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## PECULIARITIES OF ACADEMIC MOBILITY IN THE CONTEXT OF UKRAINIAN HIGHER EDUCATION

*The Educational system of Ukraine is continuously changing due to the requirements of the transitions period. Though this article is a description of the Ukrainian education, it includes analyses and the recent changes in the system of air force training. These changes affected a number of educational institutions in Ukraine, their affiliations and forms of property, but also the type of activities that they provide students with and curriculum. Changes in the area of professional higher education system demand further improving the training support of air force specialists' preparation processes. Approaches to studying and educational management using new informational technologies are lit in many scientific researches and state programmes.*

**Keywords:** *project management, academic mobility, higher education, Bologna process.*

### Introduction

The Regulation on the implementation procedure of academic mobility right establishes procedure of academic mobility programs organisation for the educational process participants of national higher education institutions (research institutions) (hereinafter - national participants of educational process) in the territory of Ukraine or abroad, and the educational process participants of the foreign higher education institutions (research institutions) (hereinafter - foreign participants of educational process) in the territory of Ukraine.

**Goals, objectives and general rules** for provision and implementation of academic mobility right shall comply with the basic principles of Joint Declaration of the European Ministers of Education "European Higher Education Area" Bologna, June 19, 1999 (Bologna Declaration).

National participants of the educational process and higher education institutions (research institutions) and foreign participants of the educational process and education institutions (research institutions), participating in academic mobility programs are participants of academic mobility.

National programmes are organised at national level and one single country is responsible for funding and coordinating the programme. In the case of Belgium, the higher education systems of the French Community, the German-speaking Community and the Flemish Community are treated separately and 'national programmes' or 'national policies' refer to the level of Communities. The same goes for the United Kingdom, with England, Wales, Northern Ireland and Scotland being treated as distinct higher education systems.

Bilateral programmes are based on intergovernmental cooperation between two countries, which both contribute to funding and organising the common programme [1].

Regional programmes involve more than two countries from one European region. They can also involve bilateral exchanges but those exchanges then take place in a broader framework of cooperation among a larger group of countries.

### Major characteristics of education in Ukraine

There are four levels of accreditation established pursuant to the status of higher educational institutions:

- first level – technical school, vocational school and other higher educational institutions equated to them;
- second level – college and other higher educational institutions equated to it;
- third and fourth levels (depending on the results of accreditation) – institute, conservatory, academy, and university.

Higher educational institutions train specialists pursuant to the following educational and qualification levels:

- junior specialist – is provided by technical and vocational schools, other higher educational institutions of the first level of accreditation;
- bachelor – is provided by colleges and other higher educational institutions of the second level of accreditation;
- specialist, master – are provided by higher educational institutions of the third and fourth levels of accreditation.

The level system of higher education lies in the receipt of different educational and qualification levels at the respective stages (phases) of higher education.

Taking into account the structure of higher education, its first phase contemplates the receipt of higher education of the educational-qualification level "Junior specialist"; the second phase – "Bachelor" (basic higher education); the third phase – "Specialist", "Master" (complete higher education).

The level system of higher education may be realized both through the continuous program of training and differentially – according to the structure of the level system. Higher educational institutions of the particular level of accreditation may train specialists pursuant to educational-qualification levels provided by educational institutions of the lower level of accreditation.

Higher educational institutions of the state and other forms of ownership function in the system of higher education.

### **Legislation covering the field of tertiary education**

The legal basis for higher education (HE) in Ukraine is set by the Constitution of Ukraine, the laws of Ukraine on education, higher education, science and technical activity, the state budget of Ukraine, the budget code of Ukraine, the labor code of Ukraine, the national doctrine for the development of education and other legal acts.

In addition, numerous by-laws regulate the functioning of the HE system as a whole, as well as the operation of its specific sectors and units. These include: the regulations by Verkhovna Rada of Ukraine (Ukraine's parliament), orders by the President of Ukraine, regulations and orders issued by the Cabinet of Ministers of Ukraine and orders and letters by the Ministry of Education and Science, Youth and Sports of Ukraine.

Currently, the draft law of Ukraine on higher education is under review by the Cabinet of Ministries. The pending changes in the above law encompass the key developments of the Bologna Process: implementing a three-cycle system; granting greater autonomy to universities; granting more rights to students' self-governance; supporting companies who employ graduates; improving the legal basis for independent external assessments and other issues.

### **Types of tertiary education programmes and qualifications**

Bachelor (Bakalavr, 1<sup>st</sup> cycle) is an educational-proficiency level of higher education of a person who, on the basis of completion of secondary education, has attained basic higher education, fundamental and special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineering, culture, arts etc.). The normative period of training is four years (240 ECTS). The training of Bachelor specialists may be carried out according to the shortened programme of studies on the basis of the Junior Specialist level.

Specialist (Spetsialist, 2<sup>nd</sup> cycle) is an educational-proficiency level of higher education of a person who, on the basis of the Bachelor degree, has attained complete higher education, special skills and knowledge sufficient to cope with tasks and duties at a certain level of professional activity (in economy, science, engineer-

ing, culture, arts etc.). The normative period of training is one year (60 ECTS).

Master (Magistr, 2<sup>nd</sup> cycle) is an educational-proficiency level of higher education of a person who has attained complete higher education, special skills and knowledge sufficient to cope with professional tasks and duties of innovative character at a certain level of professional activity (in engineering, business management, pedagogic, arts etc.). The training of students at Master level may also be carried out on the basis of the specialist level. The period of training is typically between one to one and a half years (60-90 ECTS). During the studies at the Master level, students are required to write their final thesis on a selected subject and present it, be able to collect, analyse, summarise and communicate study and practical material; often knowledge of a foreign language is also required.

Specialist and Master programmes in fields such as medicine, dentistry, veterinary medicine are carried out on the basis of complete secondary education within a period of five to six years (300-360 ECTS).

Higher education graduates are awarded qualifications of the appropriate educational-proficiency levels and are granted state diplomas. The diploma is the state-recognised document which serves as both an educational certificate and a professional licence, confirming the attainment of the appropriate higher educational level and qualification of a certain educational-proficiency level (an academic degree in a field of study and speciality).

The law on higher education establishes the following types of documents that confirm higher education qualifications:

- diploma / qualification of junior specialist;
- diploma / qualification of Bachelor;
- diploma / qualification of Specialist;
- diploma / qualification of Master.

Research programmes (assigned to third cycle) are implemented in a "non-Bologna" format, beyond the HE system:

1<sup>st</sup> stage: Aspirantura (postgraduate Doctorate programme), on completion, the degree of a Candidate of Sciences is granted (similar, but not equivalent to a PhD degree).

2<sup>nd</sup> stage: Doctorantura (post-Doctorate programme), on completion, the degree of a Doctor of Sciences is awarded.

Research programmes typically involve:

- conduct of original research, preparation and public defence of a dissertation;
- supervisory procedures (by higher education institution, research institutions) and assessment (by the Department of the Ministry);
- double status of research post-Doctorate programme students (students and early stage researchers).

Following implementation mechanisms for the third cycle are currently being introduced:

- Doctorate study programmes including both taught courses (lectures, seminar and practical work) and independent research;
- supervisory and assessment procedures for Doctorate studies;
- inclusion of Doctorate and post-Doctorate studies in the National Qualifications Framework and linking it to learning outcomes;
- interdisciplinary Doctorate studies that facilitate development of transferable skills. The principles of continuity and succession of training courses are implemented in the second and the third cycles;
- Doctorate students, who have the status of both students and early stage researchers.

### **There are six types of higher education institutions (HEIs) in the Ukraine**

- Universities – *Universtyty* – they may be multidisciplinary institutions (follow a classical university model) or ‘branch’ institutions (focus on some particular professional field as technical, medical, agricultural, pedagogical, economics, law etc.). They act as leading research and methodological centres in both fundamental and applied research.
- Academies – *Akademia* have the 4<sup>th</sup> accreditation level. They are concentrated on a specific area of knowledge in which they also act as leading research and methodological centres in both fundamental and applied research.
- Institutes – *Instytut* have the 3<sup>rd</sup> accreditation level. They are concentrated on a specific area of knowledge in which they also conduct research and methodological research in both fundamental and applied fields. They may be independent or a sub-unit of a university or academy.
- Conservatoires – *Konservatoria* (one at present) have the 3<sup>rd</sup> accreditation level. They specialise in culture and arts, specifically music. They also conduct research and act as leading centers in the areas of their activity.
- Colleges – *Koledz* have the 2<sup>nd</sup> accreditation level. They provide training leading to the acquisition of specific HE qualifications. They may also constitute sub-units within HEIs with 3<sup>rd</sup> and 4<sup>th</sup> level accreditation.
- Technical and Vocational Schools – *Technicum, Uchylische* have the 1<sup>st</sup> level of accreditation. They provide education and training in several adjacent areas. They may also constitute sub-units within HEIs with 3<sup>rd</sup> and 4<sup>th</sup> level accreditation.

### **Research activities**

Academic staff working for a chair (department) conducts research activities, including the writing and publication of academic papers, preparation of theses, supervision of students, consultancy etc. The fundamental research in HEIs is mainly conducted by research laboratories. HEIs are actively involved in various research programmes, both at the national and interna-

tional level. The research work of young scientists is supported by the President grants, Cabinet of Ministries of Ukraine and other scholarships.

### **International cooperation**

The importance of international cooperation is declared in several Ukrainian laws and by-laws. The latest order of the Ministry of Education and Science, Youth and Sports of Ukraine "on implementation of ECTS in Ukrainian HEIs" will ensure the diploma recognition procedure and will facilitate student mobility. Ukrainian HEIs take actively part in international cooperation. The efficiency of such cooperation depends mainly on the capacity of an HEI and its staff (knowledge of foreign languages, expertise and experience, participation in international projects etc.). As a rule, international cooperation is based on partnership agreements signed by HEIs and is implemented according to an annual plan.

As a rule, HEIs organise joint events, students' exchanges, participate in joint research projects, prepare joint publications etc. Various international educational programmes are open to Ukrainian HEIs; this ensures development of projects in line with HE strategy developments in cooperation with HEIs all over the world. HEIs participate in the following programmes: Tempus, Erasmus Mundus, Jean Monnet, 7<sup>th</sup> Framework Programme (FP 7), Tuning and others. Numerous scholarships and grants to study abroad and set up collaboration strengthen international collaboration between HEIs.

### **Trends and challenges**

Ukraine joined the Bologna Process in 2005. Key developments since then include: approval of an action plan on QA in higher education; amendments to the law on HE, according to the Bologna principles and recommendations; inclusion of Ukraine as governmental member of the European Quality Assurance Register; further developed National Qualification Framework (NQF).

Significant progress has been achieved in three strategic areas of the Bologna Process: implementation of a two-cycle system; implementation of quality assurance in the field of higher education; recognition of diplomas and previous periods of study. The transfer to the first and second cycles has been implemented; the preparation for the third cycle is under way. The pilot implementation of the European Credit Transfer and Accumulation System (ECTS) has been completed in the first and second cycles, and is now legally regulated by order of the Ministry of Education and Science, Youth and Sports on ECTS implementation in HEIs.

As an active participant in the Bologna Process, Ukraine recognises the broad, updated mission of HE and the role it has to play in globalisation, the emergence of a knowledge economy, rapid technological developments and demographic crisis. The upcoming challenges for Ukraine's HE include:

- completion of a three-cycle system;
- alignment of university curricula with the Bologna structure;
- curricula reform with a view to employers' needs;
- establishment of programmes for foreign students and further internationalisation of Ukraine's HE;
- creation of mechanisms for recognition of prior learning;
- implementation of a National Qualification Framework for Lifelong Learning;
- development of comprehensive guidelines for the implementation of ECTS and of the Diploma Supplement of the EU/CoE/UNESCO format;
- further development of the mechanism for equal access to HE;
- development of the National Quality Assurance system for HE, in compliance with the European Standards and Guidelines for Quality Assurance, its full membership of the European Association for Quality Assurance in Higher Education (ENQA) and inclusion in the European Quality Assurance Register (EQAR);
- introduction of an HEI ranking system;
- increasing the outward and inward mobility of students and academic and administrative staff of HEIs;
- assuring the portability of student grants and loans;
- professional development of research and educational staff according to modern requirements with a view to ensuring sustainable development of HE system;
- development and introduction of new educational standards (curricula reform) with a view to improving the quality of the content of education and in order to facilitate employability of graduates;
- development of academic and financial autonomy of HEIs;
- promotion of the development of Ukrainian and global cultural values, orientation towards the ideals of democratic ideas.

Ukrainian HEIs are prepared to adjust to new challenges and act as drivers of innovation and change.

Along the path of modernisation, internationalisation and integration with the European Higher Education Area (EHEA),

## Conclusion

Academic mobility right can be implemented on the basis of international agreements on cooperation in education and research, international programs and projects, inter-institutional cooperation agreements between national higher education institutions (research institutions) or their main structural units, between national and foreign higher education institutions (research institutions) and their main structural units (hereinafter - higher education institutions (research institutions) - partners); and can also be implemented for national participants of the educational process on its own initiative, supported by the administration of the national higher education institution (research institutions), in which he/she study or work, based on the individual invitations and other mechanisms.

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## ОСОБЛИВОСТІ АКАДЕМІЧНОЇ МОБІЛЬНОСТІ В КОНТЕКСТІ УКРАЇНСЬКОЇ ВИЩОЇ ОСВІТИ

Л.Б. Кубявка, М.А. Беліченко

*В роботі розглянуто питання особливостей розвитку системи вищої освіти в контексті академічної мобільності. Були досліджені проекти академічної мобільності для спеціалістів повітряних сил вищих навчальних закладів. Виділені особливості цих проектів та показані їх вплив на хід та результати виконання. Намічено шляхи побудови систем управління програмами академічної мобільності в контексті української системи вищої освіти.*

**Ключові слова:** проект, управління, академічна мобільність, Болонський процес.

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Л.Б. Кубявка, М.А. Беліченко

*В работе рассмотрены особенности развития системы высшего образования в контексте академической мобильности. Были исследованы проекты академической мобильности для специалистов воздушных сил высших учебных заведений. Выделены особенности этих проектов и показано их влияние на ход и результаты выполнения. Намечены пути построения систем управления программами академической мобильности в контексте украинской системы высшего образования.*

**Ключевые слова:** проект, управление, академическая мобильность, Болонский процесс.