

Accreditation Report

Cluster Law and Legal Protection Activity

Augustyn Voloshyn Carpathian University, Uzhhorod

IP-1274-1



27th Meeting of the ZEvA Commission on 30 June 2026

Item 04.05

Study Programme	Degree	Programme Duration	ECTS	Type of Programme
Law and Legal Protection Activity ¹	Bachelor	4 years ²	240	Full-time/ part-time
Law and Legal Protection Activity ³	Master	2 years ⁴	90	Full-time/ part-time

Accreditation contract signed on: 4 June 2025

Date of site visit: 25 March 2026

Contact Person at the higher education institution:

Prof. Dr. Tetiana Horvat, Vice-Rector for Academic Affairs and Strategic Management, Head of the Department of Management, Finance, and Information Technologies

ZEvA programme officer: Dr. Barbara Haferkorn

Expert Panel:

- Prof. Dr. Helmut Grothe, Freie Universität Berlin, Holder of a chair in Civil Law, Private International Law and Procedural Law, and Comparative Law, retired
- Prof. Dr. Dr. h.c. Helmut Oppermann, Chair for German, European and International Private Law and Commercial Law at Law of Faculty, Leibniz University Hanover, retired
- Burkhard Wagener, Lawyer (expert for the profession)
- Dr. Ievgen Ryzhenko, Festo Ukraine (expert on-site visit)
- Kira Kock, PhD student Law, Helmut Schmidt University (student representative)

Hanover, 06 July 2026

¹ Formerly used English Translation: "Law and Human Rights Activity" (see 3.2)

² specifically, 3 years and 10 months

³ Formerly used English Translation: "Law and Human Rights Activity" (see 3.2)

⁴ specifically, 1 year and 10 months

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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. Law and Legal Protection Activities (Bachelor)*
- 2. Law and Legal Protection Activities (Master)*

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 lawyers primarily for the regional labour market, where a high demand for graduates is assumed. In the experts' view, the programmes are well suited to achieving the stated objectives. Particular emphasis is placed on practical training (e.g. case-studies, moot courts, Fridays regularly reserved for visits to local authorities, courts or law firms, the so called "Practical Friday. Special mention should be made of the "Legal Clinic", where students in their final years can gain initial experience under the guidance of their lecturers whilst simultaneously providing legal advice to those in need from the region. Elective modules, which make up 25% of the degree programmes, allow students to tailor their studies to their own interests.

The staffing levels are well suited, in both quantitative and qualitative terms, to implementing the programme concepts. The fact that around half of the teaching staff also practise as lawyers contributes positively to the practical focus. The university supports research carried out by teaching staff and advanced students. Conferences are also organised, in which students can participate.

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 programme is manageable and particularly highlighted the availability of online and blended-learning options, which enable individual students currently living abroad due to the situation in Ukraine to continue their studies.

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.

Although students' opportunities for mobility are currently severely restricted by the war, 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), and hopes to be able to resume and expand these activities once the war has ended.

One of the experts visited the premises. Based on his report the experts have concluded that the facilities are adequate for the programmes on offer. However, the experts recommend improvements to building accessibility for students with mobility issues. As regards the provision of specialist literature, the experts have concluded that the provision of literature is sufficient to achieve the learning objectives.

3. Final Vote of the Expert Panel

3.1 General Aspects

3.1.1 General Recommendations:

- Experts recommend improving accessibility for students with mobility issues.
- Experts recommend to further align the recognition of prior learning to the Lisbon Convention.

3.2 Law and Legal Protection Activity (Bachelor)

3.2.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the Bachelor's programme "Law and Legal Protection Activity" for the duration of six years without conditions.

3.3 Law and Legal Protection Activity (Master)

3.3.1 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the Master's programme "Law and Legal Protection Activity" 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 Law and Legal Protection Activity (Bachelor/Master) 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 authorised 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 Civilisational 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 Library⁵).

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.

⁵ ([\(https://kau.co.uk/the-Regulations-on-the-Recognition-and-Transfer-of-Learning-Outcomes-for-Higher-Education-Students\)](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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Centre of Academic Mobility (ENIC)⁶ 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 legislation⁷ 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 recognised 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,

⁶ (ENIC), (<https://enic.in.ua/index.php/en/>)

⁷ Following Ukrainian legislation, exceptions of recognition are made concerning “learning outcomes documents issued in the territory of a state recognised 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).

AVCU 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 has formulated rules and regulations for recognising learning outcomes that appear to be partly/mostly/overall 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 extend 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. Experts recommend to further align the recognition of prior learning to the Lisbon Convention.

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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 low proportion of women within the very small student body does not appear to be due to discrimination of any kind. The female students interviewed also reported receiving very good support from the teaching staff and the university as a whole. The submitted “Equal Opportunities Policy” seems to be well implemented.

3. Assessment of the Study Programme/s

3.1 Common Features and Strategic Dimension of the Programmes

Both 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 characterised 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 (4-years for the Bachelor's programme and two years for the Master's programme) is maintained through increased intensity of independent learning. In fact, it is a highly intensive blended learning model designed for students who can cope with a full academic workload simultaneously with professional or personal obligations. 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).

3.2 Intended Learning Outcomes

The university described the intended learning outcomes of both 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. 81ff).

According to the self-report the study programmes are designed to align goals with the regional and local labour market needs, where currently is a demand for lawyers in organisations, state and local government bodies and the private sector.

A master's degree followed by a qualifying examination (bar exam) is a prerequisite to work as a judge, lawyer or notary. However, bachelor's degree graduates (or master's degree graduates without a bar exam) may work for local government bodies, police authorities, NGOs and private companies.

3.2.1 Law and Legal Protection Activity (Bachelor)

The study programme was introduced in 2006 and has been modified several times since. According

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to the self-report *“the programme aims to train competent, ethically responsible specialists in the field of law, capable of carrying out law enforcement and legal protection activities based on knowledge of national and international legislation, with an understanding of the principles of the rule of law, human rights, and social justice. The programme is aimed at developing the ability to analyse legal phenomena, substantiate legal positions, and act effectively within the legal profession.”* (self-report, Vol. I, p. 81)

“Specifically, the programme provides:

- 1. Knowledge and understanding – students acquire systematic knowledge in the fields of national, European, and international law, including human rights, human rights advocacy, and the fundamentals of the legal profession.*
- 2. Applying knowledge and understanding – graduates are able to analyse legal phenomena, prepare legal opinions, engage in human rights advocacy, and provide consultations on human rights protection using modern legal analysis methods.*
- 3. Making judgments and autonomy – the programme develops the ability to make independent decisions in complex situations, applying critical thinking and professional ethical standards.*
- 4. Communication skills and social competence – students gain professional communication skills in the national and foreign languages, negotiation skills, the ability to prepare legal documents, and effectively work in a team.*
- 5. Learning skills and self-development – the programme fosters the ability for independent learning, research activities, and adaptation to changes in the legal field. “* (self-report, vol. I, p. 47)

3.2.2 Law and Legal Protection Activity (Master)

The study programme was introduced in 2013 and has been modified several times since.

According to the self-report *“the Programme aims to train highly qualified specialists oriented toward innovative development, capable of solving complex and non-standard tasks in the fields of law-making, law enforcement, and legal protection activities under conditions of legal uncertainty, taking into account the principles of the rule of law, human rights, and fundamental freedoms, and applying modern methods and approaches in professional practice.”* (self-report, Vol. I, p. 94)

“Specifically, the Master’s programme provides:

- 1. Advanced knowledge and understanding – systematic and specialised knowledge in human rights advocacy, international and European law, contemporary legal doctrines, and principles of lawmaking.*
- 2. Ability to apply knowledge in new and complex contexts – the ability to analyse European Court of Human Rights practice, evaluate the impact of international and national law, conduct comprehensive legal analysis, and provide consultancy in complex legal situations.*

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3. *Making judgments and responsibility – the ability to make well-founded legal decisions, anticipate the consequences of legal actions, and adhere to professional ethical standards.*
4. *Communication at professional and international levels – effective presentation of analytical and human rights conclusions, conducting negotiations, and participating in international projects.*
5. *Learning and research skills – the ability to independently conduct academic and applied research, prepare draft legal acts, and enhance professional practice.” (self-report, vol. I, p. 48)*

Experts’ Appraisal

The experts state that submitted intended learning outcomes and competencies of the programmes adequately reflect the Bachelor’s respectively Master’s qualification level. The learning outcomes equally address academic research skills as well as specific knowledge and typical key competencies, as e.g. communication and team skills. Furthermore, the future employability of graduates is taken into account. The objectives of the study programme are laid out and published.

It was emphasised during the discussions that the university considers it important not to produce mere bureaucrats, but graduates who will strengthen the legal system, hold up the law and stand up for the rights of their fellow citizens.

A misunderstanding arose from the English translation of the Ukrainian title, which was chosen by the university specifically to highlight this objective. However, this translation is, firstly, apparently too literal and, secondly, by using the established term “human rights”, suggests a specialisation that the programme has not yet achieved. The university was not initially fully aware of this discrepancy, but it will be avoided in future by using the English term “Law and Legal Protection Activity” instead. The Ukrainian title will remain the same, as the discrepancy arose solely because of a somewhat vague translation.

3.3 Concept and Structure of the Study Programmes

Both study programmes comprise 25% of elective modules (courses), where students chose between a number of specialised topics and even may select some modules from other study programmes, to follow their own leaning trajectory. The curricula include internationally focused subjects and language training, supporting cross border legal practice. Interdisciplinary approaches entail integration of philosophy, psychology, and information technology into legal education.

1 ECTS credit equals 30 hours of student work (Self-report, Vol. I, p. 11).

Admission to the Programmes

According to the self-report detailed admission requirements are published on the university’s

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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 personal statement.

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 in Law or International Law. 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, as well as a motivation letter and an examination in research methodology (introduced from 2025).

3.3.1 Law and Legal Protection Activity (Bachelor)

Within a standard duration of four years (3 years and 10 months), a total of 240 ECTS credits are awarded. The study programme is structured according to the principle of 'going from simple to complex'. The stages of study follow this sequence:

1. Basic legal knowledge
2. Branch legal sciences
3. Procedural disciplines
4. Professionally oriented courses

In the first year compulsory modules of "General Education" ("Business Ukrainian Language and Documentation" or "English Language" (from semester 1 to 4)) have to be attended, later more compulsory modules of the "Cycle of Professional and Practical Training" (like Civil and Family Law" or "State Law") are introduced together with elective modules from the "Cycle of General and Professionally Oriented Disciplines" (e.g. "Legal Psychology", "International Law" , "Canon Law"). Six modules can be chosen from other study programmes.

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	1	Examination	54	36	3

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and Documentation					
Course 2. History of Ukraine and Ukrainian Culture	1	Examination	42	48	3
Course 3. English Language	1,2,3,4	Pass-Fail Examination	240	120	12
Course 4. Philosophy	2	Examination	40	50	3
Unit 2. Cycle of Professional and Practical Training					
Course 1. Theory of State and Law	1,2	Pass-Fail Examination Course Paper	120	240	12
Course 2. History of State and Law of Ukraine	1	Examination	80	100	6
Course 3 Judicial and Law Enforcement Authorities	1	Examination	80	100	6
Course 4 Legal Deontology	1	Pass-Fail	40	80	4
Course 5. Constitutional Law of Ukraine	2	Examination	60	90	5
Course 6 Constitutional Law of foreign countries	2	Pass-Fail	40	80	4
Course 7. History of State and Law of foreign countries	2	Examination	60	90	5
Course 8. Civil and Family Law	3,4,5	Pass-Fail Examination Course Paper	234	336	19
Course 9. Criminal Law	3,4,5	Pass-Fail Examination Course Paper	210	270	16
Course 10. Labor Law and Social Security Law	3,4	Pass-Fail Examination	70	140	7
Course 11 Administrative Law and Administrative Liability	3,4	Pass-Fail Examination	120	150	9
Course 12. Commercial Law	5,6	Pass-Fail Examination	150	180	11
Course 13. Civil Procedure	5,6	Pass-Fail Examination	150	180	11
Course 14.	7,8	Pass-Fail	120	180	10

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Criminal Procedure		Examination			
Course 15. Advocacy and Notaries	8	Examination	50	70	4
Course 16. Criminology and Criminalistics	6,7	Pass-Fail Examination	120	150	9
Course 17. Administrative Justice	8	Examination	60	120	6
Educational practice	4	Graded Pass-Fail		120	4
Internship	5	Graded Pass-Fail		120	4
Practice in the field of human rights protection activities	8	Graded Pass-Fail		180	6
Elective Courses					
Unit 3. Cycle of General and Professionally Oriented Disciplines					
Course 1. Financial Law or Legal principles of business security	3	Examination	60	90	5
Course 2. Legal psychology or Anti-corruption and Integrity	6	Examination	30	60	3
Course 3. International Law or Fundamentals of EU Law	6	Pass-Fail	60	120	6
Course 4. Information Technologies in Legal Practice or Information Law	7	Pass-Fail	60	90	5
Course 5. Canonical legal status of Churches and religious organizations in Ukraine or Canonical and legal aspects of interfaith relations in Ukraine	7	Pass-Fail	30	60	3
Course 6. International Litigation or Litigation in Commercial Courts	7	Examination	60	120	6
Course 7. Church and Canon Law or Canon Law	7	Examination	60	90	5
Course 8. Environmental Law and Environmental Security or Tax Law	8	Pass-Fail	60	90	5
Course 9. Agrarian and Land Law or Banking and Insurance Law	8	Examination	60	90	5

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Unit 4. Elective Courses from Other Specialisations					
Course 1.	2	Pass-Fail	40	50	3
Course 2.	3	Pass-Fail	40	50	3
Course 3.	4	Pass-Fail	40	50	3
Course 4.	5	Pass-Fail	40	50	3
Course 5.	6	Pass-Fail	40	50	3
Course 6	6	Pass-Fail	40	50	3
Total			2860	4340	240

3.3.2 Law and Legal Protection Activity (Master)

Within a standard duration of two years (one year and 10 months), a total of 90 ECTS credits are awarded. In the first year two compulsory modules of “General Education” “Legal Information and Support for Human Rights Activities” and “Philosophy of Law” have to be attended, later more compulsory modules of the “Cycle of Professional and Practical Training” (like “Theoretical and Applied Issues in the field of Criminal Justice” or “Mediation and Restorative Justice”) are introduced together with elective modules from the “Cycle of General and Professionally Oriented Disciplines” (e.g. “Intellectual Property Law”, “Current Issues of the Judiciary and Judicial System of Ukraine”). One module may be chosen from other study programmes.

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

Educational Units and Courses	Semester	Form of Examination/A sssessment	Workload (hours)		ECTS-credits
			Contact Time	Self-Study Time	
Compulsory Courses					
Unit 1. General Education / General Training Cycle					
Course 1. Legal Information Support for Human Rights Activities	1	Pass-Fail	22	68	3
Course 2. Philosophy of Law	2	Pass-Fail	40	110	5
Unit 2. Cycle of Professional and Practical Training					
Course 1. Fundamental Standards of Justice: International and National Experience	1	Examination	40	110	5
Course 2. Modern Constitutional and	1	Examination	40	110	5

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Legal Doctrine					
Course 3. Theoretical and Applied Issues in the Field of Criminal Justice	2	Examination	40	110	5
Course 4. Mediation and Restorative Justice	3	Examination	40	110	5
Course 5. Peculiarities of the relationship between the norms of International and National Law	3	Examination	40	110	5
Course 6. Professional Responsibility of a Lawyer	2	Examination	40	110	5
Course 7. Activities and decisions of the European Court of Human Rights	3	Examination	40	110	5
Course 8. Internship (with Use of European Union Languages)	2,4	Graded Pass- Fail		750	25
Elective Courses					
Unit 3. Cycle of Professionally Oriented Disciplines					
Course 1. Advocacy or Arbitration Proceedings	1	Pass-Fail	22	68	3
Course 2. Legal Foundations of the Judiciary and the Prosecu-tor's Office or Legal Foundations of Law Enforcement Agencies	1	Examination	40	110	5
Course 3. Intellectual Property Law or Current issues of Church and Canon Law	3	Examination	30	60	3
Course 4. Constitutional Principles of the Functioning of State Authorities and Local Self-Government or Current issues of the Judiciary and Judicial system of Ukraine	1	Examination	40	110	5
Interdisciplinary Course Paper	3	Course Paper		90	3
Unit 4. Elective Courses from Other Specialisations					
Course 1.	2	Pass-Fail	30	60	3
Total			504	2196	90

Experts' Appraisal

The study programmes are designed to train lawyers primarily for the regional labour market. In the experts' view, the programmes in which more than 60% of the curriculum is prescribed by the relevant ministry are well suited to achieving the stated objectives. The experts acknowledge that particular emphasis is placed on practical training (e.g. case-studies, moot courts, Fridays regularly reserved for visits to local authorities, courts or law firms, the so called "Practical Friday"). Special mention should be made of the "Legal Clinic", where students in their final years can gain initial experience under the guidance of their lecturers while simultaneously providing legal advice to those in need from the region.

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

3.4 Teaching Faculty

The university provided lists of teaching staff and CVs and described their processes of recruitment and staff development. In total nine professors (eight full-time, one part-time), seven assistant professors (three full-time, four part-time) and one senior lecturer (part-time) are involved in the two study programmes.

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 around half of the teaching staff also practise as lawyers contributes positively to the practical focus. 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 specialised spaces such as computer laboratories and research rooms. The university provides additional facilities for sports and recreation, medical services and 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

AVCU 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 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 visited the premises. Based on his report and a large number of photographs, 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. The curriculum is delivered through lectures, which provide the theoretical foundation, and seminars, which facilitate in-depth exploration of topics, student presentations, academic discussions and debates. This fosters critical thinking and argumentation skills. Blended learning is employed, particularly to enable part-time study.

The university takes a student-centred, competency-based approach, integrating theory and practice to develop professional competencies. Students take part in research and participate in academic conferences.

Practice-oriented learning methods include case studies. Students analyse real court decisions, including case law from the European Court of Human Rights and the Supreme Court of Ukraine, and apply legal norms to specific situations. Moot courts, internships and practical training are also included in the study programmes.

In the university's legal clinic, advanced students provide real legal assistance to the public under academic supervision.

Assessment methods

According to the self-report, Constructive Alignment is used to ensure that assessment methods are directly linked to teaching methods and intended learning outcomes (ILOs). For each course and programme, assessment methods are mapped to ILOs (self-report, vol. I, p. 89ff).

Cognitive outcomes are assessed through testing and written exams, while practical outcomes are assessed through case 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.

Assessment formats can be adapted for students with health impairments or family responsibilities (e.g. oral exams, additional time or assistive technologies).

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 and legal clinic activities, students submit portfolios and receive supervisor evaluations to ensure they are ready for professional activity.

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Final grades are determined by combining continuous assessment and final examination results.

In accordance with Ukrainian legislation, both law study programmes conclude with a final state-regulated examination. A thesis is not required.

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. 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 to be well suited to assessing the achievement of learning objectives. A wide variety of teaching and examination formats are available in both 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 programme and the goals of the individual modules. The programme shows a good balance of theory-based input and practical phases. The regulations governing examination procedures have been presented and appear transparent and appropriate.

The students and graduates of both 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 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

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3 Assessment of the Study Programme/s

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 accreditation) or if not NAQA then a foreign accreditation agency like ZEvA that is recognised 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 labor 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, organised 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.

AVCU 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 the main regulatory documents of AVCU are published on the university website⁸. 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.

⁸ (In Ukrainian language: <https://kau.com.ua/polojennya/>, last accessed 30 April 2026)

Experts' appraisal

The experts confirm that students, potential applicants and the general public have access to all necessary information and documentation regarding the study programmes. On an English language page summarised information about the university, its history and activities is available. AVCU's regulations are available in Ukrainian on the webpages⁹ (e.g. "Regulations on the Organisation of the Educational Process at the Augustin Voloshyn Carpathian University", "Regulations on the Recognition and Transfer of Learning Outcomes for Higher Education Students at the Augustin Voloshyn Carpathian University", "Regulations on the individual educational pathway for higher education students at the Augustin Voloshyn Carpathian University", "Regulations on the assessment of students' learning outcomes at the Augustin Voloshyn Carpathian University").

⁹ (<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

The Management of Augustyn Voloshyn Carpathian University would like to express its sincere gratitude to the Expert Panel for the comprehensive, thorough, and objective evaluation of our Bachelor's and Master's degree programmes in Law and Legal Protection Activity. We highly appreciate the positive assessment of our academic staff, material and technical resources, and the practice-oriented approach to teaching and learning. [...]

We fully accept the constructive recommendations provided by the Expert Panel. We are particularly pleased that the Expert Panel has recommended the accreditation of both study programmes for a period of six years without any additional conditions. This serves as a strong motivation for our team to continue developing high-quality, value-oriented legal education in Ukraine.

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