

Accreditation Report

Cluster Theology

Augustyn Voloshyn Carpathian University, Uzhhorod

IP-1275-1



27th Meeting of the ZEvA Commission on 30 June 2026

Item 04.06

Study Programme	Degree	Programme Duration	ECTS	Type of Programme
Theology	Bachelor	4 years	240	Full-time/ part-time
Theology	Master	2 years	90	Full-time/ part-time
Theology	PhD	4 years	60	Full-time/ part-time

Accreditation contract signed on: 4 June 2025

Date of site visit: 31 March 2026

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- Prof. Dr. Ulrike Schröder, Chair of Religious Studies and Intercultural Theology; University of Rostock, Faculty of Theology,
- Annette Muhr-Nelson, retired Pastor and former Head of the Office for Mission, Ecumenism and Global Responsibility of the Protestant Church of Westphalia, retired, (expert for the profession)
- Theo Pach, B.A. Religious Studies completed, currently M.A. Education - Culture – Anthropology, FSU Jena (student representative)

Hanover, 06 July 2026

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I Final Vote of the Expert Panel and Decision of the Accreditation Commission

1 Decision of the ZEVA Accreditation Commission (date)

I. Final Vote of the Expert Panel and Decision of the Accreditation Commission

1. Decision of the ZEVA Accreditation Commission (date)

The ZEVA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report.

The ZEVA Commission decides to accredit the following study programmes offered by the Augustyn Voloshyn Carpathian University without conditions for a period of six years:

- 1. Theology (Bachelor)*
- 2. Theology (Master)*
- 3. Theology (PhD)*

This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area and the recommendations of the ECTS Users' Guide as referred to in the ZEVA Manual for the External Assessment of Study Programmes.

2. Executive Summary of the Experts' Findings

The study programmes are designed to train theologians for the regional and Ukrainian labour market, especially for the Orthodox Church of Ukraine and are, in the experts' view, well suited to achieving the stated objectives.

The range of theology courses appears to be coherently structured. While the Bachelor's programme primarily provides practical qualifications for church-related work, postgraduate programmes focus more on research and analytical skills. The intended learning outcomes (ILO) illustrate a gradual progression in the competencies of students and graduates, depending on their intended degree. Furthermore, the ILO suggest that, alongside subject-specific knowledge, cross-disciplinary skills such as critical judgement, interpersonal interaction and methodological work are promoted. In addition to the core curriculum, students are offered opportunities to choose modules freely, in some cases outside the department and so to establish their own learning trajectories.

It is also noteworthy that theological and Orthodox content is not treated in isolation, but in relation to historical, cultural interconnections, and social developments within Ukraine. This reveals an understanding of theology that sees it as part of a broader social discourse.

Achievement of the learning objectives is assessed through a range of different examination formats. A distinction is made between performance assessments during or within individual courses (current control) and module final examinations. The Bachelor's and Master's programmes conclude with a final examination. A thesis is not required to conclude these study programmes. Therefore, experts recommend that guidance on academic writing (including academic writing skills) be established as early as possible in the Bachelor's and Master's programmes in order to lay a foundation for further academic work in the PhD-programme.

During discussions with students and graduates, participants expressed their high level of satisfaction with the advice and support provided by the university. In particular, they mentioned the contact with teaching staff, which in some cases continues even after they have completed their studies. The students confirmed that the programmes are manageable and particularly highlighted the availability of online and blended-learning options.

The teaching staff are remarkably diverse in terms of the proportion of female faculty and their denominational backgrounds, allowing for a broader theological focus, particularly within the Bachelor's programme. The experts have concluded that the facilities and the provision of specialist literature are adequate for the programmes on offer. However, the experts recommend improvements to building accessibility for students with mobility issues.

At a structural level, too, the university appears to be organised in a differentiated manner. The integration of additional institutions and the involvement of students in university processes point to well-functioning internal procedures. The university's quality management system includes regular surveys on courses, workload and overall student satisfaction. Graduates and other stakeholders, such as employers from the region, are also asked to take part in the surveys.

I Final Vote of the Expert Panel and Decision of the Accreditation Commission

2 Executive Summary of the Experts' Findings

In terms of internationalisation the university benefits from its location in the immediate border region with four neighbouring countries, even though student and staff mobility are severely hampered by the current war conditions. Recognition of learning outcomes is possible, but improving alignment with the Lisbon Convention is recommended.

3. Final Vote of the Expert Panel

3.1 General Aspects

3.1.1 General Recommendations:

- The experts recommend improving accessibility of the university's buildings for students with mobility issues.
- The experts recommend to further align the recognition of prior learning to the Lisbon Convention.

3.2 Theology (Bachelor)

3.2.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the Bachelor's programme "Theology" for the duration of six years without conditions.

- The experts recommend that the training of academic skills (including academic reading and writing skills) should be established as early as possible in the study programme.

3.3 Theology (Master)

3.3.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the Master's programme "Theology" for the duration of six years without conditions.

- The experts recommend that courses for training in academic work and methods (including academic writing and research skills) should be established as early as possible in the study programme.
- The experts recommend introducing a Master's thesis.

3.4 Theology (PhD)

3.4.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the PhD programme “Theology” for the duration of six years without conditions.

II. Evaluation Report of the Expert Panel

1. Introduction: Purpose, Design and Context of the Accreditation Procedure

It is the purpose of the accreditation procedure to assess the quality of the study programmes Theology (Bachelor/Master/PhD) offered by Augustyn Voloshyn Carpathian University against international standards. The assessment is based on ZEvA's "Assessment Framework for the Evaluation of Study Programmes" as laid out in the "Manual for Evaluation and Certification of Study Programmes". This assessment framework is in part based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework for Qualifications for the European Higher Education Area" (2005) and the "ECTS Users' Guide" (European Communities, 2015).

This report is based on the experts' assessment of the self-report submitted by the university and on their findings during the site-visit. It will serve as a basis for ZEvA's Accreditation Commission to decide on the accreditation of the university's study programme/s. In the case of a positive decision by the Commission, ZEvA will award its quality seal for a limited time period, after which the university can reapply for accreditation.

2. Governance, Management and Profile of the University

Historical Foundation, Development and Profile

According to the self-report, Augustyn Voloshyn, Carpathian University (AVCU) is a non-state, higher education institution of private ownership that was established "to provide spiritually oriented, high-quality education grounded in national traditions and Christian values, while maintaining openness to the international academic community" (self-report, Vol. I, p. 2). AVCU began operating in April 2006 as the legal successor to the Ukrainian Theological Academy of Saints Cyril and Methodius, which was founded in 2002. The Academy was established with the blessing of the Metropolitan of Kyiv and All Ukraine and officially recognised as a higher theological educational institution by the Holy Synod of the Ukrainian Orthodox Church in 2003. Initially, the institution focused on higher theological education, including specialisations in clergy, Christian missionary work, church music art, and law (state and canon law), and the Academy's activities were supported by regional authorities, enabling it to obtain licenses in Philosophy (2004), Law, Economics and Entrepreneurship, and Psychology (2005). Following its reorganisation into a university, AVCU expanded its academic scope and obtained licences for Bachelor's degrees in Theology, Psychology and Law; Specialist degrees in Finance; and Master's degrees in Theology, Law and Finance and Credit. In 2012, AVCU was accredited as a Level III higher education institution.

Currently, AVCU provides education in seven fields of knowledge and seven specialities, including Theology, Psychology, Law, Finance, Philosophy, Education, and Computer Science. The university is authorized to educate international students and offers professional development programs. It implements 12 study programmes. In total 570 students are enrolled presently (460 Bachelor's, 100 Master's, 10 PhD). Most students study full-time; part-time (extramural) study is also available in accordance with Ukrainian legislation. The language of teaching is mostly Ukrainian.

Research activities focusing on the theme "The Ukrainian National Idea in the Era of Civilizational Transformations" and are coordinated by the Academic Council. Other research topics in theology, psychology, law and finance are pursued by the departments. The university hosts annual international scientific conferences and runs six research institutes (Institute of Strategic and Political-Legal Studies, Institute of Philosophy, Theology and Analytics, Institute of the History of Ukrainian National Liberation Struggles, Institute of Adult and Continuing Education, Institute of Ukrainian Spiritual Culture, Information and Analytical Center of the University Library¹).

According to the self-report (Annex Mission, p. 3) the university also includes a college for pre-higher education, a Publishing Centre and the Uzhhorod Ukrainian Theological Academy: a spiritual educational institution.

¹ ([\(https://kau.co.uk/the-Regulations-on-the-Recognition-and-Transfer-of-Learning-Outcomes-for-Higher-Education-Students\)](https://kau.co.uk/the-Regulations-on-the-Recognition-and-Transfer-of-Learning-Outcomes-for-Higher-Education-Students) (link).m.ua/about-the-university/; 16 April 2026)

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2 Governance, Management and Profile of the University

AVCU's other activities entail annual courses for around 500 participants, including school teachers, vocational lecturers and university researchers. The university also supports teachers' professional development through the 'New Ukrainian School' programme.

Mission

AVCU's mission, encapsulated in the motto "*Study with us – gain knowledge from us,*" is

- *"To provide high-quality and socially significant higher education using modern educational technologies, with the aim of continuously enhancing the educational and cultural level of the population in Ukraine and abroad;*
- *To create an environment that fosters the professional and personal development of academic staff, other employees, and students through their joint educational, scientific, innovative, and organisational activities, taking into account individual vocation and respect for the human person, as well as the changes occurring in the world;*
- *To serve the common good and uphold the principles of truth, morality, and dignity;*
- *To cultivate ethical and responsible behaviour among young people, and to implement systematic work in the field of national-patriotic education;*
- *To prepare specialists of the new generation who are recognised both in Ukraine and internationally. (self-report, Vol. I, p. 3f and Annex, Mission)"*

Student Mobility and Internationalisation

AVCU maintains active cooperation with academic partners in Europe, the United States, and Asia, participating in academic mobility programmes and inter-university initiatives. The university is a member of national and international networks, including the Association of Private Higher Education Institutions of Ukraine, the All-Ukrainian Network for the Recognition of Foreign Educational Qualifications (UaReNet), and the International Consortium of Universities. It has bilateral agreements with institutions in Poland and Slovakia.

Among the priorities of the university's scientific and innovative activities for 2025–2029 are the "*restoration of international activity - renewing collaboration with partner universities and academic mobility programs, which were somewhat slowed due to COVID-19 and restrictions related to the martial law in Ukraine.*" The university plans to expand its international activities, including participation in Erasmus+ and open science networks.

Recognition is regulated through a combination of national legislation, university-level policies (the "Regulations on the Recognition and Transfer of Learning Outcomes for Higher Education Students"), and participation in national and international networks (e.g. All-Ukrainian Network for the Recognition of Foreign Educational Qualifications (UaReNet), coordinated by the National Information

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2 Governance, Management and Profile of the University

Centre of Academic Mobility (ENIC)² Ukraine). The university applies the European Credit Transfer and Accumulation System (ECTS) and issues European-format Diploma Supplements to facilitate recognition of qualifications both within Ukraine and abroad.

The university submitted their “Regulations on the Recognition and Crediting of Learning Outcomes”. The recognition of credits and prior learning is based on ECTS principles and Ukrainian legislation³ according to the self-report. When students submit documents from prior education or mobility, the responsible department compares learning outcomes. If there is at least a 75% match in content and credit volume, recognition is granted automatically.

“3.4. The recognition of educational components based on formally recognized learning outcomes takes place provided that one of the following conditions is met:

[...] if, during the comparison of the University’s study programme curriculum and the above-mentioned documents of other educational institutions:

[...] the content and learning outcomes of the educational components coincide when comparing the programmes, and the volume of the educational component is at least 2/3 of the volume of the corresponding educational component of the University’s programme;

several educational components collectively correspond to one educational component of the University’s programme and ensure the achievement of the learning outcomes of the University’s programme, provided that the total volume of the components is at least 2/3 of the volume of the corresponding educational component of the University’s programme; [...].” Otherwise, students may be required to complete additional assessments.

Students have the right to appeal (“5.1. A student has the right to appeal a decision, action, or inaction of academic staff or officials of the University regarding the organisation and conduct of recognition and crediting of learning outcomes obtained in previous periods of study.”). The procedure is described in the rules and regulations (“Regulations on the Recognition and Crediting of Learning Outcomes”, Section 5.2 ff).

Equal Opportunities

The university submitted their “Equal Opportunities Policy” which follows the principles of “equality and non-discrimination (absence of discrimination on the grounds of race, gender identity, sex, age,

² (ENIC), (<https://enic.in.ua/index.php/en/>)

³ Following Ukrainian legislation, exceptions of recognition are made concerning “learning outcomes documents issued in the territory of a state recognized by the Verkhovna Rada of Ukraine as an aggressor state or an occupying state” and “Documents issued in the temporarily occupied territories of Ukraine” (Regulations on the Recognition and Crediting of Learning Outcomes, 2.2 and 2.3).

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religious beliefs, sexual orientation, social status, disability, or other characteristics) [and] inclusiveness (creation of a barrier-free, safe, and accessible environment for all participants in the educational process), [...] student-centred learning: consideration of individual educational needs, flexible learning pathways, and diverse assessment methods [...] “

According to the self-report, equal access is ensured at multiple levels. Student admission is based on transparent and consistent processes, and staff selection is conducted competitively (see Section 3.4).

AVNU implements measures to create an accessible learning environment, organising individualised approaches to the educational process to accommodate students' particular needs. Special arrangements are available for students with health impairments, students with children, and students with family responsibilities or other special circumstances. These include flexible learning arrangements, personalised study schedules, blended learning and adapted assessment formats. Departments provide consultation and ongoing support for students with special educational needs.

The Institute of International Education supports international students by assisting with documentation, credit recognition, and study agreements. Various options are also available to help students with tuition fees.

The university holds a barrier-free access certificate and provides shelters in response to wartime conditions, ensuring physical accessibility for all students.

Experts' Appraisal

The university provided information about its mission and profile, as well as documentation about key processes relating to the student lifecycle and information about national and international collaborations. The experts acknowledge that the university is endeavouring to maintain a degree of internationalisation through partnerships with neighbouring countries and by making use of virtual opportunities (for students as well as visiting lecturers), since students' opportunities for mobility are currently severely restricted by the war. The university hopes to be able to resume and expand these activities once the war has ended.

The University Mission also highlights, through its account of the institution's historical development, how the university is structured and is working in a forward-looking manner to further its development and establish itself as an internationally recognised, fully accredited university. The university's internal structure assigns various tasks to appropriate sub-institutions, for example through integrated subsidiary institutions such as the Uzhhorod Ukrainian Theological Academy or subject-specific research centres. In addition, student members are given the opportunity to participate in student self-government. The university and its four departments also pursue interdisciplinary, time-limited research topics geared towards current challenges – in the case of theology: 'The Unity of Spiritual, Cultural, and Philosophical Factors in the Formation of Ukrainian National Identity in the Context of Societal Transformations'. The university's overarching objectives include the restoration of international partnerships, the establishment of digital teaching and research opportunities, and the

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continuous development of the institution as a centre of academic excellence.

The university has formulated rules and regulations for recognising learning outcomes that appear to be mostly in line with the Lisbon Convention. Recognition can be based on learning outcomes and partially recognition or recognition of learning outcomes from different educational elements is possible. Students may appeal the decision and a formal process for appeal is stipulated in the regulations. But there seems to be a limitation to the extent of ECTS that may be recognised in a study programme overall. Furthermore, although the commission in charge of recognition writes a protocol (see section 2.9, “Rules of Recognition and Creditation of Learning Outcomes”), it isn’t fully clear from the regulations if the reversal of the burden of proof is fully implemented and the university has to give a reason if the achievements obtained abroad cannot be recognised due to a substantial difference. Therefore, the experts recommend to further align the regulations for recognition of prior learning to the Lisbon Convention.

The current territorial restrictions on document recognition within Ukraine are set out in Ukrainian national legislation and are beyond the control of the AVCU.

Despite its Christian roots, the university stressed during the talks that it is a secular institution. Both students and staff reported that people of different faiths are working together at the university. The teaching staff are remarkably diverse in terms of their denominational backgrounds. According to discussions, members of other denominations and confessions have also studied theology here over the years. The submitted “Equal Opportunities Policy” seems to be well implemented.

The experts stress the remarkable number of female professors (for a study programme Theology) that are involved. On the other hand, it is striking that the proportion of female students is so low. This can be explained by the fact that the priesthood, to which some students aspire, is in the Orthodox Church closed to women. The university itself is working on ways to attract more female students by offering further specialisation options. This is evident in the university's existing continuing education programmes, such as those for teachers, which have traditionally attracted a predominantly female student body. Furthermore, the university has highlighted numerous career fields for theological degree programmes that are equally open to women in the application documents.

3. Assessment of the Study Programme/s

According to the self-report training specialists in Theology (like "Clergyman", "Christian Missionary", "Christian Educator", "Church Choir Conductor", "State and Canon Law") has been at the heart of the university since its foundation, but during the soviet area certification was not recognised by the state. In 2003, the Holy Synod of the Ukrainian Orthodox Church supported the institution's educational activities.

The university received its first licence from the Ministry of Education and Science of Ukraine in 2005 to train theologians in the subject of Philosophy - Religious Philosophy (Bachelor's degree), as there was no Theology specialty at the state level at that time. The processes of higher education reform in Ukraine, the legal and state revival of the Theology specialty and the adoption of the new Ukrainian Law on Higher Education enabled the university to establish a complete higher education programme in this field. Bachelor's degree (2014) – Master's degree (2008) – Doctor of Philosophy (2019).

3.1 Common Features and Strategic Dimension of the Programmes

According the self-report, the study programmes can be studied full-time or part-time. The full-time form of study is focused on frequent contact with instructors (lectures, seminars, and laboratory classes), which usually constitutes 50–70% of the total number of hours.

The part-time form of study is characterized by a “block-modular” system. Students attend intensive classes at the university (2–3 weeks twice a year) for lectures and examinations. Contact hours constitute 10–20%, while the remaining 80–90% are allocated to structured independent study (research, projects, and distance learning assignments).

The National Qualifications Framework (NQF) requires that learning outcomes have to be identical for both forms of study. Part-time students must complete the same assignments and demonstrate the same competencies as full-time students. The duration of the part-time form of study is maintained through increased intensity of independent learning. The Diploma Supplement for both forms of study is identical in terms of qualification level and professional rights granted (Self-report, Vol. I, p. 11).

“The study programme “Theology,” aimed at preparing applicants at the corresponding level of higher education, has been developed according to labour market research and the needs of the Ukrainian Church and state for highly qualified theologians, analysts in the field of theology, experts, and specialists in church and state reform. As for the Master’s and PhD programmes, their implementation additionally plays a crucial role in the modern history of Ukrainian education, namely eliminating the negative legacy of the previous communist ideology, preparing scientific and highly qualified teaching staff for higher education institutions (both secular and spiritual), reviving theological science in Ukraine, and restoring the Ukrainian theological tradition. Currently, the University is one of six institutions providing Master’s training in Theology and one of three offering a PhD in this specialty (<https://registry.edbo.gov.ua/search>).” (Self-report, vol. I, p. 47).

3.2 Intended Learning Outcomes

The university described the intended learning outcomes of all study programmes in detail in the self-report and submitted lists of “General Competencies (GC)”, Special Competencies(SC)” and “Programme Learning Outcomes (LO)” as well as lists of possible employments (see programme profiles, self-report, vol. I, p. 98ff).

3.2.1 Theology (Bachelor)

The study programme was started in 2014, and has been offered in its current form since 2022. According to the self-report *“The programme aims to train qualified specialists in the field and speciality of “Theology” who:*

- *are able to solve complex specialized tasks and practical problems in professional activity and/or in the learning process;*
- *are able to apply theories and methods of theological science in professional activity;*
- *are able to perform complex professional tasks that are characterized by complexity and uncertainty of conditions.”* (self-report, Vol. I, p. 81)

The study programme seeks to achieve the following outcomes:

- *“Knowledge and understanding: Systematic study of religious doctrines, biblical and other sacred texts, history of religions, and their influence.*
- *Application of knowledge: conducting religious services, sacraments and prayers, as well as carrying out spiritual and educational activities.*
- *Making judgements: Ability to analyse primary sources and scholarly works, and to identify inter-connections between theological concepts.*
- *Communication: Application of oral, written and visual methods for conveying theological information.*
- *Learning skills: Ability for independent learning/learning to learn, and commitment to lifelong learning.*
- *Autonomy and responsibility: Autonomy in solving specialised theological tasks and applying innovative approaches, as well as responsibility for the quality of one’s work.”* (self-report, vol. I, p. 48f)

The self-report lists a number of positions in religious organisations (e.g. missionary, clergy, bishop) , educational institutions (e.g. school teacher), in the media, associations of citizens, unions, foundations , charitable and public organisations that are open to graduates of the study programme.

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3 Assessment of the Study Programme/s

3.2.2 Theology (Master)

The study programme was introduced in 2008 and was last revised in 2024.

According to the self-report *“The Programme aims to train highly qualified specialists in the specialty of “Theology” capable of solving complex educational, professional, and scientific tasks and problems in the field of Theology, which require research and/or the implementation of innovations, the application of modern theories and methods of theological science, and are characterized by uncertainty of conditions and requirements.”* (self-report, Vol. I, p. 106)

The study programme seeks to achieve the following outcomes:

- *“Knowledge and understanding: Advanced study of biblical, historical, comparative, and practical theology.*
- *Application of knowledge: Development of competencies for ministry and professional work in educational and religious organisations.*
- *Making judgements: Critical reflection, application, and generation of new understanding in the fields of faith, ethics, and society.*
- *Communication: Ability to preach and teach, demonstrate empathy, engage in dialogue with different cultures, think critically, and facilitate spiritual work; capacity to resolve conflicts, serve in the community, and build bridges between religion and the contemporary world.*
- *Learning skills: Ability for independent learning/learning to learn, and commitment to lifelong learning.*
- *Autonomy and responsibility: Ability to independently solve complex specialised tasks, apply innovative approaches in research and ministry, and adhere to the highest standards of academic integrity.”* (self-report, vol. I, p. 48)

The self-report lists a number of possible occupations for graduates of the study programme. Among them are professions in the field of religion like (pastor, military chaplain) and leadership of religious organisations and religious community leaders as well as teacher at higher education institutions, positions in administration and journalism.

3.2.3 Theology (PhD)

The PhD programme was launched in 2019. According to the self-report, *“the Programme aims to train highly qualified researchers in the field and specialty of “Theology”, capable of:*

- *solving complex professional tasks and practical problems;*
- *conducting independent original scientific research;*
- *carrying out scientific and pedagogical activities in higher education institutions and higher theological institutions.”* (self-report, vol. I, p. 112f)

The PhD programme aims to achieve the following outcomes:

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3 Assessment of the Study Programme/s

- *“Knowledge and understanding: Deep, critical understanding of religious texts, doctrines, history, and philosophy; ability to conduct original research, solve complex problems, and proficiency in classical languages, analytical, and research skills. This encompasses not only knowledge but also the intellectual and spiritual rethinking of theology as both a science and a practice.*
- *Application of knowledge: In-depth analysis of religious phenomena, sacred texts, history, and doctrines, as well as the development of new theological thought and its implementation in spiritual, educational, scientific, and social spheres – as a lecturer, researcher, clergyman, ethics consultant, author of scholarly works, and participant in interfaith dialogue, addressing complex problems and developing innovative approaches.*
- *Making judgements: In-depth analysis, synthesis, and creation of new knowledge in the field of theology; ability to solve complex theological problems, apply innovative approaches, and meet the high standards of the academic community. Generation of new knowledge.*
- *Communication: Fluent command of languages (Ukrainian and foreign) for professional communication in academic and ecclesiastical contexts, advanced academic writing, media communication (including digital technologies), and engagement in interreligious and intercultural dialogue.*
- *Learning skills: Ability for independent learning / learning to learn, and commitment to lifelong learning.*
- *Autonomy and responsibility: A high level of autonomy in research and academic life, where the philosopher-theologian, as a scholar with advanced education, is required to generate original knowledge, preserve and enhance spiritual values, adhere to principles of academic integrity (free from plagiarism and falsification), and take responsibility for the quality of their research and its impact on society.” (self-report, vol. I, p. 48f)*

The self-report lists a number of possible positions open to graduates of the programme, like researcher, teacher or professor.

Experts’ Appraisal

The experts state that submitted intended learning outcomes and competencies of the programmes adequately reflect the corresponding qualification level. The learning outcomes equally address academic research skills as well as specific knowledge and typical key competencies, as e.g. communication skills. Objectives of the study programmes are laid out and published.

The ILOs illustrate a gradual progression in the competencies of students and graduates, depending on their intended degree. In particular, the skills of Master’s and PhD students extend far beyond a purely theological education. Critical thinking, academic research and interpersonal interaction are central competencies for priestly and theological work. In terms of content, the department combines theological and Orthodox content with historical and cultural interconnections within Ukraine. In addition to the core curriculum, students are offered opportunities to choose modules freely, in some

cases outside the department.

Furthermore, the future employability of graduates is taken into account. Possible occupations for the graduates of all three study programmes were named. While some of the positions listed need further education with religious organisations (like the with the Uzhhorod Ukrainian Theological Academy) and may only be open to male graduates, there are alternative careers in secular organisations as well.

In the self-report and during the talks a high demand for the graduates regionally and throughout Ukraine was stressed (e.g. parish priests, military chaplains, spiritual support in medical care and with displaced persons, consultants, teachers and professors in Theology).

3.3 Concept and Structure of the Study Programmes

The Bachelor's and Master's programmes comprise 25% of elective modules (courses), where students choose between a number of specialised topics and even have to select some modules from subjects other than Theology, to follow their own leaning trajectory. 1 ECTS credit equals 30 hours of student work according to the self-report.

Admission to the Programmes

According to the self-report detailed admission requirements are published on the university's homepage. The general admission requirements to AVCU have to comply with the nationwide regulations established by the Ministry of Education and Science of Ukraine.

To be admitted to the Bachelor's degree programme, applicants require a Certificate of Full General Secondary Education, a skilled worker diploma, a Junior Specialist diploma or a Professional Junior Bachelor diploma. Admission is based on the results of the National Multidisciplinary Test (NMT) or External Independent Evaluation/Testing (EIT) for certificates obtained in previous years, as well as a motivation letter.

In order to be considered for admission to the Master's degree programme, it is an essential prerequisite to have obtained a Bachelor's degree. Admission is then based on the results of the Unified Professional Entrance Examination (UEE), which consists of a General Academic Competence Test, a foreign language test in English, German, French or Spanish and since 2025 the Unified Professional Entrance Exam (UPEE) as well as a motivation letter.

Admission to the PhD programme requires a Master's or Specialist degree. Applicants are required to take a speciality entrance examination to assess their subject knowledge and readiness for research activities. In recent years, an additional Unified Entrance Examination (UEE) and a research methodology examination have also been introduced as part of the selection process.

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3 Assessment of the Study Programme/s

3.3.1 Theology (Bachelor)

Within a standard duration of four years (3 years and 10 months), a total of 240 ECTS credits are awarded. According to the self-report the Bachelor's programme focuses on *"the practical dimension"* with an emphasis on *"professionally oriented leaning aimed at acquiring competencies sufficient to solve specialised tasks and practical problems in the professional activities of a theologian – clergyman, missionary, Christian educator and related roles."* (self-report, vol. I, p.53)

Students are intended to study in a structured, logical manner, progressing from fundamental to narrow, specialised, applied and practical competencies. Examples of this scheme are given in the self-report (vol. I, p.57):

- *"Fundamentals of Christian doctrine (1–2 semesters) – Old Testament Scripture (2–3 semesters) – New Testament Scripture (3–4 semesters) – Fundamental Theology (5th semester) – Dogmatic Theology (5–6 semesters);*
- *History of Ukraine and Ukrainian Culture (1st semester) – Biblical History (2nd semester) – History of the Orthodox Church in Ukraine (5th semester) – History of the Orthodox Church of Ukraine (5-6 semesters);*
- *Church Slavonic Language (1st semester) – Liturgical Theology (2–3 semesters) – Intern-ship (Practicum) (4th semester)."*

The structure of the Curriculum, as shown in the self-report:

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECTS-credits
			Contact Time	Self-Study Time	
Compulsory Courses					
Unit 1. General Education / General Training Cycle					
Course 1. Business Ukrainian Language and Documentation	1	Examination	54	36	3
Course 2. History of Ukraine and Ukrainian Culture	1	Examination	68	52	4
Course 3. English Language	1,2,3,4	Pass-Fail Examination	240	120	12
Course 4. Global challenges and life safety	1	Pass-Fail	30	60	3
Course 5. Information technologies	2	Pass-Fail	30	60	3
Unit 2. Cycle of Professional and Practical Training					
Course 1. Fundamentals of Christian doctrine	1	Examination	40	80	4
Course 2. Church Slavonic Language	1	Examination	68	82	5
Course 3. Solfeggio and musical literacy	1	Pass-Fail	68	82	5
Course 4.Church singing	2,3	Pass-Fail	100	200	10
Course 5. Old Testament Scripture	2, 3	Pass-Fail Examination	100	260	12
Course 6. New Testament Scripture	3,4	Pass-Fail Examination	100	200	10

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Course 7. Liturgical Theology	2,3	Pass-Fail Examination	100	230	11
Course 8. Biblical History	2	Examination	72	108	6
Course 9. Philosophical studies	4	Pass-Fail	30	60	3
Course 10. General church history	3	Examination	40	110	5
Course 11. History of local churches	5	Pass-Fail	30	60	3
Course 12. History of the Orthodox Church of Ukraine	5, 6	Pass-Fail Examination Course Paper	74	196	9
Course 13. History of the Roman Catholic Church and Unions	4	Examination	84	110	5
Course 14. Patrology	5, 6	Pass-Fail Examination	100	200	10
Course 15. Fundamental Theology	5	Examination	34	82	4
Course 16. Dogmatic Theology	6, 7	Pass-Fail Examination	80	160	8
Course 17. Moral Theology	7	Examination	60	90	5
Course 18. State-Church and Canon Law	6	Examination	34	86	4
Course 19. Interfaith and Public Communication	8	Examination	60	90	5
Course 20. Christian Denominations and Destructive Sects	8	Examination	52	98	5
Course 21. Chaplaincy: military, medical, social, sports	7	Pass-Fail	40	110	5
Course 22. Pastoral Theology	8	Examination	52	98	5
Course 23. Preparation for the Qualification Exam, Review Lectures	8	-	40	80	4
Course 24. Internship	4, 6	Graded Pass-Fail	10 / 10	170/170	12
Total of General Education / General Training Cycle					180
Elective Courses					
Unit 3.					
Cycle of General and Professionally Oriented Disciplines (courses chosen by students for the 2025 - 2026 academic year)					
Course 1. Philosophy of Life and Freedom (Bioethics)	fall semester	Pass-Fail	52	98	5
Course 2. Required Practicum Christian Ethics		Pass-Fail	52	98	5
Course 3. History of Orthodoxy in Transcarpathia		Pass-Fail	52	98	5
Course 4. Theological Thought in Ukraine		Pass-Fail	52	98	5
Course 5. History of Islam	preliminary list for the upcoming semester	Pass-Fail	52	98	5
Course 6. World History		Pass-Fail	52	98	5
Course 7. Church Art and Architecture		Pass-Fail	52	98	5
Course 8. Missiology		Pass-Fail	52	98	5
Unit 4.					
Elective Courses from Other Specializations					
Course 1.	4	Pass-Fail	52	98	5
Course 2.	6	Pass-Fail	52	98	5
Course 3.	7	Pass-Fail	52	98	5
Course 4	8	Pass-Fail	52	98	5
Total of Elective Courses					60
Total of Curricular					240

3.3.2 Theology (Master)

Within a standard duration of two years (one year and 10 months), a total of 90 ECTS credits are awarded. According to the self-report the Master's programme is intended as a logical continuation and in-depth development of the fundamental theological competencies acquired at Bachelor's level. Course content is linked to current issues in theology, society and science.

In accordance with Ukrainian legislation, graduates of Master's programmes are entitled to engage in teaching activities; therefore, the study programme includes a psychological and pedagogical component.

The structure of the Curriculum, as shown in the self-report:

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECTS - credits
			Contact Time	Self-Study Time	
Compulsory Courses					
Unit 1. General Education / General Training Cycle					
Course 1. Higher Education Pedagogy	2	Pass-Fail	30	90	4
Course 2. Methodology and Organization of Scientific Research	3	Examination	38	112	5
Course 3. Methodology of Teaching Theology	2	Pass-Fail	30	90	4
Unit 2. Cycle of Professional and Practical Training					
Course 1. Current issues of State-Church and Canon Law	2	Examination	38	112	5
Course 2. Institute of military chaplaincy	1	Examination	38	112	5
Course 3. Byzantology	4	Examination	30	90	4
Course 4. Hagiology	1	Pass-Fail	38	112	5
Course 5. Comparative Theology	4	Pass-Fail	38	112	5
Course 6. Biblical Hermeneutics	1	Pass-Fail	38	112	5
Course 7. Biblical Theogoy	3	Examination	38	112	5
Course 8. Current issues of Dogmatic Theology	2	Examination	38	112	5
Course 9. History of the Roman Catholic Church and Unions (advanced course)	4	Examination	30	90	4

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Course 10. Medical, social and sports chaplaincy	3	Pass-Fail	38	112	5
Course 11. External church relations	1	Pass-Fail	38	112	5
Course 12. Modern History of the Orthodox Church of Ukraine	1	Examination	38	112	5
Course 13. Interdisciplinary Course Paper	3	Course Paper	6	84	3
Course 14. Preparation for the Qualification Exam, Review Lectures	4				
Course 15. Industrial (research) practice	2	Graded Pass-Fail	10	230	8
Course 16. Pedagogical practice	4	Graded Pass-Fail	10	230	8
Total of General Education / General Training Cycle					90
Elective Courses					
Unit 3.					
Cycle of Professionally Oriented Disciplines					
<i>(courses chosen by students for the 2025 - 2026 academic year)</i>					
Course 1. Church records management / Anti-corruption and integrity (according to the NACP program)	2	Pass-Fail	30	90	4
Course 2. History of ancient Eastern (pre-Chalcedonian) churches / History of Monasticism and Asceticism	3	Pass-Fail	30	90	4
Course 3. History of Theological education in Ukraine / Pastoral care of children and adolescents	4	Pass-Fail	30	90	4
Course 4. Sacred Art and Architecture / Methods of modern missionary work	4	Pass-Fail	30	90	4
Unit 4.					
Elective Courses from Other Specializations					
Course 1.	1	Pass-Fail	38	112	5
Course 2.	3	Pass-Fail	38	112	5
Course 3.	4	Pass-Fail	30	90	4
Total of Elective Courses					30
Total of Curricular					120

3.3.3 Theology (PhD)

The PhD programme spans four years and includes educational components equating to 60 ECTS credits. These include mandatory courses like “Philosophy and Methodology of Scientific Research”, “English Language (Academic Writing)”, “Information Search and Work with Information Resources” or “Interfaith Communication” to be taken mainly during the first two years of study. Additionally,

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students choose three of the following elective courses (“Methods of innovative Teaching of Disciplines in higher Education”, “Working with primary Sources and scientific Texts”, “Management of scientific Activity and Project management”, “Anti-corruption and Integrity”, “Ukrainian theological Tradition”, “Institute of Chaplaincy in modern Conditions” or “Religious Map of Ukrainian Society”).

According to the self-report, the specific feature of the PhD programme is learning through research. This involves active research activities integrated into the programme, in-depth study of research methodology, writing and defending a dissertation, and publishing scholarly articles. Therefore, the programme includes components that aim to familiarise doctoral students with current issues in theological scholarship, such as “Current Issues of Theology in the Contemporary Civilizational Space” and “Theology and Modern Concepts of Natural Science”, as well as components that aim to develop their ability to conduct and present their own research outputs, such as the Scientific Seminar.

The structure of the Curriculum, as shown in the self-report:

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECT S-credits
			Contact Time	Self-Study Time	
Compulsory Courses (Study Part)					
Unit 1. General Education / General Training Cycle					
Course 1. Philosophy and Methodology of Scientific Research	1	Examination	24	96	4
Course 2. English Language (Academic Writing)	1,2	Pass-Fail Examination	35	84	4
Unit 2. Cycle of Professional and Practical Training					
Course 1. History of Ukrainian State and Church building	3	Examination	24	96	4
Course 2. Current Issues of Theology in the Contemporary Civilisational Space	3	Pass-Fail	24	96	4
Course 3. Scientific seminar	5	Pass-Fail	24	96	4
Course 4. Interfaith communication	4	Examination	24	96	4
Course 5. Fundamental aspects of the Eastern and Western worldviews	4	Examination	24	96	4
Course 6. Information search and work with information resources	1	Pass-Fail	24	96	4
Course 7. Theology and modern concepts of natural science	4	Pass-Fail	24	96	4
Course 8. Practice	4	Graded Pass-Fail	10	170	6
Total of General Education / General Training Cycle					42
Elective Courses					
Unit 3. Cycle of Professionally Oriented Disciplines (the postgraduate student chooses 3 disciplines from the list)					
Course 1. Methods of innovative teaching of disciplines in higher education	+	Pass-Fail	24	96	4
Course 2. Working with primary sources and scientific texts	+	Pass-Fail	24	96	4

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Course 3. Management of scientific activity and project management	+	Pass-Fail	24	96	4
Course 4. Anti-corruption and integrity (according to the program of the National Academy of Sciences of Ukraine)	+	Pass-Fail	24	96	4
Course 5. Ukrainian theological tradition	+	Pass-Fail	24	96	4
Course 6. Institute of chaplaincy in modern conditions	+	Pass-Fail	24	96	4
Course 7. Religious map of Ukrainian society	+	Pass-Fail	24	96	4
Unit 4.					
Elective Courses from other Specializations					
Course 1.	2	Pass-Fail	30	60	3
Course 2.	3	Pass-Fail	30	60	3
Total of Elective Courses					18
Total of Curricular					60
Scientific component					
Preparation of publications in scientific (professional) publications	1-8	report on scientific work			
Participation in conferences	1-8	report on scientific work			
Preparation of dissertation research	1-8	report on scientific work			

Experts' Appraisal

All three study programmes are designed to train theologians for the regional and Ukrainian labour market, especially for the Orthodox Church of Ukraine and are, in the experts' view, well suited to achieving the stated objectives.

The range of theology courses appears to be coherently structured. While the Bachelor's programme primarily provides practical qualifications for church-related work, postgraduate programmes focus more on research and analytical skills. The learning outcomes suggest that, alongside subject-specific knowledge, cross-disciplinary skills such as critical judgement and methodological work are promoted.

It is also noteworthy that theological content is not treated in isolation, but in relation to historical, cultural, and social developments. This reveals an understanding of theology that sees it as part of a broader societal discourse.

Elective modules, which make up 25% of the degree programmes, allow students to tailor their studies to their own interests.

As no thesis in the strict sense is required to conclude the Bachelor's and Master's programmes (see 3.6), the experts recommend that guidance on academic writing and research (including academic writing skills) be established as early as possible in these study programmes, in order to lay a foundation for further academic work (PhD).

3.4 Teaching Faculty

The university provided lists of teaching staff and CVs and described their processes of recruitment and staff development. In total 13 professors (ten full-time, 3 part-time), five assistant professors (two full-time, three part-time) in the three study programmes. Six members of the teaching staff hold positions within the church.

Recruitment of academic staff

According to the self-report, the hiring of academic staff and other personnel is carried out on a competitive basis, in compliance with Ukrainian legislation. Criteria such as qualifications, experience, and scientific achievements are applied equally to all candidates, irrespective of gender, age, nationality, religious beliefs, or other personal characteristics.

Staff development

All faculty members at AVCU are required to undertake professional development or an internship at least once every five years. This is a prerequisite for reappointment and is implemented through various forms, including internships at businesses, government agencies, or top universities (both domestic and international), as well as training courses at professional development centres. Attendance at workshops and seminars centring on modern educational technologies, teaching methods and academic integrity is also a key component.

Faculty members are subject to regular certification, typically every five years, or reappointment through a competitive process, taking into account teaching, methodological, and research achievements. The identification of areas in which individual faculty members could improve their pedagogical skills is achieved by using student surveys on teaching quality in a systematic way.

Interactive teaching methods, distance learning technologies and the development of modern teaching materials were implemented at AVCU through the regular organisation of methodological seminars and workshops by various departments.

Additionally, the university encourages and supports faculty participation in international mobility programmes, international conferences and research internships.

Experts' Appraisal

The staffing levels are well suited, in both quantitative and qualitative terms, to implementing the programme concepts. The fact that some of the teaching staff also hold position in the Church contributes positively to the practical focus.

The teaching staff are remarkably diverse in terms of the proportion of female faculty and their denominational backgrounds, allowing for a broader theological focus, particularly within the Bachelor's programme.

The experts acknowledge that the university supports research carried out by teaching staff and advanced students and provides staff development regularly. The experts state that the process of hiring staff is competitive, transparent and well documented.

3.5 Infrastructure, Resources and Student Support

The university provided details of their facilities in their self-report, and one expert group member visited the university prior to the online talks, took photographs and reported to the other experts about his visit.

Infrastructure and Technical Equipment

According to the self-report the main academic building is a four-story building, equipped with 45 classrooms (each accommodating 20 to 50 students), two assembly halls (a large hall with 120 seats and a small hall with 50 seats), and specialized spaces such as computer laboratories and research rooms. The university has their own church directly on the premises and provides additional facilities for sports and recreation, medical services as well as a student dormitory with a capacity for 220 residents.

Information and communication infrastructure include wireless internet access points, multimedia equipment, and unrestricted access to digital resources. The university subscribes to licensed software products for legal information and maintains open-access databases for academic research. Students and staff are engaged in a virtual educational environment, supported by modern computing facilities and software. AVCU's regularly evaluates its infrastructure and updates it in response to stakeholder feedback.

Library

The library, located within the academic building, offers access to a collection of over 23,000 items, including textbooks, study guides, reference materials, periodicals, and electronic resources. The library is complemented by three reading rooms, providing a total of 106 seats, and is regularly updated. Students and staff also benefit from access to external library resources through cooperation agreements, as well as a digital repository and online databases for both domestic and international scientific literature.

Student Support Services

AVNU provides psychological services, offering individual and group consultations for students to help with academic stress or to resolve personal issues. Additionally, departments implement a mentorship system for academic groups, in which faculty mentors provide advisory support on organisational and academic matters.

The university provides career counselling services, including assistance to help secure placements for internships and practical training, as well as workshops on resume writing and interview preparation

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and networking with alumni and potential employers.

Support tailored to the needs of students with special requirements and international students is available (see section 2 under 'Equal Opportunities').

The Council of Higher Education Students' Self-Government (CHESS) is responsible for representing student interests, organising leisure activities, and participating in decision-making processes. CHESS also provides social support, protects student rights and acts as a communication link with the administration.

Group tutors and student self-government bodies are there to provide guidance and support when it comes to navigating university rules and procedures.

Experts' Appraisal

One of the experts in a parallel accreditation process (Cluster Law) visited the premises. Based on his report and a large number of photographs as well as the description in the self-report, the experts have concluded that the facilities are adequate for the programmes on offer. As regards the provision of specialist literature, this was discussed during meetings with the university management, students and teaching staff, and the experts have concluded that the provision of literature is sufficient to achieve the learning objectives.

As there are no escalators in the building and the processes for assisting students with mobility issues have not been tested, as none of the currently enrolled students have such issues, experts recommend improving accessibility for students with disabilities. In the event that this is not feasible due to the ongoing war situation, it is advisable to place information regarding who can provide assistance and how it can be obtained in a prominent location.

During discussions with students and graduates, participants expressed their high level of satisfaction with the advice and support provided by the university. Students and graduates reported that lecturers are approachable and easy to contact, and that there is generally very good interaction within small study groups. Contact with teaching staff in some cases continues even after students have completed their studies. Students feel very well advised and supported at the university.

3.6 Methods of Teaching and Student Assessment

Teaching Methods

As stated in the self-report, AVCU uses a variety of teaching methods to facilitate the acquisition of theoretical knowledge and the development of practical skills.

Instruction takes the form of in-class activities, such as lectures, practical classes and seminars, as well as out-of-class activities, including independent study, project work, term papers and individual assignments. Learning outcomes are achieved through a combination of theoretical training (lectures,

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seminars, small-group practical classes, independent work with textbooks and academic literature, consultations with instructors, and preparation of term papers and qualifying work), and practical tasks such as training, discussions, role-playing, testing, workplace-based learning methods and brainstorming. Guest lecturers are also involved.

Forms and methods of teaching are selected in accordance with the content and specific nature of the respective courses (disciplines). For example:

- *“the courses “Solfeggio and Musical Literacy” and “Liturgical Practice” (Bachelor level) are predominantly practice-oriented;*
- *the course “Byzantology” (Master level) is predominantly theoretical, as it is part of medieval studies, integrating knowledge from history, archaeology, philology, and art history, and explores Byzantine civilisation in its broadest sense;*
- *the “Scientific Seminar” (for PhD candidates) has a predominantly discussion-based for-mat and the character of a scholarly colloquium, as its purpose is to teach doctoral candidates to present their own research, deliver academic papers and presentations, conduct scholarly debates, and act as opponents.”*

The university takes a student-centred, competency-based approach, integrating theory and practice to develop professional competencies. In the Bachelor’s programme practical training is implemented through an introductory practice (6 ECTS, sem. 4, to acquire practical skills in choir and altar service) and a professional practice (6 ECTS, sem. 6, to gain practical experience in the performing of liturgical services). The Master’s study programme includes an industrial practice (8 ECTS, sem. 2, to improve skills in the performance of liturgical services) and a pedagogical practice (8 ECTS, sem. 4). PhD programme also includes an internship (8 ECTS, sem. 4).

Students take part in research and participate in academic conferences. Mandatory is the completion of a term paper. In the Bachelor’s programme this is part of the course of “History of the Orthodox Church in Ukraine (sem.6), for the Masters’ programme an interdisciplinary course paper is required (sem. 3).

An integral part of the PhD programme is the research component. This involves conducting research at the university, preparing for the public defence of a dissertation on a topic determined by the department and approved by the faculty academic council, and writing and publishing articles related to the dissertation topic. This component is implemented through an individual research plan for each doctoral student, which specifies the research topic, academic supervisor, main stages of doctoral research, reporting periods, and related elements.

Assessment methods

According to the self-report, the university uses a variety of assessment methods. Cognitive outcomes are assessed through testing and written exams, while practical outcomes are assessed through case

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studies and document drafting. Communication and ethics are assessed through debates and reflective essays, and professional readiness is assessed through internship report defence and attestation exams.

Continuous assessment includes oral questioning, discussions, testing, case studies, essays and participation in debates. These methods evaluate theoretical knowledge, critical thinking and practical skills throughout the semester.

Final assessment comprises written or combined examinations, defence of internship reports and a comprehensive final examination. These summative assessments verify achievement of all programme learning outcomes. For internships, students submit portfolios and receive supervisor evaluations to ensure they are ready for professional activity. Final grades are determined by combining continuous assessment and final examination results.

In accordance with Ukrainian legislation, the Bachelor's and Master's programmes conclude with a final examination. A thesis is not required. For PhD students, the final assessment is conducted openly and publicly in the form of a comprehensive specialty exam and the defence of the dissertation (thesis),

The university systematically applies the ECTS grading scale and issues Diploma Supplements. Detailed information about the assessments, grading, and the appeals regulations can be found on the website and/or in the syllabi. The main regulatory documents governing the examination process are published on the University website: <https://kau.com.ua/polojennya/>

Assessment methods are periodically reviewed through stakeholder surveys, employer feedback and external accreditation, and enhanced if necessary.

Experts' Appraisal

The experts consider the teaching methods and examination formats used in all study programmes to be well suited to assessing the achievement of learning objectives. A wide variety of teaching and examination formats are available in all the study programmes. Overall, the university has succeeded in creating a modern learning environment that is very well suited to the subject matter.

The chosen forms of teaching and student assessment are well-aligned with the intended learning outcomes of the programmes and the goals of the individual modules. The programmes show a good balance of theory-based input and practical phases. To prepare Master's students for further studies (PhD) the experts recommend introducing a Master's thesis into the Master's study programme.

The regulations governing examination procedures have been presented and appear transparent and appropriate.

The students and graduates of the study programmes taking part in the online talks confirmed that the programmes' workloads are manageable. They particularly highlighted the availability of online and blended-learning options, which enable individual students currently being part of the armed forces or living abroad due to the war in Ukraine to continue their studies.

3.7 Quality Assurance

The university submitted their Quality Assurance Policy together with their questionnaire for different surveys (first-year students; senior students; graduates; stakeholders (employers and external partners); academic and teaching staff).

Responsibilities

According to the Quality Assurance Policy *“the leadership of Augustyn Voloshyn Carpathian University assumes responsibility for creating conditions for the implementation of the Quality Assurance Policy. All participants in the educational process and structural units of the University are involved in its implementation. Coordination, management, and control of quality assurance processes are carried out by the Rectorate, the Academic Council, officials responsible for quality assurance in higher education and educational activities, the Deans’ Offices, programme coordinators, student self-government bodies, and other advisory and working bodies of the University.”*

The main responsibility for the quality, content, and implementation of study programmes rests with the programme guarantor (an academic staff member), the relevant department, and the University Academic Council. The programme guarantor is personally responsible for the development, continuous improvement, and monitoring of the study programme. Departments provide academic-methodological and personnel support, while the Academic Council makes final decisions regarding approval, launch, and closure of programmes, and bears institutional responsibility before the state and the National Agency for Higher Education Quality Assurance (NAQA).

General Procedures and Regulations

According to the self-report AVCU implements the PDCA (Plan–Do–Check–Act) cycle at all levels of quality management. This includes strategic planning, implementation of educational and research activities, regular monitoring and evaluation, and the introduction of corrective and preventive measures.

The university collects and analyses data from course evaluations, student satisfaction surveys, graduate and employer feedback, and internal performance metrics to inform programme development and resource allocation.

All regulatory documents, assessment criteria, and procedures are published on the university website, ensuring public access and transparency.

Stakeholder Involvement

Quality assurance and decision-making are collaborative processes involving both internal and external stakeholders. Internal stakeholders include academic staff, students (who participate in surveys and self-governance bodies), and university administration. External stakeholders comprise employers (who provide feedback and participate in programme development), NAQA (which conducts external

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accreditation) or if not NAQA then a foreign accreditation agency like ZEvA that is recognized by NAQA, the Ministry of Education and Science (which sets standards and licensing), and alumni (who provide feedback on graduate success and satisfaction). Student self-government bodies are actively involved in decision-making.

Applied Instruments and Methods

AVCU employs a range of instruments and methods for quality assurance, including:

- Regular course and teaching evaluations through anonymous student surveys.
- Monitoring of student and staff workload to ensure balanced resource allocation.
- Student satisfaction surveys covering learning conditions, support services, and communication.
- Graduate and employer surveys to assess employment outcomes and the relevance of education to labour market needs.
- Analysis of academic performance, examination results, and dropout rates.
- Self-evaluation of study programmes and management processes.
- Use of internal information systems for data collection and analysis.

Quality Assurance of Study Programmes: Surveys and Measures Taken

The university systematically collects and analyses data from multiple sources to inform quality assurance of study programmes. Surveys of students, graduates, and employers are conducted regularly. Typical findings include the need to update teaching materials, increase the use of interactive teaching methods, and standardise assessment criteria. In response, AVCU has revised course syllabi, expanded electronic resources, organized methodological workshops for staff, and implemented rapid response mechanisms for student inquiries. Employer feedback has led to greater practical orientation in training and the expansion of elective courses relevant to labour market demands. The outcomes of these analyses are used to revise curricula, improve teaching methods, allocate resources, and plan professional development for staff.

AVNU has regulated procedures for addressing conflicts and complaints, including appeals of assessment results. Students may submit complaints through multiple channels, including confidential mechanisms, and are protected from adverse actions by instructors.

Experts' appraisal

The Quality Management System at AVCU is transparent, and evidence-based. It ensures continuous improvement of educational quality through systematic planning, stakeholder engagement, regular monitoring, and responsive measures.

The university's quality management system includes regular surveys on courses, workload and overall student satisfaction. Graduates and other stakeholders, such as employers from the region, are also asked to take part in the surveys.

3.8 Transparency and Public Information

According to the self-report AVNU the main regulatory documents are published on the university website⁴. For example, the admission criteria and the regulations governing the examination process including “Regulations on the Organisation of the Educational Process” (defining examination procedures), “Regulations on the Assessment of Learning Outcomes”, (detailing the grading scale and ECTS) and “The Regulations on Academic Integrity of Participants in the Educational Process” (rules on the inadmissibility of cheating and plagiarism) can be found on the website.

The university uses its website and rapid communication tools (e.g. WhatsApp channels) for operational updates. Information boards, library resources and printed methodological manuals are some of the other sources available.

Experts’ appraisal

According to the self-report the main regulatory documents of AVNU are published on the university website⁵. For example, the admission criteria and the regulations governing the examination process including “Regulations on the Organisation of the Educational Process” (defining examination procedures), “Regulations on the Assessment of Learning Outcomes”, (detailing the grading scale and ECTS) and “The Regulations on Academic Integrity of Participants in the Educational Process” (rules on the inadmissibility of cheating and plagiarism) can be found on the website.

The university uses its website and rapid communication tools (e.g. WhatsApp channels) for operational updates. Information boards, library resources and printed methodological manuals are some of the other sources available.

⁴ In Ukrainian language: <https://kau.com.ua/polojennya/>

⁵ (In Ukrainian language: <https://kau.com.ua/polojennya/>, last accessed 30 April 2026)

0 Appendix

1 Statement of the University in Response to the Expert Report

Appendix

1. Statement of the University in Response to the Expert Report

Statement and Feedback of Augustyn Voloshyn Carpathian University on the Accreditation Report (Cluster “Theology”, IP-1275)

In response to the accreditation report submitted following the site visit of the Expert Panel on 31 March 2026, the Management of Augustyn Voloshyn Carpathian University would like to express its sincere gratitude to the Expert Panel and representatives of ZEvA Commission for their thorough analysis, positive assessment of our educational activities, and overall recommendation to accredit the Bachelor's, Master's, and Doctoral (PhD) programmes in Theology for a period of six years without additional conditions.

Following your invitation to identify any factual inaccuracies prior to the preparation of the final version of the report, we have carefully reviewed the document together with the university's working groups and kindly request that the following important corrections and clarifications be incorporated into the report.

Information concerning the alleged absence of qualification (thesis) projects at the Bachelor's and Master's levels (Page 4, paragraph 4; Page 6, Section 3.3.1; Page 24, paragraph 5; Page 29, Section 3.6)

The report states: “A thesis is not required to conclude these study programmes. Therefore, experts recommend ... introducing a Master's thesis”. It is also indicated that the programmes are completed exclusively through a final examination.

Actual situation:

Bachelor's Programme in Theology

The national higher education standard for the Bachelor's degree programme in Theology, Section VI “Forms of Attestation of Higher Education Students” (<https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/zatverdzeni%20standarty/2021/12/30/041-Bohoslovya.bakalavr.30.12.21.pdf>) stipulates that: “The attestation of higher education students shall be conducted in the form of either a comprehensive qualification examination or the public defence of a qualification thesis”.

Since the Bachelor's programme in Theology implemented at our University has a professionally oriented and practice-based focus, a collegial decision was made to conclude the programme with a final qualification examination. In our view, the examination (particularly its practical component) provides a more effective means of assessing students' knowledge, competencies, and professional skills.

At the same time, we fully understand that acquiring research skills, analysis and generalization skills constitutes an essential component of higher education professional training, including for students

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intending to continue their studies at the Master's and doctoral levels.

For this reason, the curriculum incorporates a number of modules specifically designed to develop such competencies. In particular, the courses “Business Ukrainian Language and Documentation” and “Fundamentals of Christian doctrine” (Introduction to the Specialisation) include modules devoted to the fundamentals of academic writing, while the course “Anti-corruption and Integrity” provides students with knowledge concerning intellectual property rights, copyright regulations, and related issues.

Furthermore, students’ independent work is organised in such a way that they regularly conduct small-scale research activities on assigned topics, including the preparation of analytical reports, mini-projects, presentations on contemporary issues, conference papers, etc.

Research methodology skills and academic writing competencies are further developed through the preparation of a course (term) paper within the course “History of the Orthodox Church of Ukraine”.

As the University is required to comply fully with the national educational standard, it is not possible to introduce both a qualification examination and a qualification thesis simultaneously as mandatory graduation requirement. Therefore, priority was given to the qualification examination, while research activities have been integrated into students’ day-to-day educational process as an essential, though not excessively extensive, component of their academic training.

Master’s Programme in Theology

Similarly to the Bachelor's programme, the Master's programme in Theology at our University is concluded with a final qualification examination, as the programme is likewise designed with a strong professional and practice-oriented focus. At present, Ukrainian higher education regulations do not establish a strict requirement regarding the form of final attestation for Master's programmes in Theology.

We fully understand that the majority of Master's programmes offered by universities across Europe and internationally culminate in the preparation and defence of a Master's thesis. At the same time, within the Ukrainian higher education system, Master's programmes are currently divided into two categories:

- Research-oriented Master's programmes (educational and scientific programmes), which typically conclude with both a qualification examination and the preparation and defence of a qualification thesis;
- Professionally oriented Master's programmes (educational and professional programmes), which, as a rule, conclude solely with a qualification examination.

This distinction served as the principal rationale for determining the form of final attestation in our Master's programme in Theology.

At the same time, we fully acknowledge that research competencies constitute an indispensable component of Master's-level education. Accordingly, our curriculum includes the courses

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“Methodology and Organization of Scientific Research” and “Higher Education Pedagogy” (which contains a dedicated module on the research activities of academic staff and students), as well as a research internship conducted in relevant organisations and institutions.

Students enrolled in the Master's programme also complete the course “Anti-corruption and Integrity”, through which they further develop their understanding of academic ethics, responsible research conduct, and the principles of academic integrity.

An important mandatory component of the Master's programme is the completion of an interdisciplinary course (term) paper during the second year of study. This project is designed as an independent research study addressing a complex and relevant contemporary issue. Students select the topic independently and/or in consultation with their academic supervisor.

We fully share and appreciate the recommendation of the Expert Panel regarding the “introduction of a Master's thesis”. We will make every effort to ensure that the status, requirements, procedures for preparation, formatting, assessment, and defence of this interdisciplinary research project are brought as closely as possible into line with those normally associated with a Master's qualification thesis.

Furthermore, we will consider the possibility of recording the title of the research project in the graduate's educational documentation, specifically in the Diploma Supplement to the Master's degree, including Section 4.3 (“Programme details, individual credits gained and grades / marks obtained”).

The recommendation of the Expert Panel will serve as an important impetus for a more comprehensive examination of this issue, including a review of existing Theology Master's programmes in Ukraine and abroad, consultations with Ukrainian and international academic colleagues, and discussions with relevant stakeholders.

[...]

University Comments on the Experts' Recommendations

Concerning Inclusiveness and Physical Accessibility of University Buildings (Recommendation 3.1.1)

As correctly noted by the Expert Panel, the University building currently does not have elevators. However, none of the students presently enrolled has documented mobility impairments requiring such facilities.

Given the constraints imposed by the current martial law situation in Ukraine, which significantly limits the possibility of undertaking major reconstruction works, we fully support the experts' alternative recommendation. Accordingly, in the near future, clearly visible information signs will be placed at the entrance to the university building, providing contact details and instructions for requesting assistance from designated staff members.

Concerning Compliance with the Lisbon Recognition Convention (Recommendation 3.1.1 and Section 2)

The University is grateful for the careful analysis of our internal Regulation on the Recognition and

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Transfer of Learning Outcomes.

We agree with the experts' observation regarding the need to more explicitly reflect the principle of the presumption of recognition (burden of proof), according to which the responsibility lies with the higher education institution to demonstrate the existence of a substantial difference when refusing recognition of credits earned abroad.

The relevant amendments will be incorporated into the University's internal regulations prior to the beginning of the next academic year.

The University Management confirms that, in all other respects, the report provides an objective and comprehensive reflection of the high quality of teaching within the Theology programmes, the well-developed internal quality assurance system based on the PDCA cycle, the significant role of digitalisation and blended learning under the conditions of martial law, as well as the unique ethnocultural and interdenominational character of the Transcarpathian region.

We kindly request that the above-mentioned corrections and clarifications be taken into consideration in the final version of the report to be presented to the ZEvA Accreditation Commission.

With sincere respect and in anticipation of further fruitful cooperation,

On behalf of the Management of Augustyn Voloshyn Carpathian University

Prof. Tetiana Horvat

Vice-Rector for Academic Affairs and Strategic Management