



External Evaluation Report (EER) for bachelor study programmes

Higher education institution / Education provider organisation:	National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute»
Faculty:	Radio Engineering
Bachelor's degree domain:	G5 Electronics, Electronic Communications, Instrumentation and Radio Engineering (Ukraine) / Electronic engineering, telecommunications and information technologies (Romania)
Bachelor's study program:	Information and Communication Radioengineering
Form of education:	Full – time study
Language of instruction:	Ukrainian
Geographical location:	Kyiv
Duration of studies:	3 years and 10 months – 8 semesters
Number of credits:	240
Objective of the external evaluation	Maintenance of accreditation and granting of EUR-ACE® certification

Composition of the ARACIS Evaluation Commission

Crt. no.	Name and surname	Role	Signature
1.	DULĂU MIRCEA (ARACIS, Romania)	Commission coordinator (online)	
2.	MAISTRENKO OLEKSANDR (NAQA, <i>Ukraine</i>)	Expert Evaluator (on-site)	
3.	ACOMI CRISTIAN OVIDIU (ARACIS, Romania)	Member of the Register of Employers (online)	
4.	KALIMULIN TEMIR (NAQA, <i>Ukraine</i>)	Student evaluator (on-site)	

I. Introduction

This External Evaluation Report (EER) was drafted by the Evaluation Commission (with the composition presented on page 2), appointed by ARACIS, for the evaluation, to maintenance of accreditation and granting of EUR-ACE certification, of the Information and Communication Radioengineering (ICR) study programme, within the National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute» (KPI).

In accordance with the Evaluation Schedule, established in agreement with the KPI representatives, the period of May 21 - 22, 2026 was established, and it involved the travel of the two NAQA members to the KPI and the online participation of the two ARACIS members in all scheduled evaluation activities.

Kyiv Polytechnic Institute (since 2016 – National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”) was founded in 1898. It trains 25 thousand of students, postgraduates; doctorates as well as foreign student from neighboring and far abroad countries.

University has 14 faculties, 10 educational and scientific institutes, several scientific and research institutes and educational centers. It trains Bachelors, Specialists and Masters, PhD and Doctors of Science. It employs more than 500 professors and over 1300 associate professors.

Institute's buildings, faculties of the KPI, and university hostels are scattered over the area of approximately 120 hectares.

From an administrative point of view, the university is led by the Rector, appointed by the Ministry of Education and supported by Vice-Rectors for specific fields. The decisions of the university administration are accepted by a majority vote.

The Radio Engineering Faculty (REF) of Igor Sikorsky Kyiv Polytechnic Institute was founded in 1930. The structure of the Radio Engineering Faculty consists of 3 departments: Applied Radio Electronics; Radio Engineering (until 31.12.2020, the Department of Theoretical Foundations of Radio Engineering); Radio Engineering Systems, and 4 educational and scientific laboratories.

The educational study programme Information and Communication Radioengineering (ICR) was approved by the Scientific and Methodological Commission of KPI (Minutes No. 4/2025 dated 15.05.2025) and by the Methodological Council of KPI (Minutes No. 7 dated 08.05.2025), approved by the Academic Council of KPI (Minutes No. 5 dated 12.05.2025), and enacted by Rector's Order No. NOD/560/25 dated 27.06.2025.

“The educational program is focused on training bachelor-level specialists who allow them to develop, test and operate radio frequency parts (in frequency ranges from 10 MHz to 1 THz, or ultra-high frequency) of information and communication systems at the world level, as well as complex antenna systems and antenna arrays, low-noise microwave receivers, powerful microwave transmitters, microwave synthesizers, etc.”

Currently, the ICR study programme is accredited by the Ministry of Education and Science of Ukraine (Certificate UD 11017504 from 2023-06-07, valid to 2026-07-01).

II. Methods used

The ARACIS evaluation commission:

- analysed the Internal Evaluation Report (IER) and its annexes, uploaded to the Sharepoint – ARACIS platform;
- analysed information in electronic format, existing on the KPI website;
- analysed documents existing in physical format at the Radio Engineering Faculty, during the evaluation visit.

After analysing the IER, the evaluation commission requested additional information from the KPI representatives, presented in the following annexes: Annex A01 – ICR Accreditation; Annex A02 – ICR Curriculum; Annex A03 – ICR Alignment matrix; Annex A04 – ICR Syllabi; Annex A05 – Evaluation system; Annex A06 – Integrity; Annex A07 – Practical training; Annex A08 – Practice agreements; Annex A09 – Assessing practical; Annex A10 – Quality assurance; Annex A11 – Programmes monitoring; Annex A12 – ICR improvments; Annex A13 – Student survey; Annex A14 – Employment; Annex A15 – Feedback; Annex

A16 – CVs teachers; Annex A17 – Enrollment capacity; Annex A18 – Continuation of ICR master's studies; Annex A19 – Dynamics of ICR students; Annex A20 – ICR examination; Annex A21 – ICR graduation; Annex A22 – Summary of publications.

Before the visit, the evaluation commission, in agreement with the KPI representatives, established a work schedule (detailed at the end of this report), which was respected and involved meetings of the evaluation team with:

- the representatives of the management of the organisational component (university/faculty/department, two meetings);
- the employers of graduates of the ICR study programme;
- the representatives of quality commission at the level of the evaluated program/department/faculty and university;
- the members of the KPI Ethics Committee;
- the teaching staff involved in the activities carried out at the ICR study programme;
- the team that carried out the IER for the ICR study programme;
- the students of the ICR bachelor's degree programme;
- the graduates of the ICR bachelor's degree programme.

Also, in the presence of ICR-FRE representatives, two expert evaluators, present on site, and two connected online, visited the material resources (lecture/seminar rooms, laboratories, library etc.), including secretary office.

III. Assessment of the degree of compliance with standards and performance indicators

DOMAIN A. Institutional capacity

Criterion A.1. Managerial and administrative institutional structures and processes, involving students and other stakeholders

Standard S.A.1.1. Organizational components and institutional processes

The HEI has in its structure organizational components that operate on the basis of appropriate competences, attributions, processes and application procedures, through which an effective management system is ensured.

I.P.A.1.1.1 indicator	In order to carry out the university program/field of studies, the HEI has adequate organizational components and a management system, the functioning of which is based on methodologies, regulations and procedures periodically revised, under the conditions of the law.
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According to the IER, pg. 8: „Professional educational program (PEP) of the first (bachelor's) level of higher education Information and Communication Radioengineering in the specialty 172 "Electronic Communications and Radio Engineering" (2024) and specialty G5 "Electronics, Electronic Communications, Instrument Engineering, and Radio Engineering" (2025) operates at the Radioengineering Department, which is part of the Radioengineering Faculty (REF) of KPI. It was established and introduced into the educational process for the first time in the 2021/2022 academic year. The university has a clear structure and an appropriate management system that operates on the basis of methodologies, rules, and procedures. These internal regulations are regularly reviewed and updated in accordance with current legislation.”

At the meeting with the KPI management team were presented: general information about the university in terms of study programmes, teaching staff and students; the university's general strategy, including the internationalisation strategy (international agreements).

KPI has legislative and administrative structures:

- Rectorate (<https://kpi.ua/en/rectorate-about/>);
- the Supervisory Board (<https://kpi.ua/en/sb/>);

- the Administrative Board (<https://kpi.ua/en/administrator>);
- the Academic Council and the Methodological Council of the University (<https://rada.kpi.ua/>);
- the Academic and Methodological Councils of the Faculties/Educational and Scientific Institutes.

The Statute of Igor Sikorsky Kyiv Polytechnic Institute is approved on 16.05.2023 (<https://kpi.ua/files/regulation.pdf>).

Also, the Development Strategy of KPI for 2025 – 2030, accompanied by the Sustainable Development Strategy for 2023–2028, the University Policies, the Code of Honor, the Internal Rules are approved and available on website (<https://kpi.ua/en/strategy>, <https://kpi.ua/en/sustainability/strategy>, <https://kpi.ua/en/policy>, <https://kpi.ua/en/code>, <https://kpi.ua/en/admin-rule>).

The regulations on the organization of the educational process are the main normative document regulating the organization and implementation of educational activities at KPI. Approved documents are available on the website (<https://kpi.ua/en/regulations>, <https://kpi.ua/documents>).

The structure of the Radio Engineering Faculty consists of 3 departments: Applied Radio Electronics; Radio Engineering; Radio Engineering Systems, and 4 educational and scientific laboratories.

The Radio Engineering Faculty of Igor Sikorsky Kyiv Polytechnic Institute trains specialists in specialty 172 Electronic Communications and Radio Engineering (currently, integrated specialty in G5 Electronics, Electronic Communications, Instrumentation and Radio Engineering) in three educational fields (<https://rtf.kpi.ua/pro-facultet/struktura-radiotekhnichnogo-fakultetu-kpi-im-igorya-sikorskogo/>):

- Intelligent Technologies of Radioelectronics Equipments;
- Information and Communication Radio Engineering;
- Radio Engineering Computerized Systems.

The educational programme, ICR, was developed by a project team of academic staff, consisting of: head of the project team; two project team members.

ICR study programme is part of a group of four programmes in the G5 – Electronics field; the decision regarding this grouping belongs to the university, depending on the objectives of the programmes.

At the meeting with the IER team the following were discussed:

- those present were asked how they became members of the IER elaboration team; they were nominated based on their experience and needed 2-3 months to finalise the IER;
- the IER passed through many levels of verification and approval.

✓ **Recommendations**
Not the case.

The indicator is: met.

Standard S.A.1.2. Stakeholder engagement

The HEI shall demonstrate that it involves relevant stakeholders in the development of methodologies and regulations, as well as application procedures.

Indicator I.P.A.1.2.1	The opinions of the members of the faculty and department, respectively of the branch or extension and of other interested parties are taken into account in the process of adopting and revising the methodologies, regulations and application procedures.
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According to the IER, pg. 9: „At the end of each academic semester, the evaluation results are discussed at a meeting of the RED. Positive points are noted and situations that can be improved are discussed. One of the methods of improvement is to change the curriculum by changing the sequence of educational components (EC), or increasing the number of practical classes, or redistributing hours between different ECs in order to ensure the best assimilation of the material. Students are also involved in improving the programs. Surveys and feedback are conducted annually to take into account student suggestions when reviewing the educational program.”

Igor Sikorsky Kyiv Polytechnic Institute has:

- the Regulations on the Academic Council, available on the website (<https://rada.kpi.ua/about/>);

- the Supervisory Board which defines the University's strategy and promotes workforce development while guiding research priorities and their implementation (<https://kpi.ua/en/sb/>);
- a Methodological Council which coordinates the activities of faculties, supports accreditation and licensing, and reviews educational materials and textbooks (https://document.kpi.ua/2022_HOH-256).

However, this criteria requests to prove that: „the opinions of the members of the faculty and department, respectively of the branch or extension and of other interested parties are taken into account in the process of adopting and revising the methodologies, regulations and application procedures.”

Regarding the involvement of teachers, students and stakeholders in the review of methodologies, the management stated that the mentioned issues are debated at various levels, according to the KPI rules.

During the visit:

- the teachers confirm that they are consulted regarding methodologies and procedures updates;
- in order to update the content of ICR the study programme, the representatives of the faculty are in contact with the stakeholders;
- stakeholders, students, teachers can advance proposals which are, first, analyzed, then become optional courses; it was specified that in these proposals there are some limits, imposed by the domain of the study programme (example: Filter design was introduced at the student's suggestion).

✓ **Recommendations**

Real activation of mechanisms for involving all stakeholders in reviewing methodologies, procedures and regulations and completing record documents.

The indicator is: partially met.

Criterion A.2. Material base and optimization of its use

Standard S.A.2.1. Material Base

The HEI has immovable and movable property suitable for the development of the program/field of university studies.

Indicator I.P.A.2.1.1	The HEI has, under the law, spaces dedicated to the appropriate educational, research and administrative processes, as well as for services for students, doctoral students and trainees, which ensure a favorable environment for life and study, including for those with disabilities. Optimal spaces for staff activities are also provided. They are adequately equipped. <i>The facilities made available to students, including the related equipment, are quantitatively and qualitatively adequate for the development of the objectives of the study program, as conceived and planned, and allow the application of study methods.</i>
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According to the IER, pg. 9: „The total area of the premises of Igor Sikorsky Kyiv Polytechnic Institute is 546499 m², and the educational area of the premises is 168106 m².”

„Most of the classes in the general component and all disciplines in the professional component of the bachelor's degree program are held in the premises of the REF (building No. 17 of KPI). There are 37 total faculty premises with a total area of 1988.8 m²: 22 educational premises 1302.9 m² (including 7 educational laboratories 343.6 m² and 15 classrooms 959.3 m²); 9 administrative and educational auxiliary premises (432.9 m²); 6 other premises (253.0 m²).”

Details about KPI buildings are available on the website (<https://kpi.ua/building>).

During 2022-2025, with the help of stakeholders, the following were created: Mobile Systems Laboratory; Signal and Process Laboratory; Embedded Systems Laboratory; Network Technologies Laboratory. The material and equipment for the discipline of Microwave Devices has been updated. The department also used university funds to upgrade its equipment (IER, pg. 9, 10).

List of laboratories of the Department of Radio Engineering in which the educational process is carried out for the bachelor's degree program ICR, presented on the website (<https://ri.kpi.ua/pro-kafedru/materialno-tehnichne-zabezpechennya-kafedry/>), includes:

- Mobile Communication Systems Laboratory;
- Satellite Information Systems Training Laboratory;
- Radio Measurements Training Laboratory;
- Network Technologies Training Laboratory;
- Antenna Training Laboratory;
- Radio Circuits and Signals Training Laboratory etc.

List of licensed software of KPI are presented on website (<https://osvita.kpi.ua/software>) and includes: Matlab, Autodesk, SolidWorks, LabView etc.

The library provides free access to databases, for students and teaching staff (<https://www.library.kpi.ua/en/>).

Spaces visited and findings during the visit:

- Artificial Intelligence with: computers and dedicated software;
- Communication Radioengineering with: antennas, equipment for cosmic communication and moon reflection;
- Microcontrollers and Embedded Systems with: FPGA, viewing devices, stands;
- Metrology with: oscilloscopes, signal generators, measuring instruments;
- Circuits Design with: Siemens and Texas Instruments equipments, radio-reception instruments, power supply sources;
- Computer Design with: computers, measuring instruments, 3D printers, 2 projects with robots, specific software with licence from providers;
- Information Technologies with: computers, videoprojectors, free spaces for laptops;
- Signal and Processing in Radioengineering with: computers, signal analyzers, spectrometers, modulation systems, CAD software;
- Designing Signal Processing with: Digilent circuits, FPGA, VeriLog language, signal generators;
- Course room with: furniture, videoprojectors, blackboard;
- Shelter rooms: 2 spaces, 100 peoples each, with facilities for educational activities (network connection, blackboards).

In the laboratories visited:

- teachers presented the purpose of the activities, the equipment, the main tasks of the students, the evaluation methods, the approximate number of students attending the laboratories.

Some graduates consider that the equipment used for analysis is quite basic at the university, but in recent years, efforts have been made to improve the laboratories.

According to discussions at the library: students have access to lecture rooms, books, online and off line database (IEEE, Nature, Scopus, Web of Science), open journals, printers, computers, spaces for workshops and meetings, etc.

✓ Recommendations

Not the case.

The indicator is: met.

Standard S.A.2.2. Material Base Management

The organizational components optimally and sustainably manage the immovable and movable assets that they use for the evaluated program/field of university studies.

Indicator I.P.A.2.2.1	Immovable and movable property shall be adequately maintained so as to ensure optimal conditions for study, research and living, as well as for work.
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According to the IER, pg. 10, 11: „The university administration, structural units, and responsible services create and maintain appropriate conditions for learning, scientific activity, and everyday life of higher education seekers and employees, in particular through: regular maintenance of premises and equipment; providing lighting, heating, and ventilation in educational and living areas; ongoing and major repairs of facilities; creating safe and comfortable conditions for work, study, and living.

At the faculty level, in particular Radioengineering Faculty (REF), movable property (laboratory equipment, stands, computer equipment) is maintained in accordance with the general rules of the university's internal regulations."

The Department of Economic Work organizes and is responsible for maintaining the material and technical base, classroom facilities, and educational and laboratory facilities of Igor Sikorsky Kyiv Polytechnic Institute in working condition and ensures work on its development (<https://kpi.ua/dgr-about>).

During martial law, the priority of Igor Sikorsky Kyiv Polytechnic Institute is the safety of all participants in the educational process. Certified shelters are located on the university's territory. In building No. 17 of the Igor Sikorsky Kyiv Polytechnic Institute, the Faculty of Radio Engineering has a shelter for applicants and employees.

In the event of an air raid alert, it is necessary to urgently go to a civil defense shelter and stay there until the call is over (<https://kpi.ua/kpi-shelters-map>).

KPI has internal regulations (<https://kpi.ua/admin-rule>) and organized a Working Group on Inclusive Educational Environment and Digital Education (<https://kpi.ua/en/inclusion>).

In case of assistance and psychological support, students can always address the Office of Social and Psychological Work of the Student Social Service and get a professional consultation from a psychologist (<https://sss.kpi.ua/>).

During the visit:

- the teaching staff confirmed that the laboratories are accessible to students outside scheduled class hours for independent work and project development, under the supervision of the responsible academic staff;
- it was found that, the library spaces are multifunctional, serving as a library and a safe space in case of alarm; for example: 600 square meters serve as a certified shield for over 500 people; students have access to resting zone, separate rooms, water supply, rooms with noise attenuation, power generators.

During the visit to the laboratories, it was noted that some of the equipment – including spectrum analysers and measurement instruments – was transferred from military units to the faculty by graduates currently serving in the Ukrainian army, enabling students to work with up-to-date professional equipment.

The on-site visit confirms that the immovable and movable assets are adequately maintained.

Regarding ensuring optimal study conditions, according to the information presented in Annex A19 – Dynamics of ICR students, in the current academic year, the total number of students enrolled in the ICR study programme is $28+17+29+12=86$.

Referring to the optimal conditions for study and to the number of students enrolled at ICR by years and the numbers of the group/subgroups of study for practical/laboratory activities, the KPI representatives stated that, according to Ukrainian legislation, if the number of students is more than 25, they are divided into subgroups for laboratories; if the number of students is less than 25, they work in one group, but – if necessary – they can be divided into small teams.

✓ Recommendations

Reorganizing laboratory activities, which involve the use of equipment and apparatus, so that the number of students per subgroup is a maximum of 15 students, according to ARACIS Specific Standards.

The indicator is: **partially met**.

Criterion A.3. Adequate human resources and transparent personnel recruitment procedures, developed in accordance with the law

Standard S.A.3.1. Human Resources

The HEI has the necessary human resources for the organization and conduct of the evaluated university program/field of study.

Indicator I.P.A.3.1.1	The human resources of the organizational component are adequate for carrying out the activities related to the program/field of university studies evaluated. The
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teaching staff has the necessary qualifications and professional competences to teach the subjects that correspond to them in the state of functions.

According to the IER, pg. 11: „Highly qualified teachers who have higher education in the relevant field and are involved in scientific activities are admitted to teaching under the educational program. The competitive selection of teachers in KPI is regulated by the "Procedure for competitive selection or election by competition when filling vacant positions of teaching staff and concluding employment contracts (contracts) with them," approved by Order No. NU/201/2021 dated 24.09.2021."

The mentioned procedure is a public document (<https://osvita.kpi.ua/competition>).

All full-time contract teachers have passed a competition and meet at least 4 achievements in professional activity over the past five years, as defined in paragraph 38 of the Resolution of the Cabinet of Ministers of Ukraine No. 365 dated March 24, 2021 (IER, pg. 11).

The situation of the employment rate of the teaching staff from the evaluated study programme (ICR) in the academic year 2025/2026 is detailed in Annex 9 - Employment of teaching_ARMS, and highlights:

- total number of 28 teaching staff, of which: 3 professors (10.71%); 13 associate professors (46.44%); 11 senior lecturers/lecturers (39.28%) and 1 senior teacher (3.57%).

- total number of 9.70 positions (including fractions), of which: 1.19 professors (12.27%); 5.30 associate professors (54.64%); 2.46 senior lecturers/lecturers (25.36%) and 0.75 senior teachers (7.73%).

Information about the members, teaching staff, of the Department of Radio Engineering, Radioengineering Faculty, with education and scientific interests are available on <https://ri.kpi.ua/pro-kafedru/vukladachi/>.

According to the CVs presented in Annex A16 – CVs teachers, the teaching staff adequately meets the requirements of the programme, in terms of training, qualifications, and professional experience.

For examples:

- 10 teachers have a doctorate in Technical Sciences; among them are some with a master's degree in: Science in Radio engineering, Science in Radio communication, broadcasting, and television equipment, Science in Telecommunications and radio engineering, Radio engineer of design and production of radio equipment, Science in analog radioelectronic devices;
- 1 teacher has doctorate in Telecommunication and Radio Engineering;
- 3 teachers have a doctorate in Physics and Mathematics Sciences;
- other doctorates: Economics, Pedagogical Sciences, Philosophy, Historical Sciences;
- other master's degrees: Science in Pedagogy.

Regarding enrollment capacity, according to the Annex A17 – Enrollment capacity:

- in the field G5 Electronics, Electronic Communications, Instrumentation and Radio Engineering, KPI organizes 8 groups of bachelor study programmes (some with 240 ECTS, other with 180 ECTS), with an enrollment capacity of $580 + 50 = 630$ students in the first year of study;
- in the field G5 Electronics, Electronic Communications, Instrumentation and Radio Engineering, KPI organizes 19 groups of master study programmes (some with 120 ECTS, other with 90 ECTS), with an enrollment capacity of $343 + 65 = 408$ students in the first year of study;
- therefore, in this academic year, the total confirmed enrollment capacity in the field G5 Electronics, Electronic Communications, Instrumentation and Radio Engineering is $2470 + 645 = 3115$;
- total number of teaching staff with activities within the bachelor's and master's degree programmes in the field G5 Electronics, Electronic Communications, Instrumentation and Radio Engineering, in this academic year, is $153 + 122 = 275$;
- according to the Specific ARACIS Standards, a minimum of $3115/30 = 104$ teachers are required.

Considering these data, for the ICR study programme, the evaluation commission propose an enrollment capacity of 50 students in the first year of study.

✓ Recommendations
Not the case.

The indicator is: met.

Indicator
I.P.A.3.1.2

The HEI ensures the professional and personal development of the staff.

According to the IER, pg. 12: "The university structure includes the educational and methodological complex (EMC) "Institute of Postgraduate Education," which provides professional development for university teachers under the programs "International Projects," "Development of Distance Learning Courses Using the Moodle Platform," "Creating photos, videos, and animations to support learning." SPSS undergo internships under the Erasmus+ academic mobility programs."

Order No. 7-134 dated 03.08.2020 On approval of the Regulations on advanced training of pedagogical and scientific-pedagogical workers is available on website (https://document.kpi.ua/2020_7-134).

This document regulates the required amount of hours (not less than 180 hours or 6 ECTS credits within 5 years), all types, forms, as well as procedures for registration, payment and recognition of results.

The IER presents (pg. 12, 13) examples of teachers who are beneficiaries of programs to improve their professional level by all possible means and methods:

- publishing and project activity in the European Union countries;
- preparation of the section "Designing Microwave Systems in the AWR design environment;
- management in Product IT;
- professional development program "Artificial Intelligence in the Educational Activities of Teachers.

Regarding the improvement of academic skills, the teachers stated that: the existing department within KPI offers free courses annually; KPI offer the access to free courses on Coursera and Prometheus platforms; also, last year, a German university organized online courses.

✓ Recommendations
Not the case.

The indicator is: met.

Standard S.A.3.2. Recruitment procedures

The recruitment procedures for teaching staff comply with the legal provisions.

Indicator
I.P.A.3.2.1

The recruitment procedures are in accordance with the legal provisions, established and carried out in a transparent manner.

According to the IER, pg. 13: "The competitive selection of teachers in KPI is regulated by the "Procedure for competitive selection or election by competition when filling vacant positions of teaching staff and concluding employment contracts (agreements) with them," approved by Order No. NU/201/2021 dated 24.09.2021. The announcement of the competition is published on the university website and in the newspaper "Kyiv Polytechnic."

The mentioned procedure is a public document (https://document.kpi.ua/2021_HY-201).

By order of the rector, different selection committees are formed, depending on the position (professor, associate professor, senior lecturer, lecturer, assistant).

Teachers are evaluated according to the following criteria: Objectivity of assessment; The ability to convey the material to students; Ability to establish partnerships with students; Kindness and tact towards students; Organization of interaction with students in the conditions of distance learning mode (<https://telegra.ph/Oc%D1%96nka-vikladach%D1%96v-v-A%D0%86S-Elektronnij-kampus-05-31>).

According to discussions with management:

- having completed studies, bachelor's - master's - doctorate, recruiting young teachers is easy;
- the average age in KPI is 45 years old.

✓ Recommendations
Not the case.

The indicator is: met.

Criterion A.4.Digitization of education processes

Standard S.A.4.1. Digital transformation

The digital transformation process at the level of the organizational component envisages administrative simplification and increasing the quality of services offered to members of its own community and third parties.

Indicator I.P.A.4.1.1	The organizational component uses IT tools within its own procedures in order to improve access and ensure quality services for members of its community and indirect beneficiaries of education.
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According to the IER, pg. 14: "In KPI, the digital transformation process is implemented systematically and covers key administrative, educational, and communication processes aimed at administrative simplification, increasing management transparency, and improving the quality of services for members of the university community and external stakeholders."

The following online platforms and IT tools are used:

- the automated information system "myKPI" - covers all aspects of the institution's activities;
- Electronic Campus - a centralized system for administering the educational process;
- the automated system of the Dean's Office - provides administration of the educational process;
- distance learning platform "Sikorsky" - access to educational content, tests, and materials;
- Google Workspace - used for communication, collaboration, and access to corporate email;
- Scientific and Technical Library Resources - free online access to databases.

During the evaluation team's visit to the dean's office:

- the secretarial staff presented the facilities of the electronic platform used to manage student activities;
- it was found that students and teaching staff have access to the electronic platform, based on the institutional account.

Students confirm that they have access to the electronic platform (Moodle) for educational materials (courses, laboratory, other documents); also, they provide feedback using Google.

✓ Recommendations

Not the case.

The indicator is: **met**.

I. DOMAIN B. Educational effectiveness

Criterion B.1. Content and relevance of study programmes

Standard S.B.1.1. Content of the study program

The study program is based on a curriculum that aims to ensure that students achieve the expected learning outcomes

Indicator I.P.B.1.1.1	The university study program is developed and structured in relation to the expected learning outcomes and is organized on the basis of transferable study credits. It encompasses the totality of learning, teaching, practical training, research and assessment experiences that together lead to a university qualification.
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According to the IER, pg. 15: "Educational programs in Sikorsky KPI are developed in accordance with the Regulations on Educational Programs of KPI, which are focused on achieving specific expected program learning results (PLR) and ensuring that students acquire the appropriate university qualifications. The content of educational programs is developed taking into account the requirements of higher education standards, the National Qualifications Framework, the principles of the European Higher Education Area (EHEA), and the ESG (Environmental, Social, Governance) recommendations."

Regulations on the Organization of the Educational Process at KPI has the approval dated 20.07.2020 (<https://kpi.ua/en/regulations>).

The ICR study programme description includes: General information, Educational programme purpose, Educational programme characteristics, Educational and Professional aspects, Eligibility of graduates for

employment and further study, Teaching and assessment, Programme competencies, Programme learning outcomes, Resource provision for programme implementation, Components of Educational Programme (approved by the Academic Council, 13.05.2024, https://osvita.kpi.ua/sites/default/files/opfiles/172_oppb_ikri_2024.pdf).

The structure of the curriculum (Annex A02 – ICR Curriculum, <https://ri.kpi.ua/wp-content/uploads/2026/02/npb-ikr-2025-denna.pdf>) provides:

- Compulsory disciplines:
 - General training cycle (120 credits / 50%); examples: Analytic Geometry and Linear Algebra; Physics; Engineering and Computer Graphics; Fundamentals of Electronic Communications Networks.
 - Professional training cycle (60 credits / 25%); Examples: Generation, modulation and coding of signals; Automated design of microwave antennas and devices; Mobile communication systems; Antennas; Design of microwave receiving devices.
- Elective educational components (60 credits / 25%, <https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitni-komponenty-bakalavriv/>):
 - 2 disciplines from the general training cycle;
 - 14 disciplines from the professional training cycle; Examples: Discrete and Digital Signals and Processes in Radio Engineering; Computer Mathematics Systems in Radio Engineering; Programming in Scripting Languages; Three-dimensional Modeling of Radio Electronic Equipment; Fundamentals of Acoustics Electronics, Microelectronics.

The full cycle of education cover a period of 3 years and 10 months (8 semesters), with a number of 240 ECTS and contains: control activities, auditorial hours and self-study. 30 hours/ECTS are considered.

The total number of auditorial hours is 3206 of which: 1292 lecture hours (40.30%); 914 practice hours (28.50%) and 1000 labs hours (31.19%), resulting a rate of $1292/(914+1000)=0.67$ between lectures and practices/labs hours.

The total number of self-study hours is 3994, resulting a rate of $3206/3994=0.80$ between auditorial and self-study hours.

The learning period is 30 weeks in the first, second and third years of study and 25 weeks in the fourth year of study. The examination period is 6 weeks in the first, second and third years of study and 4 weeks in the fourth year of study.

The curriculum includes Pre-diploma practice (4th year, 4 weeks, 180 hours, 6 ECTS) and Degree project (4th year, 4 weeks, 180 hours, 6 ECTS).

Here, the evaluation commission estimates that, if it takes into account 5 working days per week and 8 legal hours per day, the result is 9 hours of Pre-diploma activity per day.

According to the ARACIS Specific Standards, the curriculum must include 180 hours of practice (other than Pre-Diploma), outside of the semester teaching activities. These practice can be planned at the end of the second year of study (e.g. 90 hours) and at the end of the third year of study (e.g. 90 hours) or can be planned only at the end of the third year of study (180 hours).

The syllabi of the disciplines for general training cycle, professional training cycle, and the elective components of the professional training cycle are posted on the website of the Department of Radio Engineering (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitni-komponenty-bakalavriv/>).

Curriculum of the academic discipline (Syllabus), available in Annex A04 – ICR Syllabi, highlights:
1. Description of the academic discipline, its purpose, subject matter, and learning outcomes; 2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational program); 3. Contents of the academic discipline; 4. Teaching materials and resources; 5. Methodology for mastering the academic discipline; 6. Independent work; 7. Policy of the academic discipline; 8. Types of assessment and learning rating system of outcomes assessment; 9. Additional information on the discipline.

The evaluation commissions consider that, inside of some syllabi, at Section 8 (Types of assessment and the learning outcomes assessment rating system), the information is too general.

At the meeting with students, the following were noted:

- students were asked how they decided to choose the ICR study programme as their future career; some of them said they had knowledge of physics, others had activity in the field, others had experience in the field from their high school studies; some of them had several options, but they chose ICR because they like this university;
- some students find courses like Mathematical Analysis very useful for understanding engineering.

✓ **Recommendations**

Restructuring the Pre-diploma practice timeline to ensure the daily student workload strictly adheres to the legal maximum of 8 hours per working day.

Analyzing the possibility of introducing a 180 hours of Practice (other than the Pre-diploma practice) at the end of the second/third year of study, according to the ARACIS Specific Standards.

In Section 8 of the syllabi, the formulation of the evaluation, including for the minimum performance criteria, in terms of learning outcomes.

The indicator is: partially met.

Standard S.B.1.2. Relevance of the study program

The study program responds to the professional and personal development needs of the graduates, as well as the socio-economic ones and are organized in conditions designed to ensure the confidence of the beneficiaries.

Indicator I.P.B.1.2.1	The study program operates under the conditions of the authorization and accreditation act, respectively, aiming at achieving the educational ideal of higher education according to the law.
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According to the IER, pg. 16: „The educational program operates in accordance with the requirements of the Law of Ukraine "On Higher Education," regulatory acts of the Ministry of Education and Science of Ukraine, and internal quality assurance procedures of KPI. The program has a valid license and accreditation and is implemented in compliance with the conditions of authorization and accreditation, which ensures its compliance with the educational ideal of higher education and builds trust among national and international stakeholders.”

The study programme Information and Communication Radioengineering (ICR) in the specialty 172 "Electronic Communications and Radio Engineering" (2024) and specialty G5 "Electronics, Electronic Communications, Instrument Engineering, and Radio Engineering" (2025) operates at the Radioengineering Department, which is part of the Radioengineering Faculty (REF) of KPI.

Currently, the ICR study programme is accredited by the Ministry of Education and Science of Ukraine (Certificate UD 11017504 from 2023-06-07, valid to 2026-07-01, Annex A01 – ICR Accreditation).

According to the information from Annex A17 – Enrollment capacity, the ICR study programme is a part of a group with other three study programmes (Technologies of Electronic Warfare, Intelligent Technologies of Radioelectronic Equipment, Radio Technical Computerised Systems), in the field G5 Electronics, Electronic Communications, Instrument Engineering and Radio Engineering. The number of the ECTS/study programme is 240 and an enrollment capacity/group of 140 students.

✓ **Recommendations**

Not the case.

The indicator is: met.

Criterion B.2. Concordance between curriculum and qualification

Standard S.B.2.1. Consistency with the level of qualification and the competences targeted

In the process of curriculum design and development, the organizational component takes into account to ensure the level of qualification and correlation with the targeted occupations.

Indicator I.P.B.2.1.1	Learning outcomes are consistent with the level of qualification.
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According to the IER, pg. 17: „In the process of designing the educational program, the expected learning outcomes are ensured to correspond to the level of the first cycle of higher education in accordance with the National Qualifications Framework of Ukraine and their consistency with the Qualifications Framework for the European Higher Education Area (QF-EHEA). The learning outcomes are formulated in a student centered and measurable form and reflect the necessary level of knowledge, skills, autonomy, and responsibility characteristic of bachelor's degree graduates.”

The ICR study programme description (approved by the Academic Council, 13.05.2024, https://osvita.kpi.ua/sites/default/files/opfiles/172_oppb_ikri_2024.pdf), in the section Educational programme purpose, highlights: „The purpose of training: formation and development of general and professional competences in the implementation and application of electronic communications and radio technologies, which contribute to the social stability and mobility of the graduate in the labor market.”

Also, section 7, describe a number of 31 learning outcomes. Examples:

- PRN 02: Apply the results of personal search and analysis of information to solve qualitative and quantitative problems of a similar nature in information and communication networks, telecommunications and radio engineering systems.
- PRN 06: Adapt to changing technologies of information and communication networks, telecommunications and radio engineering systems.
- PRN 13: Apply fundamental and applied sciences for the analysis and development of processes occurring in telecommunication and radio engineering systems.
- PRN 24: Perform calculation, numerical optimization and design of antennas and microwave devices, active microwave receiving systems, using modern CAD.

The ICR graduates can occupy (Annex A03 - ICRE-educational-program-2025, pg. 7/20):

3114 Technical specialists in the field of electronics and electronic communications;

3132 Specialist in electronic and communication engineering;

2144 Radio and television specialist;

2144.2 Engineer of information and communication systems.

ICR graduates can continue their studies in the second cycle (master's studies), within KPI or in other university centers (discussions at the alumni meeting).

✓ **Recommendations**
Not the case.

The indicator is: met.

Indicator I.P.B.2.1.2	The expected learning outcomes are correlated with the competences required by the corresponding occupations, according to occupational standards and/or the European Classification of Occupations (ESCO). <i>The curriculum is designed to meet the educational requirements formulated by employers, including the acquisition of practical skills.</i> <i>The educational requirements formulated by employers have helped to define the learning outcomes specific to the curriculum.</i> <i>The declared results of the study program allow graduates to be employed on the labor market in positions corresponding to the qualification obtained. Graduates of the study program have clearly defined the perspective of employment on the labor market.</i>
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IER, pg. 17, highlights: “The expected learning outcomes of the bachelor's degree program Information and Communication Radioengineering are formulated taking into account the competencies required for the corresponding professional roles in the field of radio engineering, telecommunications, and information and communication technologies, and correspond to the provisions of the European Classification of Occupations, Skills, Competences, and Qualifications (ESCO), as well as national and industry professional standards.”

Graduates of the educational programme ICR can work in the following positions: 3114 Technical specialists in the field of electronics and electronic communications; 3132 Specialist in electronic and communication engineering; 2144 Radio and television specialist; 2144.2 Engineer of information and communication systems.

Some partners of the Radio Engineering Department are presented on website (<https://ri.kpi.ua/partnery/stekholdery/>). Examples: Vodafone Ukraine, Huawei, Quantum Radar, Progresstech-Ukraine.

Results of the roundtable with employers, organized by the Radio Engineering Faculty (December, 2025), are synthesized in the protocol, available on: https://drive.google.com/file/d/1uAGSShVjcGfF1y_l6VC7wnrlGBEsePQe/view. According to it:

- the representatives of the companies noted the need to increase coursework and projects with practical implementation of the tasks. For example, representatives of a company suggested: add a modern element base and its parameters to the program (transmitter, filter, amplifier, antenna); add a joint course/project/elective on the border of mathematics and electronics;
- representatives of all companies offered their participation in engaging specialists to conduct all types of classes and consultations, regarding the implementation of course and diploma theses and projects, financing the implementation of the latter in hardware.

The university organizes events such as: Job Fairs (twice a year); Profile events (every year, annual round tables with employers); interviews with applicants; current vacancies from employers.

Also, at the university level, there are: Career Development Center and Research Center for Applied Sociology "Socioplus" (<https://socioplus.kpi.ua/>).

The Graduate Department annually monitors and actively promotes the employment of its graduates. The employment rate of graduates in 172 "Electronic Communications and Radio Engineering" exceeds 90% (Annex A14 – Employment).

According to Annex A18 – Continuation of ICR master's studies, out of the total of 91 graduates, in last three years, 52.74% continued/are continuing their studies in the master's programmes.

At the meeting with employers, the following was noted:

- employers consider that the students have good theoretical skills, but there are some gaps between students' technical knowledge and the industry (example: analogic and digital electronic); they offer training to overcome the difficulties (example: mobile communications course);
- employers, periodically, discuss with the management and offer internships for students;
- employers confirmed that they participate in round tables organized by the faculty, where they identify knowledge gaps and propose new topics or courses; as a result of this collaboration, some laboratory content and elective subjects have been revised to better reflect current industry needs.

Graduates present at the meeting with the evaluation team:

- graduates were asked to introduce themselves and present the profile of the job currently held; occupational positions mentioned: communications, security communications, software engineering, telecom software, RF specialist, RF engineer;
- graduates were asked to describe the transition from school to work; some graduates consider that they had the basic knowledge for employment since the first year of study, others said that the faculty provided them with the basics of programming (example given: C, C++) and that they needed to improve their skills.

✓ **Recommendations**
Not the case.

The indicator is: met.

Criterion B.3. Student-centered learning, teaching, and assessment

Standard S.B.3.1. Principles

The organizational component implements the principles of student-centered learning.

Indicator I.P.B.3.1.1	The organizational component ensures the implementation of the principles of student-centered learning within the curriculum and through the didactic strategies used in the learning and teaching activities and experiences.
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According to the IER, pg. 18: „At KPI, the principles of student-centered learning are implemented through a competency- and results-oriented organization of the educational process, active involvement of students in learning and assessment, as well as through individual educational trajectories.”

The principle of student-centered learning is one of the key principles of the activities of KPI, according to clause 1.3 of the Regulations on the Organization of the Educational Process at Igor Sikorsky Kyiv Polytechnic Institute.”

ICR students:

- benefits of information support and transparency of the educational process;
- have access to laboratory and practical classes with elements of research and project work;
- can build their own individual professional training path by choosing optional courses (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitni-komponenty-bakalavriv/>, Annex A02 – ICR Curriculum);
- are evaluated using various forms: tests, laboratory work, projects, presentations, and defense of qualification works;
- can use different channels for suggestions (<https://ecampus.kpi.ua/en/login>, https://docs.google.com/forms/d/e/1FAIpQLScEFjM8xCPuh6_OYF707WjpQdVltgZ0vjpAYisn6lJmvKiBuQ/viewform).

The syllabi of the disciplines reflect the student-centered learning, comprising teaching activities, individual study, and evaluation form (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitni-komponenty-bakalavriv/>).

At the meeting organized with the students, the following were noted:

- some students have jobs and they confirm that it is not a problem to find a job in the field (example given: radio communication);
- students are informed by the faculty about the elective disciplines;
- students are informed about the evaluation activity of the teaching staff and have access to questionnaires through the Electronic Campus;
- students, who are into research and development have mentioned that there are a lot of possibilities to fulfil their needs – from theoretical to practical, with support from teaching staff and available equipment.

During the meeting with the teachers, the following were highlighted:

- the teachers mentioned significant teaching style (interactive courses), emphasizing the importance of stimulating interest in learning;
- the teachers described the use of innovative teaching methodologies: in addition to traditional lectures, blended learning formats, flipped classroom approaches, and international online courses – including those organised by partner universities from Germany and the Czech Republic – are used to improve pedagogical quality and align teaching practices with European standards.

✓ **Recommendations**
Not the case.

The indicator is: met.

Indicator I.P.B.3.1.2	The organizational component provides opportunities for students to participate in academic mobility programs, carried out with physical and/or virtual presence.
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According to IER, pg. 20: “KPI has a well-developed academic mobility system, which is regulated by the Regulations on Academic Mobility.”

The mentioned regulation is available on website (<https://osvita.kpi.ua/ppam>). The Academic Mobility Department of Igor Sikorsky Kyiv Polytechnic Institute is responsible for information support and documentation on issues of academic exchange of students and teachers (<https://mobilnist.kpi.ua/>).

Recognition of results obtained within the framework of academic mobility is carried out in accordance with the internal "Regulations on academic mobility" (<https://osvita.kpi.ua/ppvrfo>).

According to the IER and discussions during the visit:

- students confirm that they are informed about Erasmus mobilities (example given: Czech Republic);
- students can physical participate to academic mobility (part of exchange programs with partner universities in Europe);
- students can virtual participate to academic mobility (online courses, webinars, virtual laboratories, and joint project work).

✓ **Recommendations**

Organizing periodic meetings with the participation of bachelor students and former beneficiaries of the Erasmus mobilities, to better promote these opportunities.

The indicator is: met.

Standard S.B.3.2. Fairness

The organizational component ensures fair opportunities for students.

Indicator I.P.B.3.2.1	The organisational component ensures equitable opportunities for students, in line with their potential and aspirations, taking into account the diversity of learning styles and abilities.
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According to the IER, pg. 21: "At KPI and REF, the organizational component provides equal and fair opportunities for all students in accordance with their academic abilities, professional aspirations, and individual educational needs, which is consistent with the principles of student-centered learning and non-discrimination."

The equitable opportunities for students are stated through:

- Regulations on the organization of inclusive education at KPI (<https://osvita.kpi.ua/ppoin>);
- Program for the development of inclusive education "Education without Limits" (<https://osvita.kpi.ua/pinobo>);
- Procedure for Supporting (Assisting) Persons with Disabilities and Other Low-Mobility Groups at KPI (https://document.kpi.ua/files/2018_1-21.pdf).

The grading system is based on a dedicated procedure that establishes assessments throughout the semester and at the end of the semester. In the syllabus of the discipline, the teachers publish the rating evaluation system before the beginning of the semester (Annex A05 – Evaluation system, <https://osvita.kpi.ua/node/35>).

According to the finding during the visit, within KPI, equity in education is supported through a series of organizational and pedagogical measures:

- access to bachelor's programmes is based on competition, offering equal opportunities to all candidates;
- the programmes are organized over 8 semesters, with the possibility of choosing elective disciplines;
- the digital e-learning platform is used, which provides easy access to educational resources;
- there are consultation services offered by teaching staff;
- the examination is continuous and diversified (exams, final tests, course works, module tests etc.).

The management clarified the university's approach to the current wartime context: university activities continue in compliance with applicable legislation, shelter rooms equipped for educational activities have been prepared, and online/hybrid teaching formats are used where necessary to ensure continuity of the educational process.

✓ **Recommendations**

Not the case.

The indicator is: met.

Criterion B.4. Accessibility and efficiency of resources and support services appropriate to learning

Standard S.B.4.1. Access to resources and services

The organizational component ensures access to resources and support services appropriate to the needs of students.

Indicator I.P.B.4.1.1	The organizational component ensures access for students, including those with special educational needs/disabilities, to resources and services designed to support the learning process, appropriate in relation to individual learning needs, the field of study, the study cycle and the form of organization of the study program. <i>The study program provides students with relevant support for the learning process (career counseling, tutoring and assistance), thus facilitating the acquisition of knowledge and skills, respectively promotion in a year of higher study.</i>
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According to IER, pg. 23: "KPI provides an inclusive environment and comprehensive support to applicants with special educational needs, their professional, intellectual, social, and creative self-realization. This support includes assistance from the administration, teachers, and specialists: psychologists, doctors, and social workers."

KPI has its own regulation (On the Organization of Inclusive Education), to ensure equal educational opportunities for all students. A Working Group on inclusive and digital education has been created. In case of assistance and psychological support, students can address the Office of Social and Psychological (<https://kpi.ua/en/inclusion>, <https://kpi.ua/inclusive-education-regulation>).

KPI students:

- have free access to the Electronic Campus and the Moodle (Sikorsky) platform (<https://ecampus.kpi.ua/en/login>, <https://www.sikorsky-distance.org/moodle/>);
- benefit from academic scholarships, according to the dedicated regulation (https://dnvr.kpi.ua/wp-content/uploads/2023/01/%D0%9F%D0%A0%D0%90%D0%92%D0%98%D0%9B%D0%90_2022_%D0%9D%D0%9E%D0%92%D0%95_%D0%B2%D0%B8%D0%BF%D1%80.pdf);
- orphans, combatants benefit of social scholarships support eligible state-budget.

Also, each teacher offers consultations and each group has a curator.

During the meeting:

- regarding how students see their future, some of them prefer antennas and navigation, others find it difficult to decide; in any case, all students consider discussions with teachers very important, who are very open to offering help;
- students were asked what the teachers' reaction might be if someone was dissatisfied with the grade; they said that they had not had any situation, but that they could discuss it with the study programme curator.

✓ Recommendations

Not the case.

The indicator is: met.

Criterion B.5. Learning Outcomes

Standard S.B.5.1. Definition and evaluation

The definition and evaluation of learning outcomes is carried out adequately.

Indicator I.P.B.5.1.1	Learning outcomes are adequately described and support the understanding of student and teacher expectations regarding the content of the subjects in the curriculum. <i>The results of the study program have been established according to what students should know (the correspondence between the content of the educational process and the learning outcomes specified in the diploma supplement), understand and/or be able to demonstrate after the completion of the learning process. They are in full agreement with EAFSG standards.</i>
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According to the IER, pg. 24: „The educational process uses ongoing, calendar, and semester monitoring as the main types of learning outcome monitoring in accordance with the Regulations on the Organization of the Educational Process at KPI and the Regulations on current, calendar, and semester control of learning outcomes at KPI.”

The mentioned regulations are public on website (<https://kpi.ua/en/regulations,https://osvita.kpi.ua/node/32>).

The ICR study programme description (approved by the Academic Council, 13.05.2024, https://osvita.kpi.ua/sites/default/files/opfiles/172_oppb_ikri_2024.pdf), presents, in sections 6 and 7:

- General competencies (ZK 01 – ZK 13); Examples: Ability to apply knowledge in practical situations; Ability to identify, pose and solve problems; Ability to make decisions and act in compliance with the principle of inadmissibility of corruption and any other manifestations of dishonesty.
- Professional competencies (FC 01 – FC 23); Examples: Ability to use basic methods, methods and means of obtaining, transmitting, processing and storing information; Ability to perform instrumental measurements in information and telecommunication networks, telecommunication and radio engineering systems; Ability to install, debug, set up, adjust, test performance, test and put into operation facilities, means and equipment of telecommunications and radio engineering.
- Programme learning outcomes (PRN 01...PRN 31); Examples: Apply the results of personal search and analysis of information to solve qualitative and quantitative problems of a similar nature in information and communication networks, telecommunications and radio engineering systems; Adapt to changing technologies of information and communication networks, telecommunications and radio engineering systems; Explain the principles of construction and operation of hardware and software complexes of control and maintenance systems for the development, analysis and operation of information and telecommunication networks, telecommunication and radio technical systems.

Procedure for creating and approving syllabuses of academic disciplines at KPI, approved by the University's Methodological Council, minutes No. 8 dated June 24, 2021 (<https://osvita.kpi.ua/node/174>) establish the standard form and describes in detail the structure of the educational components:

- Description of the academic discipline, its purpose, subject matter, and learning outcomes;
- Prerequisites and post-requisites of the discipline;
- Contents of the academic discipline;
- Training materials and resources;
- Methods of mastering the academic discipline (educational component);
- Independent work of the student;
- Policy of the academic discipline;
- Types of assessment and the learning outcomes assessment rating system.

Educational components for the 2025/2026 academic year are available in Ukrainian and English on the website (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitni-komponenty-bakalavriv/>).

Full description of the educational components, including learning outcomes, content, teaching methods, assessment methods are presented in Annex A04 – ICR Syllabi.

Regarding the writing of learning outcomes, teachers specified that there are specific rules, valid for type of discipline, established by the guarantor of the study programme; there is a framework used for writing learning outcomes; there are also some specific learning outcomes depending on the discipline.

✓ **Recommendations**
Not the case

The indicator is: met.

Indicator I.P.B.5.1.2	The verification of the achievement of the learning results is carried out through evaluation exams along the way and through graduation exams. <i>The development of competences by students (by acquiring the knowledge and skills provided in the subject sheets) is adequately assessed, on the 8 learning areas defined by the EAFSG standards.</i>
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The theme for the elaboration of the graduation works (diploma projects) is established in collaboration with the economic environment.

According to the IER, pg. 25: „During the 4th year of the spring semester, pre-diploma practice is provided for applicants. Pre-diploma practice is the final link in the practical training of higher education applicants who are studying under the educational and professional bachelor's degree program.”

Regulations on the Examination Commission and Certification of Applicants for Higher Education at KPI (approved and put into effect by order dated 01.10.2020 No. 7/178, as amended by orders dated 19.04.2021 No. HY/71/2021, dated 03.05.2022 No. HOH/130/2022, dated 23.03.2023 No. HOH/100/2023) is available on website (<https://osvita.kpi.ua/node/35>).

The assessment are organized according to the followings:

- Regulations on the Organization of the Educational Process at KPI (<https://kpi.ua/en/regulations>);
- Regulations on current, calendar and semester control of learning outcomes (<https://osvita.kpi.ua/node/32>);
- Regulations on distance learning (<https://osvita.kpi.ua/node/188>).

In addition, according to Annex A05 – Evaluation system, exists: Regulations on recognition in KPI results of formal education (<https://osvita.kpi.ua/ppvrfo>); Regulations on recognition learning outcomes acquired in non-formal/informal education at KPI (<https://osvita.kpi.ua/node/179>).

Recommendations for the structure and content of qualification works of bachelor's and master's degree applicants are accessible on website (https://osvita.kpi.ua/sites/default/files/downloads/Rekomendacii_DP_DR_MD_0.pdf).

Correspondence between the subjects included in the ICR curriculum and the EAFSG learning areas is detailed in Annex 8_Correspondence between subjects and learning areas.

The teaching staff was asked about the alignment between programme-level learning outcomes and discipline-specific learning outcomes; teachers explained that each discipline's syllabus contains specific learning outcomes which are checked annually against the programme's general learning outcomes; in case of discrepancies or new disciplines being added, the programme's outcome matrix is updated accordingly through the methodological council.

Employers:

- are involved in workshops organising with university/faculty; a company is involved in equipping the laboratory with signal generators, oscilloscopes and other instruments;
- confirm that they participate in round tables organised by the faculty, where they identify knowledge gaps and propose new topics or courses; as a result of this collaboration, some laboratory content and elective subjects have been revised to better reflect current industry needs.

The results of evaluations are the subject to analysis at the department and faculty levels (Annex A20 – ICR examination). Regarding the evaluation, for the total of 59 disciplines, the following are planned: 15 exams; 43 final tests; 2 course works; 54 module tests; there is, also, control work and group work.

Relating to the number of ICR graduation, in presenting there are few differences, as follows:

- according to the information presented in Annex A18 – Continuation of ICR master's studies, number of graduates are: 20 in 2023; 42 in 2024 and 32 in 2025;
- according to the information presented in Annex A21 – ICR graduation, which details the number of students who successfully defended their thesis, with qualifications, in 2024 are: 14 graduates of which 3 with excellent, 8 with very good and 3 with good.

✓ Recommendations

Increasing the number of exam-type evaluations to over 50% of the total number of disciplines in the curriculum, in accordance with ARACIS Specific Standards.

A careful analysis of the way data on the number of graduates is processed and presented.

The indicator is: met.

Criterion B.6. Insertion and retention on the labor market of graduates according to the level of qualification obtained

Standard S.B.6.1. Insertion

The organizational component supports the insertion of graduates on the labor market.

Indicator I.P.B.6.1.1	The organisational component carries out systematic activities to ensure a smooth transition of graduates from apprenticeship to the labour market. <i>The higher education institution conducts periodic consultations with representatives of the academic environment, including students, of the socio-economic and cultural-artistic environment and of the labor market, regarding the objectives and declared results of the study program. These consultations are carried out in an organised setting and are documented.</i>
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According to the IER, pg. 26: „At KPI, particularly at the Radioengineering Faculty, the organizational component of educational programs carries out systematic and planned activities aimed at ensuring the smooth transition of higher education seekers from training and industrial internships to further employment in their field.”

In the curriculums of educational programme ICR, 2022...2025, presented on the website (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitno-profesijna-programa-bakalavr/>), Components of educational programme, highlights the list of disciplines, the number of ECTS and the final control form. The university and Faculty of Radio Engineering sustain (among other activities):

- interaction with employers and industry partners (examples: radio-electronic and telecommunications companies);
- consultations and discussions (ICR guarantor, teachers, students).

According to Annex A18 – Continuation of ICR master's studies, the situation of the graduates who continued/are continuing their studies in the master's programmes shows: 2023: 14/20 = 70.00%; 2024: 24/42 = 57.14%; 2025: 10/32 = 31.25%.

The 2024–2025 data reflects a high demand for radio engineering specialists. A significant portion of graduates prioritized immediate employment within the defense industry and telecommunications sectors, which are vital for national infrastructure (Annex A14 – Employment, Annex A18 – Continuation of ICR master's studies).

Employers consider very useful the study programme. About a quarter of their staff comes from KPI and Radio Engineering Faculty.

At the meeting with ICR graduates, the following were highlighted:

- graduates were asked to describe the transition from school to work; some graduates consider that they had the basic knowledge for employment since the first year of study, others said that the faculty provided them with the basics of programming (example given: C, C++) and that they needed to improve their skills;
- graduates were asked to provide three examples of skills (one of which was a soft skill) acquired at the faculty and used in their professional activity; examples given: communication and networking, programming, adaptability, antennas designing, team work ability, control theory, CAD designing, research, stress resistance;
- graduates stated that, in recent years, the faculty has improved its curriculum: example given: they currently teach, among others, SQL and Python.

✓ **Recommendations**
Not the case.

The indicator is: met.

Criterion B.7. Procedures and practices regarding the admission competition, the path, recognition and equivalence of studies, as well as the certification of results

Standard S.B.7.1. Admission

The admission procedures and principles ensure access to higher education.

Indicator I.P.B.7.1.1	The organizational component applies the procedures regarding admission.
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According to the IER, pg. 27: "The university admissions committee's website also has the following in the "Official Documents" section: Procedure for admission to higher education in 2025, approved by Order of the Ministry of Education and Science of Ukraine No. 168 of 10.02.2025; Tuition fees at KPI for the 2025-2026 academic year (bachelor); Maximum state order volumes for 2025 admission."

Rules for admission to higher education at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" and the Procedure for admission to higher education are public information (<https://zakon.rada.gov.ua/laws/show/z0312-25#n14>, <https://zakon.rada.gov.ua/laws/show/z0374-26#Text>). Also, the coordinating department provide information about admission (<https://ri.kpi.ua/vstupnuky/vstup-na-1-kurs-za-sertyifikatamy-zno/>, <https://ri.kpi.ua/vstupnuky/>).

According to the IER and discussions:

- students were asked how they decided to choose the ICR study programme as their future career; some of them said they had knowledge of physics, others had activity in the field, others had experience in the field from their high school studies; some of them had several options, but they chose ICR because they like this university;
- the number of students enrolled at the ICR by year and its dynamics was discussed; according to the interlocutors from KPI, every year, faculty offers places for admission; however, there are students with „problems” in understanding physics;
- in 2025, the results of the national multi-subject test (NMT) in the Ukrainian language, mathematics, history of Ukraine (mandatory) and physics or a foreign language (English, German, French, Spanish), or chemistry, or biology, or geography, or Ukrainian literature are used for admission;
- in recent years, admission to the first year has been carried out exclusively through the electronic submission of documents via the applicant's account on the website ([Vstup.EDBO.gov.ua](https://vstup.edbo.gov.ua)).

A situation of students enrolled at ICR, in the last three years, by years of study and academic years, including the number of students enrolled in the first year, after admission, is presented in Annex A19 – Dynamics of ICR students. This shows the following: 2023: 62+22+15+9 = 108 students; 2024: 20+38+14+13 = 85 students; 2025: 28+17+29+12 = 86 students.

✓ Recommendations

Not the case.

The indicator is: met.

Indicator I.P.B.7.1.2	Admission to university study programs is carried out in compliance with the principles of equity and equal opportunities, as well as with the establishment of support measures to ensure the access of vulnerable groups, in situations of social and educational risk, including candidates with special educational needs and/or disabilities.
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According to the IER, pg. 28: "At KPI, admission to study is organized in accordance with the principles of equality, nondiscrimination, and equal opportunities, in accordance with Ukrainian legislation in the field of higher education, regulatory documents of the Ministry of Education and Science of Ukraine, and internal regulations of the university. ...Up to 10% of budget places for a specialty at the faculty were allocated to applicants from privileged categories."

Section VIII of the Admission Procedure (<https://zakon.rada.gov.ua/laws/show/z0312-25#n14>) contains categories for applicants in situations of social and educational risk, including persons with special educational needs and/or disabilities. The ranking list of applicants is formed taking into account special conditions.

The admission process is transparent, non-discriminatory and provides equal opportunities to all candidates, regardless of socio-economic status, ethnicity, gender, or religion (discussions with management, students and graduates). According to the management, in terms of university admission, the competition is not high, because of the war.

- ✓ Recommendations
Not the case.

The indicator is: met.

Standard S.B.7.2. Students' academic path

The organizational component carries out actions in support of the students' academic path.

Indicator I.P.B.7.2.1	The organizational component applies the regulations on the professional activity of students.
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According to the IER, pg. 29: „At KPI, the organizational component provides regulatory support for students' academic paths, in particular the Regulations on the Organization of the Educational Process at KPI, Regulations on the Individual Study Plan for Higher Education Applicants at KPI, Regulations on the recognition at KPI of learning outcomes acquired in non-formal/informal education, Regulations on the recognition of formal education results at KPI and others by applying internal and external regulatory acts governing the professional activities of higher education seekers during their studies.”

The mentioned regulations are public documents, available on the website (<https://osvita.kpi.ua/ppoop>, https://document.kpi.ua/files/2025_HOD-677a1.pdf,).

The Department of Educational Work coordinates and controls the work of structural units of KPI regarding issues of educational activities, as well as issues of ethical, aesthetic, sports, cultural and legal education, and ensuring the necessary conditions for study and recreation of higher education students (<https://osvita.kpi.ua/dnvr>).

The Deputy Dean for Academic Affairs coordinates social support for students, the scholarship committee's work, conditions for their studies, etc. (https://document.kpi.ua/files/2025_HOD-646a.pdf).

The university has a Regulation on the Curator, according to which the curator of the academic group acts as a direct mentor to students (https://osvita.kpi.ua/document_curator).

During the visit to the secretary/dean's office, the following were found:

- the secretarial staff presented the facilities of the electronic platform used to manage student activities;
- students and teaching staff have access to the electronic platform, based on the institutional account;
- the files of enrolled students are kept according to the internal rules of the university.

- ✓ Recommendations
Not the case.

The indicator is: met.

Criterion B.8. Internationalization process

Standard S.B.8.1. Internationalization

Increasing the quality of education and research through internationalization actions.

Indicator I.P.B.8.1.1	The organizational component carries out international cooperation actions through which the mobility of the members of its community and the collaboration in academic and research activity are supported.
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According to the IER, pg. 30: „The internationalization process within the educational program of the REF of KPI is implemented systematically and aims to improve the quality of the educational process and scientific research through integration into the international educational and scientific space.”

The Academic Mobility Department of Igor Sikorsky Kyiv Polytechnic Institute is responsible for information support and documentation on issues of academic exchange of students and teachers, namely: Information and consultation; Program coordination; Development of cooperation with Ukrainian and foreign universities; Organization of information events aimed at popularizing programs (<https://mobilst.kpi.ua/>). Regulation on academic mobility at Igor Sikorsky Kyiv Polytechnic Institute is public (<https://osvita.kpi.ua/ppam>).

Examples of students and teachers who participated in mobilities are presented in IER, pg. 31.

According to the IER and discussions during the visit:

- the KPI management presented the university's general strategy, including the internationalisation strategy (international agreements);
- the management was asked about its expectations regarding EurAce evaluation; the management stated that this type of evaluations is part of the KPI strategy and considers that a European certification is critical in the future;
- KPI representatives have collaborations with universities in the Czech Republic and Germany, having academic mobilities and the opportunity to exchange valuable information about the content of the curriculum and teaching methods.
- the faculty has an academic mobility coordinator, who provides support and assistance in drawing up individual academic mobility plans etc.

✓ Recommendations

Not the case.

The indicator is: met.

Criterion B.9. Results of scientific research

Standard S.B.9.1. Scientific research in the education process

Scientific research activities support students' acquisition of learning outcomes.

Indicator	Learning based on scientific investigation and research results support and are
I.P.B.9.1.1	capitalized in the acquisition of the learning outcomes targeted by the study program.

According to the IER, pg. 31: „Practicing lecturers of the REF organize student groups around themselves, creating scientific groups and clubs of scientific and technical orientation. There are 5 engineering clubs operating at the REF. In 2025, a total of 84 students from KPI are involved in their work, 76 of whom are students of the REF.”

For example, among these 5 engineering clubs (IER, pg. 32):

- "Antenna Experts" educational and scientific-technical club of the RED is engaged in the modeling, development, and manufacture of modern antennas for telecommunications, radio communications, unmanned aerial vehicles, and radars. Club members: 6 students of the REF, the vast majority of whom are students of the RI groups.

Scientific activity at the coordinating department covers a wide range of technical sciences: theory and technology of multi-band and multi-beam antenna systems, dual-polarization broadband microstrip antenna arrays, and ultra-wideband antenna systems; electrodynamics and electrodynamic systems; radar systems; signal processing; microwave devices.

General information about Scientific School Antenna Theory and Technology are available on website (<https://ri.kpi.ua/nauka/naukovi-gurtky/>).

The management was asked about the strategy for addressing the gap between the theoretical knowledge of graduates and industry requirements. The management confirmed that round tables with employers are held regularly, and employers' proposals are integrated into the curriculum update process conducted annually. Also, to reduce the gaps between education and industry, the KPI/faculty has made efforts and has two modern laboratories.

✓ Recommendations

Not the case.

The indicator is: met.

Standard S.B.9.2. Scientific research related to the objectives of the study program

The organizational component carries out scientific research activities in accordance with the objectives of the evaluated study program.

Indicator I.P.B.9.2.1	The results of scientific research are visible at national and international level in the respective scientific field and adequately capitalized.
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The IER, pg. 33, highlights that Radio Engineering Faculty of Igor Sikorsky Kyiv Polytechnic Institute:

- publishes journals; examples: Izvestiya Vysshikh Uchebnykh Zavedenii. Radioelektronika; English version of this journal under title Radioelectronics and Communications Systems is indexed in Scopus (Q4); Visnyk NTUU KPI Seriya - Radiotekhnika Radioaparotobuduvannia, which is included in the WoS scientometric database (<https://radap.kpi.ua/radiotechnique>);
- hosts the International Scientific and Technical Conference "Radio Engineering Problems, Signals, Devices, and Systems" (<https://rtpsas.rtf.kpi.ua/>);
- holds the All-Ukrainian Engineering Hackathon SmarTF, where students have the opportunity to develop and present working prototype of a device they have designed and implemented themselves.

An extended situation and a summary of the scientific publications of teaching staff are presented in Annex 10.Research_ARMS. In Annex A22 – Summary of publications, scientific activity in the last 10 years, highlights: 191 books, 818 papers published and 33 patents.

Information about the activity of the Science Innovation Research Development are public (<https://science.kpi.ua/ndch/>).

Also, Corporation "Science Park "Kyiv Polytechnic" – is a legal entity that was created by the initiative of the National Technical University of Ukraine "Kyiv Polytechnic Institute" for purposes of organization, coordination and management of such process as commercialization of university research (<https://scipark.kpi.ua/index.php/en/home/>).

- ✓ Recommendations
Not the case.

The indicator is: met.

DOMAIN C. Quality Management

Criterion C.1. Strategies and procedures for quality assurance, including in the field of university ethics and deontology, involving students, employers and other stakeholders and being applied consistently and transparently

Standard S.C.1.1. Application Strategic directions, actions and procedures properly implemented	
Indicator I.P.C.1.1.1	The organizational component performs actions and applies procedures consistently, proving their impact in improving the quality of education at the level of the study program. <i>The study program is periodically evaluated, from the perspective of the following aspects: requirements and policies on the labor market, teaching-learning process, resources, results, management system.</i>

According to the IER, pg. 34: "The RED of the REF KPI systematically implements strategies and procedures for ensuring the quality of education, including ethical and deontological aspects, and ensures the participation of students, employers, and stakeholders in the process of improving educational programs." The main document that defines the mechanisms for monitoring and periodic review of educational programs is Regulations on the system of internal quality assurance of higher education (https://document.kpi.ua/files/2020_7-165.pdf).

In addition, KPI:

- regulates the academic ethics and integrity (<https://osvita.kpi.ua/node/171>);
- defines the rules for planning and implementing training (Regulations on the organization of the educational process, <https://kpi.ua/en/regulations>);
- has Regulations on comprehensive monitoring of the quality of training of specialists at KPI (<https://osvita.kpi.ua/node/183>);

- has Regulations on educational programs of KPI (approved by order No. NOD/232/25 dated 03/24/2025) is available (<https://osvita.kpi.ua/node/137>, Annex A11 – Programmes monitoring).

According to the discussions:

- faculties have methodological committees; these check curricula, work programs of disciplines (syllabuses) and examination materials;
- at the end of each semester, students take an anonymous survey, "Teacher through the eyes of students";
- calendar control is carried out twice a semester.

✓ Recommendations
Not the case.

The indicator is: met.

Standard S.C.1.2. Stakeholder engagement

The HEI shall demonstrate that it involves stakeholders with relevant activity in the application of the procedures.

Indicator I.P.C.1.2.1	The opinions of the members of one's own community and other interested parties are taken into account in the process of implementing the procedures.
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According to the IER, pg. 35: "For the Information and Communication Radioengineering program, stakeholders include: students and graduate students of the department; teachers and scientific and pedagogical staff; employers and partners in the IT, telecommunications, and radio electronics industries; graduates who can provide feedback on the relevance of competencies to the requirements of the labor market; international partners and institutions that provide academic mobility."

In order to understand the needs of stakeholders, assess the quality of applicants' training, and the relevance of knowledge in the labor market, the faculty and the coordinating department organize roundtables with stakeholders.

The quality staff stated that the roundtables are organized and the proposals for course/topic of the courses are analyzed; example: last roundtable was attended by 15 employers.

On the website of the Radio Engineering Department are available the information about the feedback received from two companies (<https://ri.kpi.ua/gromadske-obgovorennnya/>).

Also, all stakeholders (higher education students, graduates of the educational program, employers, representatives of the academic community, employees, representatives of other stakeholder groups) are invited to leave feedback, wishes and suggestions for improving the educational programme ICR in the specialty G5 "Electronics, electronic communications, instrument making and radio engineering" (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitno-profesijna-programa-bakalavr/>).

The IER provides examples of educational/practical components introduced into the ICR study programme in different disciplines (Microwave Devices and Fundamentals of Metrology, Signals and Processes in Radio Engineering, Microwave Devices).

The evaluation commission considers that the changes in the ICR study programme, included as a result of consultations with employers, can be considered a type of stakeholder involvement in the implementation of procedures.

For example, Annex A15 – Feedback, presents:

- Minutes of the Round Table meeting with stakeholders of the Faculty of Radio Engineering, dated February 25, 2025;
- Minutes of the Round Table meeting with stakeholders of the Faculty of Radio Engineering, dated March 27, 2026;

both having on agenda: discussion of strengths and weaknesses of student training; proposals for improving student training (<https://ri.kpi.ua/2025/02/25/provedennya-kruglogo-stolu-po-obgovorennnyu-op-zi-stejkholderamy/>).

At the meeting with the teaching staff:

- the teachers confirm that they are consulted regarding methodologies and procedures updates;

- some teachers consider that reducing bureaucracy is necessary.

✓ **Recommendations**

Identifying numerically measurable objectives to characterize the involvement of stakeholders in the implementation process of procedures and their periodic monitoring.

The indicator is: met.

Criterion C.2. The functionality of the structures for ensuring the quality of education, including in the field of university ethics and deontology, according to the law

Standard S.C.2.1. Structures

The HEI has organizational structures in the field of quality assurance, established under the law.

Indicator I.P.C.2.1.1	In the organizational structure of the HEI, the CEAC is constituted. Such structures may also exist at the level of the organizational component.
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According to the IER, pg. 34: "KPI has a clearly defined and functional system of organizational structures that ensure the quality of education, including issues of university ethics, academic integrity, assessment of the quality of the educational process, professional development of teaching staff, and support for students."

Department of Quality Assurance in Education (DQAE) of the KPI is headed by First Vice Rector. KPI has other departments that implement quality assurance processes: Teaching and methodological commissions that analyze the content of disciplines, syllabi, academic calendars, learning outcomes, etc.; Academic ethics and integrity commissions, which ensure compliance with ethical standards and regulations during assessment, writing of scientific papers, defenses, and exams; Scientific and Methodological Commissions of the University (SMCU) for specialties and guarantors of educational programs at KPI.

The Regulations on the system of internal quality assurance of higher education at KPI (https://document.kpi.ua/files/2020_7-165.pdf) defines five levels of the internal quality assurance system: level 1 - these are applicants for higher education and their initiative groups; level 2 - the level of direct implementation of the EP: heads, EP support groups, teaching staff, EP guarantors; Level 3 – the level of monitoring and administration of the EP (faculty/institute administrations, student self-government bodies, stakeholders), level 4 – development, examination, testing, monitoring of academic policy (vice-rectors, university-wide structural units); level 5 – the level of making system-forming decisions (Rector, Academic and Supervisory Councils)."

At the meeting with the quality assurance organisational structures members:

- the staff was asked to present the organization of quality activities in KPI (commissions, members); a teacher can become member of the quality commission through election;
- the evaluation commission asked about the reaction mechanisms of the quality system to weaknesses identified through student surveys; it was specified that the results are discussed at the department level, and if individual teachers receive consistently negative feedback, the head of department holds individual consultations; the outcome of these discussions is reflected in subsequent annual quality reports.

✓ **Recommendations**

Not the case.

The indicator is: met.

Standard S.C.2.2. Operation

The organizational structures in the field of quality assurance and that of university ethics and deontology perform their specific role and functions adequately.

Indicator I.P.C.2.2.1	The CEAC and the structures established, as the case may be, at the level of the organizational component operate on the basis of the regulation approved by the university senate, in order to carry out the activities of internal assurance and evaluation, as well as external evaluation of the quality of education.
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According to the IER, pg. 37: "KPI has a well-established and effective system of organizational structures that comply with legislation and internal university regulations and ensure the systematic functioning of processes related to educational quality, academic ethics, and deontology. These structures control, monitor, evaluate, and improve the university's educational programs and practices, including at the level of individual faculties and departments."

In addition to the Department of Quality Assurance in Education (DQAE), within quality assurance system operate: Teaching and Methodological Commissions and Faculty Methodological Commissions.

In order to ensure the effective functioning of the internal quality assurance system of higher education, Order No. NOD/389/25 dated 02.05.2025, approves the regulations on the accreditation commission of Igor Sikorsky Kyiv Polytechnic Institute (https://document.kpi.ua/2025_HOD-389).

The University Accreditation Department is established by Order No. 1-138, 18.09.06. The main tasks of the accreditation department are presented on the website (https://document.kpi.ua/2006_1-138).

According to the meeting with the quality assurance organisational structures members:

- the quality system is organized at different levels (students, teaching staff, administrative staff, scientific council, vice-rector, rector); example: students are part of the methodological councils.

✓ Recommendations

Not the case.

The indicator is: met.

Indicator I.P.C.2.2.2	The University Ethics Commission operates on the basis of the regulation approved by the university senate and acts independently of any other structure or person within the higher education institution, in compliance with the law.
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According to the IER, pg. 38: "The Committee was established by the University Academic Council on the basis of the Regulations on the Ethics and Academic Integrity Committee, approved by the decision of the Academic Council. It operates independently of other university structures (faculties, departments, administrative units), which ensures objectivity and impartiality when considering issues of academic ethics and integrity."

The Regulation of the Commission on Ethics and Academic Excellence of the KPI is approved in 13.12.2019 (https://kpi.ua/files/etic_comission.pdf).

At the planned meeting with the representatives of the Ethics Commission:

- the staff present was asked to present the organization of Ethics Commission activities in KPI (19 members, teachers and students);
- a person can become a member of the Ethics Committee upon proposal and after approval by the rector; regarding the motivation for someone to become a member of the ethics, experience in the field and a sense of duty were invoked;
- the ethics team organizes information sessions within the university;
- KPI's historical role in developing academic integrity policy in Ukraine was highlighted; the university is considered among the first in the country to have established a formal academic integrity policy, and since 2024, a specific institutional policy on the use of Artificial Intelligence in education and research has been in force, complemented by dedicated software modules for detecting AI-generated content in academic texts.

✓ Recommendations

Not the case.

The indicator is: met.

Criterion C.3. Procedures for initiating, monitoring and periodically reviewing curricula and fields of study and activities involving students, employers and other stakeholders

Standard S.C.3.1. Procedures and their application

The HEI has procedures for initiating, monitoring and periodically reviewing the programs and fields of study and the activities carried out and applies them systematically.

Indicator I.P.C.3.1.1	The organizational component consistently applies the procedures, proving their impact on quality assurance. <i>The process of periodic evaluation of the study program takes into account: (i) the interest in the study program and the satisfaction regarding the preparation of students/graduates on the part of the labor market representatives; (ii) interest in the study program and satisfaction regarding the students' preparation on the part of the internship partners; (iii) the results of the monitoring of students' opinion regarding the teaching process.</i>
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According to the IER, pg. 39: "The basis for organizing the processes of initiating, monitoring, and periodically reviewing educational programs at KPI is the Regulations on Educational Programs, approved by university order and put into effect in 2025. These regulations define the mechanisms for developing, approving, monitoring, and reviewing educational programs, including the forms of justification for new programs, the basis for reporting on quality, and the description of the content of the educational program." Regulations on Educational Programs of Igor Sikorsky Kyiv Polytechnic Institute (approved and put into effect by order No. NOD/232/25 dated 03/24/2025) is available on website (<https://osvita.kpi.ua/node/137>). The participation of student self-government bodies in educational quality assurance procedures is regulated by the Regulations on Student Self-Government at KPI (https://studmisto.kpi.ua/polozhennya_pro_studentske_samovryaduvannya/).

Research on the quality of education are conducted by the Research Center for Applied Sociology "Socioplus" of Igor Sikorsky Kyiv Polytechnic Institute (<https://socioplus.kpi.ua/research/quality-education/>). The information presented by the IER, relating to the quality monitoring and stakeholder participation and periodic review of curriculum are confirmed by the discussions.

Regarding the responses and feedback to the questionnaires, the SocioPlus representative stated that the department has 21 years of experience in analyzing this type of data. It is estimated that, at the university level, there are over 3000 responses to the questionnaires. The questionnaires are voluntary and free-form, allowing students to submit open-ended comments. The quality team acknowledged that improving student engagement in the survey process is an ongoing objective, and proposals were mentioned to integrate the survey into the course selection platform to increase visibility.

Results of the student survey are detailed in Annex A13 – Student survey (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/anketuvannya-2/>).

✓ Recommendations
Not the case.

The indicator is: met.

Indicator I.P.C.3.1.2	Members of their own community and other stakeholders are involved in the process of implementing the procedures. <i>The implementation of the procedures benefits from the employers' input, helping to ensure their satisfaction.</i>
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According to the IER, pg. 40: "To ensure practice-oriented training, professionals and representatives of leading employers in the field of electronic communications and radio engineering are actively involved in the organization and implementation of the educational process, as confirmed by a number of cooperation agreements concluded..."

Examples of lectures and seminars organized by representatives of employer companies, and implementation of individual educational trajectories for applicants, are presented in IER (pg. 41), including the students successfully completed the training and received the corresponding certificates.

During the visit:

- employers confirm punctual consultation on the contents of the ICR curriculum;
- companies are involved in supporting some components of the courses;
- teachers present at the meeting confirm that they are consulted on the modification of the curricula/procedures and the modifications are discussed in department meetings;
- graduates confirm that, during their bachelor's degree, they were members of the scholarship committee and/or the faculty council and/or the university senate;
- management specified that in the last two years they have had a very good relationship with the industry and are open to all companies; there are no difference between private or state companies.

✓ Recommendations
Not the case.

The indicator is: met.

Criterion C.4. Procedures for periodic evaluation of the quality of the activities of the teaching, auxiliary and administrative staff

Standard S.C.4.1. Procedures

The application of methodologies and procedures contributes to improving the quality of staff activities.

Indicator I.P.C.4.1.1	The organizational component analyzes the results of the semester evaluation process by students of the teachers' performance.
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According to the IER, pg. 41: "At KPI, based on the Regulations on Quality Assurance and Internal Control at KPI, a university-wide survey "Teachers through the Eyes of Students" is conducted after each semester to assess the quality of education. The results of the survey are available in the AIS "Electronic Campus" system."

According to the discussions:

- each teacher and each course are analyzed every semester;
- the results of the survey are discussed at department meetings and the Faculty Academic Council;
- if necessary, the head of department holds discussions with the professors.

Students present at the meeting confirm that the evaluation of teaching staff is carried out by completing an online questionnaire (Electronic Campus) and the student feedback is anonymous (<https://ecampus.kpi.ua/en/login>).

Results of the student survey are detailed in Annex A13 – Student survey (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/anketuvannya-2/>).

✓ Recommendations
Not the case.

The indicator is: met.

Criterion C.5. Systematically updated databases on internal quality assurance

Standard S.C.5.1. Databases

The HEI uses databases to support internal quality assurance activities.

Indicator I.P.C.5.1.1	The organizational component systematically collects and analyzes data necessary for the internal quality assurance process.
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According to the IER, pg. 42: "The RED of the REF (PEP Information and Communication Radioengineering) systematically collects and analyzes data necessary for monitoring and improving the quality of the educational process. Such data includes the results of students' academic activities, including exam grades, test papers, laboratory and practical modules, as well as information on the completion of internships and work placements."

This activity is conducted according to the Regulations on the internal system of quality assurance of higher education at KPI (dated 10.09.2020, https://document.kpi.ua/files/2020_7-165.pdf).

At the meeting with the Quality Commission members, the following were highlighted:

- the activity of the Quality Commission is carried out through periodic meetings;
- annually, the Quality Commission generates Reports on the Results of Comprehensive Monitoring of the Quality of Specialist Training at Igor Sikorsky Kyiv Polytechnic Institute (<https://kpi.ua/monitoring>);
- annual reports on the work of the Quality Commission are created and discussed at the meeting of the Academic Council of KPI, but are not made public.

✓ **Recommendations**

Publishing on the university website at least a summary of the annual reports on the activity of the Quality Commission.

The indicator is: met.

Criterion C.6. Transparency of information of public interest, including information on the programmes and fields of study offered, as well as on the related certificates, diplomas and qualifications

Standard S.C.6.1. Transparency

The organizational component ensures the transparency of information, according to the law.

Indicator I.P.C.6.1.1	The organizational component ensures the publication and access to information of public interest regarding the evaluated study program.
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According to the IER, pg. 42: "The RED of the REF publishes detailed information about PEP Information and Communication Radioengineering, including the structure of the program, the content of educational components, expected learning outcomes, curricula containing the academic schedule, forms of control and assessment, class and consultation schedules."

On the KPI website are available:

- Regulations on the Organization of the Educational Process at Igor Sikorsky Kyiv Polytechnic Institute (<https://kpi.ua/en/regulations>);
- Information and Communication Radioengineering study programme description (https://osvita.kpi.ua/sites/default/files/opfiles/172_oppb_ikri_2024.pdf, <https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitno-profesijna-programa-bakalavr/>);
- Structure of the curriculum (<https://ri.kpi.ua/wp-content/uploads/2026/02/npb-ikr-2025-denna.pdf>);
- Educational components of Information and Communication Radioengineering study programme, for the 2025/2026 academic year (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/osvitni-komponenty-bakalavriv/>);
- Class and session schedule (<https://ri.kpi.ua/vstupnuky/pidgotovka-bakalavriv-2/rozklad-zanyat-ta-konsultaczij-3/>).

✓ **Recommendations**

Not the case.

The indicator is: met.

Indicator I.P.C.6.1.2	The organizational component ensures the transparency of the decision-making processes.
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According to the IER, pg. 43: "At the RED of the REF, this principle is implemented through official communication channels of the university and the department, including the department's website, the Moodle system, the academic portal, and publications on the faculty's website."

The documents which regulates the rights and obligations of participants in the educational process at the university are available on website (<https://kpi.ua/admin-rule>).

Regulations on current, calendar and semester control of study results at Igor Sikorsky Kyiv Polytechnic Institute are, also, public documents (<https://osvita.kpi.ua/node/32>).

The Decisions of the Academic Council are available on website (<https://rada.kpi.ua/taxonomy/term/13>). Information regarding the content of educational programs, the structure of disciplines, the introduction of new laboratory and practical modules etc. are available on website (<https://ri.kpi.ua/>).

- ✓ Recommendations
Not the case.

The indicator is: met.

Criterion C.7. Compliance with the deadlines and reporting standards provided by the legislation in force

Standard S.C.7.1. Preparation and transmission of reports

The IIS prepares and transmits or publishes reports, according to the law.

Indicator I.P.C.7.1.1	The organizational component collects and transmits the requested data, respectively prepares and publishes reports, ensuring compliance with the obligations arising from public responsibility.
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According to the IER, pg. 43: "At the RED of the REF, the process of ensuring this criterion involves regular updating and submission of data on educational activities, student performance, results of semester evaluations of teachers, conduct of internships, as well as information on research activities and participation in projects."

KPI publishes various reports annually that reflect the institution's activity and compliance with transparency obligations, including: Rector's Report; Report of the Vice-Rector for Infrastructure Development; Report of the Vice-Rector for International Relations; Report of the Vice-Rector for Academic Affairs; Financial Statements, etc. (<https://kpi.ua/report>).

Annual reports on the work of the Ethics Commission are created and discussed at the meeting of the Academic Council of KPI, but are not made public.

On the university website, there's a section dedicated to academic integrity (UKR version only) - <https://kpi.ua/academic-integrity>, which has a list of links to different resources (laws, acts, decrees, social questionnaire results (<https://ela.kpi.ua/server/api/core/bitstreams/525eba13-4269-4185-8128-4b9e73236451/content>) and educational materials).

- ✓ Recommendations
Publishing on the university website at least a summary of the annual reports on the activity of the Ethics Commission.

The indicator is: met.

Criterion C.8. Participation in external evaluation processes, according to the law

Standard S.C.8.1. Compliance with the external evaluation obligation

The HEI is subject to the external quality assessment process, according to the law.

Indicator I.P.C.8.1.1	The organizational component carries out the procedures related to the external quality evaluation process, in order to organize, under the law, the evaluated study program.
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According to the IER, pg. 44: "At the RED of the REF (PEP Information and Communication Radioengineering), these procedures include the preparation and submission of a complete set of documents for national accreditation of the educational program in accordance with the Regulations on the Accreditation of Educational Programs, as well as ensuring participation in international external evaluation processes, for example, according to the standards of EUR-ACE and other international agencies recognized in the field of engineering education."

Regulations on the Accreditation of Educational Programs is available on website (<https://zakon.rada.gov.ua/laws/show/z1013-24#Text>).

Currently, accreditation is in effect for the specialty (accredited by the Ministry of Education and Science of Ukraine), certificate UD 11017504 is valid until 2026-07-01.

The mentioned certificate, which highlights the accreditation of the study programme ICR is presented in Annex A01 – ICR Accreditation.

✓ **Recommendations**

Not the case.

The indicator is: met.

IV. SWOT Analysis

1. SWOT Analysis		
Strengths: ✓ Very good collaboration with economic partners relevant to the field of the ICR study programme. ✓ Good professional insertion and professional prospects open to graduates of the ICR study programme, including in defense sector. ✓ The possibility for students to model their own educational trajectory, by independently choosing 25% of academic disciplines.	INTERNAL FACTORS ⬇	Weaknesses: ✓ Maintaining and modernizing of the specialized laboratories requires large investments (obsolescence of certain laboratory work). ✓ Fluctuating number of students and graduates for the latest promotions. ✓ Impact of martial law and increased workload and stress among students under war conditions.
		SWOT Analysis
Opportunities: ✓ The interest shown by companies in collaborating with the university. ✓ Demand for ICR graduates, due to the existing employment opportunities in defense technologies.	EXTERNAL FACTORS ⬆	Threats: ✓ Gaps in training in critical technologies; the rapid dynamics of technologies in the field brings the risk of curricular overshoot. ✓ Under war conditions, risks to the safety of participants in the educational process and the need to conduct courses in shelters.

V. Compliance with standards and performance indicators and recommendations made

Crt. no.	Performance indicator	Degree of fulfillment (M/PM/NM)	Recommendations
DOMAIN A. Institutional capacity			
1.	I.P.A.1.1.1 For the development of the program/field of university studies, the ÎS has adequate organizational components and a management system, whose functioning is based on methodologies, regulations and	Met	Not the case.

Crt. no.	Performance indicator	Degree of fulfillment (M/PM/NM)	Recommendations
	procedures periodically reviewed, under the conditions of the law.		
2.	I.P.A.1.2.1 The opinions of the members of the faculty and the department, respectively of the branch or extension and of other interested parties are taken into account in the process of adopting and revising the methodologies, regulations and application procedures.	Partially met	Real activation of mechanisms for involving all stakeholders in reviewing methodologies, procedures and regulations and completing record documents.
3.	I.P.A.2.1.1 ÎIS holds, in accordance with the law, spaces dedicated to the corresponding educational, research and administrative processes, as well as for services for students, doctoral students and students, which ensure a favorable environment for life and study, including for those with disabilities. Optimal spaces are also provided for the performance of staff activities. They are adequately equipped. <i>The facilities made available to students, including the related equipment, are quantitatively and qualitatively adequate for the development of the objectives of the study program, as designed and planned, and allow the application of study methods.</i>	Met	Not the case.
4.	I.P.A.2.2.1 Immovable and movable property shall be adequately maintained, so as to ensure optimal conditions for study, research and life, as well as work.	Partially met	Reorganizing laboratory activities, which involve the use of equipment and apparatus, so that the number of students per subgroup is a maximum of 15 students, according to ARACIS Specific Standards.
5.	I.P.A.3.1.1 The human resources of the organizational component are adequate for carrying out the activities related to the evaluated program/field of university studies. The teaching staff has the necessary qualifications and professional competences to teach the subjects that correspond to them in the list of functions.	Met	Not the case.
6.	I.P.A.3.1.2 ÎIS ensures the professional and personal development of the staff.	Met	Not the case.
7.	I.P.A.3.2.1 The recruitment procedures are in accordance with the legal provisions, established and carried out in a transparent manner.	Met	Not the case.
8.	I.P.A.4.1.1 The organizational component uses IT tools within its own procedures in order to improve access and ensure quality services for members of its own community and indirect beneficiaries of education.	Met	Not the case.
DOMAIN B. Educational effectiveness			
9.	I.P.B.1.1.1 The university study program is developed and structured in relation to the	Partially met	Restructuring the Pre-diploma practice timeline to ensure the daily student

Crt. no.	Performance indicator	Degree of fulfillment (M/PM/NM)	Recommendations
	expected learning outcomes and is organized on the basis of transferable study credits. It encompasses the totality of learning, teaching, practical training, research and assessment experiences that together lead to a university qualification.		workload strictly adheres to the legal maximum of 8 hours per working day. Analyzing the possibility of introducing a 180 hours of Practice (other than the Pre-diploma practice) at the end of the second/third year of study, according to the ARACIS Specific Standards. In Section 8 of the syllabi, the formulation of the evaluation, including for the minimum performance criteria, in terms of learning outcomes.
10.	I.P.B.1.2.1 The study program operates under the conditions of the authorization act, respectively of accreditation, aiming at the realization of the educational ideal of higher education according to the law.	Met	Not the case.
11.	I.P.B.2.1.1 The learning outcomes are consistent with the level of qualification.	Met	Not the case.
12.	I.P.B.2.1.2 The expected learning outcomes are correlated with the competencies required by the corresponding occupations, according to occupational standards and/or the European Occupational Classification (ESCO). <i>The curriculum is designed to meet the educational requirements formulated by employers, including on the acquisition of practical skills.</i> <i>The educational requirements formulated by employers have helped to define learning outcomes specific to the study program.</i> <i>The stated results of the study program allow graduates to engage in the work in positions corresponding to the qualification obtained. The graduates of the study program have clearly defined the perspective of occupation on the labor market.</i>	Met	Not the case.
13.	I.P.B.3.1.1 The organizational component ensures the implementation of the principles of student-centered learning within the curriculum and through the didactic strategies used in the learning and teaching activities and experiences.	Met	Not the case.
14.	I.P.B.3.1.2 The organizational component provides students with opportunities to participate in academic mobility programs, carried out with physical and/or virtual presence.	Met	Organizing periodic meetings with the participation of bachelor students and former beneficiaries of the Erasmus mobilities, to better promote these opportunities.
15.	I.P.B.3.2.1 The organizational component ensures fair opportunities for students, in accordance with their potential and aspirations, taking into account the diversity of learning styles and skills.	Met	Not the case.

Crt. no.	Performance indicator	Degree of fulfillment (M/PM/NM)	Recommendations
16.	I.P.B.4.1.1 The organizational component ensures access for students, including those with special educational needs/disabilities, to resources and services designed to support the learning process, appropriate in relation to the individual learning needs, the field of study, the study cycle and the form of organization of the study program. <i>The study programme provides students with relevant support for the learning process (career counselling, tutoring and assistance), thus facilitating the acquisition of knowledge and skills, respectively promotion in a year of higher study.</i>	Met	Not the case.
17.	I.P.B.5.1.1 Learning outcomes are adequately described and support the understanding of the student's and teacher's expectations regarding the content of the subjects in the curriculum. <i>The results of the study program have been established according to what students should know (the correspondence between the content of the educational process and the learning outcomes specified in the diploma supplement), understand and/or be able to demonstrate after completing the learning process. They are in full compliance with EAFSG standards.</i>	Met	Not the case.
18.	I.P.B.5.1.2 The verification of the achievement of learning results is carried out through evaluation exams along the way and through graduation exams. <i>The development of competences by students (by acquiring the knowledge and skills provided in the subject sheets) is adequately assessed, on the 8 defined learning areas EAFSG standards.</i> <i>The theme for the elaboration of the graduation works (diploma projects) is established in collaboration with the economic environment.</i>	Met	Increasing the number of exam-type evaluations to over 50% of the total number of disciplines in the curriculum, in accordance with ARACIS Specific Standards. A careful analysis of the way data on the number of graduates is processed and presented.
19.	I.P.B.6.1.1 The organizational component carries out systematic activities to ensure an easy transition of graduates from learning to the labor market. <i>The higher education institution conducts regular consultations with representatives of the environment including students, of the socio-economic and cultural-artistic environment and of the labor market, regarding the objectives and declared results of the study program. These consultations shall be carried out in an organized framework and are documented.</i>	Met	Not the case.

Crt. no.	Performance indicator	Degree of fulfillment (M/PM/NM)	Recommendations
20.	I.P.B.7.1.1 The organizational component applies the procedures regarding admission.	Met	Not the case.
21.	I.P.B.7.1.2 Admission to university study programs is carried out in compliance with the principles of equity and equal opportunities, as well as with the establishment of support measures to ensure access to vulnerable groups, in situations of social and educational risk, including candidates with special educational needs and/or disabilities.	Met	Not the case.
22.	I.P.B.7.2.1 The organizational component applies the regulations regarding the professional activity of students.	Met	Not the case.
23.	I.P.B.8.1.1 The organizational component carries out international cooperation actions through which the mobility of the members of its own community and the collaboration in academic and research activity are supported.	Met	Not the case.
24.	I.P.B.9.1.1 Learning based on scientific investigation and research results support and are capitalized in the acquisition of the learning outcomes targeted through the study program.	Met	Not the case.
25.	I.P.B.9.2.1 The results of scientific research are visible at national and international level in the respective scientific field and adequately capitalized.	Met	Not the case.
DOMAIN C. Quality Management			
26.	I.P.C.1.1.1 The organizational component carries out actions and applies procedures, consistently, proving their impact in improving the quality of education at the level of the study program. <i>The study program is periodically evaluated, from the perspective of the following aspects: requirements and policies on the labor market, teaching-learning process, resources, results, management system.</i>	Met	Not the case.
27.	I.P.C.1.2.1 The opinions of the members of the own community and other interested parties are taken into account in the process of implementing the procedures.	Met	Identifying numerically measurable objectives to characterize the involvement of stakeholders in the implementation process of procedures and their periodic monitoring.
28.	I.P.C.2.1.1 The CEAC is established in the organizational structure of the ÎS. There can be such structures at the level of the organizational component as well.	Met	Not the case.
29.	I.P.C.2.2.1 CEAC and the structures established, as the case may be, at the level of the organizational component operate on the basis of the regulation approved by the university senate, in order to carry out the	Met	Not the case.

Crt. no.	Performance indicator	Degree of fulfillment (M/PM/NM)	Recommendations
	activities of internal assurance and evaluation, as well as external evaluation of the quality of education.		
30.	I.P.C.2.2.2 The University Ethics Commission operates on the basis of the regulation approved by the university senate and acts independently of any other structure or person within the higher education institution, in compliance with the law.	Met	Not the case.
31.	I.P.C.3.1.1 The organizational component consistently applies the procedures, proving their impact in quality assurance. <i>The process of periodic evaluation of the study program takes into account: (i) the interest in the study program and the satisfaction regarding the preparation of students/graduates from the representatives of the labor market; (ii) interest in the study programme and satisfaction with training of students from practice partners; (iii) the results of monitoring the students' opinion regarding the teaching process.</i>	Met	Not the case.
32.	I.P.C.3.1.2 Members of their own community and other interested parties are involved in the process of implementing the procedures. <i>The implementation of the procedures benefits from the input of employers, helping to ensure their satisfaction.</i>	Met	Not the case.
33.	I.P.C.4.1.1 The organizational component analyzes the results of the semester evaluation process by students of the teachers' performance.	Met	Not the case.
34.	I.P.C.5.1.1 The organizational component systematically collects and analyzes the data necessary for the internal quality assurance process.	Met	Publishing on the university website at least a summary of the annual reports on the activity of the Quality Commission.
35.	I.P.C.6.1.1 The organizational component ensures the publication and access to information of public interest regarding the evaluated study program.	Met	Not the case.
36.	I.P.C.6.1.2 The organizational component ensures the transparency of the decision-making processes.	Met	Not the case.
37.	I.P.C.7.1.1 The organizational component collects and transmits the requested data, respectively prepares and publishes reports, ensuring compliance with the obligations arising from public liability.	Met	Publishing on the university website at least a summary of the annual reports on the activity of the Ethics Commission.
38.	I.P.C.8.1.1 The organizational component carries out the procedures related to the external quality evaluation process, in order to organize, under the law, the evaluated study program.	Met	Not the case.

Centralizing table of performance indicators – degree of fulfillment

Evaluation area	Number of performance indicators		
	Fulfilled	Partially Fulfilled	Not met
Area A. Institutional capacity	6	2	0
Area B. Educational effectiveness	16	1	0
Area C. Quality Management	13	0	0
Total	35	3	0

VI. Conclusions

From the analysis of the Internal Evaluation Report (IER), the annexes attached to it and the additional documents made available by the representatives of the Information and Communication Radioengineering (ICR) study programme, as well as from what was found during the visit to the National Technical University of Ukraine „Igor Sikorsky Kyiv Polytechnic Institute” (KPI), the ARACIS Evaluation Commission considers the following:

- National Technical University of Ukraine „Igor Sikorsky Kyiv Polytechnic Institute” (KPI) is a public higher education institution with legal personality, part of the national higher education system of Ukraine.
- Currently, the Information and Communication Radioengineering (ICR) study programme is accredited by the Ministry of Education and Science of Ukraine.
- The Radio Engineering Faculty (REF) of the Igor Sikorsky Kyiv Polytechnic Institute has a very good collaboration with relevant economic partners in the field of the ICR study programme.
- The evaluated study programme, Information and Communication Radioengineering (ICR), benefits from the management support of the Igor Sikorsky Kyiv Polytechnic Institute and the Radio Engineering Faculty for development, evolution and fulfillment of the assumed mission.

Following the periodic evaluation procedure of the bachelor's degree programme, Information and Communication Radioengineering (ICR), within the National Technical University of Ukraine „Igor Sikorsky Kyiv Polytechnic Institute” (KPI), the ARACIS Evaluation Commission proposes:

- ✓ ***maintenance of accreditation (MAC) and granting of EUR-ACE® certification, with an enrollment capacity of 50 students in the first year of study.***

VII. Annexes

The list of additional annexes, requested by the evaluation commission before the visit and uploaded to Sharepoint-ARACIS, is presented in Chapter II of this EER.



THE EVALUATION VISIT SCHEDULE
 (ONLINE and ON-SITE – Recorded meetings)

Time interval	Activity	Participants	Location and participants list
Day 1, Thursday, May 21, 2026 https://us02web.zoom.us/j/88355411065?pwd=vNiR6aFzuonQnooxAfJimXVm1WB5Lb.1 Meeting ID: 883 5541 1065 Passcode: 586542			
09:00-09:50	Meeting of the external quality evaluation commission with the representatives of the management of the organisational component (university/faculty/department). Recorded meeting	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Representatives of the institution.	KPI, Room/Location: Room 157, Building 1
09:50-10:00	Comfort break		
10:00-12:00	Visiting the material resources (lecture/seminar rooms, laboratories, library etc.), including secretary office. Recorded meeting and online audio-video transmission.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Representatives of the institution.	KPI, Room/Location: Building 17, library Staff:
12:00-12:10	Comfort break		
12:10 – 13:00	Meeting of the external quality evaluation commission with	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online.	KPI, Room/Location: Room 157, Building 1



Time interval	Activity	Participants	Location and participants list
	employers of the alumni in the evaluated study programme (domain). Recorded meeting.	Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Employers.	Employers/companies:
13:00 - 14:00	Lunch break		
14:00-14:50	Meeting of the external quality evaluation commission with the representatives of the quality assurance organisational structures members / similar structure established at the level of the organisational component. Recorded meeting.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Representatives of quality assurance organisational structures. Representatives of the university administration.	KPI, Room/Location: Room 157, Building 1
14:50-15:00	Comfort break		
15:00-15:50	Meeting of the external quality evaluation commission with the members of the University Ethics Committee / similar structure established at the level of the organisational component (Academic Conduct Commission). Recorded meeting.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Members of the University Ethics Commission / Academic Conduct Commission. Representatives of supporting structural units.	KPI, Room/Location: Room 157, Building 1



Time interval	Activity	Participants	Location and participants list
15:50-16:00	Comfort break		
16:00-16:50	Meeting of the external quality evaluation commission with the teaching staff involved in the activities within the evaluated study programme. Recorded meeting.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Teaching staff.	KPI, Room/Location: Room 157, Building 1 Teaching staff involved in the study programme:
16:50-17:00	Comfort break		
17:00-17:30	Technical meeting of the external quality evaluation commission.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI).	KPI, Room/Location: Room 157, Building 1
	Link to join meeting: https://us05web.zoom.us/j/82808619449?pwd=7REyfAleVNDXn4LWwSyZmWwBFHNzra.1		
17:30-18:00	Backup time for 1st day (in case of technical problems or alarms).		
Day 2, Thursday, May 22, 2026 https://us02web.zoom.us/j/84432516374?pwd=PaL7NG3eEQ0pabci1rxXrpz6hvOKqa.1 Meeting ID: 844 3251 6374 Passcode: 244410			
09:00-09:50	Meeting of the external quality evaluation commission with the team that has drafted the internal evaluation report (IER) for ICR. Recorded meeting.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Team that has drafted the IER.	KPI, Room/Location: Room 157, Building 1 Representatives of the institution:



Time interval	Activity	Participants	Location and participants list
09:50-10:00	Comfort break		
10:00-10:50	Meeting of the external quality evaluation commission with students of the evaluated study programme(ICR). Recorded meeting.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Students.	KPI, Room/Location: Room 157, Building 1 Representatives of the institution:
10:50-11:00	Comfort break		
11:00-11:50	Meeting of the external quality evaluation commission with alumni of the of the evaluated study programme. Recorded meeting.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI). Graduates.	KPI, Room/Location: Room 157, Building 1 Representatives of the institution:
11:50-12:00	Comfort break		
12:00-12:30	Technical meeting of the external quality evaluation commission. Formulation of the preliminary conclusions.	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI).	KPI, Room/Location: Room 157, Building 1
	Link to join meeting: https://us05web.zoom.us/j/88130820378?pwd=hsHfyHyxZcQ8rDWNH8esCoXIYodVCm.1		
12:30-14:00	Lunch break		
14:00-14:30	Meeting of the members of the expert commission with representatives of the management of the institution and management of	ARACIS expert evaluation commission: Dulău Mircea and Acomi Ovidiu, online. Maistrenko Oleksandr and Kalimulin Temir, on-site (KPI).	KPI, Room/Location: Room 157, Building 1



ROMANIAN AGENCY FOR QUALITY ASSURANCE IN HIGHER EDUCATION

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Time interval	Activity	Participants	Location and participants list
	the organisational component to communicate the conclusions of the evaluation process. Recorded meeting.	Representatives of the institution.	
14:30-15:00	Backup time for 2nd day (in case of technical problems or alarms).		

Mircea Dulău

Kateryna Drozdenko