflected in the curricula and training programs of applicants. The course "Academic Integrity and Professional Ethics" was introduced in the first year of training at the "bachelor" level; The course "Professional Ethics of a Lawyer" was introduced in the first year of master's level training.</p>	<p>European Court of Human Rights practice became a significant part of the teaching and learning process, it is not the same regarding ethics. When asked about the ethical component it was stated, that professional ethics are taught as a separate discipline during the first year of study and generally – that ethical issues are incorporated into the case study along various disciplines. However, during the interviews neither faculty, nor students could specify how exactly ethics are present within such disciplines.</p>
<p>2.5 Institution should provide diverse and meaningful individual course electives for students to self-select that constitute or exceed the required minimum of 25% of electives.</p>	<p>The required threshold of 25% electives has not been met. In some cases, the choice for students is made either by the faculty/institute, or by the class monitor. Difficult to select courses from other departments and substantial scheduling difficulties.</p>	<p>Institute should reach 25% of electives as soon as possible. Students should be allowed to take elective courses by themselves, including courses from other faculties (departments).</p>	<p>Some particular steps have been taken to promote a true elective system around the University, as well as the Faculty of Advocacy. As told by the university administration - two years in a row a ‘subject fair’ was held online where students were given the possibility to get themselves acquainted with the proposed disciplines syllabi and elect those they like.</p>	<p>As explained by administrators – in the end of academic year students are given the possibility to elect courses. The details are usually communicated via monitors. Each student may tick the disciplines one wants to choose. Often this is a paper based procedure. Then these papers are handed to the dean’s office and then – to the Educational and Methodical Division. If at least 15 students apply for one course – the group may be</p>

			<p>Amendments have been made to the internal documents regulating educational process. It was added by the Law School administrators, that in 2020, the Regulations on the Procedure for Exercising by Higher Education Applicants of the National University "Odesa Law Academy" the Right to Free Choice of Disciplines of April 22, 2020 were approved and curriculum, in the amount of not less than 25% of the total number of ECTS credits provided for this level of higher education, of which: not less than 20% - disciplines that provide the acquisition of professional competencies and program learning outcomes in accordance with the standard of higher education and approved on its basis OP, and in its absence correspond to the specialties of educational program; not less than 5% - disciplines that provide the acquisition of general competencies and skills of social communication (soft skill) and / or provide the acquisition of general (professional) competencies and</p>	<p>established. There are courses which may be taught as inter-departmental (for students of different specialties), as well as those which are taught within the department (faculty).</p> <p>It is also incorporated into the updated internal university Regulation on the Educational Process. In particular, it is established that: 'Based on the curriculum, individual curricula for each academic year are developed and approved for each student. The individual curriculum is formed based on the results of personal student's choice of the disciplines of the elective part, taking into account the requirements of the educational program to study its mandatory components.'</p> <p>At the same time, during interviews and focus-groups some students admitted they didn't have a chance to choose a separate discipline. An assumption is this may also be, at least partly, the consequence of mis-communication, when students do not receive the information directly.</p>
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			relate to other specialties and / or fields of knowledge.	
Element 3: Student-centered learning, teaching and assessment				
3.1. Institution develops and delivers its programs and assessment in a way that encourages students to actively participate in the learning process.	<p>Academic environment is constrained by teacher dependent methodologies and highly dependent on the oral exam process.</p> <p>Missing was evidence of the use of critical thinking exercises, including special written assignments for students and case analysis, student centered learning opportunities, student engagement in practical based skills and variable teaching methods within a course.</p> <p>Misbalance between the teachers' workload and opportunities for their creative and systematic development.</p> <p>Educational process seems to lack practical tasks, involvement of the students in various formats of practical work, strengthening of the oral and written skills.</p>	<p>Students should be encouraged and supported in their learning process through various mechanisms.</p> <p>Establishment of an Institute for Creative Legal Education.</p> <p>Students should be actively involved at all stages of development and approval of educational programs.</p> <p>The University should use anonymous surveys among stakeholders.</p> <p>Formal course evaluation should exist.</p>	<p>An Institute for Creative Legal Education has not yet been established.</p> <p>However, various units of the Center for Analytics, Instructional and Information Work perform the function of support and encouragement of students in the learning process.</p>	
3.2. Students are taught and trained in a way that responds to the demands of	<p>NUOLA has an ethical course but there was not a method of integrating relevant</p>	<p>Common and relevant ethical issues should be integrated into the learning process as</p>	<p>Legal and professional ethics are taught as separate subjects for the students of the</p>	<p>During the assessment experts were told that ethical issues are also included into the case solutions within other</p>

<p>professional legal ethics.</p>	<p>ethical/integrity lessons into each subject matter. It was unclear how much freedom and encouragement teachers have to develop course materials and teaching methodologies that would train in practical skill and thinking.</p>	<p>they apply within a subject matter. It is useful to involve practicing lawyers for practical classes or as co-teachers (e.x., practicing alumni)</p>	<p>Faculty of Advocacy.</p>	<p>professional disciplines – not only specific ethical courses.</p>
<p>3.3. Institution respects and attends to the diversity of students and their needs, by enabling flexible and varied pedagogical methods, balancing between the autonomy in the learner and adequate guidance support from the teacher and promoting mutual respect within the learner-teacher relationship, including paper topic selections.</p>	<p>Learning process is mostly top down. Exams are oral.</p>	<p>There should be a balanced focus on student-centered and student directed learning with research assignments that require analysis of facts, laws and statutes to arrive at a legal conclusion or opinion. University/Institute should introduce a diverse assessment system with an emphasis on multi-level learning and thinking, and the demonstration of different student strengths.</p>	<p>Teachers use various assessment methods and tasks: legislation analysis, comparison, testing, students' reports, case study, moot courts, etc. Students gain their credits based on a mixed assessment system. Law School representatives also added, that in accordance with the regulations of the University, the certification of higher education students has been introduced by conducting a comprehensive exam, which includes a written component (passing the test) and an oral component. Also, the practice of complex exams was introduced during the semester credit-examination session. Also, a comprehensive exam may involve the implementation of a written component in the form of creative work and its oral</p>	<p>Experts could not analyze every discipline or many of the courses taught currently. It is quite obvious, that teaching system, as well as assessment types strongly depend on a particular teacher. Some are trying to differentiate among the learning tasks, as well as assessment assignments, using both summative and formative instruments; others stick to oral answers and presentations.</p>

			presentation.	
3.4. Institution students are assessed using published criteria, regulations and procedures which are applied consistently and take into account mitigating circumstances.	The published criteria for oral exams are not complex and professors and students seem to understand the system. However, the assessment procedures assume great subjectiveness on the part of the teacher while assessing a student. Teachers work with the groups of students via 'monitors'.	Consider blind grading assessment applications. Revise and / or abolish the students' monitor system and encourage the direct and individual communication between a teacher and each student.	Assessment criteria are described in the course syllabus which students may find online. Monitor system has not been abolished and still most of the communication goes via students' group monitors. However, also with regard to forced distant teaching under pandemic circumstances, teachers and administrators began using messengers and applications much more often and effectively. This channels direct communication between a teacher and a student.	Students admitted that usually they get assessment criteria from their teachers in advance. During the past few years, especially since March 2020, communication with teachers became easier and more direct. Typically, there will be a separate messenger (in Telegram, Viber, Facebook messenger, etc.) for each course. So the flow of information, updates, clarifications and so on will be really prompt. In addition, the so-called "attendance hours" have been introduced, when students can contact their teacher or any teacher of the department if necessary with questions.
3.5. Students have possibility to anonymously evaluate the courses and teachers, on a regular and systematic basis.	NUOLA uses a random method of course and teacher evaluation, but it is not regular and anonymous.	Implementation of written anonymous course evaluation in each semester. The University and Institute administration should use the online evaluation systems.	Teachers more actively practice collecting feedback from students after the course. The Quality Assessment department as mentioned above, also conducts once per semester internal anonymous surveys among students.	During interview and focus-group discussions students indicated that from 40 to 60 % of teachers collect feedback on their courses.
3.6. Institution secures appropriate and formal procedures to deal with students' complaints and appeals.	There was an informal system for students' complaints and appeals. But this procedure would doubtfully work for oral exams.	The University should ensure effective and transparent procedures relative to a person's behavior and actions. This mechanism should	Some procedures are defined for the cases of purely academic integrity – non-plagiarism. If detected, cases of plagiarism are investigated and	There is the Code of Student's Honor and Dignity approved by the NU "OLA" Students' Council in 2015. This Code contains requirements as to student's behaviour,

		<p>involve different stakeholder groups. Trustworthy, effective and understandable procedures of grade appeals, including time allocated to appeal and the consequences of the procedure.</p>	<p>solved by special Commission, which would include vice-rector, highly-qualified academics, students' self-government representatives, researchers, and University Library employees.</p> <p>Issues related to the behavior of students who live in the University dormitories are regulated by the "Regulation on the peculiarities of using the dormitories of NU "OLA". However, this Regulation does not specify how exactly students may defend their rights, except for the clauses, providing that students may bring claims on the dormitory administration and workers under the Law of Ukraine "On the Appeal of Citizens". They also may question the quality of the dormitory services, quality of employees by the appeals to students self-governmental bodies established in each dormitory. But no definite procedure is stipulated.</p> <p>Similarly, in respect of the rest of cases regarding the possible problems, arising from personal</p>	<p>obligations, etc. but has no procedural chapter which would stipulate the mechanisms or algorithms of actions in case of these rules (Code) violations.</p> <p>Clauses referred to in the "Regulation on the peculiarities of using the dormitories of NU "OLA" are 4.3.6 and 4.3.7</p> <p>Interviews and focus-group discussions showed that in case an issue arises, it will most likely be solved in a sort of 'manual' way – by the faculty dean or administration. Students can hardly remember any cases of appeals related to faculty or administration behaviour.</p>
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			behaviors within the educational process the expert team has not identified any specific steps taken in between the initial and impact assessments.	
3.7. Institution recognizes the important role of the students in developing and operating a comprehensive University code of conduct.	NUOLA faculty, administration, staff and students indicate that the importance of a code of conduct is recognized but with diverse interpretation over just what that means in practice	The Code of Honor should involve all stakeholders, be open and transparent. The Code should be well-balanced and non-discriminatory. The honor system of the Washington and Lee University may be borrowed.	There is the NU “OLA” Code of Honor (Academic Integrity) adopted in 2019. This Code regulates mostly the questions of non-plagiarism, but also of relevance of the assessment. To investigate the fact of academic integrity violation and draw responsibility the rector may assemble the commission. Students’ self-government representatives shall be included if the question of academic integrity is related to a student. External stakeholders are not involved.	Paragraph 4.6. of the NU “OLA” Code of Honor
Element 4: Student admission, progression, recognition and certification				
4.1. Institution students are admitted, progressed, recognized and certified via a transparent, fair, and meritocratic process.	University system of higher student progression, admission, recognition and certification is organized in a traditional way, as it is mostly regulated by national legislation. Not enough clarity as	Transparent and meritocratic procedures of student’s admission, progression and certification to be developed. These requirements need to correspond to the goals of the discipline. Lisbon Recognition	The Regulation on the Educational Process in NU “OLA” has been updated in 2020. Also, there is newly updated Regulation on Students Certification . Both internal acts reflect main principles of the	

	<p>to the procedures of admission to various courses.</p> <p>No clarity of how the qualifications for the students are determined, what taxonomy composition is taken to shape the curriculum for a particular qualification etc.</p>	<p>Convention should be considered when outlining these procedures.</p>	<p>Lisbon Recognition Convention, as well as the National Framework of Qualifications. Procedures of student's admission, progression are quite transparent.</p>	
<p>4.2. Institution puts in place both processes and tools to collect, monitor and act on information on student progression.</p>	<p>Students are able to retake exams in case of failure. During the final year of the bachelor program, students have the possibility to re-pass some courses in order to gain excellent degree diploma</p>	<p>Consider, if possible, the procedure of re-taking exams, or just as a part of ordinary procedure to have few trials to take an exam.</p>	<p>According to the NU "OLA" Regulation on Educational Process students may re-take the exam twice – once with the same teacher, and second time – in front of the commission. So, this is the ordinary procedure which already existed in the university.</p>	<p>Paragraph 6.5. of the NU "OLA" Regulation on Educational Process.</p>
<p>4.3. Institution employs multiple types of testing methods, valid, reliable and fair.</p>	<p>Oral exams are preferred at the Institute, but they bring significant risks.</p>	<p>A combination of various testing methods should be used.</p>	<p>For the past two years before the impact assessment oral state exams are mostly substituted with written tests. Quantity of the oral exams also reduced within the ordinary curriculum, though it is still widely used by many teachers.</p>	
<p>4.4. Institution assesses and awards credit for practical legal education.</p>	<p>Institute encourages students to participate in student competitions and other activities, but they receive no credit for that.</p> <p>Experiential learning greatly improves students' knowledge.</p>	<p>Experiential learning should be encouraged by the University and given credit. Student competitions should receive credit.</p>	<p>It is stipulated by Chapter 8 of the NU "OLA" Regulation on Educational Process, that students' informal education may be transferred into credits within the academic curriculum.</p> <p>Otherwise it is not</p>	<p>This indicator remains the same – where teachers, on their own account, put grades for experiential learning. At the same time, it is worth admitting, that the experiential learning component in the ordinary curriculum itself has increased, as described in 2.2. above.</p>

			officially determined that students gain credits for participating in experiential learning activities or student competitions. However, some teachers may give a score for named activities.	
Element 5: Teaching Staff				
5.1. Institution recognizes its primary responsibility for its staff and provides opportunities for professional development of the teaching staff.	The University recognizes the importance of faculty and their professional development. The policy to encourage staff for publication is in place.			
5.2. Institution sets up and follows clear, transparent and fair processes for staff recruitment.	No major issues on staff recruitment and hiring.			
5.3. Institution encourages scholarly activity to strengthen the link between education and research and innovation in teaching methods and the use of new technologies.	Scholarship is actively incorporated in the University system.			
5.4. Institution promotes teaching excellence and variety of interactive teaching.	Many classes continue to use traditional, non-interactive teaching methods. Many classrooms do not have modern teaching equipment.	Development of a program for all faculty on modern interactive teaching methods, including training in interactive teaching. As resources become available computers	Teachers go through interactive teaching trainings. More classrooms have been technically equipped. Special computer classrooms have been	Due to COVID-19 challenges and objective circumstances, teachers throughout the world had to learn distant teaching methods, using distant technologies and so on. This, by all means, was the same for

		and projectors should be available in all classrooms.	established.	the NU “OLA”, whose transition to distance teaching and examination the USAID New Justice Program supported. This also contributed to the extension of the interactive instrumentarium of teachers – not only in relation of technologies, but also regarding the methods of teaching.
5.5. Institution recognizes and supports international learning and exchange opportunities as an essential component of academic and teaching mobility and development.	The number of faculty who have participated in international teaching and exchange is limited. Faculty ability to teach in foreign languages is limited outside certain specialized units of the University.	Additional teaching and research opportunities should be made available to facilitate international experience; more language training made available, and faculty should be encouraged to participate in these programs.	Legal English online courses are introduced on the University website . Materials are grouped by the year of study. Despite, legal English is taught as a separate discipline during three academic years. Students are also provided possibilities study other foreign languages: French, Spanish, etc. at the certificate programs.	
5.6. Institution recognizes that faculty involvement in governance is an essential component in meaningful University development.	Limited involvement of the faculty in governance. Most governance is centered around the chairs and related organs.	The University and Institute employees should discuss creation of opportunities for the faculty to be involved in the chair, University and Institute governance structures.	There have not been particular steps taken in regard of this issue. However, teachers do take part in chairs meetings where they can express and share their opinions on curricula, educational processes and other. Teachers also possess pretty much independence as to the teaching methods and syllabi content.	
Element 6: Learning resources and				

student support				
6.1. Institution employs modern and flexible teaching and learning methodologies to ensure effective learning.	Actual teaching methodologies are more limited in scope, still mostly memorizing and oral recitations by students.	To consider “Seven Principles of Good Practice in Higher Education”; encourage and promote diverse teaching methodologies in teaching practices (not necessarily technology) that respect diverse talents and ways of learning.	Overall, teachers try to apply diverse methods, and – where possible – consider personal student’s talents and ways of learning.	
6.2. Institution curriculum effectively prepares students for legal careers in government, private, or academic work, including soft skills and balance of theory / practice focuses.	Still too much emphasis on theory without practical grounding; Practicing lawyers noted that students are lacking in practical skills training, formalities and soft skills such as client interactions and attorney conduct	More practical lessons/workshops, student observation of actual court proceedings with debriefing sessions on good and not so good skills, better training on use of proper forms; Greater attention to soft skills training, as well as ethics	The practical component of education was greatly improved. More interactive practical methods are introduced within the courses study: moot courts, debates, etc. Besides, students attend actual court proceedings and later analyse and discuss the proceedings, behaviour and tactics of the case parties. These methods also enhance a variety of soft-skills.	The progress regarding this recommendation was unanimously confirmed by representatives of all stakeholders: administrators, teachers, graduates, students and employers. In particular, the latter pointed out on the highly developed critical and creative thinking among the current students of the NU “OLA” Faculty of Advocacy.
6.3. Institution ensures that resources available for the support of student learning are adequate and appropriate and vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counselors and other advisers, as	An excellent library with good study space with both quiet areas and interactive areas; NUOLA does a good job for the future employment of its students.	Consider establishing the Alumni Advisory Board or a Recent Graduate/student mentor program to provide greater collaborative input; job fairs should be expanded.	Neither Alumni Advisory Board nor a Recent Graduate/student mentor program have yet been established by the University or Faculty of Advocacy. At the same time, as confirmed by administrators, teachers and students – Faculty dean takes lots of efforts to engage practicing lawyers, often –	

well as administrative staff.			Faculty of Advocacy graduates into the educational process in various ways: inviting them as speakers for academic lectures, holding multiple and regular job-fairs, delegating students for practice or internships, etc.	
6.4. Institution recognizes and supports international learning and exchange opportunities as an essential component of student learning and support.	International exchanges and learning opportunities are not well budgeted or funded. There is a dependent expectation that these funds should come from the State.	Create and promote better and wider opportunities for international learning, considering various resources, involving alumni.	International educational programs became more available to students. University also promotes and practices study visits to various international institutions: Council of Europe and European Court of Human Rights, EU bodies and others.	
Element 7: Information management and administration				
7.1. Institution has an effective process to collect, analyze and use relevant information for the effective management of its study programs and other activities.	The University has formal established procedures of development and monitoring of their study programs (syllabi). However, some parts of the programs are rather vague and there is a lack of control over the process of these program's implementation. Electronic learning systems are not widely used	Encourage teachers to make their programs (syllabi) more 'live' and realistic; list of sources for preparation and text volumes have to be reasonable; syllabus models within materials on the European Higher Education Area (EHEA) might be considered	As a course elective system is developing, students are more and more frequently asked their opinion on curricula, syllabi, courses and methods of teaching – it is quite natural, that teachers' environment inside the university, as well as distinct faculties is becoming more competitive. Besides, there are particular normative formal requirements as to what a syllabus should contain.	

			Thus, most of the syllabi since the initial assessment in 2017 have been reviewed and updated and balanced, regarding the workload on students.	
7.2. Institution involves students and staff in providing and analyzing information and planning follow-up activities.	Students are represented in the University Academic Council and the Head of student's self-government also takes part in rectorate meetings on a regular basis However, student self-government is weak at the institute/faculty level.	The University should strengthen and promote the students' councils; competence and procedures of student self-government bodies should be properly communicated. Student council meetings should be published in advance and their competences should be clear.	Under legislation changes in relation of students self-government, students representatives are involved into quite many educational processes. But no clear procedures are set as to how exactly students self-government may defend students rights.	Students' self-government seems to be pretty developed around the university. Documents, regulating students self-government, as well as major information about its activities is published on the University website and in social media. However, experts could not find any public announcements on the Student council meetings.
7.3. Institution ensures that important information is reported directly to students promptly and efficiently.	In most cases the University administration communicates with students through monitors; It might be pretty difficult to contact a teacher at the chair as all of them are allocated in the main building which is at some distance from the School of Advocacy and meeting hours often overlap with the classes schedule. Ordinary classes schedule also prevents students from attending classes in foreign languages.	Direct communication via electronic means makes the process of communication among stakeholders faster and more effective, it eliminates bias and favoritism. The University and Institute should ensure the technical element of electronic communication, then to instruct students and professors on how to use it.	As indicated above, many more teachers practice direct communication with their students via various messengers (Telegram, Viber, WhatsApp, etc.). However, there are no uniformed channels (like .edu domains) around the university or faculties.	Communication via students group monitors is still practiced widely. Messenger communications are quite sporadic and voluntary, depending on a teacher's desire.
7.4. Institution	Students do not	Include courses	Students may choose	

<p>effectively manages and administers programs of study to ensure a conducive learning environment for students.</p>	<p>receive credits for taking courses on substantial disciplines in foreign languages; often sessions of these subsidiary courses coincide with the basic course schedule and are held in a different building than the School of Advocacy.</p>	<p>which are taught in foreign language into regular curriculum; Schedule foreign language courses to compliment the Ukrainian language course; Award academic credit to students who successfully complete the foreign language course</p>	<p>to study some of the major disciplines (for example: General Theoretic Law, Roman Law, History of State and Law of Ukraine, Judicial and Law Enforcement Agencies, etc.) in foreign language: English, Spanish or French. Credits are given for these courses.</p>	
<p>Element 8: Public Information</p>				
<p>8.1. Institution regularly publishes up to date, impartial and objective information, both quantitative and qualitative, about its activities including programs and awards they are offering.</p>	<p>The University and the School of Advocacy both have their own web-sites which are well-structured and their contents updated adequately, as there are persons responsible for information publishing. There were some difficulties with search options, as well as finding particular documents. New web-site has been developing.</p>	<p>University web-site should be organized in the way that all important documents were well grouped and easily accessible; Consider the possibility to single out a separate block or unit of documents which are the decisions brought by the University and Faculty administrations respectively</p>	<p>NU “OLA” website has been updated since the initial assessment in 2017. On its footer there is a separate chapter “Documentation on the University Activity”, which includes 7 sections: documents on educational activity, on administrative activity, on scientific activity, accreditation, rector’s election, regulations on structural units and documents on occupational health.</p> <p>Documents may also be found via search button, located in a footer of the webpage.</p> <p>Faculties have separate website chapters (e.x., Faculty of Advocacy), but documents are not published on it, neither on a distinct Faculty of Advocacy</p>	<p>Because of some technical problems, not all the documents are accessible on the website, meaning – they do not open. In particular, documents regarding the administrative activity. For example, Financial Report on 2020.</p> <p>Faculty of Advocacy website and Instagram page seem not to be updated since 2019.</p>

			website .	
8.2. Information about programs covers the selection criteria for them, the intended learning outcomes of these programs, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.	Neither university nor faculty web-sites have published curricula or syllabi and information associated with them. The University website does not contain information about employment possibilities for students. On the contrary, the School of Advocacy website has a page with information about the Centre of students and graduates employment “Career” where readers may find actual news regarding employment possibilities and job vacancy advertisements.	Promote maximum transparency, intelligibility of the educational system; information published should help prospective students make an informed choice about their future specialization, expected curriculum, as well as scope of workload at a particular course, etc.; key information and description of University and Faculty programs shall be duly published and constantly updated	University website contains detailed information on the University Entrance Regulations and Conditions, on the work of the University Entrance Commission, Division of pre-entrance preparation, information for foreign students and information about dormitories. Unfortunately, information on educational programs, faculties and courses was not available (<i>clickable</i>) on the website at the time of this Report preparation.	Non-accessibility of the programs description might be a technical issue.
8.3. Papers and dissertations published as part of the academic process should be readily available on line and not removed without just cause.	According to the Ministry of Education Order no.758 from 14.07.2014 published on the University website dissertations are removed from it after three months period from receiving the diploma of PhD. The University fulfils this requirement.	The University should continue to make all the papers and dissertations readily available and ensure that they are not removed from the web-site even three months after the public defense.	Some dissertations from 2019 and earlier are available on the NU “OLA” repository website . However, some dissertations are limited in access, for e.x. this one .	In general, it seems that this recommendation has been fulfilled.

Element 9: On-going monitoring and periodic review of programs				
9.1. Institution continuously improves its programs in order to respond to the demands and needs of students and society by program monitoring and review, including where appropriate peer review mechanisms.	University educational programs have been redesigned according to a competence-based approach. Peer review mechanisms are insufficient.	The University should explore additional mechanisms that would allow peer review and program development on the Faculty level in a way that allows all the chairs of the faculty of Advocacy to act together in programing input and design.	No particular information was collected in regard of this component. At the same time, teachers explained that they have space and opportunity for discussion with their colleagues when it is a question of curriculum, program or syllabi design.	
9.2. Institution involves students and other stakeholders in revision and reviewing of the program and publicly communicates and publishes the changed specifications.	Educational programs are designed and reviewed with no (or very trivial) students' involvement. Genuine opportunities for student input are limited.	The process of the Programs designing and amending should involve all the interested parties, i.e. – the University, chairs and departments administrators, faculties and students and, probably – also the legal practitioners.	As indicated above, students' representatives are involved into the process of programs designing and amending.	
Element 10: Cyclical External Quality Assurance				
10.1. Institution cyclically undergoes external quality assurance in line with the ESG and performs every external quality assurance with consideration of the progress gained since	The University implemented a sort of prior monitoring before the external assessment, which was rather descriptive, but still a great contribution for the following external assessment.	The University should continue to engage in external assessments as a tool to enhance University advancement. In addition, the University should develop mechanisms to implement and evaluate any	Following the External Independent Quality Assessment in 2017 and based on the report, the NU "OLA" developed an Action Plan to implement the recommendations provided by the experts' team.	It is definitely positive that an Operation Plan to implement the recommendations following the External Independent Quality Assessment provided of 2017 was developed. However, it could be made even more effective, if particular deadlines and

the last one.		recommendations as a result of this or other external assessments.	<p>Over the period from External Independent Quality Assessment provided in 2017 an Impact Assessment of 2020 University has undergone a number of processes related to accreditation and monitoring, conducted by the National Agency for Quality Assurance in Higher Education and Ministry of Education and Science.</p> <p>No particular action plans were developed based on such assessments. However, the University has taken particular steps to follow the requirements and recommendations which were provided by the evaluators (updating internal documentation, curricula and syllabi, improving courses elective system etc.)</p>	<p>responsible executors (not just divisions) were defined. Besides, the interim evaluations and Plan reviews would also be useful and would help to see the progress of its implementation.</p> <p>This mechanism of dealing with the results of external (and internal as well) assessments might be useful in every case.</p>
10.2. Institution promotes self-assessment prior to each external assessment	The Faculty of Advocacy engaged in an internal assessment prior to this external assessment.			

2. COMMENTARY

Following the external quality assurance assessment of the National University “Odesa Law Academy” School of Advocacy in 2017 the University promptly developed and adopted a detailed Action Plan, based on the assessment report. This Plan includes particular course of action on every recommendation set in the report, as well as the responsible structure of the University to implement activity, but no specified deadline. While it is obvious that the Plan has been implemented in parts, there is not yet a report – interim or final – on its

implementation and the results achieved. This may be due to the amount of time that has transpired since the initial evaluation.

On the other hand, the administrators explained that the external independent assessment of 2017 prepared them greatly for the accreditation process and new quality standards set by the Ministry of education and Science in Ukraine. In fact, many of the recommendations provided by the assessment were later reflected in the legislation of Ukraine changes or based on the provisions already in force by 2017.

Thus, the University, as well as the Faculty of Advocacy has gained some prerogatives in rearranging the academic process and environment: curriculum and syllabi design, academic freedom and flexibility for students, as well as faculty, involvement of wider range of stakeholders into the teaching process – for example, practicing lawyers and other professionals, the internal quality evaluation system, enhancement of the practical and soft skills component in teaching, stimuli to teachers and students’ experiential learning, students’ assessment etc. What was of particular significance resulting from the assessment – the experimental testing and independent assessment to enter the masters’ program at the Faculty of Advocacy.

Throughout the whole impact assessment process, it was clearly felt that the administrators and teachers have become much more open minded and student oriented, recognizing that students are the central object of the educational process.

Much important internal documentation has been approved or updated (the Charter, the Strategic Plan, regulations related to educational process, students assessment and progression, etc.).

It is also significant, that students gained the opportunity to study major disciplines from the compulsory curriculum in foreign languages and gain credit for this.

At the same time, there are still ways for further development of the Institution and the Faculty of Advocacy, especially – in relation to the establishing procedures of decentralizing, extending the regulations of conduct and appeals, presenting information about the programs that university proposes, etc.

D. YAROSLAV MUDRYI NATIONAL LAW UNIVERSITY

In 2017, an external independent on-site assessment using the Methodology was conducted at the Institute for Preparing Cadre for Justice Sector, the Yaroslav Mudryi National Law University, in Kharkiv, Ukraine. The On-site visit took place on November 30-December 3, 2017. The team consisted of two international experts: Delaine R. Swenson and Thomas H. Speedy Rice, and two local experts: Maria Tsypiashchuk and Ivan O. Romashchenko. Following the assessment, an assessment report with recommendations was prepared and presented to the Yaroslav Mudryi National Law University.

1. EVALUATION MATRIX

Element:	Key finding:	Recommendation:	Action taken:	Notes:
Element 1: Policy for Internal Quality Assurance				
1.1. Institution has clear policies and associated procedures, structures and processes for the assurance of quality.	<p>Partial regulation for the assurance of quality of legal education.</p> <p>Artificial nature of subordination of chairs to the administration of faculties (institutes).</p> <p>Lack of understanding among students about the nuances of legal theory and practice.</p> <p>No regulation and no obligation for surveys among students.</p>	<p>Development of written quality assurance framework including clear policies and procedures for continuous assessment. Active participation of administration, faculty and students.</p> <p>Separate body for excellence and innovation in education.</p> <p>Review of the Institute's structure every five years and flexible career choice for students.</p> <p>Regular anonymous course evaluations.</p>	<p>In 2020 the University adopted a Regulation on the system of assurance of quality in education activity and quality of higher education (system of internal quality assurance) of the Yaroslav Mudryi National Law University.</p> <p>According to the said regulation there is a list of bodies that are responsible for the quality of education at different levels (university level, institute level, chair level etc.). Based on the interviews and focus groups discussions, the key role in this process is performed by the Education Methodology Department of the University. Although a separate body for the excellence in education has not been created, the mentioned Regulation gives an overall understanding that the University has started to pay more attention at the assurance of the proper quality of education.</p> <p>At the level of student self-government there is now a student Ombudsman who represents students' interests on issues of academic ethics.</p> <p>Course evaluations do</p>	<p>Paragraph 2.3 of the University Charter - one of the principles of educational activity is creation of opportunities for youth in achieving quality education.</p> <p>Paragraph 2.6 of the University Charter is devoted to the internal quality assurance system, while paragraph 2.7 of the University Charter pays attention to academic integrity.</p>

			<p>happen, but they lack legal basis. The mentioned Regulation provides for regular assessment of study programs, but is silent about regular course evaluations. Course evaluations are mostly performed by student self-government bodies.</p>	
<p>1.2. Institution has a culture that recognizes the importance of quality, and quality assurance in education and this quality strongly depends upon individual staff members' and students' responsibility for it.</p>	<p>Culture recognizing the importance of quality is in place. Lack of clarity about the goal and functions of the Academic Council of the Personnel Training Institute for the Bodies of Justice of Ukraine. Supervisory board in the structure of the University has far-reaching powers with the ability to influence the University's policy. The Code of Academic Ethics already developed by students and to be adopted.</p>	<p>Need for all stakeholders to implement high educational standards in their daily work while the University has to ensure that all stakeholders are heard. University Academic Council should delegate sufficiently specific and well-communicated powers to the Institute's Academic Council. Creation of an Honorary or Distinguished Advisory Board, flexible in nature, with no controlling powers and honorary status. Clear procedural rules to be included in the Code of Ethics. Students and PhD students to be deeper involved in the drafting process. Principles and values to be included in the Code of Ethics.</p>	<p>It is clear that university lecturers and students value the importance of education quality. For the training of professors the University has established a School of Leadership. After the 2017 and in accordance with the Law of Ukraine On Higher Education external evaluation the University has reviewed the competence of institutes and faculties and provided academic councils of institutes and faculties with additional powers for the strengthening of their institutional autonomy. Academic councils are now created at all institutes and faculties. Due to this institutes and faculties now have more autonomy in decision-making. Lecturers are aware of this development. A separate Honorary or Distinguished Advisory Board has not been created as was suggested, but the interviewed graduates informed that they maintain a link with the University and have a chance to express their opinion and suggestions</p>	<p>According to paragraph 3.8 of the Charter the University ensures quality of education. According to paragraph 3.9 of the Charter, the University shall have internal system of educational quality. According to paragraph 4.2 (15), rector ensures the functioning of the internal quality assurance system. According to paragraph 4.19 of the Charter, the Academic councils of institutes and faculties shall be formed. The competence of the Academic Council of the Personnel Training Institute for the Bodies of Justice is provided in the Regulation on the Personnel Training Institute, adopted in 2019.</p>

			<p>on the University developments during the meetings of the alumni association.</p> <p>Consultative functions about the ensurance of education quality and development of educational programs are currently performed by the University alumni association, customers of legal services etc.</p> <p>The idea of creation of a Consultative council as an instrument that influences education quality is expected to be considered.</p> <p>In 2018 the University Academic Council adopted two documents that were enacted by rector orders: the Code of Academic Ethics, and Regulation on the Commission of Academic Ethics. While the first document has established ethical rules, the second document deals more closely with the procedure for dealing with ethical violations.</p> <p>The Commission on Academic Ethics consists of 15 persons, 10 of which are elected from lecturers, while 5 are students' representatives, including 4 persons elected by the students' Senate and students' Ombudsman being a member of the Commission ex officio. Students' Ombudsman was created also in 2018, and since then has already received more than 150 applications from students about educational process.</p>	
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			<p>The Commission on Academic Ethics has already shown some results: one lecturer was accused of the violation of academic integrity. Students are aware of the existence of the Commission. However, some misunderstanding of integrity requirements by students has been seen. “Zero” tolerance to violations of academic integrity is not in place. In 2019-20 the Commission on Academic Ethics held a list of events on the introduction of principles and norms of academic integrity into current activity of the University, namely:</p> <ul style="list-style-type: none"> - the mechanism of constant interaction between heads of the University divisions with the head and members of the Commission and on demand of the University rectorate its implementation was ensured; - on a permanent basis operative promotion and support by rectorate and heads of the University divisions in the activity on planting of principles and norms of academic ethics and integrity in the University, compliance with it by all members of the University community; - 18 meetings of the Commission and 8 meetings of the working group inside the Commission were held; - during meetings of the University departments conversations were held, 	
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			<p>having norms and principles of academic integrity, mechanisms of its monitoring in the University as a subject;</p> <ul style="list-style-type: none"> - the web-pages of the Commission on academic ethics have been developed on the University web-site, Facebook and in Telegram, where the main information about its activity is published, feedback with students and University workers is received; - 17 applications of students about unethical and dishonest conduct of the University lecturers, 4 applications of lecturers about cases of grave violations of academic integrity by other lecturers have been considered, etc. 	
<p>1.3. Institution has a formal and publicly available strategy, policy and procedures for the continuous enhancement of quality, including a role for students and other (external) stakeholders.</p>	<p>The University has a Strategic plan for 2016-2020 with abstract goals and nature. The Implementation plan is a more specific document, but it lacks information about the persons responsible for implementation . There is an active alumni association, which has its own web-site and organises events.</p>	<p>Plans as described in the Strategic plan should be implemented as soon as possible, and be based on the opinions of all shareholders. Implementation plan has to mention specific persons (teachers, administration) responsible for implementation. Deeper involvement of the alumni association in the educational process.</p>	<p>The University has a Strategic plan for the period 2018-2024. Similarly to the previous plan, it does not have reference to specific persons responsible for the implementation of the document. At the same time, this new Strategic plan has the following positive features: it contains SWOT-analysis, and provides for the deeper involvement of student self-government bodies and other stakeholders in the drafting of documents. One of the Strategic plan's goals (formation of academic councils at the level of institutes and faculties, provision of clear and specific powers</p>	<p>At least 10 per cent representation of students in academic councils of faculties and institutes, and in addition head of student self-government is also a member of academic council. In this regard, students are also involved in the process of approval of strategic plans.</p>

			to these bodies) has already been achieved. There is still a need for the deeper involvement of alumni in the educational process.	
Element 2. Design and Approval of Programs				
2.1 Institutions should have processes for the design and approval of their programs.	Detailed mechanisms for the design, approval and review of programs with limited involvement of students.	More involvement of students in the design and approval of programs, at the institute/faculty level.	There is not much information about how exactly students are involved in the design and approval of programs. In general lecturers try to listen to students' needs. It is accurate to say that students' self-government bodies can influence the process of the design and approval of programs by participating in the work of the academic councils and pursuant to paragraph 3.5.1 of the Regulation on the system of quality assurance in educational activity and higher education quality of the University (system of internal quality assurance) , which empowers students' self-government to make suggestions about the content of study programs and educational plans. Students are members of the University Academic Council, Academic Councils of institutes/faculties, students' self-governments bodies.	
2.2 Institutions should design their programs	Course materials established by	Flexibility to be inherent in the process of curriculum	Administration and lecturers now pay more attention to the	

<p>according to the objectives set for them, including the intended learning outcomes, and expected student workload.</p>	<p>each institute/faculty , with the chair primarily responsible for course development. Skills are not always incorporated in the curriculum and examination process.</p>	<p>development. Skills component should be a mandatory component of all courses. Legal skills should be incorporated into classes and be identified as a key aspect of the curriculum.</p>	<p>development of practical skills, pay more attention to business management of legal practice by graduates of higher education. Among others, it is visible from the development of Legal Clinic – it has more premises now and several courses of practical nature. The Legal Clinic has organized a separate interactive class, work is carried out on the room for court hearings. The Legal Clinic has become the basis of practice for students. The hall of court hearings has been created and a new one is built. The study plan includes special courses on issues of legal clinic, necessary for the formation of negotiations and other practical legal skills (for example, ‘Practice of the ECHR as a Source of Law’, ‘Legal Positions of the Supreme Court as an Instrument of Equal Application of legal Norms’, ‘Democracy: from Theory to Practice’, ‘Practical Skills (Legal Clinical Practicum)’, ‘Protection of Rights of Financial Services’ Consumers’, etc.). In addition, there are practitioners among lecturers, including judges and attorneys. One of the examples of practice-oriented courses is the course Democracy: from Theory to Practice. At the same time, a need for more practical classes on Land Law was</p>	
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			reported. Overall, the University should continue working in the direction of the development of students' practical skills.	
2.3 Institution shall clearly specify and communicate the qualification resulting from the program and ensure the reference of such qualification to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.	First two to three years in each institute/faculty are largely the same. Specialized courses are only in the 3rd or 4th year of studies. Students entering the University are mostly young and inexperienced.	Students have to choose faculty/institute by the end of the second year of bachelor studies so that the first two years offer a common set of courses and then have a more specialized education.	Based on interviews a conclusion can be made that there are more elective courses now at the University and the requirement of at least 25% of electives is met. For these purposes every study year Catalogue No. 1 of electives of first (bachelor) level and Catalogue No. 2 of electives of second (master) level are developed.	
2.4 Institution should incorporate throughout its curriculum the societal values in ethics and human rights.	Ethics, Legal Ethics and Human Rights are not systematically incorporated into the curriculum in a comprehensive way.	The curriculum and individual syllabi should be reviewed to see where ethics, legal ethics and human rights may be incorporated. Case law of the ECHR should be incorporated both in bachelor and master courses.	There are separate courses on human rights for Master students and for PhD students. A separate elective course on ethics is also in place. Since the introduction of the ethics commission in the University in 2018 lecturers have taken efforts to incorporate ethics and ECHR case law into their courses. All study plans include a discipline 'Professional liability of a lawyer'.	
2.5 Institution should provide diverse and meaningful individual course electives for students to self-	The required threshold of 25% electives has not been met. In some cases the choice for	Institute should reach 25% of electives as soon as possible. Students should be allowed to take elective courses by themselves,	Based on interviews the threshold of 25% of electives has already been achieved (catalogue of electives No. 1 , catalogue of electives No. 2). It has been	

<p>select that constitute or exceed the required minimum of 25% of electives.</p>	<p>students is made either by the faculty/institute , or by the class monitor. Difficult to select courses from other departments and substantial scheduling difficulties.</p>	<p>especially in 3rd and 4th years. Certain class times should be designated for elected courses.</p>	<p>reported that in general there are around 10-15 electives during bachelor studies, and the quantity of electives has increased. Students are now able to elect courses from other faculties/institutes. In addition, the ability of students to choose electives through the electronic system of course selection should be further encouraged and promoted.</p>	
<p>Element 3: Student-centered learning, teaching and assessment</p>				
<p>3.1. Institution develops and delivers its programs and assessment in a way that encourages students to actively participate in the learning process.</p>	<p>The University has implemented the recent educational changes having revised and redesigned its programs and partly - the curriculum. Students are not actively involved in the programs and curricula development. Not all professors use interactive methods, while the workload for teachers is often enormous.</p>	<p>Students should be actively involved at all stages of development and approval of educational programs. The University should use anonymous surveys among stakeholders. Formal course evaluation should exist. Establishment of an Institute for Creative Legal Education.</p>	<p>There is not much information about how exactly students are involved in the development and approval of study programs. Representatives of students' self-government bodies do participate in the decision-making of academic councils, and have the right to suggest changes to study programs, as mentioned in comments to element 2, sub-element 2.1. Course evaluations are not carried out mostly by student self-government bodies. Although there was no information about the establishment of an Institute for Creative Legal Education, the University has established the School of Leadership for lecturers. Study programs are developed with the</p>	

			engagement of students, representatives of students' self-government bodies. It is expected that an institute/faculty of innovative study programs will be created.	
3.2. Students are taught and trained in a way that responds to the demands of professional legal ethics.	Legal ethics course is listed as an elective. Hard to say how ethical issues are integrated into different courses. Vital need and enthusiasm about the ethics issue in the legal market.	Legal ethics course should be included in the curriculum, and every course should have components of ethics. The Law School has to invite practicing lawyers and demonstrate ethical dilemmas, with systematic meetings with professors and practicing alumni. The University has to promote ethical environment.	In 2018 the University made a great step towards the implementation of ethical standards by adopting the Ethical Code of Academic Society and having established the Ethics Commission. As for the inclusion of legal ethics in the curriculum, for the 4 th year students there is an elective course Ethics. Therefore, the University has already taken steps to implement courses on ethics and to provide for the legal framework for the compliance with ethical standards. This, however, does not mean that the work on the integration of ethics in other courses should stop – ethics should be further integrated in all courses. Legal deontology was removed from study plans. However, there is 'Professional liability of a lawyer' in study plans. Besides that, in some study programs the issues of professional ethics and 'Attorney's deontology' are studied.	
3.3. Institution respects and attends to the diversity of students and their needs, by enabling	The University has a policy that favors individual approach to each student.	The University should ensure that its internal policies are developed considering the diverse student needs	In light of the distant studies due to Covid-19 restrictions the University has renovated its electronic learning management system	

<p>flexible and varied pedagogical methods, balancing between the autonomy in the learner and adequate guidance support from the teacher and promoting mutual respect within the learner-teacher relationship, including paper topic selections.</p>	<p>Students have no problems communicating to professors. The University has the institution of student mentors. All the exams are oral.</p>	<p>and expectations. The electronic learning management system should operate well and be a platform for comprehensive information exchange. Methods used by teachers should be diverse, flexible and aimed at training different student needs. A diversity of testing methods should be employed. The University should have comprehensive policies prohibiting prioritizing one students over others by improving the ELMS system and by replacing the 'static group' organization with flexible schedule.</p>	<p>(ASU) by, among others, enabling students to send messages to lecturers, and giving lecturers the ability to insert links to videoconferences into the schedule. Microsoft Outlook is also used for the communication purposes. Lecturers managed to learn the available tools of distant education including Microsoft Teams, Zoom and YouTube. In addition, the University now uses one more platform (NEIK) to carry out examinations in the form of tests. The institute of student monitors has not been fully removed, but the improvement of the said systems has allowed to reduce the significance of student monitors. As for the methods, used by lecturers, the administration encourages the use of interactive methods. However, lecturers do not always use presentations and interactive methods, it largely depends on the lecturer. The Academic Methodological Council has developed methodological recommendations about mixed education, where it is recommended to wider introduce platforms of interactive methods and innovative technologies of education.</p>	
<p>3.4. Institution students are assessed using</p>	<p>Internal regulations allow re-taking</p>	<p>Assessment regulations and procedures should be</p>	<p>At the moment there are two main forms of examinations: tests and</p>	

<p>published criteria, regulations and procedures which are applied consistently and take into account mitigating circumstances.</p>	<p>examinations. The designed programs and prospectuses contain specific instructions on evaluation - they are available online or at the dean's office. Student examinations are rooted in oral exams. Teachers have access to grade-book examinations. Teachers pay less attention at those who study worse.</p>	<p>applied fairly and consistently. Written anonymous testing. Teachers should apply methods that would involve many students in a group.</p>	<p>oral exams. Tests are carried out through the electronic system NEIK. In the spring semester 2020 the examinations were performed in the form of tests, and as a result many students obtained high grades.</p>	
<p>3.5. Students have possibility to anonymously evaluate the courses and teachers, on a regular and systematic basis.</p>	<p>No mechanisms for course and teacher evaluation. Teachers and administrators reluctant to organize regular and systemic evaluation.</p>	<p>Implementation of written course evaluation in each semester. The University and Institute administration should use the online evaluation systems.</p>	<p>The vast majority of respondents of online surveys (more than 70%) answered that students are actively involved in teaching staff evaluation. Regular course evaluations lack legal basis. Students' self-government bodies usually perform these evaluations. Anonymous testing for more objective and independent evaluation of lecturers is partly used.</p>	
<p>3.6. Institution secures appropriate and formal procedures to deal with students' complaints and appeals.</p>	<p>Deans, directors and heads of chairs are in the offices at certain hours, open to hear complaints that will most likely be addressed properly. Appeal to the</p>	<p>The University should ensure effective and transparent procedures relative to a person's behavior and actions. This mechanism should involve different stakeholder groups. Trustworthy, effective and</p>	<p>In 2018 the University adopted the Code of Academic Ethics and established the Ethics Commission, consisting of teaching staff and students. The Regulation on the Ethics Commission provides for detailed rules on how a complaint regarding the behaviour of a member</p>	<p>There is a Code of academic ethics of the University, which provides for the formation of the Commission on Academic Ethics adopted on 31 August 2018. This Code contains information about</p>

	<p>exam is carried out within 24 hours, but the oral format influences the exercise of this right.</p>	<p>understandable procedures of grade appeals, including time allocated to appeal and the consequences of the procedure.</p>	<p>of the University community should be considered. This mechanism has already proven its effectiveness as there were several cases when teaching staff were accused of ethics violations, and in one case it led to further dismissal of a lecturer. As for the appeal procedures on the exam results the procedure is largely the same as before – it is based on the Regulation on the Organisation of Educational Process, approved on 26 June 2015. According thereto, a complaint may be filed by a student to the vice-rector on educational work to establish a commission, which would verify whether the exam results were grounded. In addition, a special form of a complaint was approved at the University to appeal the test results – according to the vice-rector’s decree from 09.06.2020.</p>	<p>the University mission and goals of activity. It includes forms of violations, provisions on liability and academic freedom, conflict of interest. There is a separate Regulation on the Commission on Academic Ethics of 31 August 2018.</p>
<p>3.7. Institution recognizes the important role of the students in developing and operating a comprehensive University code of conduct.</p>	<p>Institution pays much attention to the honor system. The draft Code of Honor is in place.</p>	<p>The Code of Honor should involve all stakeholders, be open and transparent. The Code should be well-balanced and non-discriminatory. The honor system of the Washington and Lee University may be borrowed.</p>	<p>Since 2018 the University has had its own Code of Ethics in effect. It was adopted by the highest collegial body in the University – the University Academic Council, where students’ self-government bodies are represented. As for the involvement of other stakeholders in the drafting process – there is not much information in this regard. The University Code of Ethics and the</p>	<p>The Regulation on the Commission on Academic Ethics of 31 August 2018 has detailed rules on the formation of the Commission and its procedural rules. The Commission consists of 15 members: 10 are representatives of lecturers, Student Ombudsman, and</p>

			<p>Regulation, which provided for the establishment of the University Ethics Commission, are not devoid of practical significance. Since 2018 there have already been more than 150 applications about ethics violations.</p> <p>The Ethics Regulation also provides for the existence of students' Ombudsman.</p>	<p>4 others are representatives of students appointed by student Senate. Term of office of the committee is 3 years. The Regulation contains detailed procedural rules. It recommends the University rectors to apply labour remedies and to expel students.</p>
Element 4: Student admission, progression, recognition and certification				
<p>4.1. Institution students are admitted, progressed, recognized and certified via a transparent, fair, and meritocratic process.</p>	<p>University system of higher student progression, admission, recognition and certification is organised in a traditional way, as it is mostly regulated by national legislation. Not enough clarity as to the procedures of entrance to various institutes/faculties.</p>	<p>Transparent and meritocratic procedures of student admission, progression and certification to be developed. These requirements need to correspond to the goals of the discipline.</p>	<p>In general the regulations of admission, progression and certification processes are largely the same with the Regulation on the Organisation of Educational Process being the main source of regulation for these purposes.</p> <p>However, the web-site of the University contains a list of regulations that were developed and adopted in light of the distant format of examinations. This list includes Regulation on the distant attestation of students adopted on 09.06.2020 and Regulation to carry out semester control distantly adopted on 18 November 2020.</p> <p>The criteria of assessment are included</p>	

			<p>in the Regulation on the monitoring of students' knowledge, adopted on 26.06.2015. These criteria have been improved and became more specific with the changes as of 07.12.2020 to be enacted on 01.01.2021.</p>	
<p>4.2. Institution puts in place both processes and tools to collect, monitor and act on information on student progression.</p>	<p>Students are able to retake exams in case of failure.</p>	<p>More diverse evaluation structure (not just 'fail' or 'pass') and digitalization of evaluation.</p>	<p>In situations where exams take place the evaluation is more diverse than in case of credits. Both are present in the curriculum. According to the recent changes to the monitoring system as of 07.12.2020 to be enacted on 01.01.2021 the evaluation structure should become more diverse soon. Since the beginning of Covid-19 restrictions evaluations has been digitalised considerably, including the use of the renovated ASU and NEIK electronic systems.</p>	
<p>4.3. Institution employs multiple types of testing methods, valid, reliable and fair.</p>	<p>Oral exams are preferred at the Institute, but they bring significant risks.</p>	<p>A combination of various testing methods should be used.</p>	<p>Oral exams are used in combination with tests. The exams after the spring semester were carried out in the form of tests based on the regulation for the control measures (on the basis of Moodle platform), approved by the vice-rector on educational work No. 112 as of 07.05.2020. This regulation provided for the testing method in examinations: students were asked 60 questions. For the final examinations the Zoom platform was also used</p>	

			<p>based on the Regulation approved on 09 June 2020.</p> <p>For the exams following the fall semester 2020 according to the decree of vice-rector on educational work as of 18.11.2020 an oral form of examinations is preferred.</p>	
<p>4.4. Institution assesses and awards credit for practical legal education.</p>	<p>Institute encourages students to participate in student competitions and other activities, but they receive no credit for that. Experiential learning greatly improves students' knowledge.</p>	<p>Experiential learning should be encouraged by the University and given credit. Student competitions should receive credit.</p>	<p>For the participation in student competitions and for legal clinic credit is not given. However, students receive special points for those kinds of activities, and also for the participation in conferences – these points influence their rating and the ability to receive scholarships. Points for the participation in student competitions and for the work in legal clinic are included in the students' portfolio and other types of activity to determine students' ratings. It respectively means that for students that are on a contract form of education these points are irrelevant. In future the University should continue working on how to give credit to both contract-based and budget-based students.</p>	
<p>Element 5: Teaching Staff</p>				
<p>5.1. Institution recognizes its primary responsibility for its staff and provides opportunities</p>	<p>The University recognizes the importance of faculty and their professional development.</p>	<p>Academic initiatives should be further promoted. A special award fund may be allocated for influential research. Faculty development</p>	<p>Academic initiatives are promoted by the administration. One of the steps taken by the administration was the formation of the School of Leadership at the</p>	

<p>for professional development of the teaching staff.</p>	<p>The policy to encourage staff for publication is in place.</p>	<p>should take place in the sphere of the faculty abilities to teach, to mentor and to develop students.</p>	<p>Scientific and Methodological Council. An award is determined by the collective agreement within the University budget for the special research (publication of articles in Scopus, Web of Science).</p>	
<p>5.2. Institution sets up and follows clear, transparent and fair processes for staff recruitment.</p>	<p>No major issues on staff recruitment and hiring. The current system favors candidates with PhD degrees. However, it is often that a candidate without a PhD degree has more competence to teach.</p>	<p>The University should consider recruiting staff without PhD degrees, but with sufficient practical background and skills thus creating a “Professor of Practice” system.</p>	<p>A ‘Professor of Practice’ system has not been created. In this regard the University acts in accordance with general trends of staff recruitment in academic institutions, i.e. usually staff with PhD degrees are recruited. Nevertheless, there are many practitioners among lecturers, including judges and attorneys. The University study programs provide for the conduct of practical sessions, case-studies and trainings by specialists-practitioners. A department of practical law is expected to be created.</p>	
<p>5.3. Institution encourages scholarly activity to strengthen the link between education and research and innovation in teaching methods and the use of new technologies.</p>	<p>Scholarship is actively incorporated in the University system.</p>	<p>Other teaching methods, such as experiential learning via moot courts and legal clinics, should be as valid as other teaching methods.</p>	<p>As has already been mentioned, for the participation in moot courts students do not receive credit, but budget-based students receive special points for the scholarship. The same goes for the work in the legal clinic. Points for the participation in student competitions and for the work in legal clinic are included in the students’ portfolio and other types of activity to determine students’ ratings.</p>	

			In addition, there are several courses that are linked to the operation of the legal clinic: Legal Clinical Praktikum, Legal Positions of the Supreme Court, Protection of Rights of Consumers of Financial Services.	
5.4. Institution promotes teaching excellence and variety of interactive teaching.	Many classes continue to use traditional, non-interactive teaching methods. Many classrooms do not have modern teaching equipment.	Development of a program for all faculty on modern interactive teaching methods, including training in interactive teaching. As resources become available computers and projectors should be available in all classrooms.	A School of Leadership which focuses on the training of lecturers has been formed.	
5.5. Institution recognizes and supports international learning and exchange opportunities as an essential component of academic and teaching mobility and development.	The number of faculty who have participated in international teaching and exchange is limited. Faculty ability to teach in foreign languages is limited outside certain specialized units of the University.	Additional teaching and research opportunities should be made available to facilitate international experience.	Covid-19 restrictions currently impede international mobility. The University promotes international academic mobility of bachelor, master and PhD students, as well as lecturers, based on bilateral agreements with foreign educational institutions and according to the Regulation on the procedure of exercise of the right to academic mobility of students of Yaroslav Mudryi National Law University. Individual academic mobility is possible by participation in programs of Erasmus+ project. According to study plans, programs of academic mobility can be implemented by 4 th year bachelor students (7 th semester) and 1 st year master students (2 nd semester).	

			<p>The University has more than 50 foreign universities as partners. Among those are University of Lodz (Poland); Masaryk University (Czech Republic); Mykolas Romeris University (Lithuania); School of Law of Tallinn University of Technology (Estonia); University of Montpellier (France); University of Illinois (USA); East China University of Political Science and Law (China); University of Lisbon (Portugal); University of Santiago de Compostela (Spain); University of Milan (Italy) and others.</p>	
<p>5.6. Institution recognizes that faculty involvement in governance is an essential component in meaningful University development.</p>	<p>Limited involvement of the faculty in governance. Most governance is centered around the chairs and related organs.</p>	<p>The University and Institute employees should discuss creation of opportunities for the faculty to be involved in the chair, University and Institute governance structures.</p>	<p>Since the external evaluation the University has formed academic councils at the level of institutes and faculties, and this has allowed chairs to participate in the University governance more actively. As far as the Personnel Training Institute for the Bodies of Justice is concerned, 6 chairs are in the composition of the academic council of this Institute.</p>	
<p>Element 6: Learning resources and student support</p>				
<p>6.1. Institution employs modern and flexible teaching and learning</p>	<p>Most lectures are oral and given as a monologue. Students in the</p>	<p>To consider “Seven Principles of Good Practice in Higher Education”. To consider the</p>	<p>The implementation of the said principles largely lies within the discretion of certain individual lecturers.</p>	

<p>methodologies to ensure effective learning.</p>	<p>back rows are less involved in the process. Many teachers try to use various interactive methods, including brainstorming, case study, debates, moot court, testing, but still there are other techniques that might be used. Many teachers have gained useful skills during various training events.</p>	<p>educational model “life cycle” in the educational process. Teaching methodologies should combine both: andragogical and pedagogical approaches, techniques and principles, i.e. listening, studying and doing. The last one is known as “learning by doing”. The University should accumulate the knowledge and approaches of students and teachers who have external experience.</p>		
<p>6.2. Institution curriculum effectively prepares students for legal careers in government, private, or academic work, including soft skills and balance of theory / practice focuses.</p>	<p>The University pays much attention to involving practitioners into the educational process. Students are active participants of various competitions and the University encourages it. The University has a law clinic that performs a huge amount of work. It has one and half salaried positions. The clinic has around 60 students that were selected on a competitive basis. The</p>	<p>The University should increase the number of staff workers at the law clinic. An optimal number of students per tutor is 7-10. Additional premises for the clinic should be allocated closer to the central building of the University. More attention to legal training of students and stronger supervision policy. A special course on legal clinic, negotiations, and other practical skills should be introduced. The university should consider adopting several departments of the clinic on different aspects of law. Stronger focus on legal writing for students. Narrower</p>	<p>The legal clinic has increased its premises (four separate rooms) and the quantity of engaged students (around 49 who give legal aid, plus 80 students who study courses linked to the operation of the legal clinic). There are several courses that are linked to the operation of the legal clinic: Legal Clinical Practicum, Legal Positions of the Supreme Court, and Protection of Rights of Consumers of Financial Services. The legal clinic has organized a separate interactive class, and the work on the room on court hearings is underway. The independence of legal clinic is ensured by the fact that it is directly subordinate to the rector’s office.</p>	

	<p>majority of students are from the Criminal Justice and Prosecutors' Training Institute - the law clinic is in the same building. For other students transportation is an obstacle. Work in the clinic is awarded with scholarships, and plus a separate course "Law clinic" has been developed. However, a special course on negotiation is missing. The soft skills components in the curriculum are rather weak.</p>	<p>specialization policy, especially at higher courses. More attention should be paid to business administration of law practice. Procedural documents should be drafted on the whole case, not the short story. Moot courts should be organized more frequently.</p>	<p>The efforts of the administration to introduce the so-called 'minors' allowing wider choice of courses by students and allowing credits for practical assignments and student competitions should be encouraged.</p>	
<p>6.3. Institution ensures that resources available for the support of student learning are adequate and appropriate and vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counselors and other advisers, as well as administrative staff.</p>	<p>An extraordinary library with variety of technical resources, including Liga, Verdictum, Legal education: Legal culture, etc., open Monday to Friday from 8-30 till 6 pm, on Saturday open till 2-30 pm, and closed on Sunday. Students have free access to this library.</p>	<p>Students have sufficient access to the library building, but it would be much more visitor-friendly if students were allowed to stay there till at least 8 pm Monday to Saturday. The University and the Institute have to pay biggest efforts to organize practical component the best way. The institution should establish a special department that would be responsible for the practice. Communication with students to monitor</p>	<p>The work to extend the available working hours of the library is underway. Due to the Covid-19 restrictions the library is not fully available for the moment. There is still a need to improve communication with the bases of practice. Students' evaluation is carried out when students return from practice. When students are on practice the communication is reduced to a minimum.</p>	

	<p>The University has its own automatic operation system - ASU. It is either people have issues with this system, or the system does not function properly. There is no regular communication between the office (base of practice) and the University administration.</p>	<p>practice of a certain institution.</p>		
<p>6.4. Institution recognizes and supports international learning and exchange opportunities as an essential component of student learning and support.</p>	<p>The University has a set of joint-degree programs with Lithuanian universities. All information about those programs is provided at the university web-site. However, mostly students from the international law department have chances to enjoy this program. Foreign language study at the University is not very intense - 5 ECTS for the Institute of Justice.</p>	<p>To provide students with more chances of international exchange and learning opportunities of foreign languages. Language courses should be available to Master students, The University might consider introducing certain traditional courses in English (for instance, Human Rights). Resources of the University have to be invested in internationally oriented learning in its various dimensions.</p>	<p>According to the catalogues of electives, available at the web-site of the University (catalogue of electives No. 1, catalogue of electives No. 2), there are certain elective disciplines in English within the Double Degree Master program. Following the interviews with the administration in the coming years more disciplines in English will be introduced.</p>	
<p>Element 7: Information management and administration</p>				

<p>7.1. Institution has an effective process to collect, analyze and use relevant information for the effective management of its study programs and other activities.</p>	<p>The University has an electronic system about courses and grades, but people gave different feedback on it - some persons were not fully aware of its functioning.</p>	<p>The University electronic system has to function properly to have all information collected, analyzed and used. The University should review how it uses information in a systematic way.</p>	<p>The University electronic system (http://acs.nlu.edu.ua/) has been renovated and includes the necessary educational and methodological materials. In addition to the said system there is also a separate system for testing examinations – NEIK.</p>	
<p>7.2. Institution involves students and staff in providing and analyzing information and planning follow-up activities.</p>	<p>Students are represented in the University Academic Council. However, student self-government is weak at the institute/faculty level.</p>	<p>The University should strengthen and promote the students' councils; competence and procedures of student self-government bodies should be properly communicated. Student council meetings should be published in advance and their competences should be clear.</p>	<p>Having formed academic councils at the level of institutes and faculties the University has strengthened the participation of students' self-government bodies at the level of institutes and faculties. In addition, there are specific provisions on the rights of self-government bodies in the assurance of quality of legal education, in the Regulation of the system of assurance of higher education quality.</p>	
<p>7.3. Institution ensures that important information is reported directly to students promptly and efficiently.</p>	<p>In most cases the University administration communicates with students through monitors, who even sometimes took decision on behalf of fellow students.</p>	<p>Direct communication via electronic means makes the process of communication among stakeholders faster and more effective, it eliminates bias and favoritism. The University and Institute should ensure the technical element of electronic communication, then to instruct students and professors on how to use it.</p>	<p>The renovation of the electronic system and the wider use of Microsoft tools have allowed the process of communication between students and lecturers to be more direct and transparent. The system of monitors has not been fully removed, but due to the introduction of digital tools of communication the institution of monitors has less effect.</p>	
<p>7.4. Institution effectively</p>	<p>Students are dependent on</p>	<p>The University should reconsider its</p>	<p>Classes are scheduled in the first half of the day to</p>	

<p>manages and administers programs of study to ensure a conducive learning environment for students.</p>	<p>the institute/faculty for the organization and composition of classes. There is limited ability to move from one institute to another. The logistics of timetabling is complicated by the existence of many faculties and institutes, the physical layout of various campuses, coordination of the chairs.</p>	<p>system for timetabling classes to accommodate reasonable changes so as to create opportunities for students to study outside their institutes/faculties and beyond their particular group of students, in a way for students to choose these alternatives at times when mandatory classes are not being held to avoid a direct conflict.</p>	<p>allow students to work in the second half of the day. By scheduling classes this way the University enables students to work or to study beyond their main curriculum. However, it was also reported that sometimes there are around 5-7 sessions per day while other days are less loaded.</p>	
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Element 8: Public Information				
<p>8.1. Institution regularly publishes up to date, impartial and objective information, both quantitative and qualitative, about its activities including programs and awards they are offering.</p>	<p>The University has its own well-structured web-site, in Ukrainian, Russian and in English, with information on departments, institutes and chairs, international programs and cooperation. There are also other references on the web-site about science, library and alumni association. Information about legal clinic is also on the web-site, but it seems to be not well communicated. The University web-site gives detailed information about joint-degree programs and certificate programs, lacking information about mandatory courses and electives. Electronic management system is a great achievement, but technical problems are reported.</p>	<p>The University should put more focus on regular bachelor and master programs, indicating mandatory courses and electives. The electronic system has to function properly, to the best of its capabilities. The alumni association should digitalize all its materials and put those online.</p>	<p>The University has already put the lists of elective disciplines for bachelor and master students. These lists were approved by the University Academic Council (minutes No. 8 as of 27.05.2020 and enacted by the rector's decree No. 96 as of 02.06.2020) and available at the University web-site (catalogue of electives No. 1, catalogue of electives No. 2). However, there is still a need to make all the disciplines and study programs available at the web-site in a user-friendly manner. It is still rather unclear what basic disciplines are taught at the University by different departments besides the electives. As for the electronic system in the University, according to many interviews, the system has been renovated and is much more functional now. The University Alumni Association has shown more development. At the University web-site there is a separate section, which sends to the web-site of the Alumni Association. In the said web-site one can find useful links and materials, including digitalized versions of the Association's magazine.</p>	

	<p>The alumni association has a web-site (http://alumni.nlu.edu.ua/) and a journal.</p>			
<p>8.2. Information about programs covers the selection criteria for them, the intended learning outcomes of these programs, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.</p>	<p>Selection criteria for students described on page http://vstup.nlu.edu.ua/ . Lack of information about specific bachelor and master programs on the web-site. Information about the time of lectures is available on the electronic system, but the latter is only for the authorized users. The syllabi are on the university repository, but for external</p>	<p>The University web-site has to show the list of courses in bachelor and master programs in a transparent manner, indicating which department (chair) at which institute (faculty) teaches which course, and at which year, and learning outcomes. Information about courses should be sufficiently detailed to include information about the content of the course, skills to be acquired, number of lectures, and form of assessment. It would be more user-friendly to put simplified</p>	<p>Although the University web-site is good-looking and well-administered, it nevertheless lacks some basic information about which courses are taught in bachelor and master programs (except for electives), and one can hardly find information about which department (chair) at which institute (faculty) teaches which course and at which year. It would also be advantageous for the University and for its graduates to give information about employment of graduates and their feedback, with a particular focus on statistical information.</p>	

	<p>persons it would be first necessary to understand which course belongs to which programs and then to look for a syllabus. Teaching, learning and assessment procedures are in general described on the web-site. The web-site does not contain information about employment opportunities for students, while quantitative data on pass rates and number of expelled students is in the rector's reports.</p>	<p>information about the assessment criteria in a separate section of the web-site. The web-site should contain information about the employment of graduates, for example, in the form of their feedback about their experience.</p>		
<p>8.3. Papers and dissertations published as part of the academic process should be readily available on line and not removed without just cause.</p>	<p>Dissertations are published on the University web-site. The great thing is that dissertations are not removed from the web-site, so the University goes beyond the mandatory requirements.</p>	<p>The University should continue to make all the papers and dissertations readily available and ensure that they are not removed from the web-site even three months after the public defense.</p>	<p>The University complies with the requirements to put dissertations on the web-site. From the content of respective web-site (http://nauka.nlu.edu.ua/?p=941) one may conclude that the dissertations beyond 2020 are not published. Therefore, the University fully complies with the formal requirements.</p>	
<p>Element 9: On-going monitoring and periodic review of</p>				

programs				
<p>9.1. Institution continuously improves its programs in order to respond to the demands and needs of students and society by program monitoring and review, including where appropriate peer review mechanisms.</p>	<p>University educational programs have been redesigned according to competence-based approach. Peer review mechanisms are established in the institution.</p>	<p>Procedures for the programs monitoring should be flexible enough and responsive to the contemporary changes and demands of the legal market and global higher education tendencies, including, but not limited to, students academic mobility</p>	<p>Since 2017 the University has introduced a long list of elective courses. Also, there is now a special regulation dealing with the system of quality at the University. According thereto the interests of students have to be taken into account when designing study programs. The said regulation requires that study programs correspond to modern and perspective requirements, and that the graduates are competitive (paragraph 4.1.3). The Scientific and Methodological Council of the University analyses the results of monitoring of study programs (paragraph 3.1.3). The regulation about the system of quality also contains a section about the monitoring of programs (section 5.1). Although the said documents provide for a framework for the assurance of quality in education, still it is not quite clear how exactly these provisions are implemented. It appears that there is a need for regular surveys or other mechanisms to know the opinion of students and other stakeholders about the need in the review of programs.</p>	
<p>9.2. Institution involves students and other</p>	<p>Educational programs are designed and</p>	<p>The process of the Programs designing and amending should</p>	<p>The designing of programs undoubtedly involves the University</p>	

<p>stakeholders in revision and reviewing of the program and publicly communicates and publishes the changed specifications.</p>	<p>reviewed with no (or very trivial) students' involvement. Genuine opportunities for student input are limited.</p>	<p>involve all the interested parties, i.e. – the University, chairs and departments administrators, faculties and students and, probably – also the legal practitioners. The University should consider procedures that would allow peer review and programs developing with all the stakeholders, including students, on a partnering basis.</p>	<p>administrations, chairs, department administrators and faculty. Students may influence this process by participating in the academic council of the institute/faculty or by expressing their opinion to the respective lecturer/department. The role of practitioners in the designing and amending of programs is limited. Alumni and practitioners manage to express certain suggestions of general nature about the educational process during alumni meetings. Therefore, there is still a need to involve students and external stakeholders more.</p>	
<p>Element 10: Cyclical External Quality Assurance</p>				
<p>10.1. Institution cyclically undergoes external quality assurance in line with the ESG and performs every external quality assurance with consideration of the progress gained since the last one.</p>	<p>The University implemented a sort of prior monitoring before the external assessment, which was rather descriptive, but still a great contribution for the following external assessment.</p>	<p>The University should continue to engage in external assessments and maintain mechanisms and procedures to effectively evaluate and implement the recommendations coming from such assessments.</p>	<p>The University engages in external assessments within the accreditation processes.</p>	
<p>10.2. Institution promotes self-assessment prior to each external assessment.</p>	<p>The Institute of Justice engaged in an internal assessment prior to this external</p>	<p>The University might consider the mechanisms for internal assessment at different levels – a chair, department and</p>	<p>The University has already adopted the regulation on the assurance of quality in education and should continue working on the</p>	

	assessment.	university as a whole. Such assessments may also be purpose-based, i.e. – concentrate on some particular topic (e.x., academic freedom, evaluation system, curriculum development, etc.).	implementation of mechanisms in order to make the said regulation more practical.	
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2. COMMENTARY

In general one can see that there is progressive movement at the University towards the gradual introduction of the system for the assurance of legal education quality. On 31 August 2018 the University Academic Council adopted two important documents: [the Code of Academic Ethics of the University](#) and the [Regulation on the Commission on Academic Ethics of the University](#). The first one provides for the ethical rules covering all members of the University community. The second one has established procedural mechanisms to deal with ethical violations, namely provided for the formation of the Commission on Academic Ethics consisting of 15 members, including 10 representatives of lecturers and 5 representatives of students. One of the students' representatives in the Commission is ex officio the Students' Ombudsman. The Students' Ombudsman has rights and duties foreseen in the [Regulation on the Students' Ombudsman, which was approved by the Students' Senate on 14 December 2018](#).

Among other most visible steps that have been taken by the administration are the increase of autonomy of academic councils of institutes/faculties (academic councils are established at all institutes and faculties), increase of the quantity of elective courses (25 per cent of the overall quantity has been reached), improvement of facilities of the legal clinic, adoption of the [Regulation on the System of Assurance of Quality of Higher Education, approved by the University Academic Council on 02 June 2020](#), renovation of the electronic management system (ASU) and introduction of a new electronic system for testing examinations (NEIK). According to the interviews the issue of education quality has become one of separate directions of the University development.

These developments are very likely related to the recommendations that were issued after the 2017 external evaluation of the University. Besides the 2017 evaluation University development was also influenced by the changes in government education policy, including new requirements for the accreditation of study programs. In spite of the fact the external evaluation had a certain impact on the law school's development many respondents (53.9%) in the anonymous impact assessment surveys neither took part in the 2017 assessment, nor had knowledge of it.

Despite the taken steps in the implementation of the recommendations issued during the assessment in 2017 there are certain spheres where further development would be desirable. Course evaluations should be carried out systematically and have legal basis. At the moment students mostly influence the educational process through their representatives in academic councils, but there is still a need for deeper involvement of students and other stakeholders in the educational process. In addition, more focus should be put on the use of interactive

methods in classes by teachers by, for example, organizing special training for lecturers. Also, there is still a need to add information about basic obligatory disciplines to the website in a clear, transparent and user-friendly manner.

VI. COMMON IMPACT AND TRENDS AMONG THE EVALUATED SCHOOLS

Element 1: Policy for Internal Quality Assurance

All four schools have created or enhanced the process of Quality Control since their assessments. In some measure, the extent of success is determined by the date of the assessment which allowed for greater time to implement the assessment recommendations. The time issue is a consistent factor in each school's degree of changes and improvements.

Each of the schools demonstrate additional mechanisms, such as mandatory reports or designated committee review, for implementation, monitoring, and assessing their quality assurance programs. In addition to time, the existing administrative strength (or weakness) has also been a factor in the degree of successful implementation of the Quality Assurance recommendations.

The review assessors were pleased with the overall progress but also see room for improvement at all four schools.

Element 2: Design and Approval of Programs

Element 2 is much improved at all four schools. Each school has created and implemented a structural process which supported the improvements, and their structural processes will be beneficial in promoting continual assessment and improvements. Students have input into course focus and faculty committees now actively discuss and engage in a collegial process to improve course content.

Assessment design recommendations to incorporate societal values and human rights into course teachings have been implemented at each school in conformance to each school's overall methodology, with one school adopting a separate Human Right course into its first-year curriculum. All schools now reach or exceed a base threshold of 25% elective courses.

Element 3: Student-Centered Learning, Teaching and Assessment

Student centered learning is now evident at all four schools in various degrees ranging from fully committed to early experimentation. Since the assessments, all schools have reviewed and committed to improved teaching methodologies and made a number of positive revisions in teaching scope, depth, and engagement. The assessment was the catalyst for these changes, but credit also goes to the subsequent workshops on modern teaching methods and the model law school curriculum as identifying specific skills and training for teachers.

Areas of specific improvement have been the addition of professional legal ethics in core courses and beginning the process to adopt separate courses in professional legal ethics. Likewise, all schools have implemented new or improved student evaluation processes. All

schools agree that student evaluations are an important and necessary part of improving legal education. This is a significant positive step which can be credited to the external assessments at the four schools. Each evaluation process represents a healthy design process with student, faculty and administration input and reflects each school's culture.

Another substantial impact of the assessment has been the movement of each school away from doctrinal teaching with oral subjective assessment to more interactive and varied teaching including a range of objective exam methods. Some of the teaching and exam changes are likely affected by the Covid-19 pandemic and the sudden shift to virtual learning but overall, this seems to have accelerated the changes to modern teaching and examinations.

Element 4: Student Admission, Progression, Recognition and Certification

A couple of the assessed schools have made substantial changes to their admission process moving away from an admission process influenced by patronage to one based on objective assessments. At CNU this change has been dramatic and has resulted in a sharp increase in the quality of student admitted to the law school. All parties have witnessed the resulting improvements and are committed to the objective admission process.

In addition to the common impact and trends already referenced which apply in this section as well, the schools have made varying degrees of success in bring practical legal educational examples and skills into the courses and some are providing recognition for the student work on practical skills, including some forms of recognition for placements and clinical education and certification for moot courts and other skills programs.

Element 5: Teaching Staff

All schools have made important strides in hiring qualified teaching staff and training for all teaching staff. All schools continue to be hindered by limited financial resources and limited resources that allow for faculty flexibility for the time needed for continuing legal education. There has been an increased and positive emphasis on improving teaching methodologies that are diverse by school resources. Each school has a better focus and plan for teaching staff support and improvement. The assessments promoted these changes and the break from doctrinal teaching. Teachers have more influence in their choice of teaching, examinations, and their academic processes.

Element 6: Curriculum, Learning Resources and Student Support

Each school has demonstrated improvements in their curriculums as a result of the assessment recommendations. There is a better balance of legal theory and legal practice, greater choice of electives, incorporation of soft skills into the curriculum and greater access to, and influence from, international experiences.

The schools have also increased the number of electronic classrooms which encourage and permit varied teaching methods. There has been a substantial increase in internet access for all students, in and out of the classrooms. Likewise, there was an increase in student access to computers and library resources. One assessment recommendation was to promote greater alumni involvement in school improvements, and this resulted in one of the schools significantly improving on-site computers for school use, funded by alumni.

Element 7: Information Management and Administration

Each school has vastly improved its websites and the information available on the websites. All schools have made significant improvements in their use of electronic distribution and communication with teachers, staff, and students, reducing reliance on the historical “student monitor” system. The more direct way of communications by standardized email addresses and messenger apps is widely user accepted. While improvements were evident before the Covid-19 pandemic and the sudden shift to virtual learning, the shift to electronic communications was sharply increased as a result of the wide-spread school closings.

Element 8: Public Information

Public information availability was also improving before the Covid-19 pandemic but this too accelerated due to the pandemic restrictions. There is better and more complete information available online in all school areas. Dissertations are now mandated to remain online and publicly available for at least 3 months and some schools are exceeding this minimum requirement. Each school has focus on these improvements differently and each school has room for improvements.

Element 9: On-going Monitoring and Periodic Review of Programs

Peer review and monitoring has become a common trend at each school. All four schools have developed a form of long-range planning and strategic planning, which is more inclusive of various stakeholders, with an emphasis on faculty, administration, and student joint committees. The range of implementation is governed by the time since the assessment and administrative resources which limits the ability to assess the depth to which the processes of monitoring and periodic reviews have taken hold.

Improvements and implementation of student evaluations have been a positive and substantial effect on monitoring and reviews.

Element 10: Cyclical External Quality Assurance

The new external accreditation requirements require a self-assessment followed by an external independent evaluation process. The first assessment is good for 5 years unless there is a conditional 1-year accreditation with recommended improvements, and then subsequent assessments will be repeated every 10 years. The process is new and will require improvement in objective and professional implementation.

VII. BROADER IMPACT OF THE EVALUATION METHODOLOGY

An assessment of the impact of the External Evaluation Assessment Methodology and the subsequent evaluations cannot be based only on the impact at the four Universities as the impact assessment has indicated that the methodology has had a broader impact on legal higher education in Ukraine. Following are the primary areas where the broader impact of the Assessment Methodology is obvious in Ukrainian higher legal education.

A. RELATIONSHIP TO OTHER ASSISTANCE EFFORTS

In addition to the External Assessment Evaluation Methodology, first the USAID FAIR Justice Project and later the USAID New Justice Program have implemented a number of projects designed to impact the quality of higher legal education in Ukraine. These have included assistance in developing the National Standards for Higher Legal Education at both the Bachelor and Master's levels, the creation of an Innovative (Model) Law School Curriculum for the study of Law in Ukraine, work with the Ukrainian Association of Legal Clinics, assistance with the development of Master and Bachelor studies at Ukrainian Catholic University, and a substantial number of trainings involving skills associated with quality legal education including interactive teaching methods, legal ethics, test preparation, developing legal skills courses and quality assurance mechanisms.

In understanding the impact of the External Evaluation Methodology it is important to consider the Methodology's relationship to these other assistance efforts. The Methodology was the first project developed and that Methodology has greatly influenced the other projects that were done to increase the quality of legal education in Ukraine. First, the European Higher Education Standards adapted to law faculties used in the Methodology serve as the background for subsequent efforts including the Standards for Bachelor and Master Studies and the Innovative (Model) Law School Curriculum. Problems highlighted in the 4 assessments serve as the basis for justifying further assistance efforts including identifying the need to focus assistance on changing the culture within Ukrainian higher legal education to a student focused orientation, to include legal skills into the curriculum, to make sure there is a substantial practical legal education component, to emphasize the importance of ethics and an international element to legal education in Ukraine and to develop modern interactive teaching and examination methods. Training and assistance efforts and the focus of assistance was influenced by the problems identified in the initial evaluations.

Due to the consistency of standards, focus, methods and experts used in these projects, the changes to the culture and understanding of higher legal education quality in Ukraine has advanced in a consistent and coordinated manner. This has allowed each of these individual assistance projects to compliment and enhance each other and has broadened the impact of all of them.

B. OTHER SCHOOLS

1. THE NATIONAL UNIVERSITY OF OSTROH ACADEMY

Following the Independent, External, On-Site Assessment of Legal Education Quality conducted in 2017 at other Universities, the National University of Ostroh Academy incorporated the idea of the quality assessment and used the Methodology as a model for creating its own internal quality assurance instrument.

This instrument was first developed in 2018 and the original methodology was adapted to all the departments and specialties of the University. The internal assessment was conducted and [its results presented](#) at a public conference in June, 2018. Team experts, including prof. Delaine Swenson and Mariia Tsypiashchuk, as well as other USAID New Justice Program representatives were invited to a discussion of the monitoring report.

Later the internal NUOA Quality Assessment Methodology was improved and updated. Since the time of first implementation, such assessments are provided on a systematic basis and the university and School of Law administrators prove the positive effects in all spheres of educational and academic process: structure and relationship among the university structural units, communication, teaching methods, curricula design, access to information, student and teacher assessment and stimulation, etc.

Besides, the National university of Ostroh Academy Law School also incorporated significantly the [Innovative \(Model\) Curriculum for the Study of Law in Ukraine](#), developed by the experts of the USAID New Justice Program in 2018. This helped to re-design and optimize the Institute curriculum, enhance the practical and soft skills components, as well as implement greater emphasis on human rights and professional ethics.

2. UKRAINIAN CATHOLIC UNIVERSITY

During the last six years Ukrainian Catholic University (UCU) has developed two outstanding legal education programs. First, was the Master of Laws in Human Rights and the second is the new Bachelor of Law. The Rule of Law Lecture Series at the UCU Rule of Law Center established and promoted in partnership with the USAID FAIR Justice Project and the USAID New Justice Program contributed to the development of the Masters' program at the University. Further, the Bachelor program was established using the Innovative (Model) Law School Curriculum and with the assistance of New Justice experts and following trainings for faculty and administration at UCU. The Masters' program is now widely recognized as one of the highest quality programs of modern legal education in Ukraine. UCU consistently chooses top scoring standard test applicants for this program, the Masters' program incorporates the standards and culture embodied in the External Assessment criteria including student focused legal education, practical legal skills, interactive teaching methods, teaching of ethics and international experience. The Bachelor curriculum has adopted these principles as well and will be the first use of the Model Curriculum in Ukrainian legal education in a new program. The reputation of the programs at UCU are also serving as an example to other law faculties in Lviv and beyond. UCU's experience has helped to establish that following these standards can lead to a successful, competitive, modern legal education.

C. RECOMMENDATIONS TO NATIONAL GOVERNMENT MATRIX

RECOMMENDATION:	ACTION TAKEN:
An independent National Agency for Ensuring the Quality of Higher Education should be established.	An independent National Agency for Higher Education Quality Assurance (NAHEQA) has been established. It effectively started its operations in February 2019, after the CMU appointed the NAHEQA leadership.
An expert council on Legal Education Quality Assurance should be developed and part of any Agency and system for Ensuring the Quality of Higher Education.	NAHEQA in December 2019 set up its Expert Council for the Field of Knowledge 08 “Law” . See NAHEQA’s Regulation on Expert Councils: https://naqa.gov.ua/wp-content/uploads/2020/11/%D0%BF%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%BD%D1%8F-%D0%BF%D1%80%D0%BE-%D0%93%D0%95%D0%A0_17.11.2020%D0%B7%D1%96-%D0%B7%D0%BC%D1%96%D0%BD%D0%B0%D0%BC%D0%B8.pdf
A system of quality assurance in higher education should be introduced under the new law on higher education.	Section V of the Law on Higher Education stipulates the system of higher education quality assurance.
Ministry should encourage law faculties to develop and implement a system of internal quality assurance assessment.	<p>The Law on Higher Education (Article 16(2)) requires all universities to develop a system of education quality assurance, including assessment mechanisms. The MOE worked on encouraging universities to develop and implement quality assurance systems. See, for example, the following activities:</p> <p>https://mon.gov.ua/ua/news/usi-novivni-povidomlennya-2015-10-12-%C2%ABrozvitok-sistemi-zabezpechennya</p> <p>https://mon.gov.ua/ua/events/usi-novivni-anonsi-podij-2017-09-05-12-veresnya-vidbudetsya-seminar-proczeduri-instrumenti-ta-kriteriyi</p> <p>https://mon.gov.ua/ua/news/usi-novivni-povidomlennya-2017-05-11-vidkrito-reestracziyu-na-seminari-%C2%ABsistema-vnutrishnogo-zabezpechennya-yakosti-osviti</p> <p>Besides, on September 1, 2020, New Justice in cooperation with the EU Pravo-Justice Project supported the MOE in conducting an online public discussion on the implementation of the National Standards for a Master’s Degree in Law developed with the support of New Justice, the EU Pravo-Justice Project, and the office of the OSCE Project Coordinator and recently approved by the MOE. This event promoted the national legal education standards aimed at ensuring legal education quality nationwide, safeguarding the key learning outcomes, introducing practice-oriented training focused on developing legal skills and application of the rule of law, and establishing indicators of legal education quality important for developing law schools’ internal systems of legal education quality assurance, ultimately contributing to raising the overall quality of legal education.</p>

	Further, the NAHEQA-developed the MOE-adopted Regulation on the Accreditation of Educational Programs stipulating self-assessment of education quality as one of required steps in the accreditation process.
National standards specific to legal education should be developed.	The Legal Education Standards for Bachelor’s Degree Programs in Law developed and approved by the MOE in 2018 and the Legal Education Standards for Master’s Degree Programs in Law – in 2020.
All higher education institutions should have a quality education assurance unit.	To support Ukrainian law schools in implementing the statutory requirements related to internal education quality assurance, New Justice supported the establishment of quality assurance units at the National University “Odesa Law Academy” and the Yuriy Fedkovych Chernivtsi National University School of Law. Further, New Justice supported the efforts of the MOJ and leading law schools in developing and promoting a Model Regulation on Legal Education Quality Assurance Unit that is available on NAHEQA’s website along with other related useful materials .
In conjunction with the system of accreditation, a system of independent external evaluations should be developed for law faculties, perhaps using the developed methodology as the model.	NAHEQA has developed and the MOE adopted the Regulation on the Accreditation of Educational Programs based on the ESG 2015 with the Methodology for External, Independent, On-Site Assessment of Legal Education Quality taken into account.
Laws and regulations should allow for regular evaluation of faculty by students.	The Law on Higher Education (Article 16(2)) requires all universities to develop a system of education quality assurance, including annual evaluation of students and faculty as well as publishing of evaluation results on university websites or in any other way. The MOE’s Regulation on the Accreditation of Educational Programs provides for ten criteria for assessing the quality of educational programs one of which (Criterion 8 “Internal Educational Program Quality Assurance”) sets forth that students directly and indirectly through student self-government bodies have to be involved in the process of periodic review of an educational program and other processes aimed to ensure its quality as partners. Students’ position has to be taken into account in the process of the educational program review.
Standards for law faculties should be based on best practices and principles for effective legal education meeting international standards.	The Legal Education Standards for Bachelor’s Degree Programs in Law developed and approved by the MOE in 2018 and the Legal Education Standards for Master’s Degree Programs in Law – in 2020. The standards underwent international and national expert review and are based on the ESG 2015 and other relevant international standards and best practices.
An independent accreditation body with clearly indicated standards should be created.	The National Agency for Higher Education Quality Assurance (NAHEQA) has been created as an independent accreditation body that is using clearly indicated and MOE-approved accreditation standards in line with the ESG 2015. See the Regulation on the Accreditation of Educational Programs .
Basic standards should be developed but law faculties	The Legal Education Standards for Bachelor’s Degree Programs in Law developed and approved by the MOE in 2018 and the

<p>should be given broad flexibility to implement those standards including adjusting course load and promotion of elective courses.</p>	<p>Legal Education Standards for Master’s Degree Programs in Law – in 2020. The standards stipulate minimum study results in terms of learning outcomes and allow for broad flexibility in achieving such learning outcomes.</p>
<p>Legislation and regulation should allow faculty to engage in professional training to assist in the development of legal skills of students.</p>	<p>The Law on Higher Education, Article 16(2(4)), requires all universities to develop a system of education quality assurance that includes ensuring professional training of faculty.</p> <p>Further, the MOE’s Regulation on the Accreditation of Educational Programs provides for ten criteria for assessing the quality of educational programs one of which (Criterion 6 “Human Resources”) mandates that a higher education institution supports professional development of its faculty through its own programs or in cooperation with other organizations as well as requires that such institutions have to stimulate the achieving of excellence in teaching.</p>
<p>The Ministry should review the distribution of paid student positions at the law faculties in Ukraine. A revised system must fairly and transparently distribute positions based in part on quality of education and student demand.</p>	<p>The MOE has implemented a system enabling a general/wide competition among law schools for all state-funded student positions using the principle “the money follows best applicants” based on the results of external, independent testing. See: https://zakon.rada.gov.ua/laws/show/z1397-17#Text, https://mon.gov.ua/ua/news/vstup-2020-mon-opublikuvalo-rejtingi-vstupnikiv-za-shirokim-konkursom-stanom-na-17-serpnja This system does not cover the law schools under the Ministry of Interior though.</p>
<p>The Ministry should allow for a reduction in class hours as appropriate and actively encourage the use of real elective classes as required by law and best practices.</p>	<p>The Law on Higher Education (Article 56(2)) provides for a maximum of 600 hours of teaching workload per one full-time instructor position per year.</p> <p>Article 62 of the Law on Higher Education stipulates that the number of elective courses must be not less than 25% of the ECTS credits needed for completion of a given study program.</p> <p>The MOE’s Regulation on the Accreditation of Educational Programs provides for ten criteria for assessing the quality of educational programs one of which (Criterion 2 “Study Program Structure and Content”) mandates that the study program structure has to provide opportunities for developing an individual study trajectory, in particular, through a student’s free choice of electives.</p> <p>NAHEQA pays close attention to the use of real elective classes in its accreditation processes.</p>
<p>The Ministry should encourage the creation and adoption of codes of conduct at law faculties for students, faculty and administrators and staff.</p>	<p>The Law on Higher Education (Article 32(3)) stipulates obligations of higher education institutions one of which includes having an internal system of education quality assurance, including an adopted academic integrity policy (a code of conduct).</p> <p>Further, the MOE’s Regulation on the Accreditation of Educational Programs provides for ten criteria for assessing the</p>

	<p>quality of educational programs one of which (Criterion 5 “Education Quality Control, Student Assessments, and Academic Integrity”) provides for checking the implementation of academic integrity policy in the process of a study program accreditation.</p>
<p>The Ministry should encourage the teaching and modeling of a culture of integrity and ethics at law faculties.</p>	<p>The Law on Education (Article 42) requires the observance of academic integrity. To facilitate the implementation of the statutory provision on academic integrity the MOE issued relevant recommendations for higher education institutions.</p> <p>Further, the MOE’s Regulation on the Accreditation of Educational Programs provides for ten criteria for assessing the quality of educational programs one of which (Criterion 5 “Education Quality Control, Student Assessments, and Academic Integrity”) mandates the development of a culture of quality.</p>
<p>Criteria for advancement of faculty should be developed that fully recognize the multiple roles the faculty play in legal education.</p>	<p>Nowadays the advancement of faculty is usually carried according to internal regulations in institutions. The usual practice is that a person may occupy a position of an Associate Professor/Professor in case this person satisfies the requirements to an Associate Professor/Professor academic degree as listed in the MOE’s Regulation on Awarding of Academic Degrees to Scientific and Scientific-Pedagogical Workers. The Regulation does not provide for a degree of ‘Associate Professor of Practice’ or ‘Professor of Practice’.</p>
<p>The Ministry should develop and encourage anti-corruption policies in higher education institutions.</p>	<p>The Law on Education (Article 3) among the key principles of education lists zero tolerance for corruption.</p> <p>The MOE partnered with the National Agency for Corruption Prevention to facilitate the development of anti-corruption policies and programs in higher education institutions. See: https://mon.gov.ua/ua/news/mon-ta-nazk-razom-rozroblyatimut-ta-realizovuvatimut-antikorupcijni-programi-u-vishah-pidpisano-memorandum</p> <p>New Justice supported leading law schools in developing a Model Anti-Corruption Compliance Policy for Ukrainian Universities.</p>
<p>The procedure of PHD defense should be modified to comply with best practices and changes to the law on higher education.</p>	<p>In 2019 the CMU adopted a Regulation on Experiment for the Defense of PhD Dissertations, which has effect till 30 June 2021. It might remain in effect after 30 June 2021 if the respective provisions on PhD defenses are not included in the Law of Ukraine ‘On Higher Education’. Under the said Regulation PhD defenses are carried out in a two-stage process: at the preliminary stage dissertations are considered by two reviewers and then – by a board consisting of the said two reviewers, two opponents and a head of the board. As opposed to previous regulation, this way of defense is closer to best practices, because there are high requirements for board members in the Regulation: all board members must have published articles in journals indexed in Scopus and/or Web of Science Core Collection. In addition, as opposed to previous regulation, under these new requirements all board members are expected to be specialists in the field the dissertation is carried</p>

	<p>out, and all are expected to have read the dissertation, while according to previous regulation boards consisted of members that could have limited knowledge of the dissertation area and might have read only the short description of the dissertation ('avtoreferat'). In general the defense process is more complicated than before because for every defense a board has to be created pursuant to a MOE decree.</p>
<p>Scholarship policies from the government should be revised to allow government scholarships to go to students who are not funded by the government.</p>	<p>Still only government-funded students are eligible for government scholarships.</p>
<p>The regulation on apprenticeships for bachelor level students should be revised to allow apprenticeships at appropriate non-state institutions including NGO's and private law firms.</p>	<p>The MOE's Regulation on Student Externships/Apprenticeships of 1993 is still in force despite numerous advocacy efforts aimed to modernize the legal regulation of student externships/apprenticeships.</p>
<p>The Ministry should promote anonymous, diverse and comprehensive examination methodologies.</p>	<p>The MOE's Regulation on the Accreditation of Educational Programs provides for ten criteria for assessing the quality of educational programs one of which (Criterion 5 "Education Quality Control, Student Assessments, and Academic Integrity") mandates the establishment of clear, easy-to-understand and accessible rules for examinations that ensure objectivity and prevent conflict of interest in education quality control, provide for appeals of examination results, and re-taking of exams. Higher education institutions must be consistent in the application of such rules while implementing their educational programs.</p>
<p>Compensation for faculty members should be adjusted to make the profession more attractive to law graduates and legal professionals and more in line with the duties of the faculty.</p>	<p>Compensation for faculty members in budgetary institutions is governed based on the Unified scale of salaries and coefficients for workers of budgetary sphere approved by the CMU 2002 Regulation No. 1298. In 2019 a new CMU Regulation No. 822 with higher amounts of salaries was adopted, but it has not been enacted yet.</p>
<p>The Ministry should encourage and assist in the development of high-quality curriculum based on best practices.</p>	<p>At the Ministry of Justice's request, New Justice developed the Innovative (Model) Law School Curriculum and then supplemented it with the Modern Teaching Toolkit to support the efforts of leading Ukrainian law schools aimed at modernizing their curricula and teaching methods and attracting more students interested in a western style legal education to obtain a value-centered, practice-oriented and skills-based experiential training to practice the law, and foster professional responsibility in today's globalized, interconnected and internet technology-driven world.</p>
<p>The Ministry should encourage and assist law faculties in developing</p>	<p>The MOE adopted national education standards for bachelor's and master's degrees in law adopted by the national legal education standards introduced practice-oriented training</p>

<p>substantive and skills based courses in foreign languages.</p>	<p>focused on developing legal skills and application of the rule of law and set key learning outcomes. The national legal education standards require that law graduates must be able to fluently communicate in a national and foreign languages, both verbally and in writing, correctly using legal terminology.</p> <p>New Justice is currently supporting the development of a Model Legal English Course Syllabus and a Model Legal Writing Course Syllabus to strengthen the capacity of Ukrainian law schools to teach foreign language and legal writing skills.</p>
<p>The Ministry should encourage and assist in finding resources for increasing the international exchange of faculty.</p>	<p>As long as the pre-Covid-19 period is concerned, the MOE several times launched grant proposals for research projects within Ukraine-Poland, Ukraine-Latvia cooperation, etc. However, in general educational institutions and faculty are forced to work themselves on international exchange of faculty by entering into agreements on bilateral cooperation and searching for individual or collective exchange offers.</p>
<p>Dissertation papers should remain available to the public beyond three months and the Ministry should encourage transparency in their publication.</p>	<p>According to the MOE Regulation on Publication of Dissertations and Reviews of Opponents dissertations are stored at the institution's web-site at least ten days before the defense and within three months after the defense.</p> <p>In other countries this practice may differ. For instance, at Leiden University in the Netherlands the dissertation might be fully or partly subject to an embargo of open access within a period of up to 2 years if the dissertation is published simultaneously as a book or as a series of journals, and according to the publication requirements the author or the publishing house reserves an intellectual property right to prohibit open access to a dissertation within a certain period of time. However, after the period of embargo expires the dissertation is open to public without any time limitations. In this regard it is recommended for the MOE to require that institutions' web-sites contain references to dissertations even after the expiry of three months. This would be also a way to support academic integrity in dissertations and other scientific papers.</p>
<p>The involved Ministries should consider giving access to State Registers (notaries, property, criminal) to law faculties for education purposes.</p>	<p>A working access to some state registers, such as nonary and criminal, is limited to respective officials who are under obligation to protect personal information included in such registers. Law students while doing their externships with respective authorities do not have access to such registers as law students are not listed among the officials who have access to such registers. With the property register the situation is different. Everyone for a small fee can request an excerpt from the property register related to an individual or a company, provided one has a respective personal ID number or a company's ID number. The register of court decisions is open for public use free of charge.</p>
<p>A limited practice rule should be adopted that allows Master's students to represent clients in court in certain small cases and under direct supervision by</p>	<p>Ukrainian procedural legislation (Code of Administrative Justice (Article 57), Civil Procedural Code (Article 60)) person may be represented in court by another person (even without higher education in law) in minor cases, employment (labor) disputes, protection of social rights, cases regarding referendum. Possibility for legal clinics to represent clients in court is also</p>

<p>a legal professional.</p>	<p>prescribed by the Standards of Legal Clinics Activity in Ukraine (clauses 4.6.1., 4.7.). So, basically, it is up to a clinic – define in its internal regulation, whether it will provide legal aid in a form of client’s representation in a court. And, in any way, such a representation should be carefully supervised by practicing lawyers.</p> <p>This means, that students’ consultants, in fact, may represent clients in courts in cases prescribed by law. And some legal clinics do so (Ukrainian Catholic University School of Law legal clinic, Yuriy Fedkovych Chernivtsi National University School of Law legal clinic and others).</p> <p>Along with this, no specific changes have been made to legislation (otherwise these should have been changes on the minimum level of procedural codes) – in respect of practical training of the future lawyers and master’s students in particular.</p>
<p>The Ministry should broaden its program of training of legal professionals in development including the training of faculty members in teaching development.</p>	<p>Occasional and non-systematic information about training for faculty members appears.</p> <p>Among the positive practices the Program of Teaching Excellence should be mentioned, which is supported by the MOE and the NAHEQA. This Program is organized and run by the The British Council in Ukraine in partnership with the Institute of Higher Education of the National Academy of the Educational Sciences of Ukraine, Advance HE (UK). 10 universities were selected for the first cycle and more than 50 university professors and administrators went through intensive online pedagogical training with British experts.</p> <p>However, educational institutions are mostly forced to deal with these challenges themselves.</p>
<p>The Ministry should involve University legal clinics in more national projects and should ensure that legal clinical faculty have access to the same resources as workers at state legal aid centers.</p>	<p>In 2006 the Model Regulation on the Legal Clinic of the Higher Education Institution #592 has been adopted by the MOE.</p> <p>In 10 years, under the objective need to bring this Model Regulation in coherence with legislative, educational and circumstantial changes, growing importance of the practical component in the professional training of the future lawyers, by its Order from 23.11.2016 #1414 MOE created working group on improving of the Model Regulation.</p> <p>Working group developed the draft of the updated Regulation. In 2017 it was presented for public discussion and edited - with considerations of the MOE and, earlier – propositions from the MOJ. Unfortunately, the final version of this Model Regulation has not been approved by the MOE till now and the whole process has been stalled.</p> <p>Over the past several years there has been some cooperation established between the Association of Legal Clinics of Ukraine (ALCU) and the MOE. MOE experts, Educational Ombusman participated in events organized by the ALCU, related to the reform of higher legal education (for example its annual Forums in 2019 and 2020).</p>

D. MINIMUM STANDARDS FOR THE STUDY OF BACHELOR AND MASTER’S STUDIES

The USAID FAIR Justice and the USAID New Justice programs assisted the Ministry of Education and Science in developing Standards for Higher Education in Ukraine, the Bachelor of Law standards adopted in 2018 and the Master of Law standards adopted in 2020. Professor Andriy Boyko, who as Dean of the Ivan Franko National University Law Faculty participated in the first evaluation using the External Methodology served as the Chair of the committee working on these standards. Professor Delaine Swenson, one of the authors of the Methodology served as a consulting expert on developing the standards.

Interviews have indicated that the External Methodology had a substantial impact on the development of the Standards. The experience of undergoing the assessment helped to provide the basis for the standards, with an emphasis on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, as well as a recognition of the problems faced by Ukrainian legal education identified in the reports on the assessments and with solutions to those problems in the form of recommendations in the reports. The Assessment Methodology assisted in increasing the focus on key areas of change including developing an internal culture of quality assurance, a renewed focus on ethics in legal education, importance of student involvement and electives, practical legal education, interactive teaching methods, and the importance of international law. The close association between the Standards and the Assessment Methodology is obvious from several interviewees at the schools assessed stating that the process of assessment and implementing the recommendations from the assessment reports were very effective methods for those schools to prepare to comply with the new standards.

E. NATIONAL QUALITY ASSURANCE AND ACCREDITATION PROCESS

National Agency for Higher Education Quality Assurance. The [Law of Ukraine ‘On Higher Education’](#) was adopted shortly after the Revolution of Dignity³ on 1 July 2014 and laid down the foundations of the system of national quality assurance of higher education by, among others, having provided for the formation of a specialized body in this field. Article 17 of the Law stipulated that the National Agency of Higher Education Quality Assurance (NAHEQA) is a permanent collegial body authorized to carry out policy in the assurance of higher education quality. It consists of twenty three members appointed by the Cabinet of Ministers of Ukraine based on the decision of Competition committee as a result of gender-balanced and representative selection. Representatives of higher educational institutions, associations of employers, National Academy of Sciences of Ukraine and National Academy of Legal Sciences of Ukraine, and students form the composition of NAHEQA. Every member of NAHEQA has a three years term of office.

The major feature of NAHEQA activity is its independent status. As opposed to the Ministry of Education and Science of Ukraine NAHEQA is not subordinated to the Cabinet of Ministers of Ukraine, even though it is the Cabinet of Ministers of Ukraine that appoints the NAHEQA members and approves its charter. Still, the basis of the NAHEQA competence is in the Law of Ukraine ‘On Higher Education’, rather than in the regulatory governmental acts. Therefore, by being independent and acting autonomously NAHEQA fulfills the requirements set by the [Standards and Guidelines for Quality Assurance in the European](#)

³ Kvit. S. Higher Education in Ukraine in the Time of Independence: Between Brownian Motion and Revolutionary Reform. *Kyiv-Mohyla Humanities Journal* 7 (2020). 150.

[Higher Education Area \(ESG\)](#), namely by its part 3 – Standards and guidelines for quality assurance agencies.⁴

By financial status NAHEQA is a non-profit organisation. It is funded by the budget of Ukraine, from payments for accreditation services, payments for other kinds of services, grants for the improvement of higher education quality, and by other sources.

One of the key activities of NAHEQA is the accreditation of study programs in higher educational institutions.

General characteristics of accreditation process. Accreditation of study programs has to be distinguished from the concept of licensing. Licensing is carried out by the Ministry of Education and Science of Ukraine and covers the whole educational activity of a higher educational institution. Accreditation is performed for a narrower field and its nature is more substantial. There are two main types of accreditations: institutional accreditations and accreditations of programs. While institutional accreditation is voluntary – it might be carried out if an institution wishes to have its internal system of higher education quality assurance to be accredited – the accreditation of programs has a different status. All bachelor, master and PhD programs need to go through accreditations so that the higher educational institution is able to issue diplomas within these programs. The more a higher educational institution has programs, the more accreditations it would have to go through. Here it should be pointed out that the previous Law of Ukraine ‘On Higher Education’ also included the concept of accreditation, but then both licensing and accreditation were performed by the Ministry of Education and Science of Ukraine. In addition, accreditation covered a wider scope, namely a certain direction of the preparation of specialists, i.e. several study programs could be within the said scope. At the moment it is also possible to have several study programs of the same specialty accredited simultaneously, but it is more an exception than a rule. Many certificates issued by the Ministry of Education and Science of Ukraine for higher educational institutions under the old law are still in effect – before they expire educational institutions are forced to undergo the accreditation.

For the accreditation of a program a higher educational institution has to file an application to NAHEQA and documents certifying that the program complies with the Regulation on Accreditation of Study Programs. Within three months after the application is filed and after the accreditation expertise is performed NAHEQA takes one of the following decisions: accreditation of a program, conditional (delayed) accreditation, or refusal of accreditation. Accreditation of a program is followed with the issuance of a certificate.

Accreditation expertise and accreditation criteria. While the Law of Ukraine ‘On Higher Education’ provides for the general legal framework of the accreditation process, the [Regulation on Accreditation of Study Programs, approved by the Ministry of Education and Science of Ukraine \(order No. 977 from 11.07.2019\)](#), gives more substance and details as for the procedure of accreditation, rights and duties of experts, accreditation by foreign agencies, funding of accreditation proceedings, and, most importantly, criteria of accreditation.

⁴ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium. 22

The process of accreditation starts with an application from a higher educational institution, which has to be submitted during June and July for the upcoming educational year. The institution submits the description of study program and curriculum, information about self-assessment, and where available – references from employers. Materials are submitted through the portal of NAHEQA. Then NAHEQA creates a group of experts consisting of the head of the group and two experts, including one expert from among students. The expert group studies the materials of self-assessment, as well as other relevant documents, and then prepares a report of the accreditation expertise and submits it for consideration of NAHEQA, which in turn either approves the report, or requests a new expertise. There are a few types of decisions that NAHEQA can take based on the results of accreditation: to accredit a program (5 years in case of the first accreditation and 10 years – in case of second or later accreditation), to conditionally accredit a program (for one year term in case of certain disadvantages to be removed within one year), or to deny accreditation.

Experts of NAHEQA carry out accreditations in line with the criteria listed as an annex to the Regulation on Accreditation. Here the Regulation has a strong link with the [Methodology for Legal Education Quality Assessment](#), which was developed by the group of experts of the USAID New Justice Program, which is also available at the web-site of NAHEQA in the section ‘Useful materials’.⁵ Both the accreditation and the external independent evaluation have been carried out based on 10 criteria of evaluation. However, there are differences between the Methodology and the Regulation. While the Methodology repeats the criteria, initially developed and embodied in the ESG, the criteria in the Regulation on Accreditation of Study Programs correspond to the ESG criteria, but they are formulated narrower as far as a certain study program is concerned (other aspects of educational process lie beyond the reach of the Regulation on Accreditation):

1. Design and goals of study program;
2. Structure and content of study program;
3. Access to study program and recognition of study results;
4. Study and teaching in a study program;
5. Control measures, evaluation of students and academic integrity;
6. Human resources;
7. Study environment and material resources;
8. Internal assurance of study program quality;
9. Transparency and publicity;
10. Learning by research.

In general the Regulation on Accreditation similarly to the ESG and the Methodology for Legal Education Quality Assessment indicates the same stakeholders, except for the fact that students and student self-government bodies are indicated as separate stakeholders in the Regulation on Accreditation (paragraph 11). Nevertheless, both the accreditation and the evaluation, which was based on the Methodology for Legal Education Quality Assessment, provide for meetings and interviews with stakeholders, and use similar evaluation techniques.

During 2019-2020 academic year NAHEQA carried out accreditations of 909 study programs, where around 1 % received exceptional 5-year accreditations, around 62% – 5-

⁵ https://naqa.gov.ua/wp-content/uploads/2019/12/NJ_Methodology-for-Legal-Education-Quality-Assessment.pdf.

year accreditations, around 35% – conditional one-year accreditations, and around 2% – were denied accreditations.⁶ Based on interviews carried within this impact assessment, for those law schools that earlier went through external independent evaluations by USAID New Justice program experts it was easier to go through accreditations, and this is how those law schools benefited from their experience of communication with experts of the USAID New Justice program.

F. LEGAL CLINICAL EDUCATION

Legal clinics actively operate in Ukraine since the early 1990s. They are most widely represented by [the NGO “Association of Legal Clinics of Ukraine”](#). By 2020 there are almost 60 legal clinics united by the Association, established in early 2000s.

In 2006 the [Model Regulation on the Legal Clinic of the Higher Educational Establishment of Ukraine](#) #592 was adopted by the Ministry of Education and Science. It stipulates, that every higher education institution preparing future lawyers should have a legal clinic as a structural unit. This Regulation also sets out major requirements as to the legal clinics goals, fields of activity, staff composition, provision, etc. So, formally, legal clinics have been established in numbers throughout Ukraine. However far often the requirements of the Regulation were not met by the institutions: staff was not appointed but usually substituted with additional voluntary work of regular teachers, not all of the fields were covered by many clinics (e.x.: Street Law activity), not enough practical training provided to students and so on.

In 2014, following several years of thorough negotiation, drafting work and discussions within the legal clinical community, - the [Standards of the Legal Clinical Activity in Ukraine](#) were adopted at the Annual All-Ukrainian Congress of Legal Clinics of Ukraine. Like the Regulation, the standards outline four major elements of the legal clinical activity: organization, legal awareness activity, legal aid provided by the LC and incorporation of the legal clinical component into the curriculum.

While these Standards were suggested to legal clinics for implementation, it became obvious from the very beginning that there should be a special instrument (tool) to validate these Standards. Soon after the Standards adoption the process of Tool drafting launched and it was finalized and approved at the All-Ukrainian Legal Clinics Congress in 2017. This Congress was organized with the support of the USAID New Justice Program which also invited Leah Wortham – a professor of law and an expert with immense experience in clinical legal education worldwide. Ms. Wortham provided pertinent recommendations on the Instrument which were partly considered by the Association of Legal Clinics of Ukraine.

In fact, the [Quality Performance Assessment Tool for Legal Clinics in Ukraine](#), alike the External Independent Quality Assessment Methodology, aims at external independent assessment of the legal clinical programs based on some common standards.

Since its adoption, 21 monitoring of the legal clinic has been conducted. Several of those - in cooperation and with the support of the USAD New Justice Program. Besides, in 2019 representatives of the ALCU and the USAID New Justice Program [presented](#) the Standards and the evaluation Tool at the [7th ENCLE & IJCLE Conference](#) where both – an idea, as

⁶ Kvit. S. 155.

well as approach laid under these documents were accepted with great enthusiasm by the international legal clinical community.

The positive effect of such external assessment process is impressive and [confirmed](#) by the legal clinical and law schools' administrations, as well as students.

G. CHANGES IN THE “CULTURE” OF HIGHER LEGAL EDUCATION

The changes in the culture of higher legal education in Ukraine have multiple causes but certainly a degree of credit belong to the External Legal Education Quality Assessment program started in 2014 by the USAID funded FAIR Justice Project in Ukraine. The pilot external legal education quality assessment findings have not only helped to enhance the quality of legal education at the pilot law schools, but also helped to inculcate a quality assurance policy within the nationwide system of legal education considering labor market expectations from legal services providers. Legal education in Ukraine had been locked in an old Soviet methodology of theory and doctrine without regard to critical thinking, skills training, varied teaching methods or faculty educational improvements. Even the new 2014 Law on High Education did not provide for significant improvement in the area of quality assurance.

After conducting the original 2014 assessment at Faculty of Law at Lviv National University and submitting its report to the Faculty of Law, then Dean Andriy Boyko promoted its value to other law faculties in Ukraine. Continuing support from USAID permitted additional external assessments at the Yuriy Fedkovych Chernivtsi National University School of Law (assessed 2015), the National University “Odesa Law Academy” (assessed 2017), and the Yaroslav Mudryi National Law University (assessed 2017-18). These external assessments demonstrated their value not only to the assessed schools but also to other universities and the Ministry of Education and Science of Ukraine, the National Agency for Higher Education Quality Assurance. In part due to these successes and to the promotion of Professor Boyko to Head of the MOE Sub-Committee on Legal Education Standards, many of the processes refined in the assessments have been incorporated into the evolving standards for legal education in Ukraine.

Some of the significant changes from the Ministry have been:

- 2015 Regulation on Publication of Dissertations and Reviews of Opponents
- 2016 Regulation on Awarding of Academic Degrees to Scientific and Scientific-Pedagogical Workers
- 2018 Legal Education Standards for bachelor's degree Programs in Law
- 2019 Regulation on the Accreditation of Educational Programs
- 2020 Legal Education Standards for master's degree Programs in Law

Of additional importance to changing the culture of higher legal education in Ukraine is the external, independent, methodology itself. The methodology has been used by the law faculty at National University of Ostroh Academy School of Law to perform its own assessment and create recommended improvements to its legal education. Other law schools in Ukraine have used the assessment methodology as they endeavor to adapt and improve their educational quality.

The external, independent, methodology was also an important factor in the creation of the USAID sponsored Innovative (Model) Law School Curriculum for Ukrainian law schools.

As a result of this document, the Ukrainian Catholic University School of Law used components of it in the creation of its law bachelor's program based on the Innovative (Model) Law School Curriculum and has successfully launched the new modern curriculum at their school.

Change of culture is often the most difficult transition to make and is often a continuing process as it is here. However, among the significant changes in the culture of higher legal education that can be seen are:

- An acceptance of the importance of student focused learning and participation of students in the learning and decisions making process.
- Agreement that practical legal education is an important element of a modern legal education.
- A renewed focus on the importance of a quality education assurance system in law faculties.
- Increased support for modern interactive teaching methods and development of soft skills as an essential element of legal education.
- Increased awareness of the importance of ethics in legal education and the legal professions.
- Increased support for legal clinics and international programs.

Collectively, these series of programs and changes have been instrumental in assisting Ukrainian legal education meet the standards of modern legal education and the standards of the European Higher Education Area and changing the culture of legal education in Ukraine.

VIII. RECOMMENDATIONS

Considering the findings as described in section VI of the report, the following recommendations are presented for every element of the Methodology for external evaluation of legal education quality followed by general recommendations involving the future development of higher legal education in Ukraine.

Recommendations for law schools:

Element 1: Policy for Internal Quality Assurance

Law schools should ensure continued improvement and implementation of internal quality assurance mechanisms. Strategic plans developed by law schools should be developed with a clear implementation plan and be subject to systematic review and revision. For the proper implementation of strategic plans the appropriate quantity of support staff should be employed and receive substantive training.

Element 2: Design and Approval of Programs

Study programs should receive continued assessment and improvement in course selection considering modern developments of legal theory and practice. Qualitative amendments of electives should take place. Law schools' management should ensure transparent and well-communicated procedures to promote meaningful course selections. Student monitors system should be replaced with transparent communication.

Element 3: Student-Centered Learning, Teaching and Assessment

Development of ethics courses and incorporation of ethics components in other courses should be further promoted and developed. Regular, anonymous course and teacher evaluations by students should be standardized, formalized and fully implemented. Teacher training should be improved and carried out on a systematic basis with better funding and promotion for attending workshops and international programs.

Element 4: Student Admission, Progression, Recognition and Certification

Merit-based admission using objective testing methods should be promoted. Faculty expertise in testing should be further enhanced. Law schools need to continue to increase practical legal education and to give credits for it as well as for clinical education.

Element 5: Teaching Staff

Law schools need to recognize and support the value of external training and academic exchanges. The use of interactive teaching and modern teaching techniques in the educational process should be further promoted.

Element 6: Curriculum, Learning Resources and Student Support

Greater support should be provided for software and online access to licensed learning sites and platforms. Law schools should ensure continuing development of practical skills and critical thinking. Cooperation between law schools for the exchange of useful experience, educational innovations and achievements should be increased.

Element 7: Information Management and Administration

Law schools should take efforts in the use of common electronic distribution mechanisms for more direct communication with students and reduce reliance on the “student monitor” system.

Element 8: Public Information

Law schools should maintain transparency and high standards by making regular updates to their web-pages containing all the necessary information about study programs and career opportunities in a user-friendly manner. Web-sites of higher educational institutions should store dissertations online to the maximum of available resources and pursuant to copyright requirements after the expiration of three months.

Element 9: On-going Monitoring and Periodic Review of Programs

Law schools should continue ongoing monitoring and periodic review of programs by considering the interests of all relevant stakeholders.

Element 10: Cyclical External Quality Assurance

Accreditations should be carried out with due quality and professionalism.

Recommendations on further development of Ukrainian Higher Legal Education:

The External Independent Assessment Methodology has had a substantial impact on legal education reform in Ukraine by assisting development both at the four Universities that have undergone the process and in the higher legal education system and other Universities. In large part this impact has been enhanced by the consistent implementation of assistance by USAID’s FAIR and New Justice that have emphasized a common approach to modern legal education program development in complimentary projects such as the development of minimum standards, the Model Curriculum and training and assistance efforts.

Based on the information gathered as part of this impact assessment and the experience of assistance on the part of the experts over the last six years, the team of experts would offer the following recommendations:

International Assistance efforts should continue to be organized consistent with the aid already given. Any further assistance efforts should build on the accomplishments already achieved. In particular further assistance should be offered in the following areas:

- Additional training for law faculties on interactive teaching methods followed by more intensive assistance on course and individual class development for selected courses. This should include training on the use of distance learning technologies and the use of these methods online.

- Additional assistance in the development of soft skills and practical courses including course contents. This should include projects like the current New Justice project designed to create a model legal writing course. These model courses and course contents should be complimented by the training of faculty from Ukrainian law schools in how to implement them.
- Additional assistance for developing professional ethics materials in law classes and development of courses as well as human rights materials and courses (including the ECHR).
- Consideration of the creation of an online resource of practical exercise examples in a variety of legal topics that can be used by Ukrainian law faculty members as a resource.
- Further assistance with the propagation and implementation of the Innovative (Model) Law School Curriculum including assistance and analysis of those Universities who are implementing the Innovative (Model) Law School Curriculum and further assistance to new programs to do so at other Universities.
- Additional assistance in the area of training and expertise for the development of fair, consistent and relevant examination procedures. This should include organization of courses (including online) for students taking the entrance examination to the Master of Laws program and in case if the Unified State Qualified Examination is introduced, free courses and materials for students to prepare for these examinations.
- Continued assistance to the Ministry of Education. In particular: assistance in revising the 1993 Regulation on Student Externships/Apprenticeships to make it more effective for modern law student development; consider changes to the Master of Law Standards to allow greater flexibility for double degree programs; and support for the NAHEQA to organize more training for evaluators, and law school administrators on accreditation requirements and process.
- Continue to support the Ukrainian Association of Legal Clinics in their development and in the development of Legal Clinics in Ukraine.

In addition, the External Independent Assessment Methodology should continue to serve as the basis for further assistance to Ukrainian law faculties including:

- Continue to work with and assist the evaluated schools in furthering the changes made by the assessment process. Consider facilitating a meeting or contact among the schools to discuss their experience and to share ideas and best practices.
- Further study of the longer-term impact of the External Assessment, as appropriate in the future.
- Consider implementing the External Independent Assessment process at additional targeted law faculties. Faculties could be targeted based on geographic location (for example, Kyiv), willingness to cooperate, and diversity of law schools.
- Development of a mentorship project where selected previously evaluated law faculties agree to mentor other law faculties who are selected and willing to participate in the External Assessment process and to work in partnership with their partner law faculty in developing and implementing a strategic plan consistent with the assessment. (For example 2 previously evaluated schools working with 2 new schools). This would seek to highlight the successful schools into a more national academic leadership role, build institutionalization and create a positive role model and mentor system that also develops local collegial

improvements in national legal education. This program would create a local peer process for improving legal education and a prestige factor that hopefully other schools would look to for assistance and inspiration.

APPENDIX A. LIST OF INDIVIDUALS INTERVIEWED OR PARTICIPATED IN DISCUSSIONS

Date	Time	University	Online meeting	Interview	Focus Group	Class	Experts
September 25	18.00-19.00 PM EEST	LNU	Mr. N. Stetsyk				Delaine Swenson, Speedy Rice, Ivan Romashchenko
September 29	17.00-18.00 PM EEST	YMNLU	Ms. H. Klimova, Mr. O. Dutchenko				Speedy Rice, Ivan Romashchenko
September 30	12.10-13.10 PM EEST	NUOLA	Mr. V. Tuliakov				Delaine Swenson, Mariia Tsypiasuchuk
October 2	9.30-10.30 AM EEST	NUOLA		Mr. V. Tuliakov			Delaine Swenson, Mariia Tsypiasuchuk
October 5	5.00-6.00 PM EEST (I)	ChNU	Mr. Patsurkivskiy				Speedy Rice, Mariia Tsypiasuchuk
October 7	11:00-12:00 EEST (I)	LNU	Dean Stetsyk	Dean Stetsyk			Delaine Swenson, Ivan Romashchenko
October 9	5.00-6.00 PM EEST (I)	ChNU		Mr. Patsurkivskiy			Speedy Rice, Mariia Tsypiasuchuk
October 12	10-11 AM EEST (I)	NUOLA			Deans & vice-rector		Delaine Swenson, Mariia Tsypiasuchuk
October 12	15.00-16.00 PM EEST (I)	LNU			Dean Volodymyr Burdin, Vice Deans Marta Mochulska, Nazar Stetsyk		Delaine Swenson, Ivan Romashchenko
October 12	16.00-16.40 PM EEST (I)	YMNLU		Mr. Bogdan Karnaukh (Teacher)			Speedy Rice, Ivan Romashchenko
October 13	14.00-15.00 PM EEST (I)	LNU			1 year students (graduates of the school of young lawyer)		Delaine Swenson, Ivan Romashchenko

					Liubomyr Karaman, Ostap Golovetskyi, Anastasiia Khtey, and head of the school of young lawyer M.Sukhanov		
October 13	16.00-16.40 PM EEST (I)	YMNLU		Mr. Igor Kuts (Alumni)			Speedy Rice, Ivan Romashchenko
October 13	17.00-17.40 PM EEST (I)	YMNLU		Mr. Dmitriy Nesterenko (Employer)			Speedy Rice, Ivan Romashchenko
October 15	10.10-11.30 PM EEST (I)	LNU				Open laboratory class on Civil Procedural Law of Ukraine "Parties as Participants of Claim Process" by Associate Professor Oksana Ugrynovska	Delaine Swenson, Ivan Romashchenko
October 16	10.00-11.00 AM EEST (I)	5			Yevhen Hyzhniak, Faculty of Advocacy Dean, Maryna Demenchuk, dean deputy of the Faculty of Advocacy		Delaine Swenson, Mariia Tsypiashchuk
October 16	14.00-15.00 PM EEST (I)	LNU			Lecturers: Mr. Vitaliy Kosovych, Ms. Nataliya Radanovych, Ms. Oleksandra Yavorska		Delaine Swenson, Ivan Romashchenko
October 16	15.00-16.00 PM EEST (I)	LNU			Meeting with Legal clinic coordinator Ms. Anna Mocherad and student adviser O.Yu. Ranevych		Delaine Swenson
October 16	15.00-15.40 PM EEST (I)	YMNLU		Ms Kateryna Zelenska (Student)			Speedy Rice, Ivan Romashchenko

October 19	15.00-15.40 PM EEST (I)	YMNLU		Mr. Yurii Barabash (administration)			Speedy Rice, Ivan Romashchenko
October 19	15.00-15.40 PM EEST	NUOLA		Oleksandr Torbas (teacher)			Delaine Swenson, Mariia Tsypiashchuk
October 19	17.00-18.00 PM EEST (I)	YMNLU			Focus group with Dean Volodymyr Maryniv, Vice Dean Oleksandr Dudchenko and Viktor Yanyshen		Speedy Rice, Ivan Romashchenko
October 20	10.00-11.30 AM EEST (I)	LNU				Distant lecture	Delaine Swenson, Ivan Romashchenko
October 20	12.00-13.00 AM EEST (I)	LNU			Focus group with students LNU		Delaine Swenson, Ivan Romashchenko
October 20	16.00-17.00 PM EEST (I)	YMNLU			Focus group with graduates: Mr. Dmitriy Nesterov, Ms. Yulia Teveleva, Ms. Natalia Kovalenko		Speedy Rice, Ivan Romashchenko
October 20	17:30-18:10 EEST (I)	ChNU		Moisey Georgy Georgievich, postgraduate student of the Department of Public Law			Mariia Tsypiashchuk, Speedy Rice
October 23	13.00-14.00 PM EEST (I)	LNU			Meeting with LNU graduates		Delaine Swenson, Ivan Romashchenko
October 23	14.00-15.00 PM EEST (I)	LNU			Meeting with LNU employers		Delaine Swenson, Ivan Romashchenko
October 23	15.00-16.00 PM EEST (I)	YMNLU			Focus group with lecturers: Mr. Dmitriy Lukyanov, Ms. Tetiana Dydenko, Mr. Bogdan Mochanchuk		Speedy Rice, Ivan Romashchenko
October 23	16.00-17.00 PM EEST (I)	YMNLU			Focus group with employers: Mr. Sergii Polishchuk, Ms		Delaine Swenson, Ivan Romashchenko

					Natalia Sannikova, Ms Maria Govorun and Mr Artur Bulgakov		
October 23	18:00-18:40 EEST (I)	ChNU		Melenko Oksana Volodymyrivna, PhD in Law, Associate Professor of Public Law, Deputy Dean of the Law School for education and methodology			Speedy Rice, Mariia Tsypiashchuk
October 26	9.45-11.00 AM DST (I) 12:45am PDT	YMNLU				Lecture of Prof. Yuriy Grodetskyi (in You Tube)	Speedy Rice, Ivan Romashchenko
October 26	15.00-16.30 PM DST (I) 06:00 am PDT	YMNLU				Lecture of Prof. Olesia Tragniuk	Speedy Rice, Ivan Romashchenko
October 27	13.00-14.20 PM DST (I) 04:00 - 05:20am PDT	YMNLU				Lecture of Prof. Stanislav Pogrebniak	Speedy Rice, Ivan Romashchenko
October 27	12:00-12:40 DST (I)	NUOLA		Markov Oleksandr, advocate (employer)			Delaine Swenson, Mariia Tsypiashchuk
October 27	15:00-15.40 DST (I)	ChNU		Toronchuk Ivan Zheluvych, PhD in Law, Associate Professor of European Law and Comparative Law, Deputy Dean of the Law school			Speedy Rice, Mariia Tsypiashchuk

October 27	15:00-15:40 DST (I)	YMNLU			Focus group with students YMNLU		Ivan Romashchenko
October 28	11:00-12:00 DST (I)	NUOLA			Focus group with students NUOLA		Delaine Swenson, Marii Tsypiaschuk
October 28	12:30-13:10 DST (I)	NUOLA		Karyna Lukashchuk, Head of Students Self-government			Delaine Swenson, Marii Tsypiaschuk
	16:00-16:40	ChNU		Mr. Butyrskyi			Speedy Rice, Mariia Tsypiaschuk
November 6	17:00-17:40	CHNU			Krainiy Pavlo Ivanovych, Gavriyuk Ruslana Oleksandrivna, Shcherbanyuk Oksana Volodymyrivna		Speedy Rice, Mariia Tsypiaschuk
	17:40-18:00	ChNU		Irynych Gabriela Heorhiivna			Speedy Rice, Mariia Tsypiaschuk
November 10	17:00-17:40 DST (I)	YMNLU		Interview with Vice Rector Viacheslav Komarov			Speedy Rice, Ivan Romashchenko
November 10	18:00-19:00 DST (I)	ChNU			Nesterenko Lidiya Borysivna, Kovbas Igor Vasilyevich, Bartusyak Pavlo Ihorovych		Speedy Rice, Mariia Tsypiaschuk
November 17		ChNU (I)			Serhii Melenko, Halyna Zharovska		Delaine Swenson, Mariia Tsypiaschuk
November 20		NUOA (I)			Viktoria Volynchuk, Yuliia Shulyk		Delaine Swenson, Mariia Tsypiaschuk
November 23	18:00-18:40			Svitlana Khyliuk, UCU			
November 24	10:00-10:40 (I)			Ivan Nazarov			
November 24	17:00-17:40 (I)			Andrii Boiko			
November 25	16:30-17:15	NUOLA			NUOLA Faculty of Advocacy		Mariia Tsypiaschuk

					administration Bezruz Khashmatulla, Mykola Karaman		
November 25		NUOLA			NUOLA Faculty of Advocacy teachers Iryna Kislitsyna, Mykhailo Riazanov		Mariia Tsypashchuk
December 2	17:15- 18:00 (I)	ALCU		Interview with Yuliia Lomzhets, Head of the ALCU			All
December 3	10:00- 11:00 (I)	NUOLA			NUOLA Faculty of Advocacy students: Topal Yuliia, Mazien Ivanna		Delaine Swenson, Mariia Tsypashchuk
December 3	18:15- 19:00 (I)	NUOA			NUOA Law Institute Dean and a student Serhii Ishchuk, Khrystyna Pistun		All
December 4	14:00- 15:00 (I)	NUOLA			Employers: Oleksandr Kozlov, Vitalii Palianychko		Delaine Swenson, Mariia Tsypashchuk
December 4	15:00- 15:40	NUOLA		Graduate: Oleksandr Hrun			Delaine Swenson, Mariia Tsypashchuk

APPENDIX B. RESULTS OF ONLINE SURVEYS

IVAN FRANKO LVIV NATIONAL UNIVERSITY
TOTAL NUMBER OF RESPONDENTS: 155

ANSWER	ANSWERED
1. WHICH STAKEHOLDER GROUP DO YOU BELONG TO?	
Students	48 (31%)
Graduates	47 (30.3%)
Administration	5 (3.2%)
Faculty	55 (35.5%)
Employers	-
2. ARE YOU AWARE OF THE PREVIOUS EVALUATION PROCESS AT THE LAW SCHOOL?	
Participated in the process	39 (25.2%)
Did not participate, but knowledgeable	52 (33.5%)
Neither part of the process or knowledgeable	64 (41.3%)
3. HAVE YOU READ THE RESULTS OF THE PRIOR EVALUATION?	
Yes	60 (38.7%)
No	95 (61.3%)
4. DOES THE EVALUATION PROCESS AND REPORT HAVE A GENERALLY POSITIVE OR NEGATIVE REPUTATION AT THE LAW SCHOOL?	
Generally positive	68 (43.9%)
Generally negative	1 (0.6%)
Don't know	86 (55.5%)
5. DO YOU THINK THE PROCESS AND REPORT HAD A GOOD EFFECT, A BAD EFFECT OR NO EFFECT AT ALL?	
Good effect	62 (40%)
Bad effect	2 (1.3%)

ANSWER	ANSWERED
No effect at all	15 (9.7%)
Don't know	76 (49%)
6. HAVE YOU NOTICED ANY CHANGES IN THE LAW FACULTY SINCE THE TIME OF THE EVALUATION AND REPORT?	
Yes	57 (36.8%)
No	98 (63.2%)
7. HAS THERE BEEN A CHANGE IN ATTITUDE IN THE FACULTY REGARDING QUALITY ASSURANCE?	
Yes	62 (40%)
No	24 (15.5%)
Don't know	69 (44.5%)
8. HAVE INTERNAL QUALITY ASSURANCE METHODS BEEN CHANGED BY THE EXTERNAL EVALUATION PROCESS?	
Yes	60 (38.7%)
No	20 (12.9%)
Don't know	75 (48.4%)
9. HAS THE LAW SCHOOL DEVELOPED SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	49 (31.6%)
No	9 (5.8%)
Don't know	97 (62.6%)
10. DID THE EVALUATION PROCESS INFLUENCE THE DEVELOPMENT AND CONTENT OF SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	33 (21.3%)
No	6 (3.9%)
Don't know	116 (74.8%)
11. ARE STUDENTS ACTIVELY INVOLVED IN TEACHING STAFF EVALUATION?	
Yes	119 (76.8%)
No	36 (23.2%)
12. DO YOU THINK THE FACULTY EMPHASIZES A GOOD MIX OF THEORY AND PRACTICAL LEGAL EDUCATION?	

ANSWER	ANSWERED
Yes	112 (72.3%)
No	43 (27.7%)
13. DO YOU THINK THE FACULTY EMPHASIZES THE DEVELOPMENT OF LEGAL SKILLS SUCH AS CRITICAL THINKING, ORAL AND WRITTEN ARGUMENT?	
Yes	125 (80.6%)
No	30 (19.4%)
14. IS THE USE OF GROUP WORK COMMON IN CLASSES AT THE FACULTY?	
Yes	123 (79.4%)
No	32 (20.6%)
15. DO YOU THINK RECENT GRADUATES OF THE FACULTY ARE QUALIFIED TO WORK AS LEGAL PRACTITIONERS FOLLOWING THEIR GRADUATION FROM THE MASTER'S PROGRAM AT THE FACULTY?	
Yes	128 (82.6%)
No	27 (17.4%)

**YURIY FEDKOVYCH CHERNIVTSI NATIONAL UNIVERSITY SCHOOL OF LAW
TOTAL NUMBER OF RESPONDENTS: 27**

ANSWER	ANSWERED
1. WHICH STAKEHOLDER GROUP DO YOU BELONG TO?	
Students	13 (48.1%)
Graduates	1 (3.7%)
Administration	3 (11.1%)
Faculty	9 (33.3%)
Employers	1 (3.7%)
2. ARE YOU AWARE OF THE PREVIOUS EVALUATION PROCESS AT THE LAW SCHOOL?	
Participated in the process	8 (29.6%)
Did not participate, but knowledgeable	9 (33.3%)
Neither part of the process or knowledgeable	10 (37%)
3. HAVE YOU READ THE RESULTS OF THE PRIOR EVALUATION?	

ANSWER	ANSWERED
Yes	11 (40.7%)
No	16 (59.3%)
4. DOES THE EVALUATION PROCESS AND REPORT HAVE A GENERALLY POSITIVE OR NEGATIVE REPUTATION AT THE LAW SCHOOL?	
Generally positive	12 (44.4%)
Generally negative	6 (22.2%)
Don't know	9 (33.3%)
5. DO YOU THINK THE PROCESS AND REPORT HAD A GOOD EFFECT, A BAD EFFECT OR NO EFFECT AT ALL?	
Good effect	10 (37%)
Bad effect	4 (14.8%)
No effect at all	1 (3.7%)
Don't know	12 (44.4%)
6. HAVE YOU NOTICED ANY CHANGES IN THE LAW FACULTY SINCE THE TIME OF THE EVALUATION AND REPORT?	
Yes	16 (59.3%)
No	11 (40.7%)
7. HAS THERE BEEN A CHANGE IN ATTITUDE IN THE FACULTY REGARDING QUALITY ASSURANCE?	
Yes	18 (66.7%)
No	5 (18.5%)
Don't know	4 (14.8%)
8. HAVE INTERNAL QUALITY ASSURANCE METHODS BEEN CHANGED BY THE EXTERNAL EVALUATION PROCESS?	
Yes	16 (59.3%)
No	2 (7.4%)
Don't know	9 (33.3%)
9. HAS THE LAW SCHOOL DEVELOPED SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	10 (37%)
No	4 (14.8%)

ANSWER	ANSWERED
Don't know	13 (48.1%)
10. DID THE EVALUATION PROCESS INFLUENCE THE DEVELOPMENT AND CONTENT OF SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	10 (37%)
No	3 (11.1%)
Don't know	14 (51.9%)
11. DESCRIBE HOW THE UNDERSTANDING OF QUALITY ASSURANCE AS A PROCESS THAT ENGAGES A COMMON UNDERSTANDING AMONG ALL FACULTY, STAFF AND STUDENTS HAS DEVELOPED SINCE THE LEGAL EDUCATION QUALITY ASSESSMENT?	
Don't know	
Normal	
Assurance of quality is a complex phenomenon, which includes work with students, administration, lecturers, and with employers. The Law Department tried to improve all directions of quality assurance. And the most important thing – to remove the subjective factor during evaluation.	
None	
Very well	
+	
Lecturers started to approach the formation of content of educational material more responsibly, while the students are more responsible with its learning	
Developed to the positive side	
The understanding is still quite complex between students and lecturers	
It is not that all lecturers have an equal understanding of the process of quality assurance, which in general may create an unpleasant picture, because an equal approach is needed from everyone	
Don't know	
It hasn't been changed, unfortunately	
There is practically no understanding between administration/faculty and students. Interests of students are not considered at all.	
Participation in the discussion of educational programs, discussion of topical issues of educational process.	
The approaches in educating students are more student-centered now, requirements to lecturers are higher.	
The question is not clear. Which information about the graduate can the employer receive when answering this question.	
Unknown	
The percentage of legal competences in the preparation of a future lawyer has increased	

ANSWER	ANSWERED
Nobody taught me legal lexicon (in Ukrainian), to send an electronic message to a teacher	
Primarily the independent systems of both current and final control have been established. The base of 24000 tests and cases has been developed, state exams are passed independently without external influence in computer classes.	
There is none	
Don't know	
Lecturers, administration and students have understood that the process of quality assurance is necessary and inevitable. This is the result of successful ZNO implementation.	
12. PLEASE HIGHLIGHT THE POSITIVE AND ASPIRATIONAL GUIDELINES DEVELOPED FOR COURSE EXCELLENCE.	
1. Novelty and actuality. 2. Easier perception of material by students.	
Educational disciplines are already improved	
The main focus is on practical aspect of most disciplines	
Increase of influence of the interactive methods of teaching	
Don't know, but hope to see them	
+	
Positive: specification and systematization of educational material; expected – further unification of all educational programs by all law schools	
Unfortunately, unknown	
Normal timetable	
All theoretical part, studied at the Department, to plan for the practical side. Only then the percentage of well-prepared lawyer will grow.	
Don't know	
There are none	
To decrease the quantity of electives	
Choice of disciplines in the interests of students. Because at the moment important disciplines are electives, while less actual ones are main ones. At the moment students cannot always choose what is interesting for them due to internal rules of the faculty.	
Use of different educational platforms	
Reduction of the quantity of educational disciplines. Combination of different forms of examinations (for example, tests as an access and oral/written response).	
To pay more attention at the receipt of practical skills by students.	
Unknown	

ANSWER	ANSWERED
--------	----------

In order to study a basic discipline well a student has to learn it for one year, because during one semester you can only learn something by heart, but not to learn for practical use.
The quantity of test has to be reduced, but their quality should be improved.

I hope that school will be able to send teachers to continue teaching professional language to foreign students and to help students to integrate into their education and life.

Primarily the enhancement of practical component, independent choice of disciplines and student works online. Student-centered learning!

Better understanding and application of received knowledge

Disciplines are filled with practical component and court practice

Reduction of the quantity of electives. Combination of various forms of exams (for example, tests to access and oral/written response).

13. WHAT IS THE BALANCE/RATIO BETWEEN ORAL EXAMS AND WRITTEN EXAMS AT THE LAW FACULTY?

10/100

Written one is harder than the oral one

50/50, while during the COVID-19 pandemic – 95%

Both the first and the second ones are disputed methods for the assessment of knowledge, because it the one who carries out the assessment or what is under the assessment that influence the process of assessment

50 to 50

+

10/90 in favor of written exams

They provide complete assessment

1:3

Too many exams in written form, namely in the form of tests, in my opinion, badly influences the level of students' knowledge

Written ones are better

50/50

1:9

70/20/30, where 70% are exams in the form of tests, 20% are oral exams, 10% are in a written form.

All exams are taken in the form of tests in computer classes

Exams in the forms of tests prevail

I don't know

Unknown

ANSWER	ANSWERED
--------	----------

There are more written exams in the form of tests

Oral ones train presentation ability, while written exams are for the use of knowledge

All exams are in computer classes, there are practically no oral exams

10/90

There are more written ones

14. ARE MEMBERS OF THE TEACHING STAFF BEING TRAINED IN DIFFERENT MODERN ASSESSMENT METHODOLOGIES?

Yes	11 (40.7%)
No	4 (14.8%)
Don't know	12 (44.4%)

15. ARE TEACHING METHODS THAT ARE INTERACTIVE, USING CASE STUDIES, ROLE PLAYS (INCLUDING MOOT CASES), PRESENTATIONS AND THE SOCRATIC DIALOGUE (AMONG OTHERS) PROMOTED AT THE LAW FACULTY? PLEASE EXPLAIN HOW.

Cases
Intellectual competitions among students
Study of cases

I don't know, I just like it

No

To the maximum

Yes, study of cases, Kahoot, Socrat dialogue, presentations

Yes, they are applied

+

During practical classes and lectures the study of cases is actively applied. Other methods are not that popular.

Yes, they are encouraged

Yes

Yes, sometimes interactive methods are used

Yes

Yes, cases, presentations, dialogues

It is seldom that I see something similar. In 90% of cases dry lecturing leaves without any willingness for further studies.

ANSWER	ANSWERED
Yes. Classes include not only the learning of theoretical material, but also the acquisition of practical skills. That is why work in groups, role games, simulations are practiced.	
I am not aware of this	
I can't	
Most likely not, but lecturers take efforts to introduce these methods in educational process.	
Needs, maybe to organise competitions of different classes	
Socrat method, resolution of cases, modelling of court hearings, presentations	
Yes, only so! We have re-configured the lecturing and there is effect	
Haven't met this personally	

NATIONAL UNIVERSITY "ODESA LAW ACADEMY"
TOTAL NUMBER OF RESPONDENTS: 116

ANSWER	ANSWERED
1. WHICH STAKEHOLDER GROUP DO YOU BELONG TO?	
Students	79 (68.1%)
Graduates	15 (12.9%)
Administration	1 (0.9%)
Faculty	21 (18.1%)
Employers	-
2. ARE YOU AWARE OF THE PREVIOUS EVALUATION PROCESS AT THE LAW SCHOOL?	
Participated in the process	34 (29.3%)
Did not participate, but knowledgeable	44 (37.9%)
Neither part of the process or knowledgeable	38 (32.8%)
3. HAVE YOU READ THE RESULTS OF THE PRIOR EVALUATION?	
Yes	50 (43.1%)
No	66 (56.9%)
4. DOES THE EVALUATION PROCESS AND REPORT HAVE A GENERALLY POSITIVE OR NEGATIVE REPUTATION AT THE LAW SCHOOL?	
Generally positive	33 (28.4%)

ANSWER	ANSWERED
Generally negative	16 (13.8%)
Don't know	67 (57.8%)
5. DO YOU THINK THE PROCESS AND REPORT HAD A GOOD EFFECT, A BAD EFFECT OR NO EFFECT AT ALL?	
Good effect	32 (27.6%)
Bad effect	16 (13.8%)
No effect at all	17 (14.7%)
Don't know	51 (44%)
6. HAVE YOU NOTICED ANY CHANGES IN THE LAW FACULTY SINCE THE TIME OF THE EVALUATION AND REPORT?	
Yes	43 (37.1%)
No	73 (62.9%)
7. HAS THERE BEEN A CHANGE IN ATTITUDE IN THE FACULTY REGARDING QUALITY ASSURANCE?	
Yes	40 (34.5%)
No	30 (25.9%)
Don't know	46 (39.7%)
8. HAVE INTERNAL QUALITY ASSURANCE METHODS BEEN CHANGED BY THE EXTERNAL EVALUATION PROCESS?	
Yes	41 (35.3%)
No	29 (25%)
Don't know	46 (39.7%)
9. HAS THE LAW SCHOOL DEVELOPED SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	41 (35.3%)
No	15 (12.9%)
Don't know	60 (51.7%)
10. DID THE EVALUATION PROCESS INFLUENCE THE DEVELOPMENT AND CONTENT OF SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	37 (31.9%)
No	16 (13.8%)

ANSWER	ANSWERED
Don't know	63 (54.3%)
11. DO YOU FEEL THAT STUDENTS / GRADUATES ARE READY TO IDENTIFY AND KNOW HOW TO DEAL WITH MAJOR PROFESSIONAL ETHICAL ISSUES WHICH MIGHT ARISE IN LAW PRACTICE?	
Yes	68 (58.6%)
No	48 (41.4%)
12. DO YOU THINK THE FACULTY EMPHASIZES A GOOD MIX OF THEORY AND PRACTICAL LEGAL EDUCATION?	
Yes	73 (62.9%)
No	43 (37.1%)
13. DO YOU THINK THE FACULTY EMPHASIZES THE DEVELOPMENT OF LEGAL SKILLS SUCH AS CRITICAL THINKING, ORAL AND WRITTEN ARGUMENT?	
Yes	81 (69.8%)
No	35 (30.2%)
14. DO YOU FEEL THAT THE HUMAN RIGHTS COMPONENT HAS BEEN INTEGRATED INTO THE GENERAL CURRICULUM / WIDE RANGE OF COURSES?	
Yes	97 (83.6%)
No	19 (16.4%)
15. DO YOU THINK RECENT GRADUATES OF THE FACULTY ARE QUALIFIED TO WORK AS LEGAL PRACTITIONERS FOLLOWING THEIR GRADUATION FROM THE MASTER'S PROGRAM AT THE FACULTY?	
Yes	88 (75.9%)
No	28 (24.1%)

**YAROSLAV MUDRYI NATIONAL LAW UNIVERSITY
TOTAL NUMBER OF RESPONDENTS: 115**

ANSWER	ANSWERED
1. WHICH STAKEHOLDER GROUP DO YOU BELONG TO?	
Students	32 (27.8%)
Graduates	57 (49.6%)
Administration	3 (2.6%)
Faculty	21 (18.3%)
Employers	2 (1.7%)

ANSWER	ANSWERED
2. ARE YOU AWARE OF THE PREVIOUS EVALUATION PROCESS AT THE LAW SCHOOL?	
Participated in the process	22 (19.1%)
Did not participate, but knowledgeable	31 (27%)
Neither part of the process or knowledgeable	62 (53.9%)
3. HAVE YOU READ THE RESULTS OF THE PRIOR EVALUATION?	
Yes	33 (28.7%)
No	82 (71.3%)
4. DOES THE EVALUATION PROCESS AND REPORT HAVE A GENERALLY POSITIVE OR NEGATIVE REPUTATION AT THE LAW SCHOOL?	
Generally positive	33 (28.7%)
Generally negative	8 (7%)
Don't know	74 (64.3%)
5. DO YOU THINK THE PROCESS AND REPORT HAD A GOOD EFFECT, A BAD EFFECT OR NO EFFECT AT ALL?	
Good effect	26 (22.6%)
Bad effect	7 (6.1%)
No effect at all	11 (9.6%)
Don't know	71 (61.7%)
6. HAVE YOU NOTICED ANY CHANGES IN THE LAW FACULTY SINCE THE TIME OF THE EVALUATION AND REPORT?	
Yes	34 (29.6%)
No	81 (70.4%)
7. HAS THERE BEEN A CHANGE IN ATTITUDE IN THE FACULTY REGARDING QUALITY ASSURANCE?	
Yes	32 (27.8%)
No	23 (20%)
Don't know	60 (52.2%)
8. HAVE INTERNAL QUALITY ASSURANCE METHODS BEEN CHANGED BY THE EXTERNAL EVALUATION PROCESS?	
Yes	32 (27.8%)

ANSWER	ANSWERED
No	24 (20.9%)
Don't know	59 (51.3%)
9. HAS THE LAW SCHOOL DEVELOPED SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	26 (22.6%)
No	13 (11.3%)
Don't know	76 (66.1%)
10. DID THE EVALUATION PROCESS INFLUENCE THE DEVELOPMENT AND CONTENT OF SHORT- AND LONG-TERM PLANS FOR THE DEVELOPMENT OF THE LAW SCHOOL?	
Yes	22 (19.1%)
No	18 (15.7%)
Don't know	75 (65.2%)
11. ARE STUDENTS ACTIVELY INVOLVED IN TEACHING STAFF EVALUATION?	
Yes	81 (70.4%)
No	34 (29.6%)
12. DO YOU THINK THE FACULTY EMPHASIZES A GOOD MIX OF THEORY AND PRACTICAL LEGAL EDUCATION?	
Yes	67 (58.3%)
No	48 (41.7%)
13. DO YOU THINK THE FACULTY EMPHASIZES THE DEVELOPMENT OF LEGAL SKILLS SUCH AS CRITICAL THINKING, ORAL AND WRITTEN ARGUMENT?	
Yes	81 (70.4%)
No	34 (29.6%)
14. DO YOU THINK ISSUES OF PROFESSIONAL ETHICS ARE WELL INTEGRATED INTO THE CURRICULUM?	
Yes	67 (58.3%)
No	48 (41.7%)
15. DO YOU THINK RECENT GRADUATES OF THE FACULTY ARE QUALIFIED TO WORK AS LEGAL PRACTITIONERS FOLLOWING THEIR GRADUATION FROM THE MASTER'S PROGRAM AT THE FACULTY?	
Yes	74 (64.3%)
No	41 (35.7%)

APPENDIX C. BIOGRAPHIES OF IMPACT EVALUATION EXPERTS

Delaine R. Swenson is an American lawyer and law professor with over 30 years of experience in training and the law. He previously served as the Department Head of the Chair of International and American Law at the Faculty of Law of John Paul II Catholic University of Lublin, Poland and serves as Director and was the founder of the Center for Advancing Legal Skills and the Center for American Law. He is also a Founder and is currently Chair of the Founders Council of the Rule of Law Institute Foundation. Professor Swenson has conducted training for lawyers, judges, prosecutors, law professors and students and government officials in over 30 countries for clients such as the US Department of State, the US Department of Justice, the American Bar Association, the Organization for Security and Cooperation in Europe, the United Nations, the German Investment Fund, and the European Union as well as several large law firms including Wardynski & Partners in Poland and White & Case in Asia. He served as the lead expert and trainer for a five year Model Court Project in China, a five-year legal reform project in Georgia and several projects in Ukraine. Professor Swenson also has over 10 years of experience as a trial lawyer in the state and federal courts of the United States, and was the Young Lawyer of the Year in the State of Washington in 1993. He was an International legal education policy expert for the Independent, External, On-Site Assessments of Legal Education Quality at Ivan Franko National University of Lviv implemented by the USAID Fair Justice Project in 2014 and National University "Odesa Law Academy" and at the Yaroslav Mudryi National University in Kharkiv. He was a member of the expert team and co-author of the Model Curriculum for the Study of Law in Ukraine and assisted as an expert in the development of the Bachelor and Master's Minimum Standards in Ukraine.

Thomas H. Speedy Rice is currently a Professor of Practice at Washington & Lee School of Law's Transnational Law Institute in Lexington, VA. He designed practicum courses which are assisting the defense support services of the International Criminal Court and the Military Commissions at Guantanamo Bay, Cuba, another in Serbia on the European Court of Human Rights, and most recently is currently teaching a practicum he designed promoting implementation of the UN Convention Against Corruption and Good Governance in Ukraine, as well as Albania and Lebanon. Prof. Rice is a past Fulbright Scholar to the Law Faculty of the University of Montenegro, Podgorica, Montenegro, and a Rule of Law consultant for legal education reform living in Belgrade Serbia. Professor Rice has been a visiting professor and lectured at numerous international schools and programs. He has also tried cases in the U.S. State and Federal courts and argued appellate cases before a number of American courts including the United States Supreme Court. He was an International legal education policy expert for the Independent, External, On-Site Assessments of Legal Education Quality at Yuriy Fedkovych Chernivtsi National University implemented by the USAID Fair Justice Project in 2015, National University "Odesa Law Academy" implemented by the USAID New Justice Program in 2017, and during August, 2017 - January, 2018 at the Yaroslav Mudryi National Law University. He was a member of the expert team and co-author of the Model Curriculum for the Study of Law in Ukraine and in 2020 a member of the expert team on Transitioning from in-class to on-line learning and developing on-line exams in Ukraine. In 2017 Prof. Rice was the recipient of the distinguished Sheik Tamim Bin Hamas Al Thani International Anti-Corruption Excellence

Award for Anti-corruption Academic Research and Education, in partnership with ROLAAC and UNODC.

Ivan O. Romashchenko is an Associate Professor and a Vice Dean for Education at Taras Shevchenko National University of Kyiv, Institute of Law. In 2012 he graduated from Leiden University (the Netherlands) with LL.M. (Advanced) degree in European and International Business Law. He acted both as a trainer for the faculty arbitration team (2012) and also as a judge in mediation (2013, 2014) and Jessup (2016, 2017) tournaments. In 2014 he was awarded with a PhD degree in civil law from Taras Shevchenko National University of Kyiv, and later published a monograph on the studied topic. He has given lectures to both Ukrainian and foreign students on business contracts and cultural rights respectively within the European Neighborhood Policy Law and Good Governance program (2012-2015) and Regional Master's Program in Human Rights and Democratization (2015-2020). He also co-organized a series of lectures with famous lawyers and attorneys at Taras Shevchenko National University of Kyiv (in cooperation with the Law Firm 'Pronin and Partners') (2016). In 2017 was one of the coordinators of World Universities Comparative Law Project (Legal Rating of Ukraine) carried out by students of Taras Shevchenko National University of Kyiv and produced by the Allen and Overy Global Law Intelligence Unit. During 2014-2020 did PhD on corporate law at Leiden University (the Netherlands), and within the described project was a guest researcher at the Max Planck Institute for Comparative and International Private Law in 2016 (July and August) and 2017 (August). During March-August, 2017 was a Local legal education policy expert for the Independent, External, On-Site Assessment of Legal Education Quality at the National University "Odesa Law Academy" implemented by the USAID New Justice Program, and during August, 2017 - January, 2018 at the Yaroslav Mudryi National Law University. In 2020 defended his PhD at Leiden University (the Netherlands) and published a book at Wolters Kluwer publishing house titled "Related Party Transactions and Corporate Groups: When Eastern Europe Meets the West".

Mariia B. Tsypiashchuk – gained LL.M (excellent) degree in Law in 2009 at National University of Ostroh Academy Law Faculty. Studied Human Rights and other related courses in Maastricht University Law Faculty (Netherlands) during January-June, 2012. She is an instructor at the I.Malynovskyi Institute of Law of the National University of Ostroh Academy, Head of the NUOA legal clinic "Pro bono", Board member of the NGO "Association of Legal Clinics of Ukraine", PhD student at the NUOA department of psychology and pedagogy, Coordinator and lawyer at Rivne public reception of Ukrainian Helsinki Human Rights Union. In the period from 2009 to 2013 - national trainer of the European Law Students' Association in Ukraine (ELSAUkraine); Moderator at Rivne Docu / Club of the International Documentary Film Festival on Human Rights Docudays UA "Human Rights Through the Lens"; Regional Coordinator of the travelling exhibition "Everyone Has the Right to Know Their Rights," 2016. Trainer for the new patrol police of Ukraine at Human Rights and Anti-discrimination courses in 2016, 2017. During March-August, 2017 was a Local legal education policy expert for the Independent, External, On-Site Assessment of Legal Education Quality at the National University "Odesa Law Academy" implemented by the USAID New Justice Program, and during August, 2017 - January, 2018 at the Yaroslav Mudryi National Law University. Since April, 2019 is an Expert at the Educational Human Rights House in Chernihiv – "University – a Human Rights Space", Received advocate's license in February 2020.