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IMPLEMENTATION ANALYSIS OF THE LIST OF MAJOR DRAWBACKS IN EXTERNAL QUALITY ASSURANCE IN HIGHER EDUCATION

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ABSTRACT

The article analyses the effectiveness of implementing the List of Major Drawbacks as a tool for evaluating study programmes within the external quality assurance processes and procedures in higher education. It is stated that the goals of

its implementation are: unification of approaches to decision-making and ensuring objectivity of evaluation in the case of similar manifestations of problems with the quality of study programmes and educational activities under them; emphasis on key aspects of compliance with legislative requirements during the design and implementation of study programmes; codification of typical problems according to the criteria for evaluating study programmes to improve the quality of the systematic analysis of the agency's activities at the national level: strengthening the focus of the advisory and training activities of the National Agency has generally been achieved. It is emphasised that the participants in the accreditation process are fully aware of the significance of the goals set and recognise the proposed mechanism as successful and effective. Along with this, the need for improvements was identified, which did not diminish the List's effectiveness but would enhance it. In general, the application of the List of Major Drawbacks contributed to strengthening the transparency and predictability of the accreditation procedure, ensuring a common understanding of assessment approaches among all participants in the process – higher education institutions, expert groups, sectoral expert councils and the National Agency, which, in turn, strengthened trust in the results of the assessment of study programmes in the process of external quality assurance of higher education in Ukraine.

Keywords: *implementation effectiveness; List of Major Drawbacks; study programme improvement; quality assurance in higher education.*

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INTRODUCTION

The quality assurance of higher education in Ukraine, compared to the EU (Alzafari & Ursin, 2019; Batechko & Lut, 2019; Keçetep & Özkan, 2014; Mospan, 2018; Ogneviuk, 2022; Van Der Wende & Westerheijden, 2001), has a short history and rather difficult prerequisites. Therefore, its formation requires an operational solution to ideological, technological, and methodological problems, for which

the appropriate tools are constantly being developed and improved. One such relevant and effective tool is the *List of Major Drawbacks* (hereinafter, *the List*) introduced by the National Agency for Quality Assurance in Higher Education (hereinafter, the National Agency) in 2024 for the evaluation of study programmes. During the accreditation season 2024-2025, thanks to constant monitoring of the implementation of *the List*, the need to study its effectiveness and identify prospects for improvement was established. Considering that it was from 2024 that the new Regulations on Accreditation of Study Programmes (Regulations, 2024) were approved and implemented, which summarized the experience of applying all previous accreditation cases, processes and procedures of the National Agency, as well as the need to finally bring the Ukrainian quality assurance system into line with the European Standards for Quality Assurance in Higher Education (ESG, 2015). The List of Major Drawbacks is a completely original tool for measuring the compliance of study programmes with the criteria for assessing the study programmes – Appendix 1 to the Regulations on Accreditation of Study Programmes (Regulations, 2024), it is obvious that this problem has arisen only now, in the process of its use in the work of the National Agency, and it has never been studied scientifically.

The research objective is to highlight the effectiveness of implementing the *List of Major Drawbacks* across the main areas and the effectiveness of the improvements made to this tool as a component of assessing the quality of study programmes.

RESEARCH METHODS

The study used the following qualitative methods of effectiveness research:

- *Secondary data analysis* with a focus on studying current documents, expert group (EG) reports, and Sectoral expert councils' (SEC) opinions to identify certain trends and patterns.
- *Poll* participants in the accreditation process regarding the usefulness and effectiveness of *the List* and its analysis.
- *Case studies* (case studies) as a detailed study of specific manifestations of the application of the List for a deeper understanding of its effectiveness.
- *Comparative content analysis* – two samples of EG reports and SEC opinions (before and after the implementation of *the List*).

Data sources are EG reports and SEC's opinions (2023, 2024, 2025) (NAQA, 2023-2025); survey results of EG and SEC's members (January 2025); analytical materials of the National Agency (Annual Reports for 2019-2024, Reviews for 2022-2024), (Analytical Report, 2025).

RESEARCH RESULTS

As stated in the article *Development of a List of Major Drawbacks as an element of evaluating a study programme according to ESG 2015 standards* (Butenko et al., 2025), the

National Agency's policy regarding the *List of Major Drawbacks* was aimed at further developing external quality assurance tools by:

- unification of approaches to decision-making and ensuring objectivity of assessment in cases of similar manifestations of problems with the quality of study programmes and educational activities under them;
- emphasising key aspects of compliance with legal requirements when designing and implementing study programmes;
- codification of typical problems according to criteria and sub-criteria to improve the quality of the agency's systemic analysis at the national level;
- strengthening the focus of the National Agency's advisory and training activities;
- expanding analytical capabilities for further improvement of quality assurance systems at the institutional, sectoral and national levels.

Implementation of the List of Major Drawbacks

By the decision of the National Agency dated August 27, 2024 (Protocol No. 15 (65)), the *List* was officially included in the reporting documentation on the accreditation examination as a mandatory Appendix to the report of the expert group and an Appendix to the expert opinion of the Sectoral Expert Council. The rules for its application, the procedure for recording and requirements for the argumentation of deficiencies in reporting

documents are determined by the Instructions for the application of the *List*, approved by the order of the Head of the National Agency.

To ensure proper implementation of *the List*, the issue of its application was included in weekly briefings for EGs, a webinar for SEC members (October 2024), and training programs for experts and SEC members. In December 2024, the *Clarifications on the Application of Study Programme Quality Assessment Criteria* (2024) was published, which, in particular, discloses in detail the content of each Criterion, provides references to relevant regulatory documents, and formulates recommendations for substantiating each significant deficiency in case it is identified.

Evaluating the effectiveness of the implementation of the List for external evaluation

During the year, the practice of applying *the List* was monitored, which allowed for timely improvements in both the wording and technical aspects of use. One item of *the List* and the structure of the Appendix were updated to fix shortcomings not included in the List but identified during the accreditation examination.

In July-August 2025, a comprehensive assessment of the effectiveness of the implementation of *the List* was conducted, which covered four areas of analysis and made it possible to determine the level of achievement of the goals set during the development of this tool:

1. Contextual and semantic analysis of expert group reports and expert opinions of the SEC.

2. Analysis of the results of the annual evaluation of experts.
3. Analysis of the results of a survey of experts and members of the SEC.
4. Assessing the effectiveness of the use of *the List* to form a unified database for further analysis of the results of accreditation examinations.

1. Contextual and semantic analysis of reports of EGs and SEC

The purpose of the study was to assess the impact of the implementation of *the List* on the quality of EG reports and SEC opinions. The analysis was carried out according to the following parameters: clarity, consistency and completeness of the argumentation; the presence and correctness of references to factual data; logical consistency and semantic connection between the description of facts, argumentation and conclusions; the correctness of the correlation of the identified deficiencies with the relevant Criteria; the correctness of the use of professional terminology. Special attention was paid to the correctness of determining the corresponding position of *the List* for each identified violation, the justification of recognising the deficiency as significant or insignificant, as well as the correctness of determining the levels of compliance E or F according to the Criteria.

The study covered two samples: 1 – EG reports and SEC opinions in the field 01 Education/Pedagogy for 130 study programmes, decisions on which were made in the period from September 2023 to June 2024 (prepared before the implementation

of the List); 2 – for 237 study programmes, decisions on which were made in the period from September 2024 to June 2025 (prepared after the implementation of *the List*). The choice of field 01 is due to its largest share among accreditation cases: 9.1% of the total number of study programmes considered under the full procedure in 2023–2024 academic year; 15.0% – in 2024-2025 – 15%, as well as the availability of the results of the analysis of EG reports and SEC opinions of sample 1, carried out as part of the piloting of *the List* (Butenko, 2025).

Analysis results. A comparative analysis of the two samples showed a significant improvement in the quality of reporting documentation after the implementation of *the List*. Before the implementation, in the part of the EG reports and expert opinions of the SEC, there was a certain imbalance between the level of detail and the depth of analysis: The experts focused excessively on insignificant aspects, and in some places, they did not provide sufficient argumentation to determine the systemic nature of the identified violations. There were general formulations without specific examples, an inaccurate correlation of shortcomings with the Criteria, and conclusions without references to sources. Such inaccuracies did not affect the final decisions, but complicated the work of the members of the National Agency during the processing of materials and reduced the comparability of results between study programmes.

After the implementation of *the List*, the quality of EG reports and SEC opinions improved in several areas:

1) *Structural and logical coherence.* Most reports follow the sequence ‘identification of a deficiency – description of manifestations – argumentation – conclusion.’ This logic ensured internal integrity and facilitated the perception of the texts.

2) *Strengthening argumentation.* The frequency of references to specific facts, documents, and survey results has increased. The argumentation has become more logical and convincing, cause-and-effect relationships between the description of facts and the conclusions drawn are better traced.

3) *Unification of approaches.* The number of cases of incorrect attribution of deficiencies to criteria has decreased. The wording has become more uniform in structure and style.

4) *Optimisation of volume and content.* The justifications have become more balanced: the proportion of overly descriptive or overly concise fragments has decreased.

5) *Accuracy of formulations.* The clarity of defining the essence of shortcomings and specifying their manifestations within study programmes has increased.

6) *Justification of the determination of the materiality of the deficiency and the level of compliance with the Criterion.* Conclusions regarding compliance levels have become more consistent, more closely related to the content of the identified deficiencies and their impact on the quality of the study programme.

In general, the texts of EG reports and SEC opinions have become more analytically rich, which has increased their clarity and persuasiveness. The analysis also showed that after the

introduction of *the List*, experts more often identify individual shortcomings that previously remained beyond detailed consideration. The most illustrative example is the example of deficiency 8.5.1. *The internal education quality assurance system does not identify or eliminate identified shortcomings in the study programme or educational activities for its implementation.* In the 2023-2024 academic year, it was recorded in only 1.5% of study programmes in the field 01 Education/Pedagogy, then in the 2024-2025 academic year, recorded in 28.3% (Analytical report, 2025).

Particular attention during the analysis was paid to the reports of the EG and the opinions of the SEC regarding the study programmes of the 2024-2025 academic year, according to which there were changes in the level of compliance with the Criterion at different stages of the examination. In most such cases, the reason was an incorrect interpretation of the concept of *the List* and the principles of its application, in particular, a misunderstanding of the relationship between individual manifestations of the deficiency and its systemic nature.

The items of *the List* reflect types of violations, and not specific situations of study programmes. Therefore, facts, circumstances, actions or inactions identified during the accreditation examination, which in their content, nature or consequences correspond to a certain item of *the List*, should be considered as manifestations of the corresponding deficiency in the specific context of the program. This means that the fact of identifying one or more manifestations is not sufficient grounds for an automatic conclusion that the deficiency is

significant. Such a conclusion should be formed based on a comprehensive analysis of the entire set of detected manifestations, taking into account the scope and nature of the problem, the consequences for the quality of education, systematic and repeatability, the possibility and speed of elimination, and the general context of the implementation of the study programme.

Thus, the results of the contextual-semantic analysis confirmed that the implementation of *the List* had a positive impact on the quality of reporting documentation, strengthening its structure and reasoning. At the same time, the identified difficulties in interpreting certain provisions of *the List* showed that the effectiveness of its application largely depends on the depth of understanding of the concept and principles of application by experts and members of the SEC.

2. Analysis of the results of the annual expert assessment

Another area of comprehensive assessment of the effectiveness of the implementation of *the List* was the analysis of the results of the annual evaluation of experts based on their participation in accreditation procedures.

Annual evaluation is a component of the internal quality assurance system of the National Agency. In accordance with the *Regulations* (Regulations on the Expert, 2025), the evaluation is carried out according to two criteria: compliance with the examination procedure and the quality of the EG report.

The purpose of the analysis is to assess the impact of using the List on the quality of reports, identify the dynamics of improving their analytical component and typical problems that require

methodological and training support. In 2025, the assessment covered 2,315 experts: The majority confirmed a sufficient level of competence; 139 people were recommended for additional training, and 23 were excluded from the Register of Experts.

Analysis results. In the assessment structure, special emphasis is placed on the validity of conclusions regarding the materiality of deficiencies and the determination of levels of compliance in the report. Feedback from the secretariat staff, who analysed 1,588 reports, showed positive dynamics: the reasoning of the conclusions, the consistency of the structure, and the clarity of the cause-and-effect relationships between facts and conclusions have increased. This indicates a gradual strengthening of the analytical culture in the expert environment.

At the same time, the analysis of the reports of experts recommended for training revealed typical errors caused by an incorrect understanding of the concept and principles of applying *the List*, in particular: an unclear explanation of why a deficiency was determined to be significant; fragmentary argumentation, limited to individual manifestations without taking into account systematic; lack of a logical connection between facts, conclusions, and the level of compliance.

Conclusions. Analysis of the results of the annual assessment confirmed the positive impact of the use of *the List* on the quality of reports. At the same time, the identified problematic aspects identified areas for improvement:

- including various types of tasks for applying *the List* in training programs;
- strengthening the explanation of the concept and principles of *the List* during training events and briefings;
- continued monitoring of evaluation results to track the dynamics of the implementation of *the List*.

3. Analysis of the results of the survey of EG and SEC members

In order to find out the opinions of experts and SEC members regarding the convenience, feasibility, effectiveness of the implementation and practical application of *the List*, a survey was conducted among participants in accreditation examinations between December 31, 2024 and January 13, 2025. The study also included collecting respondents' suggestions on possible areas for improving the tool. 879 people participated in the survey, including 747 (85%) experts and 132 (15%) SEC members, representing 29 fields of knowledge (Fig. 1).

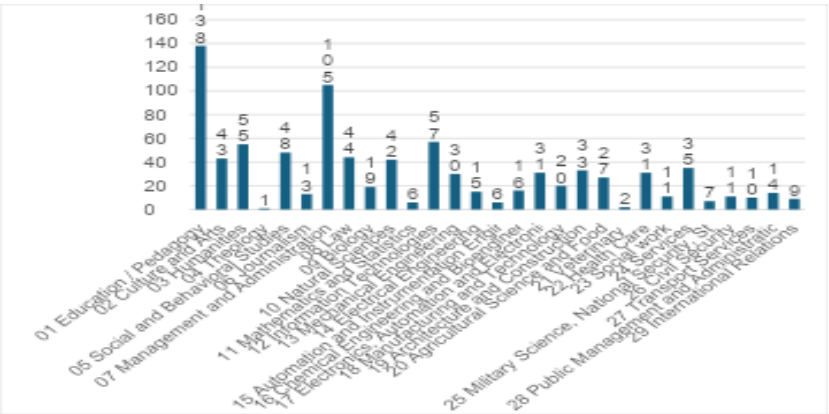


Figure 1. *Distribution of Survey Participants by Fields of Knowledge*

Distribution of survey participants by status: 720 people (81.9%) – scientists or scientific and pedagogical workers; 135 people (15.4%) – education seekers; 3 people (0.3%) – international experts who are members of the SEC; 2 people (0.2%) – representatives of employers who are members of the SEC; 19 people (2.2%) did not indicate their status.

The results obtained demonstrated a high level of support for the tool:

- 86.8% of respondents consider *the List* useful in their work (Fig. 2);
- 86.9% noted an increase in the objectivity of establishing compliance levels according to the Criterion (Fig. 3);
- 86.4% confirmed that using *the List* reduced misinterpretations and ensured consistency of assessment approaches between different experts and SEC (Fig. 4);
- 96.4% rated the Instructions for Forming the Appendix as clear and understandable (Fig. 5).

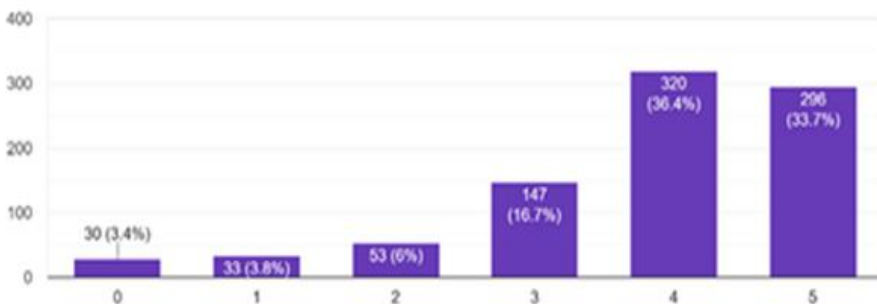


Figure 2. Respondents' Ratings of Usefulness of the List for Work (on a scale from 0 to 5: from 'not helpful at all' to 'very helpful')

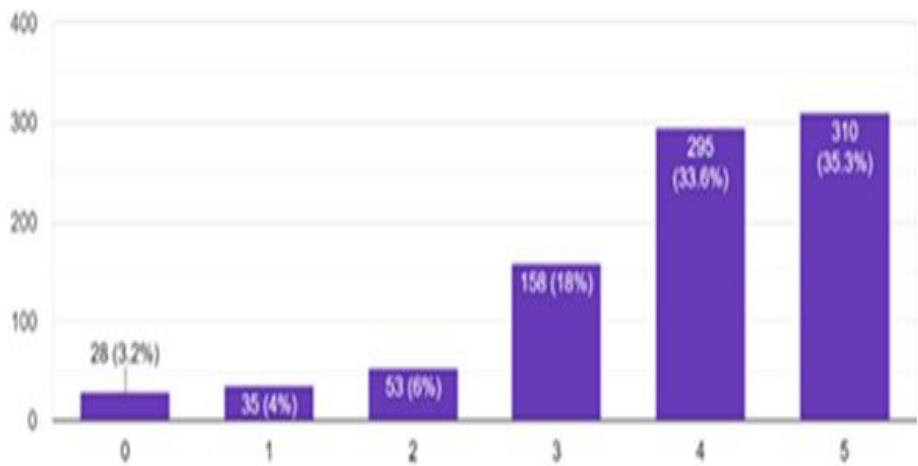


Figure 3. *Respondents’ Ratings of Implementing the List on Ensuring the Objectivity of Establishing Levels of Compliance with the Criteria*

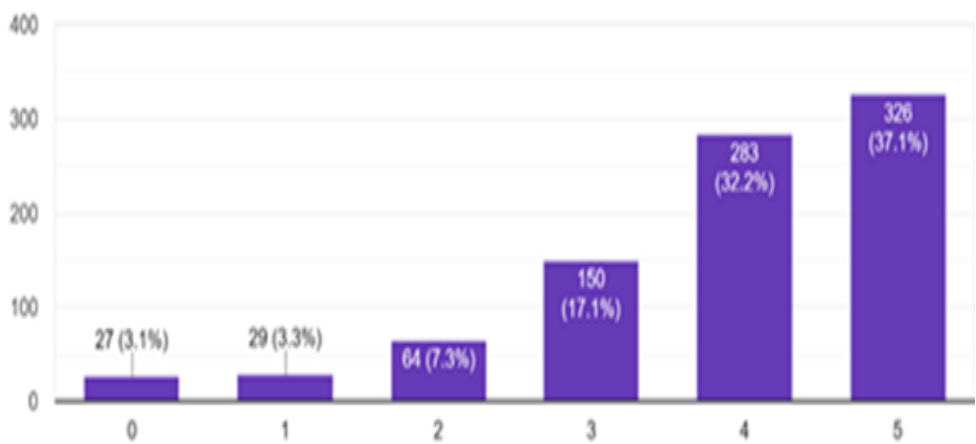


Figure 4. *Respondents’ Ratings of Implementing the List on Unification of Assessment Approaches*

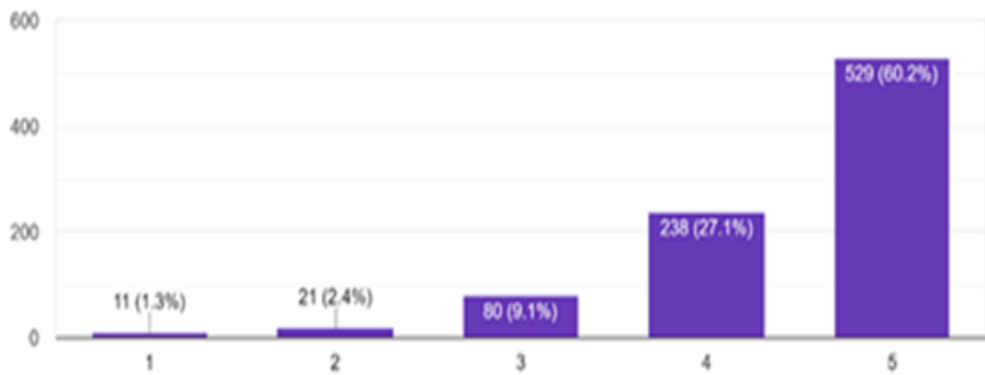


Figure 5. *Respondents’ Ratings of Clarity and Comprehensibility of Instructions for Filling out Appendix 1 List of Major Drawbacks*

The main areas of impact of the implementation of *the List* on the quality of reporting documentation (according to respondents):

1. Improving the structure and content of reports. *The List* contributes to the logic, consistency and clarity of the presentation, helps to formulate short, precise conclusions and ensures unity of approaches to structuring the material.
2. Increasing objectivity and strengthening accountability. The use of *the List* contributes to a consistent understanding of the requirements of the criteria and the essence of the shortcomings, the formation of conclusions based on clear signs and evidence, and also stimulates more responsible substantiation of the positions of the EG and SEC.

Thus, *the List* is perceived not as a formal appendix, but as a practical tool for improving the quality of expert judgment, the consistency of conclusions, and trust in accreditation results.

Among the challenges are:

- Risk of templateization and excessive standardisation, which may limit professional judgment or reduce the depth of the analytical approach.
- The complexity of interpreting the wording of certain types of deficiencies.
- Doubts about the universality of individual items of *the List* for different fields of knowledge.
- Additional explanations, application examples, and training support.

Based on the survey results, several key areas for further improvement of *the List* and the practice of its application were outlined, aimed at increasing its effectiveness and practical value in the accreditation procedure:

- improving the wording of significant shortcomings, taking into account typical questions that arise among EG and SEC members;
- regular updating of explanations, in particular regarding substantiation of the facts of significant shortcomings, which will contribute to the unification of interpretations, improving the quality of EG reports and SEC opinions;

- strengthening educational and methodological support in using *the List* for EG and SEC members (trainings, briefings, instructions);
- monitoring the effectiveness of the use of *the List* at the next stages of the accreditation cycle, which will allow assessing its impact in dynamics, recording new requests and responding to them promptly.

4. Editorial changes to the List

I. Added to *the List*: positions were introduced because cases were repeatedly recorded during accreditation examinations

1.5.1 The purpose of the study programme does not correspond to the declared speciality and/or is focused on another speciality (or field of knowledge).

5.2.3 Qualification works of higher education applicants are not published (placed) on the official website of the higher education institution (or its structural unit) or in the repository of the higher education institution in accordance with the requirements of the higher education standard (if such requirements exist).

II. Changes to the legislation have been taken into account:

Before: 1.2.1 The HEI awards a professional qualification in a certain profession, but at least one of the following facts has been established; the study programme (in particular, additional ones – due to its selective educational components) does not ensure the fulfilment of the requirements for knowledge, skills, abilities and competencies specified by the relevant professional

standard; the name of the profession does not correspond to the current Classifier of Professions or is absent from the Classifier of Professions; the HEI has not defined/approved by the relevant local legal acts of the HEI: the procedure for awarding this professional qualification or the relevant procedures, methods of demonstrating competencies, or criteria (conditions) for awarding a professional qualification in accordance with current legislation.

It became: *1.2.1 The HEI awards a professional qualification in a certain profession, but at least one of the following facts has been established: - the study programme does not ensure the fulfilment of the requirements for knowledge, abilities, skills and competencies specified by the relevant professional standard (in particular, for additional professional qualifications - due to its selective educational components); the name of the profession does not correspond to the current Classifier of Professions or is absent from the Classifier of Professions; the HEI has not defined/approved by the relevant organizational and management documents of the HEI: the procedure for awarding this professional qualification or the relevant procedures, methods of demonstrating competencies, or criteria (conditions) for awarding a professional qualification in accordance with current legislation; in the absence of a professional standard, the award of a professional qualification is carried out without approval from the National Qualifications Agency.*

III. Compliance with the new Regulation:

3.4.1 Procedures for recognising learning outcomes acquired through non-formal and/or informal education in HEIs are not

defined OR DO NOT meet the requirements of the Procedure for recognising learning outcomes acquired through non-formal and/or informal education in higher and professional pre-higher education approved by the relevant Central Educational Service.

IV. Clarification:

The time aspect has been clarified: it is now emphasised that the inconsistency of teachers' qualifications is recorded as of the moment of the accreditation examination.

There were:

6.1.1 Inconsistency of qualifications (professional experience – if the HEI lists it as a component of compliance) of teachers with the educational components they provide, taking into account the requirements of the legislation.

It became:

6.1.1 As of *the time of the accreditation examination*, teachers whose qualifications (professional experience – if the HEI lists it as a component of compliance) do not correspond to the educational components they provide, taking into account the requirements of the legislation, were involved in the implementation of the study programme.

5. Assessment of the List to form a single database for results analysis of the accreditation examinations

The introduction of *the List* has strengthened the analytical component of the National Agency's activities, opening up opportunities for systematic analysis of accreditation results. Its standardised structure provides a

unified presentation of data on typical shortcomings and allows for comparative analysis by various parameters (criteria, fields of knowledge, levels of education, types of institutions, etc.).

Research conducted by the National Agency (Report for 2024; Analytical report, 2025) confirmed that the use of *the List* during accreditation examinations allows for the identification of patterns, typical combinations of shortcomings and differences between branches and levels of education. The data obtained became the basis for management decisions, the development of recommendations and the planning of support measures.

Thus, *the List* has proven its effectiveness as a tool for systematising accreditation results, forming an evidence base for decision-making and contributing to the improvement of quality assurance systems at the institutional, sectoral, and national levels.

Assessment summary of the implementation effectiveness of the List. A comprehensive assessment showed the level of achievement of the goals set during its development and areas for further improvement.

Goal 1. Unification of approaches to decision-making and ensuring objectivity of evaluation in the case of similar manifestations of problems with the quality of study programmes and educational activities under them.

Mechanisms for achieving the goal	Results	Areas for improvement
Introduction of unified formulations of significant deficiencies by criteria and sub-criteria; application of the logic of detection - description - argumentation - conclusion in reporting documentation; approval of uniform principles for using <i>the List</i> through the Instruction and methodological explanations.	There is a more consistent interpretation of the requirements of the Criteria and assessment approaches; the reasoning behind the conclusions and the evidence for determining compliance levels has increased.	Clarification of the wording of individual items of <i>the List</i> and provisions of the Instructions, taking into account the practice of application.

Goal 2. Emphasising key aspects of compliance with legal requirements when designing and implementing study programmes.

Mechanisms for achieving the goal	Results	Areas for improvement
Identification of items in <i>the List</i> that directly reflect violations of the law; mandatory justification of the presence of significant shortcomings; preparation of methodological materials with a list of regulatory acts for each of the Criteria.	The quality of argumentation in the EG and SEC reports has been improved; the proportion of conclusions with clear references to legislative norms has increased.	Development of additional tasks and examples for training with a focus on legal aspects.

Goal 3. Codification of typical problems according to Criteria and sub-criteria to improve the quality of systemic analysis of the agency’s activities at the national level.

Mechanisms for achieving the goal	Results	Areas for improvement
Creation of a structured coded system of significant deficiencies by criteria and sub-criteria; ensuring the collection and structuring of data	Approaches to fixing deficiencies have been unified, comparability of information has been ensured; the risk of duplication or erroneous attribution of violations to different criteria	Expanding the set of indicators for comparative analysis, improving analytical data

for system analytics; conducting frequency, comparative and sectoral analysis by samples.	has been reduced; regular analysis of accreditation results has been established; a database has been formed - a stable evidentiary basis for further decisions and research.	processing algorithms.
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Goal 4. Strengthening the focus of the National Agency’s advisory and training activities

Mechanisms for achieving the goal	Results	Areas for improvement
Including tasks for applying the List in training programs; conducting briefings and webinars for EG and SEC; developing a methodological manual with explanations for each significant deficiency; taking into account the results of surveys and expert feedback when updating training materials.	Systematic educational and methodological support for experts and members of the SEC has been ensured; the number of incorrect interpretations of significant shortcomings has decreased; the consistency of conclusions between the EG and the SEC has increased.	Expanding the base of tasks and examples for training.

Goal 5. Expanding analytical capabilities to further improve quality assurance systems at institutional, sectoral and national levels

Mechanisms for achieving the goal	Results	Areas for improvement
Recording of EG and SEC of identified shortcomings in accordance with the items of the List; accumulation and systematisation of this data in a standardised format; analytical processing of generalised results; use of data for planning,	A systematic approach to the analysis of typical shortcomings of study programmes has been provided; a basis for analytical and strategic decisions has been formed; the results of the analysis are used in the advisory, regulatory	Expanding the areas and depth of analytical research, developing recommendations for HEIs on the use of analytics in improving internal quality

supporting and regulatory measures; integration of analytical conclusions into strategic documents and recommendations for HEIs; publication of analytical materials.	and communication activities of the agency; analytics are used to improve quality assurance systems at all levels.	assurance systems.
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CONCLUSIONS AND PROSPECTS

The assessment of the effectiveness of the implementation of *the List*, carried out during 2024–2025, showed both confirmation of its effectiveness and the need for certain clarifications. The results obtained: analysis of reports of expert groups and SEC, survey results (January 2025), as well as high-quality feedback from experts and secretariat employees, became the basis for the August update of *the List* and Instructions.

Improvement of *the List* and Instructions in August 2025 based on the results of the 2025 performance assessment. The main areas of improvement of *the List* in August-September 2025 were: Making changes to *the List*; clarifying the Instructions on the application of the List in the accreditation examination process; updating the content of training for experts on accreditation of study programmes; improving the educational and instructional activities of the National Agency, in particular, briefings and webinars. It should be noted that the improvement carried out in August 2025 was the result of the implementation of the PDCA system cycle. Unlike previous refinements (October 2024, January 2025), which were operational in nature and aimed at eliminating individual inconsistencies, this update was a global

revision of the tool. It was based on a comprehensive analysis of the experience of practical application of *the List*, and feedback from experts and SEC members. This improvement marked the completion of the first full cycle of development of *the List* from development and testing to effectiveness assessment and targeted update based on the data received, which is consistent with the principles of continuous improvement in the quality assurance system. Further research should focus on assessing the effectiveness of the updated *List* after the changes introduced in August-September 2025.

The use of *the List* contributed to strengthening the transparency and predictability of the accreditation procedure, ensuring a common understanding of assessment approaches among all participants in the process – HEIs, expert groups, SEC and the National Agency, which, in turn, strengthened trust in the assessment results.

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АНАЛІЗ ЕФЕКТИВНОСТІ ЗАПРОВАДЖЕННЯ «ПЕРЕЛІКУ СУТТЄВИХ НЕДОЛІКІВ» У ПРОЦЕСІ ЗОВНІШНЬОГО ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

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*У статті проаналізована ефективність запровадження
«Переліку суттєвих недоліків» як інструмента оцінювання освітніх
програм в межах процесів і процедур зовнішнього забезпечення якості
вищої освіти. Констатовано, що поставлені цілі його запровадження:
уніфікація підходів до ухвалення рішень і забезпечення об'єктивності*

оцінювання при однотипних проявах проблем якості освітніх програм та освітньої діяльності за ними; акцентування ключових аспектів дотримання вимог законодавства під час проєктування та реалізації освітніх програм; кодифікація типових проблем за критеріями оцінювання освітніх програм для підвищення якості системного аналізу діяльності агентства на національному рівні: посилення фокусування консультативної та тренінгової діяльності Національного агентства загалом досягнуті. Підкреслено, що загалом учасники процесу акредитації цілком свідомі значущості поставлених цілей та визнають запропонований механізм вдалим і дієвим. Поряд із тим була з'ясована необхідність ряду вдосконалень, які не заперечили ефективність застосування переліку, а в перспективі посилюють її. Загалом, застосування «Переліку суттєвих недоліків» сприяло зміцненню прозорості та передбачуваності акредитаційної процедури, забезпечивши спільне розуміння підходів до оцінювання між усіма учасниками процесу - закладами вищої освіти, експертними групами, ГЕР та Національним агентством, що, своєю чергою, посилило довіру до результатів оцінювання освітніх програм у процесі зовнішнього забезпечення якості вищої освіти в Україні.

Ключові слова: ефективність запровадження; Перелік суттєвих недоліків; удосконалення освітньої програми; забезпечення якості вищої освіти.

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