

Evaluation of Impact

Ukraine Higher Education Leadership Development Programme

Pat Killingley

Ukraine Higher Education Leadership Development Programme: Impact Report.

2019 — 52 p.

This report presents the results of an evaluation of impact of the Ukraine Higher Education Leadership Development Programme, which was developed, funded and implemented by the British Council in Ukraine in 2016–2019. The report includes information about the programme, a description of the evaluation methodology, data analysis and conclusions according to the programme's planned outputs.

The study was commissioned by the British Council in Ukraine and conducted by independent expert Pat Killingley in 2019.

Програма розвитку лідерського потенціалу університетів України: Оцінка впливу.

2019 — 54 с.

В цьому звіті представлено результати оцінки впливу Програми розвитку лідерського потенціалу університетів України, яка була розроблена, профінансована та впроваджена Британською Радою в Україні у 2016-2019 роках. Звіт включає в себе інформацію про програму, опис методики оцінювання, аналіз даних і висновки відповідно до запланованих результатів програми.

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Британська Рада

Британська Рада в Україні
вул. Жилинська, 29
м. Київ, 01033

www.britishcouncil.org.ua

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EXECUTIVE SUMMARY

Introduction

This was a hugely ambitious programme conceived and funded by the British Council to support Ukraine's higher education reform agenda. A major (and urgent) priority of this is to create an autonomous university system which is fully aligned with the European higher education and research area. Leadership was seen as a critical driver *"We need a new post-Soviet model of leadership, in which teams in universities play a larger part and different levels of management involve many more people in decisions."* (Serhiy Kvit, then Minister for Higher Education¹)

The Programme

The 3-year programme (2016–19) was implemented by the British Council in partnership with the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, supported by the Ministry of Education and Science of Ukraine. A long history of cooperation and strong working relationships between these was an important factor in making the programme work. The Minister, Liliia Hrynevych, expressed *"sincere gratitude to the British Council for many years of fruitful cooperation in particular for the delivery of the Ukraine Higher Education Leadership Development programme"*². The programme was delivered by the UK Leadership Foundation for Higher Education³. Their expertise, flexibility and capacity to work productively with Ukraine colleagues was crucial in delivering a programme that was focussed and relevant to Ukraine's needs.

The primary aim of programme was to develop a national cohort of change agents with the leadership skills to drive institutional and sector change. One of the major challenges in any change initiative is ensuring that individual development translates into institutional development. Building that connection is a significant challenge. Expanding that to tackle sector change is doubly challenging. The programme had a number of innovative features which successfully addressed this:

Competitive selection process: this effectively targeted those universities who could demonstrate their readiness and capacity to drive institutional/sector change. Over 3 years, there were 177 applications; only 40 were accepted. Selection criteria included the quality of the team (40% weighting) and the quality of the project and its dissemination (60%). The Programme identified and worked with a group of energetic universities with the potential — and the passion — to change the system.

"Vertical" teams: in the traditional hierarchical system of Ukraine higher education, this was the most radical feature of the Programme. It modelled and tested a new type of shared leadership that cut across university hierarchies. For participants it was the most personally challenging feature, impacting on them in different ways, depending on their position in the

¹ Times Higher Education (THE); accessed online edition 7 January 2016

² Letter to the British Council March 2019 Appendix 1

³ Now Advance HE <https://www.advance-he.ac.uk>

university hierarchy. Whether they were rectors/pro-rectors, students, academics or young leaders, the vertical team structure challenged existing leadership paradigms and profoundly affected teams' ideas about leadership and shaped their approaches to the change projects. Participants reported that distributed leadership made teams more creative in their solutions and more effective in implementing change in their institutions.

Institutional change projects: the requirement to undertake a “real life” project gave teams valuable opportunities to apply knowledge and practise skills. But, much more than that, they began to change policies and practices in areas critical to Ukraine's European ambitions. The facilitators and the Institute of Higher Education played vitally important roles, ensuring that projects were relevant, that teams were supported in what were often complex and difficult challenges and that the learning from projects could start to build sustained capacity for change across institutions.

Study visits: thirty four of the forty teams undertook UK study visits tailored to support their projects. These achieved three important purposes: firstly, they provided teams with more information and expertise to develop their projects; secondly, they motivated and supported teams; thirdly, they extended and strengthened Ukraine universities' connections to the UK and Europe, spearheading a wider sector alignment with the European Higher Education Area.

What did the programme deliver?

Over three years, the programme successfully delivered:

1. A national cohort of 300 change agents, including 49 Rectors/Pro-rectors, 191 deans/academics/ administrators (or whom 80 were young leaders), 40 students and 20 facilitators. These represent 40 university teams geographically spread across Ukraine. it includes teams from eight displaced universities. The Programme provided the university change teams with:

Knowledge and skills development equipping them with the potential to drive and lead change in their universities. Participant surveys show the Programme providing strong personal, professional and leadership development skills. Most notably, for individuals the greatest impact reported was improving their leadership competence and teamworking skills; for teams the greatest impact was understanding how to build and work as an effective team including how to create a sense of unity, cohesion and shared purpose.

Practical experience of leading change in critical areas for HE reform: forty institutional change projects developed a pool of expertise for Ukraine in leading change across:

- Quality assurance and enhancement including developing quality cultures, policies, structures, systems and processes.

- Teaching and learning modernisation including developing student soft and employability skills, entrepreneurship and innovation, curriculum development including work-based courses relevant to employers, teaching approaches and skills, faculty development.
- University-business and community links including building links to business and community, social and economic contribution to regions, universities addressing social and democratic challenges, inclusion and access.
- Internationalisation and European engagement including developing international strategies, administrative structures, academic and student mobility, international collaboration, international marketing.

2. Beginnings of system change in institutions: the impact evaluation study looked for evidence of actual “on the ground” changes either to practice, or to policies, systems and structures which would create the supporting environment for practice change. This varied across projects and cohorts (with the most change achieved, unsurprisingly, by year 1 and 2 cohorts) but, overall, there was evidence that change had begun to take hold, was engaging other members of the university and starting to gain wider traction. 79 examples of significant actual changes were evidenced. The vast majority of these were building institutional infrastructures to enable practise change — 22% evidenced changed institutional policy/strategy; 22% changed institutional structures; 17% changes to systems or processes. A further 22% evidenced delivery of faculty/staff development programmes to drive and support institutional changes. 13% made changes to masters or undergraduate study programmes.

3. Wider commitment and traction: all the teams disseminated learning within their universities; some also communicated beyond their institution. As well as attracting other university colleagues to their projects, there was evidence of local employers, local communities, and other universities in their region also being engaged. Evidence was provided of participants contributing to regional or national sector change and development, e.g., joining the national pool of quality experts; being members of the Ministry of Education and Science Working Group on Dual Education; setting up and leading regional university consortia.

4. Network in Ukraine: there was evidence that teams and individuals were continuing to work together on change projects after completing the Programme. Most teams reported that they were in contact or collaborating with other teams engaged in similar projects to their own. There was particularly strong continuing networking between the young leaders and examples of projects which they had initiated and delivered as a group.

5. Expanded international and European networks: thirty-four teams undertook study visits to universities in the UK. These increased the number of Ukraine universities’ applications for European project funding. Joint applications with UK universities were made to the KA1 (academic mobility) and KA2 (cooperation projects) strands of Erasmus+ programme and also to the Horizon 2020 programme. A few teams were successful. Those who were not, reported that they had learned how to write applications and, with their UK partners, had either submitted or were in the process of submitting other

applications. The visits provided “know-how” and inspiration for teams to expand European and international collaboration.

In addition, the Programme:

6. Tested distributed leadership: through the vertical teams, the Programme provided institutions with a model of distributed leadership. The projects then tested the effectiveness of this in delivering change. Participants reported that this was one of the most challenging but impactful elements of the Programme. Shared leadership meant that strong bonds were created between team members. This resulted in a surprisingly high degree of team sustainability with most teams confirming that they were still working together on change initiatives 1–2 years after completing the Programme.

7. Engaged next generation leaders and student representatives: the vertical team requirement provided an effective mechanism to identify, engage and develop the next generation of higher education leaders in Ukraine. It was able to overcome the barriers in Ukraine’s very traditional hierarchical system to identifying and reaching them. The Programme also supported the Law on Higher Education’s requirement for student involvement in university governance in that it provided students with relevant leadership skills and also practical experience as members of university change teams. Participants and tutors reported that young leaders and students brought huge creativity and growth to the teams.

Leading future higher education change

With forty university change teams in place, Ukraine now has an important resource with potential to drive and lead change in critical areas of higher education reform. However, the success and longer-term impact of those teams — and whether their potential is realised — will largely depend on the support they receive at sector level. That support needs to be focussed on the continuing professional development of the teams, building support mechanisms at national level, and addressing major barriers impeding change in the Ukraine system:

- Continuing professional development (CPD): the Programme has equipped teams with a strong foundation of knowledge, skills and experience in leading change. However, developing change agents is a process, not a one-time event. Knowledge, skills and experience need to be continuously refreshed and updated — and investment in CPD is essential if teams are to remain effective at institutional level and to fulfil their potential at sector level. As well as skills updating, CPD must include planned opportunities for teams to gain further experience on national, regional or sector level change projects.
- Support mechanisms at national level should include an online platform to disseminate change stories and headline good practice. It is very important, however, that this does not replace physical meetings of alumni — it is here that inspiration, creativity and growth are best nurtured. Networks of universities should be developed to promote and support change (regionally and/or topic focussed). These could include action learning sets focusing on specific change areas facilitated by Programme alumni. Support mechanisms could also include a national leadership hub. Some consideration should also be given

at national level to the lack of staff/faculty development functions within Ukraine institutions. In the UK and other European countries these are critical in promoting and supporting changes in academic practice.

- Some significant system barriers to change were identified in this study, including resource allocation models (e.g., funding by student numbers) and the existing criteria for both staff reward and promotion. These are critical levers in changing institutional and individual behaviour. Changing these is outside the control of the Programme alumni and they will need to be tackled at national level. Unless that can be achieved, the effectiveness of the teams to drive urgent reforms will be constrained.

In summary:

Through the Programme, the British Council has made a significant investment in supporting Ukraine's higher education reform agenda. In partnership with the Institute of Higher Education and the UK Leadership Foundation for Higher Education, the Programme has successfully delivered forty teams with the knowledge, skills and experience which equip them to lead institutional change. Teams have the potential to extend changes within institutions and, by disseminating learning, to contribute to sector reforms. The Programme has been effective in defining a route-map for change and developing a valuable resource to achieve that. That resource must now be nurtured to realise its full potential.

INTRODUCTION

About the report

The report is an impact study of the British Council's Ukraine Higher Education Leadership Development Programme. Its purpose is to provide a summative evaluation and impact assessment of the whole programme and to make recommendations on priority areas for future leadership development and transformational change programmes for higher education in Ukraine.

The outcomes to be delivered by the programme were set out as:

- Provision of a national cohort of change agents well equipped to support institutions and system change in HE.
- Provision of systems of dissemination, networking and sharing effective leadership practice.
- An effective distributed leadership is in place within HE institutions/systems.
- Universities are clear about their role and how to operate optimally in an autonomous system of HE.

The report covers the three UK financial years of the programme 2016/17, 2017/18, 2018/19. In addition to highlighting main findings, the report also uses ideas from key informants to identify ways in which impact can be sustained and built upon.

Context and background of the programme

Ukraine context

The Ukraine Higher Education Leadership Development Programme sits within the context of significant political change in which universities played, and continue to play, a pivotal role. Following the Revolution of Dignity and the election of the new government in February 2014, one of the first pieces of legislation was the Law on Higher Education. This set out radical reform of the higher education sector aiming to establish an autonomous system able to align and integrate within the European higher education and research area. Priority reform areas included financial and administrative autonomy of universities; the election of rectors; a closer approximation of degree classifications to international standards; the removal of legal barriers for academic mobility; greater involvement of students in decision-making processes; and the combatting of plagiarism.

UK sector had particular expertise and experience to contribute to reform. These were: quality assurance at national and institutional levels; improved English teaching and English-medium teaching within universities; training for researchers in international communication skills; support for student self-governance; and the development of effective, accountable and autonomous university management and governance. Leadership capacity at all levels was identified as a key lever for change. Serhiy Kvit, then the Minister for Higher Education, summed this up "*We need a new post-Soviet model of*

leadership, in which teams in universities play a larger part and different levels of management involve many more people in decisions.”⁴

In 2014 the British Council commissioned a study to determine the most effective ways in which it might support Ukraine higher education reform⁵. A key recommendation was that priority should be given to supporting leadership development as a critical tool to drive institutional and sector change. It was also recommended that this should include the next generation leaders as well as those currently in leadership roles. A further separate recommendation was to support students’ involvement in governance.

The programme

In 2015 the British Council in Ukraine commissioned the UK Leadership Foundation for Higher Education (LFHE) to co-design and deliver a pilot Leadership Development Programme for Ukraine HE institutions. The pilot ran from March 2016 – February 2017 followed by two further cohorts of universities taking part in the programme in 2017/18 and 2018/19.

The British Council implemented the Programme in partnership with the Institute of Higher Education of the National Academy of Educational Sciences of Ukraine, supported by the Ministry of Education and Science of Ukraine. The long-standing relationship between the British Council and the Institute was a critical factor in the success of the Programme, as was the contribution of the LFHE and close collaboration between all three organisations. Over 3 years the programme provided capacity building for 40 Ukrainian universities to support institutional and systematic change and foster a leadership culture in national higher education. It combined a series of learning modules delivered by the LFHE, an opportunity to visit a British partner university, as well as practising leadership skills by working on an institutional change project⁶.

The Programme’s primary purpose was that participants should become active change agents in their own universities and across the wider HE system. A number of programme features were important in achieving this:

Co-design and development: the LFHE worked with the Institute of Higher Education to co-design the programme. The Institute brought in-depth understanding of the Ukraine context at institutional and sector levels which was essential in ensuring that the Programme was relevant. The LFHE brought significant experience of designing and delivering leadership development interventions in higher education both in the UK and internationally. Two 3-day co-design workshops were run by the LFHE in Kiev in December 2015 and April 2016.

“Vertical” teams: a major requirement was that university project teams must be a “vertical” slice across the institution. Teams consisted of 7 members including a Rector/Pro-rector, deans/academics/administrators,

⁴ Times Higher Education (THE); accessed online edition 7 January 2016. Print version: p22

⁵ “Supporting higher education reform in Ukraine”. Consultancy report for the British Council (October 2014). For further information contact the British Council

⁶ See the full list of participating Ukraine universities and their change projects - Appendix 2

a student representative and two “young leaders”. While developing individuals as change agents was an essential pre-requisite, it was recognised that translating individual skills in to institutional (or sector) change was much more challenging. UK experience suggested that the most effective approach was to bring together institutional teams and cross sections of staff from an institution. This created critical mass and momentum for system change. Students were important team members. The Law on Higher Education had given them new roles in university governance — and to exercise these, they needed to develop leadership skills and also an understanding of how to apply these. “Young leaders” represented the future for Ukraine’s higher education sector. One of the major barriers to reform was inertia and equipping the “next generation” leaders with knowledge and skills to drive system change was seen as one solution to this. The young leaders undertook a separate Young Leaders’ Programme. The aim was to give them the opportunity to shape their own identity as a leader and develop their personal leadership potential so that they could become an institutional change agent. Evaluation of the Programme’s pilot year led to a greater integration of the young leaders within the project teams.

Development Centre and Change Academy: training comprised of a 3-day Development Centre which focussed on developing individual and team leadership skills and a 3-day Change Academy which focussed on teams applying these to institutional change projects.

Institutional project: teams were required to apply their knowledge and skills to a “real life” change project. This gave them the opportunity to practise what they had learnt. Disseminating their experience was also required — this provided an opportunity to begin to build sustained capacity for change across institutions.

Selection criteria: teams were selected through a competitive process. Over three years there were 177 applications; 40 were successful. Selection criteria were designed to identify those university teams who could demonstrate potential to drive change. Criteria were “Quality of the Team” i.e. composition of the team (how vertical it was), relevance of team members to the project, their access to the wider student body, and the clarity of their individual development goals (weighting 40%); “Quality of Project” i.e. its link to university strategic priorities, potential for transformational change of significant scale, benefit to students, planned activities, available resources and performance indicators (weighting 50%); and Dissemination Plan (10% weighting).

Ukraine facilitators: the facilitators’ role was to ensure the delivery of institutional/system outcomes by supporting teams to deliver their institutional projects. Initially 12 facilitators were selected, mainly drawn from the Institute of Higher Education. Facilitators were involved in co-design of the programme as well as its delivery. “Train-the-trainer” and co-design workshops were conducted for them by the LFHE. Over the three years, 20 facilitators were involved.

UK study visits: teams were offered the opportunity (and some funding) to undertake a visit to a UK university. This fulfilled three purposes — firstly, it extended Ukraine universities’ international connections; secondly, UK universities were selected to offer expertise and experience directly relevant to team projects; thirdly, it supported the British Council’s aim of strengthening connections between the UK and other countries. Thirty-four of the forty teams visited a UK university⁷.

Evaluation: formative evaluation was built into the Programme design to ensure its relevance by making adjustment possible. An evaluation of the pilot year, for example, led to some changes in the Programme.

Methodology

Approach to evaluation

This uses the impact framework developed for British Council education programmes⁸ which has 4 levels of focus:

Evaluation Levels	
Level 1: Focus on management and control	Audit and control - production of management information to ensure propriety and adherence to procedural practice and accountability for funds spent
Level 2 Focus on outputs and activities	Outputs/activities and whether these are fit for purpose. Note: While activities may be a necessary condition for change they are not, in themselves, change. For impact, there has to be a change in practice
Level 3 Focus on sustainable changes in practice	Sustainable changes in behaviours, systems, practices (HE systems, leadership practices, collaborative practices). Grounded in what people do as a response to the programme
Level 4/5 Focus on long term aims of programme	Focus is on the longer term aims of the British Council/ UK — aggregate of outcomes and contribution to e.g., “People in tertiary education and research institutes get access, partnerships, training and collaboration which contribute to more prosperous, sustainable and equitable societies”

The main focus of this evaluation is at Level 3, i.e. evidence of what participants have actually done as a result of the programme. Two main indicators of impact are used - (1) actual practice changes and (2) intermediate actions to enable or lay the foundations for future change (e.g., changed policies, systems, structures). Evidence taken into account is at individual, institutional and national system levels.

The Programme incorporates some Level 4 aims which are important measures for British Council investment. For the most part, the timeframe of the Programme

⁷ See Appendix 3 UK study visits

⁸ Saunders M and McGovern J (2018) British Council intranet accessed 19/11/2018.

is too short to measure impact here. However, study visit reports provide evidence of foundation laying.

Data sources

Main data sources used are:

Programme evaluations for Years 1, 2 and 3

A “light touch” evaluation of the pilot year (Year 1) was conducted by the LFHE. This was an online survey of participants and facilitators designed to assess initial impact of the pilot at individual, team and institutional levels related to the overall programme aim and objectives. Information from the survey was supplemented by British Council analysis of post-event feedback questionnaires and teams’ interim progress reports on their projects. Observations from discussions between LFHE, the British Council and the Institute for Higher Education were also included. The pilot evaluation informed the further design of the programme.

Year 2 and 3 evaluations were conducted by the British Council. Prior to the launch of both programmes, questionnaires were sent to participants to establish baseline information about participants’ knowledge, skills and experience across 3 thematic areas — leadership styles, team leadership and leading change. Questions were also included to gather information about the leadership context at participants’ universities. The questionnaires were re-sent to participants post-programme, enabling comparisons to be drawn with the baseline studies. Information was again supplemented by British Council post-event feedback questionnaires and teams’ interim and final progress reports on their projects. In addition, separate UK study visits reports (submitted by UK hosting universities) provided accounts of the bilateral dialogue and links established between the universities. Year 2 and 3 evaluations (referenced page 4 footnote).

Monitoring seminars for Years 1, 2 and 3

One-day monitoring seminars were held in each year for team leaders to present progress reports on their institutional projects. These were reviewed and critiqued by the British Council, the Institute of Higher Education, facilitators and the other team leaders. Written summaries of each project’s progress were collated by the British Council.

Focus groups

In November 2018 a visit was undertaken to Ukraine by the consultant, Pat Killingley, to gather additional information. Focus groups were conducted separately with Young Leaders (all years), Programme Facilitators and Year 3 team leaders. Focus group discussions were semi-structured using prompt questions to focus specifically on what participants had done as a result of the programme and to elicit information on practice or system change.

Individual meetings and feedback

During the November visit, meetings were held with Svitlana Kalashnikova, Director of the Institute of Higher Education of NAES; Ganna Kharlamova, a participant on the Young Leaders Programme Year 1 and programme facilitator in Year 2 and 3; Simon Williams, Director British Council; Lyudmila

Tatsenko, Head of Education and Society British Council and Yulia Sobol, Education Manager British Council. These contributed feedback and reviews of the programme together with considered views on future directions. Written feedback was also received from Liliia Hrynevych, Minister of Education and Science, Ukraine⁹. In the UK, Pat Killingley held separate telephone meetings with Doug Parkin and Stuart Hunt, LFHE programme tutors.

Visits to institutions

Visits were made to five institutions as part of the November visit — Kyiv National University of Technologies and Design (Year 2 participant), Taras Shevchenko Kyiv National University (Year 1), Donetsk National University (Year 1), Vinnytsia National Technical University (Year 3) and Vinnytsia National Medical University (Year 3). At each institution, Pat Killingley met with the project team. Discussions explored what progress teams had made and what they had achieved.

Conference “European Integration of Ukraine higher education in the context of Bologna process” 27 November 2018

The Minister’s presentation on priorities for development of HE in Ukraine in the context of European integration helped to shape thinking about the future directions and sustainability of Programme outcomes (Section 4 of this report).

Final survey of Year 1 and 2 team leaders

A questionnaire was sent to Year 1 and 2 team leaders in February 2019 requesting an update on their project progress.

Final Conference

This was held 5 March 2019 in Kyiv. Invitations were sent to all Programme participants. 190 attended.

Data limitations and inclusions

The evaluation in this report focuses predominantly on Level 3 impact (sustainable changes in practice and systems), also to a more limited extent on Level 4. However, these are essentially about medium to long-term impact and, inevitably, the current data is not able to address this. Where possible, evidence of system change has been identified as the precursor to practice change. However, it does not follow that establishing systems will always lead to practice change. Systems are one element in a complex set of factors. Longitudinal studies would be needed to be certain of identifying sustainable impact at Level 3 (and even more so at Level 4).

A number of short case studies or vignettes are included as part of the findings. These provide narratives of change that illustrate the complexity of contextual and personal factors not captured in more one-dimensional data.

⁹ See Appendix 1 for the Minister’s letter

ANALYSIS AND FINDINGS

The data analysis and findings below are set out under the programme outcomes to be delivered.

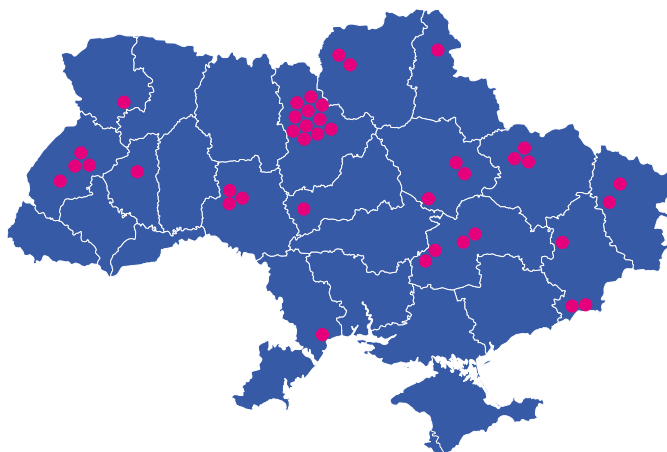
Deliverable 1: Provision of a national cohort of change agents well equipped to support institutions and system change in Higher Education

Analysis here focuses, firstly, on the profile of the cohort produced by the Programme and, secondly, on how well the Programme equipped participants with knowledge and skills to drive change.

Cohort profile

In total, the Programme delivered a cohort of 300 change agents. This includes 49 Rectors/Pro-rectors, 191 deans/academics/administrators and 40 students. The figure also includes 20 facilitators who participated in tailored “train-the-trainers” courses. Overall there were 40 university teams, each with seven members. The number of participating universities represents around 14% of the current number of Ukraine universities. However, those universities include leading universities in Ukraine (with four in the top 1,000 universities in the 2019 QS World Rankings¹⁰). They were also universities that demonstrated, through the selection process, a capacity and energy to change, plus a pro-active approach to disseminating their experience and expertise. One LFHE facilitator commented *“The teams who participated are from universities that have potential to impact on the whole system — to break the authoritative Soviet approach”*.

There is a wide geographical spread across Ukraine:



¹⁰ Karazin Kharkiv National University (481), Taras Shevchenko National University of Kyiv (531-540), Kyiv Polytechnic Institute (601-650), Kharkiv Polytechnic Institute” (701-750) <https://www.topuniversities.com/universities/country/ukraine>

Of the total number, there were also 8 displaced universities from the Donbas and Crimea regions.

Knowledge and skills development

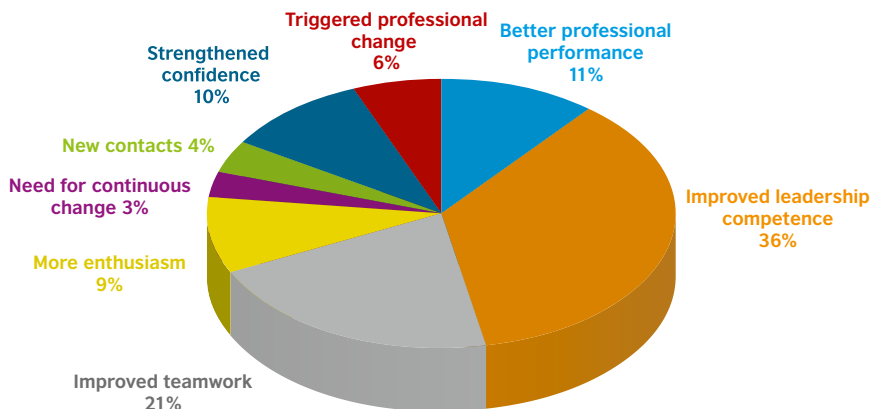
Feedback from all sources suggests that this is the area where the Programme achieved the greatest immediate impact. Information here is drawn from the programme evaluations for Years 1, 2 and 3, the focus group meetings, individual meetings, and visits to institutions. Information has also been extracted from monitoring reports. The three programme evaluations contain a wealth of individual comments. Key findings across the three years are highlighted below.

The acquisition of knowledge and skills was explored under two headings — individual and team. Findings below are based on responses of 168 programme participants across three years.

For individuals, the Programme provided strong personal, professional and leadership development. The results below are based on analysis of the comments with one main impact manifestation singled out from each response and categorised. 36% reported that they had improved their leadership competence and 21% their teamworking skills. (Box 1)

10% of participants reported increased confidence plus a greater knowledge of their own strengths and weaknesses: *“I have a new perception of myself”... “I became bolder and more effective in solving problems. I have formed a strategic vision and developed an ability to design projects and work in a team”*. 9% reported that the Programme had sparked their enthusiasm to take on new challenges — *“It helped me to dare to get out of my comfort zone”*.

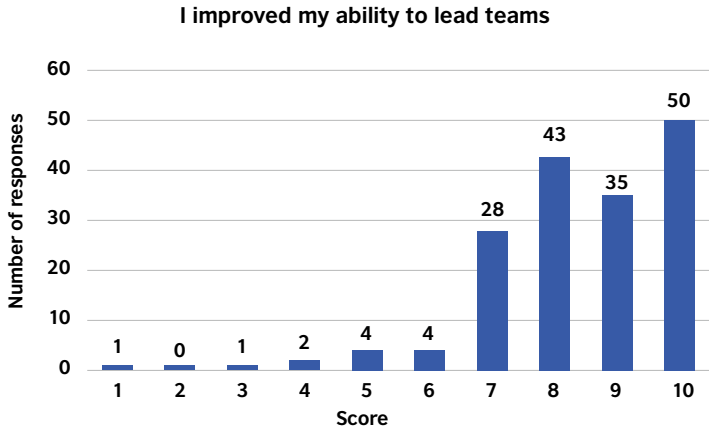
Participants report most notable Programme impact at individual level:



Box 1

Participants commented that they gained a greater understanding of different types of leadership (and specifically shared leadership) and greater skills and confidence to lead teams. (They were asked to rate the impact of participation

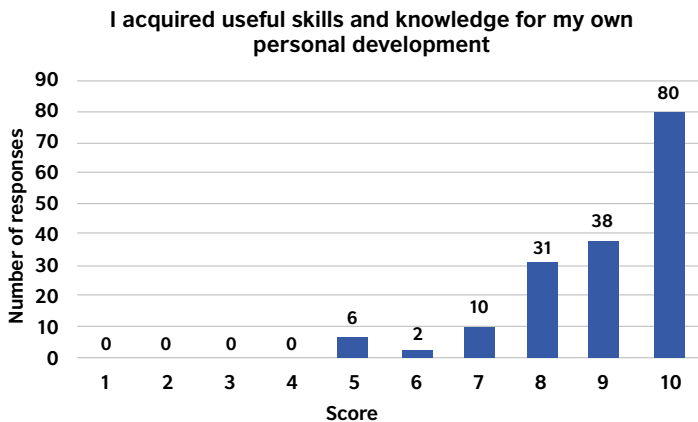
in the programme on their ability to lead teams from 1 to 10, with 10 being the maximum positive score (Box 2)).



Box 2

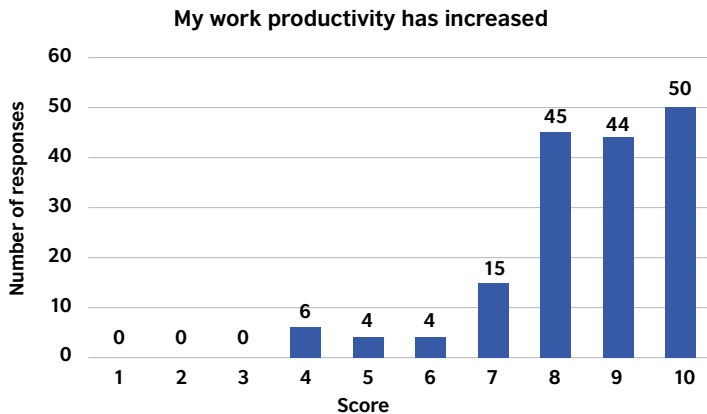
Participants also noted that they developed a better understanding of different change contexts (institutional and sector), together with an increased personal readiness to lead change - *“I am ready for change and I can lead facilitative discussions of changes. In cooperation with the team, I design and implement step-by-step changes to ensure the quality of teaching and learning in my university. I better understand the situation with the reform of higher education in Ukraine and the global context of this reform”*.

95% reported that the Programme equipped them with new knowledge, skills and tools that were benefiting their personal and professional development (a converted value of responses ranging from 7 to 10, with 10 being the maximum positive score — Box 3).



Box 3

And increasing their work productivity (Box 4):



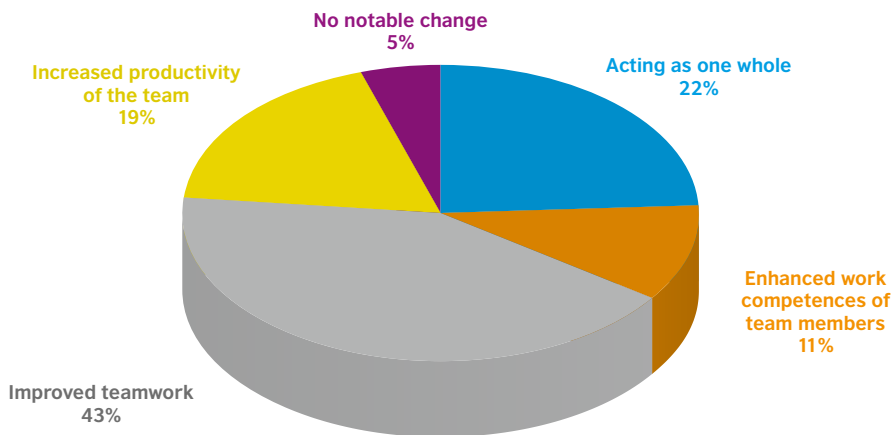
Box 4

For 6% (10 people) the Programme triggered professional change. They describe examples of promotion, successful applications for grants and secondments and also new work directions - *“I have become ... more interested in international projects and mobility programmes for specialists, also in getting involved in foreign research work”*.

While the majority of participants report individual personal or professional development, the impact appears to have been particularly significant for the Young Leaders. One comment is typical - *“I could finally systematise all the knowledge I had before and gain new invaluable insights that will help me better unleash my potential in the future. These changes are the impetus for future profound and significant transformations and events in my life. The gained knowledge will help me to make the most of the opportunities”*. One of the Programme tutors summed this up *“For the majority of individuals the programme had important impact, but it was especially significant for the future leaders. For them, this ranged on a spectrum from confirmation through breath of fresh air to a paradigm shift in their thinking”*.

In relation to teams, 43% of participants report the Programme’s greatest impact has been improving teamworking (Box 5). (The results below are based on analysis of the comments with one main impact manifestation singled out from each response and categorised.)

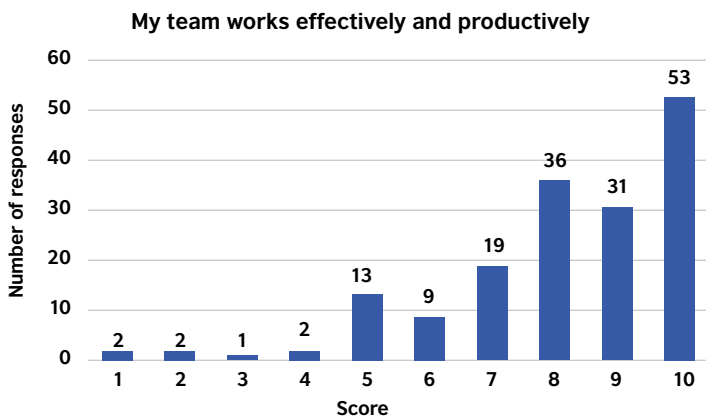
Participants report most notable Programme impact at team level



Box 5

The Programme has not only given participants an understanding of team dynamics and how to build effective teams but also (reported by 22% of participants) how to create a sense of unity, cohesion and shared purpose: *“We became more united” ... “the programme influenced the outlook of team members and their vision of university management system and traditions. It activated their creative potential” and “activated our wish to develop leadership potential and implement change”*. The evaluations highlight that a number of teams also began to generate ideas and projects outside the scope of their own institutional projects — a fact which they put down to shared enthusiasm.

Alongside this, 11% of participants point to the Programme enhancing the work competences of team members and a further 19% to its impact on the effectiveness and productivity of teams (Box 6):



Box 6

In discussion, one team said: *“As a result of ... the Programme, the team significantly improved the efficiency of its work by properly allocating tasks among all team members and maximising their contribution in accordance with their role and qualifications”.*

The positive feedback from participants on the knowledge and skills they acquired is both extensive and impressive. Clearly, for many, the Programme has been a truly developmental experience. It has significantly changed their perceptions of themselves, their colleagues and their university. It has given them a much clearer understanding of the potential for change and equipped them with the knowledge and skills, together with a supporting team structure, to realise that potential. The extent to which they have been able to do this in practice is examined further below.

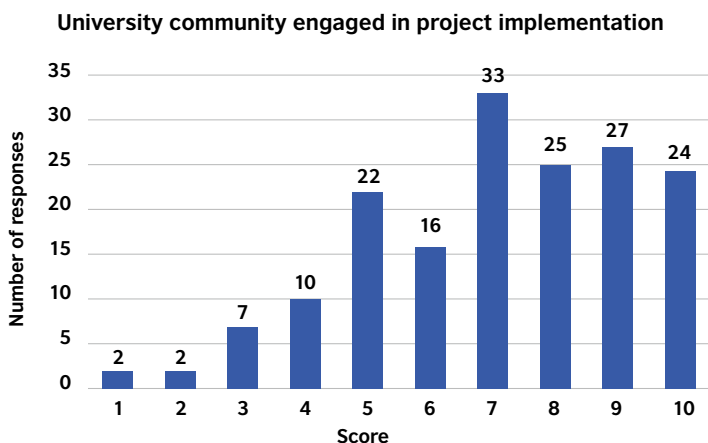
Deliverable 2: Dissemination, networking and sharing effective leadership practice

Dissemination and networking were built in to the design of the programme. As part of the selection process, university teams submitted dissemination plans and these were part of the Programme’s on-going monitoring process. All teams report (perhaps not surprisingly) that they have communicated with university colleagues about the Programme and their projects. A more meaningful indicator, however, are the practical outcomes of that dissemination. Participants report these at three levels:

Laying foundations for beginning to take action: *“Events held by the team ... became a significant basis to start discussion, development and implementation of a new educational strategy in the University”.*

Attracting other people’s interest and beginning to grow support for teams’ ideas and values: *“the team became a hub for intensive innovational activities among teaching staff”; “the team became very important in driving the university – people were attracted round them”; “we see increasing numbers of people are joining our team and sharing our values”.*

Leading to the active engagement of the university community in the project:



Box 7

Participants' comments provide more evidence: *"about 30 representatives from academic departments joined the change project. They've taken on responsibility for promoting the idea of academic integrity and helping organize plagiarism checks of academic papers"*. Engagement also extends across different levels in the hierarchy: *"All heads of graduate academic departments have become involved in the work to implement a practice-oriented approach"*; *"the team enjoyed support of and collaborated with staff of the Research Department, experts from the Education and Methods Centre, directors of institutes, heads of academic departments and faculty members"*.

Participant feedback also points to other important developments:

Teams extending their activities to work on change initiatives outside their own projects; and also taking other people with them: *"We expanded the scope of activities and began to work on other initiatives and projects. Team members joined the university committees and councils on educational and scientific activities"*; *"We became a focal point for change and not only in the context of the Project itself"*.

Teams disseminating information and sharing insights with audiences beyond their university. Communication platforms include university websites and newsletters; papers published in academic journals; presentations at academic conferences and through professional networks. One example was given by a member of the Taras Shevchenko National University of Kyiv team: *"As Head of the Ukraine Association of Libraries, I've already shared our experience across the 195 members. growing numbers of people are coming to us to find out about the hub. That's increasing our profile and influence"*.

Engagement of the university community creating a momentum that is beginning to change practice: *"a significant number of faculty members joined in by incorporating a research component into their teaching practice"*; *"we observe a growing number of collaborative teacher-student projects, including contributions in different types of publications"*.

An important finding from teams' feedback is that their experiences largely confirm the value of having a vertical team and distributed leadership (see Deliverable 3).

Networking opportunities provided by the Programme are particularly valued by participants. They offered different perspectives and opportunities, as well as providing strong support for individuals and teams. Typical comments are:

"We work in narrow professional areas where you don't see what people outside these are doing. But being connected to others lets you see where you can go, what opportunities there are and how other people work."

"The most important thing for me was getting new friends from other universities because medical universities and professions are very insular and conservative."

"The contacts established were very important — in particular my displaced university was very excited because we were having to build a university from scratch."

One result of the Programme is that many teams are reaching out to grow networks with universities outside the Programme in order to build support for particular change initiatives:

“We organised a meeting to establish a consortium of higher educational institutions in the region to strengthen project work.”

“We are the lead partner forming a consortium of displaced universities to apply for EU grant funding to facilitate the development of displaced HEIs.”

A number of teams also describe reaching out beyond universities to engage local government, communities and employers:

“We surveyed city residents and reached an agreement with local government”.

“For the first time, contacts have been established (at) both the university and forestry sector levels. Our Ukrainian partners learned about valuable practices of British colleagues in practice-oriented learning, training professionals in forestry specialisms, forestry policy, innovative approaches to reforestation, construction and wood product manufacturing technologies.”

The extent to which project teams remain in contact with each other varies. As a group, the Young Leaders retain the strongest networks:

“Everyone on the Young Leaders Programme is in touch on each other’s Facebook”.

There are also examples of them doing joint projects:

“We all stay in contact with each other and do things. For example, we recently ran a seminar together sharing our experience of our study visits. We called it ‘What don’t UK universities have?’. (The answer is Ukrainians!)”.

While some teams have not stayed in contact with their cohort as a whole, others report that they remain in contact with individuals or teams with similar interests to theirs.

“Team members stay in contact with representatives from other teams to organize and hold scientific conferences, work on collaborative research and publications, participate in a number of projects ... work is on-going to create new project teams and prepare project applications.”

“Most contacts are with individual members of the other teams, both on the personal level and in our academic work (conferences, workshops, round tables). In the majority of cases this communication is about experience sharing.”

“Our University continues its close cooperation with the Coordination Centre of Displaced Universities.”

In summary, while dissemination and networking vary across teams and groups, there is a significant amount of evidence showing that both are happening and that, in many instances, they are contributing positively to driving institutional project changes.

Deliverable 3: Effective distributed leadership in place within HE institutions/systems

By requiring vertical teams, the Programme provided institutions with a model of distributed leadership which cut across traditional hierarchies. The projects then became a test bed for the effectiveness of distributed leadership in delivering change. Whether the model leads to wider distributed leadership is something that would need to be evaluated over a longer time period. However, there are some learning points in the Programme experience which provide valuable insights into how distributed leadership might be developed and sustained across the sector:

The concept of vertical teams and distributed leadership was hugely challenging to participants' ways of thinking and operating. As one tutor explained: *"Having vertical teams was a key decision. They challenged the leadership paradigms"*.

The degree of challenge and individuals' accommodation to that was often related to their university roles. In the opinion of Programme tutors, it was generally a more difficult notion for senior managers than for young leaders. One summed this up: *"the young leaders really understood distributed leadership and were hugely enthusiastic. Some of the mid-tier people were excited by the idea — particularly those who were new PVCs and Deans. But only a minority of senior people really comprehended it."*

For students the vertical teams were novel and, initially, challenging: *"Being on an equal footing was a rather unusual experience"*. However, they saw distinct advantages: *"You're with people at different levels and that gives you an insight into your own career and how you could develop that. Also, as a student, you can't always speak to your Rector"*. With encouragement and support students were able to grow in confidence and make increasingly greater contributions. This is frequently commented on by teams: *"To begin with, students didn't speak but they learned how to speak up — and the rectors realized they had views that were valuable"; "by the end, the rector was on his knees working on flipcharts while the student told him what to write"*.

Once established and operating, the vertical teams significantly changed traditional hierarchical relationships: *"having a student in the team was critical in the change process. It meant that rectors had to hear and take account of students' views and problems. It resulted in changing the relationships between students and academic staff"*.

The inclusion of young leaders and students as team members had a major impact on how teams approached problem solving: *"There is support - less attention is paid to positions and status. The value of the person is the main value. We have learned to respect each other's opinions, hear and listen to them"; "every idea and every point of view is important ... each member of the team has developed the ability to think creatively and support creative work in collaboration"; "together, we generate ideas of what we need to change"*. One tutor commented: *"The future leaders and students were critically important. They brought an idea of growth and huge energy to teams"*.

There were some very practical advantages to having vertical teams. Rectors, Pro-rectors or Deans made implementing change much easier: *“team members are heads of the University’s structural units, so the change projects involved their staff”*. Teams noted the importance of securing senior managers’ support: *“it is crucial that in this change effort we are supported by ... the Rector’s office, the Academic Department, the International Cooperation Department and the Working Group responsible for drafting a new strategy for the university till 2025”*. Rectors helped to obtain the official sanction of university governance for policy and structural changes. Young leaders and students also made valuable contributions in communicating with their contemporaries and bringing them on board: *“Young leaders ... undergraduate and post-graduate student unions are contributing to the change projects at the University”*; *“young research fellows are now also actively engaged”*; *“Our project is about academic integrity - student involvement is critical here. The Programme facilitated this in practice because it demanded that students were on the team.”*

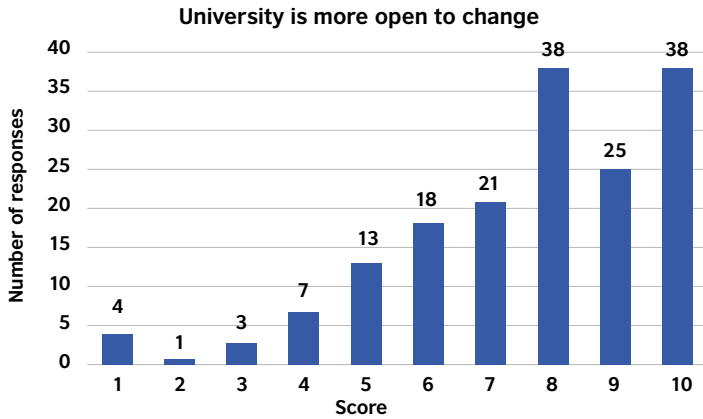
vertical teams led to both work tasks and responsibility being shared out: *“we now have a democratic team and shared responsibility across the team”*.

The strength of team bonds supported a surprising level of sustainability. A majority of teams reported that they continued to work together after the Programme, either on their original projects or on others. The 15 teams from Cohort 1 and 2 who reported their progress in November 2018 and February 2019 all reported that their teams were still working together and largely intact (a few individuals had moved to take up opportunities elsewhere).

While the vertical team model was an extremely important factor in driving the teams’ change projects, perhaps the most important lesson is that this was not achieved without significant support from Programme tutors and facilitators. The distributed leadership implicit in the vertical teams carried considerable risk for individuals and teams (one tutor commented *“Risk is one of the really big issues in the Ukraine context. This leads to upward delegation of responsibility”*). Without support, it is debatable whether participants would have been prepared to step outside their comfort zones. Across the wider sector, this suggests that distributed leadership is unlikely to be achieved without strong support mechanisms — and it would be foolish to underestimate the level of on-going investment required in human resources and time.

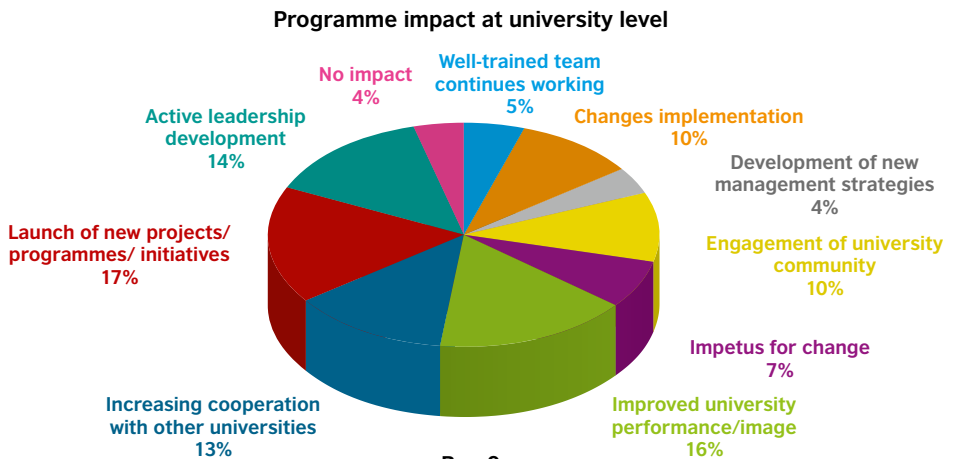
Deliverable 4: Universities clear about their role and how to operate optimally in an autonomous system of HE

This is a deliverable which can only be fully tested over a longer time period of time. In this study, therefore, it is only possible to use indicators of universities' capacity and readiness to change in order to meet the challenges of an autonomous system. The first of these is taken from Programme participants' perceptions of their university's response to changes emanating from the Programme. They report an increasing openness to change (Box 8):



Box 8

They also report a range of new developments. While these relate primarily to the impact of teams' attendance on the Leadership Programme, they also indicate the existence of a culture and context where new ideas and projects are able to take hold. Participants identify the launch of new projects, programmes, initiatives (17%); improved university performance and/or image (16%); and increased co-operation with other universities (13%). (Box 9 - based on analysis of the comments with one main impact manifestation singled out from each response and categorised):



Box 9

The second indicator is derived from the teams' progress reports on their projects. The 40 projects target key change areas for Ukraine's higher education reform and its alignment with European higher education. They broadly fall into four categories:

1. Quality assurance and enhancement.
Projects: developing quality cultures, policies, structures, systems and processes.
2. Teaching and learning modernisation.
Projects: developing student soft and employability skills, entrepreneurship and innovation, curriculum development including work-based courses relevant to employers, teaching approaches and skills, faculty development.
3. Internationalisation and European engagement.
Projects: international strategies, administrative structures, academic and student mobility, international collaboration, international marketing.
4. University-business links and community connections.
Projects: strengthening links to business and communities, social and economic contribution to regions, universities addressing social and democratic challenges, inclusion and access.

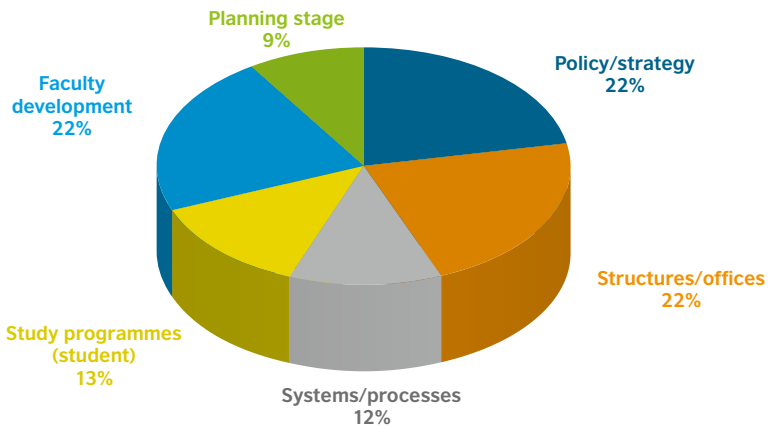
These four areas are ones in which university leaders are expected to take responsibility within an autonomous framework. While progress reports indicate how well project teams have deployed their knowledge and skills from the Programme, they also provide some indications of how conducive universities are to change in these areas.

Analysis of project progress¹¹ considers both changes in practice and changes in policy, structures or systems. Over the long term, it is the changes in “sustainable practice” (recurrent behaviour) that will be critical in reforming Ukraine's higher education sector. However, these are essentially long-term and it would be unrealistic to expect to see them in the lifetime of the Programme. The analysis therefore also takes account of intermediate stages which can be seen as creating the necessary conditions or infrastructure for future change in practice. These are changes in university policies and strategies; change in structures (new functions/offices); and change in systems and processes. Faculty development is crucially important in supporting and driving these changes (just as it is in driving practice change).

Overall, the analysis provides evidence of a significant level of progress across all project areas. Unsurprisingly, there are more embedded changes described by Cohorts 1 and 2 teams than those in Cohort 3. The main focus of teams' activity has been on developing the necessary conditions and infrastructure for change. In the chart below, only actual changes have been included. Where reports suggest that initiatives are “work in progress” rather than actually delivered, they have been included under “Planning stage”. The majority of initiatives in this category are from Cohort 3 teams where developments are, necessarily, at an early stage.

¹¹ Key developments for each project are summarised and collated in Appendix 3

Project progress and key developments reported by teams



Box 10

Over the Programme, team reports evidenced 79 key developments that can be taken to show actual institutional change:

- 22% developed new policies, strategies, regulations, codes of practice, and institutional guidelines which have been formally approved and put into operation by their university. There are examples from all four project categories.
- 22% describe new operational structures which have been formally established by teams' universities to support the implementation of the new strategies and policies. These include offices with dedicated roles in quality assurance, accreditation and academic integrity monitoring offices, international offices, project offices, regional outreach centres, and development hubs. There are also examples of leadership/teaching schools established to develop young researchers and teachers.
- 22% delivered faculty/staff development programmes specifically to support changes in policy, strategy or systems. This is over and above the Programme information briefings given by teams as part of their agreed dissemination plans.
- 13% set up new undergraduate/postgraduate courses or revised existing courses to incorporate the teaching of leadership skills to students.
- 12% reported changes to systems or processes which had been agreed by institution. In the main these were about changing the way that things were done within existing institutional or departmental policy frameworks.

The teams' achievements are impressive within the short time period of the Programme, However, these were not easily won (and this was despite rectors and deans being team members). Focus groups, university visits, meetings and, also, the 2019 survey of Cohort 1 and 2 team leaders describe major institutional and

contextual barriers faced by teams. These vary across individual institutions and different projects, but there are some common themes (and typical comments):

- Unsupportive institutional cultures and values: *“We have not been able to achieve the long-term goals, as they require a shift in values.”*
- Unsupportive institutional policies: *“There’s a direct dependence of teachers on student numbers — many departments have a small number of students and want to keep them all. This leads to a tolerant attitude towards different forms of academic misconduct. Lots of people are happy to carry on in the same way.”*
- Lack of institutional funding or resources: *“The University has not been able to fully introduce distance learning and ensure digitalisation of education due to shortage of funding and computer equipment.”*
“The team encountered a number of obstacles, i.e. limited financial resources to engage highly qualified professionals who specialize in designing marketing solutions.”
- Individual resistance: *“The team faced a lack of motivation among the faculty and students to embrace the new quality standards and a lack of understanding of these changes. For example, the implementation of the Quality Code and procedures for checking all papers and theses for plagiarism were seen by students and researchers as an unfriendly measure.”*
“The plan was to involve 100% of faculty members to research-based teaching, however not every University instructor managed to integrate it in their teaching practice. Subjective reasons stemmed from the inertia of individual teachers, their unwillingness to embrace change”.
- Skill deficits: *“Academic mobility of both students and faculty remains under-developed, which is attributed to a low level of English language skills”*
“a lack of skills to pursue genuine research” (so not everyone could be involved).
- Academic discipline differences: *“specifics of a particular academic subject” (the proposed changes were not easily applied).*
- External barriers, often beyond the control of the university — *“There exist considerable system challenges that hinder the development of workplace training ... linked to the need to involve enterprises, organize hands-on training at workplaces and technical training at the university. It is beyond the University’s capacity to fully address these challenges”.*
“The existing regulation of the HEIs’ economic activities were a problem”.

The institutional and system barriers resulted in teams having to revise or, in some cases, abandon plans. Teams reported that navigating the complex and, seemingly intransigent, barriers was hugely challenging, labour intensive and much more time-consuming than expected: *“That is why the planned activities required more time. We realized the need to promote the adopted change strategy”.*

“We’d like to move faster but we recognize that this is long term project because we’re creating an environment of integrity and it’s a complex problem. The reality is that we’re looking at a 5 to 6-year cycle of students — and our greatest influence will be with the new ones as they come in. We’ll also need to use staff turnover to recruit people with new values and ideas.”

One of the main lessons from teams' experience is that system barriers need to be tackled if change agents are to be fully effective. This shapes the thinking about the future leadership of timely and sustainable change across Ukraine higher education.

Deliverable 5: “People in tertiary education and research institutes get access, partnerships, training and collaboration which contribute to more prosperous, sustainable and equitable societies”

Deliverable 5 is not set out in the Programme deliverables, but is included here because it is an important British Council deliverable for all its funded programmes in higher education. It also resonates with Ukraine's higher education reform agenda.

Evaluation of this deliverable is long term and lies beyond lifetime of the Programme. However, participants' reports on their study visits to UK universities suggest there have been some significant gains for Ukraine universities in terms of access, partnerships, training and collaboration. Thirty-four Ukraine teams undertook study visits¹². Teams reports identify three main outcomes for them:

Access to UK knowledge and experience:

Teams were introduced to new ideas and different perspectives: *“seeing how a UK university approached things was really valuable, giving us a different perspective”*; *“people moved their ideas and developments forward significantly”*. Project teams were matched, as far as possible, with UK universities that had experience in their particular project area and this was important in progressing projects. One team noted *“the UK visit was extremely important because the UK is far ahead in this field. As a result of our visit we transformed our approach and specification”*. UK institutions were generous with access to senior staff (*“we met the VC who explained the vision of the university”*), in spending time to share experience and in allowing teams to access materials (including strategies, policy guidelines and course content): *“our UK study visit was great — they were really proactive and responded to everything we asked for”*.

Inspiration and motivation:

Teams reported that their UK visit gave them an important boost: It *“expanded our horizons and inspired us”*. It gave confidence to some teams: *“We feel self-assured that we're on the right road”*. For others, it created energy and enthusiasm: *“Anglia Ruskin had a medical English course. I'd never seen this before. They asked what I wanted — I said everything!”*. It also helped to kickstart action: *“we went to Northumbria and that really started everything. We started designing our own hub as soon as we got back”*.

Opportunities to extend international cooperation:

While many of the teams signed MoUs and collaboration agreements with UK universities, there are a number of examples of tangible collaborations resulting from study visits. These include joint project applications (particularly for the

¹² See Appendix 3 Study Visits

KA1 (academic mobility) and KA2 (cooperation projects) strands of Erasmus+ programme and also for the Horizon2020 programme), joint publications, reciprocal visits by UK university staff, shared on-line lectures, joint applications for British Council programmes, and English language teaching).

LEADING FUTURE HIGHER EDUCATION CHANGE

This section considers what change agent resources have been developed and where/how these should be deployed. It also considers what infrastructure must be put in place at system level to maximise their impact.

Change agent resource

The Programme has delivered a national cohort of 300 change agents — including 49 rectors/pro-rectors, 191 deans/academics/administrators, 40 students and 20 facilitators — in 40 university change teams geographically distributed across Ukraine. These have been equipped with the knowledge and skills needed to lead and drive change. They have also gained experience of initiating and driving change within higher education institutions. This includes in-depth understanding of the leadership, culture, strategies, structures and systems required to drive institutional change. Teams have experience of navigating the major barriers to change in universities. As a group, Programme participants are able to communicate across institutions and, because their vertical teams cut across university hierarchies, they have the capacity to engage across the higher education community. As a group, they are connected locally, regionally, nationally and, increasingly, into the UK and Europe. Through teams' project work the Programme has developed a growing pool of professional expertise focussed on critical areas of Ukraine's higher education reform agenda, in particular:

Pool of expertise

TEACHING & LEARNING MODERNISATION

Projects developing student soft & employability skills, entrepreneurship & innovation, curriculum development including work-based courses relevant to employers, teaching approaches & skills, faculty development:

- Soft Skills Portal (*Taras Shevchenko National University of Kyiv*).
- “Info-hub” Student Service Centre (*Donetsk National University of Economics and Trade named after Mychailo Tugan-Baranovsky*).
- Entrepreneurial and Innovation Initiatives at the University (*Kyiv National University of Technologies and Design*).
- Faculty development for research-based teaching (*Borys Grinchenko Kyiv University*).
- Developing study programmes with advance workplace training (dual programmes) (*Ukrainian National Forestry University*).
- Developing “sandwich” courses (*Poltava University of Economics and Trade*).
- A student-centred approach to the design and delivery of study programmes (*Lviv Polytechnic National University*).

- Developing university teaching excellence (*Ukrainian Catholic University*).
- Training for young university teachers (*National Technical University “Kharkiv Polytechnic Institute”*).
- International Classroom: Enhancing Internationalization in Teaching and Learning (*National University of Kyiv-Mohyla Academy*).
- Developing leadership skills in young scientists (*National University of Life and Environmental Sciences of Ukraine*).
- Educational game hub Nobel-Quiz (*Alfred Nobel University*).

QUALITY ASSURANCE & ENHANCEMENT

Projects developing quality cultures, policies, structures, systems and processes:

- Study programme evaluation mechanism in the internal quality assurance system of the university (*Drohobych Ivan Franko State Pedagogical University*).
- Developing a quality assurance system in higher education (*Kremenchuk Mykhailo Ostrohradskyi National University*).
- University Strategy of Academic Integrity (*Kyiv National Economic University named after Vadym Hetman*).
- RISE — Rebuilding Integrity in Science and Education (*Chernihiv National University of Technology*).
- Building a Culture of Academic Integrity among the Students (*Vinnitsia National Technical University*).
- Quality Assurance of Engineering Education (*Igor Sikorsky Kyiv Polytechnic Institute*).

UNIVERSITY-BUSINESS & COMMUNITY LINKS

Projects building links to business & community, social and economic contribution to regions, universities addressing social and democratic challenges, inclusion and access:

- University as a driving force for reforms in local communities and business (*Donetsk National Technical University*).
- Building a European university: leading regional development and education in East of Ukraine, active in the conflict ending process (*Luhansk Taras Shevchenko National University*).
- Educational Agrarian Centre “Donbass — Ukraine” (*Luhansk National Agrarian University*).
- Strategic partnerships between university and business (*Poltava National Technical Yuri Kondratyuk University*).
- Building a change management system in a displaced university (*Volodymyr Dahl East Ukrainian National University*).
- Positioning the University through the formation of social capital (*Kryvyi Rih State Pedagogical University*).

- University's openness to the society & business (*V. N. Karazin Kharkiv National University*).
- University creative spaces to drive innovative growth of education in the region (*Chernihiv National T.G. Shevchenko Pedagogical University*).
- ISTAR — Inclusive education for social transformation, accessibility and responsibility (*Open International University of Human Development Ukraine*).
- University as a centre of public opinion (*Olexandr Dovzhenko Hlukhiv National Pedagogical University*).
- Ecologisation of Strategy Development (*Donetsk State University of Management*).
- Effective Partnership between University and Stakeholders (*National Aviation University*).

INTERNATIONALISATION & EUROPEAN ENGAGEMENT

Projects developing international strategies, administrative structures, academic and student mobility, international collaboration, international marketing:

- Internationalisation Strategy (*Vasyl Stus Donetsk National University*).
- Internationalisation to increase competitiveness (*Mariupol State University*).
- Establishment of the Project Office (*Odessa I.I. Mechnikov National University*).
- Development of International Competence (*V.I. Vernadsky Taurida National University*).
- Positioning the University in the International Education Market (*Ternopil Ivan Puluj National Technical University*).
- Realising the University's potential through development of the project activity and academic mobility (*National Pirogov Memorial Medical University, Vinnytsya*).
- Internationalisation Strategy (*State University of Infrastructure and Technology*).
- University brand-management in Education Market (*Lutsk National Technical University*).
- International cooperation: changing the University's international marketing and information activities (*National Technical University "Dnipro Polytechnic"*).
- Internationalization of the university (*Pavlo Tychyna Uman State Pedagogical University*).

That pool of expertise is already beginning to support change across the wider higher education sector. For example, the Institute of Higher Education, noted that some Rectors have joined the national network of Quality experts. Teams and individuals also report that they have joined national working and expert groups: *"We participated in the project "Building a network of higher education quality assurance experts" and "New accreditation system as a tool to assure quality and overcome corruption in higher education"*. Other examples are given by the Ukrainian National Forestry University where team members joined the

Ministry of Education and Science working group drafting the Dual Education Framework. This resulted in the Cabinet Resolution No. 660-p dated 19th September 2018 “On approving the Framework for professional training in a dual education format”; and by Igor Sikorsky Kyiv Polytechnic Institute where team members are participating in the Centre for Independent Accreditation of Engineering Programmes, founded by Association of Rectors in Ukrainian Technical Universities. Other teams report joining (or starting) regional working or project groups.

Priority areas for change

Within its agenda of reforming Ukraine higher education to align with the European Higher Education Area, immediate government priorities are tackling quality and modernising teaching. At a conference in November 2018¹³ the Minister stated *“Our vision is to be part of the European Higher Education Area. Quality is critical. We want our higher education system to be competitive. We have to develop trust in it and this has to be done through quality. Students and staff need to be able to trust the quality. We need to improve the mechanisms — this is our Achilles heel.”* The Minister pointed to the establishment of the new National Agency for Quality Assurance in Higher Education in 2019. She noted that other priorities were a National Qualifications Framework, integration into the European research area, adult and informal education and supporting the occupied territories. In discussion, improving teaching and learning was identified as critical and, in particular, the need to prepare students for the employment market. The Minister again emphasised this in the Final Conference of the Higher Education Leadership Development Programme (5 March 2019)¹⁴.

Maximising change agents’ impact

The change agents and pool of expertise developed by the Programme are a resource that has the potential to make an important contribution to developing sector policy and practice in these areas. The Programme selected university teams with the capacity and readiness to drive higher education change and equipped them with change leadership knowledge, skills and practice. By disseminating their learning to other universities, the aim was that they would generate momentum for wider institutional change and build critical mass for system change. The challenge of doing this, however (as Deliverable 4 highlights), should not be underestimated. While the Minister was confident that the Programme’s change teams could drive change across the wider sector *“the 10% can lead the 90%!”*¹⁵ she also noted that time is critical: *“We don’t have time to do one thing first and then another. The reform agenda is urgent. We must do it all at once!”*¹⁶. Change agents will therefore need to intensify and increase change efforts in a relatively short time. If Ukraine is to maximise their potential to do this, there needs to be further investment in supporting the national cohort of change agents (the Programme “alumni”).

¹³ Liliia Hrynevych, Minister of Education and Science Ukraine at the “Conference on European Integration of higher education of Ukraine in the context of Bologna process” 27 November 2018.

¹⁴ Liliia Hrynevych, Minister of Education and Science Ukraine at the Programme Final Conference 5 March 2019

¹⁵ ibid

¹⁶ ibid

Up until March 2019, a considerable amount of support has been provided by the Programme (from tutors, facilitators, other participants and also UK partner universities). This has been essential in sustaining teams and their activities. As the Programme ends, support from these sources will lessen and, as the result, further institutional changes may slow down or stop altogether. This is important because, as the Minister pointed out¹⁷, in Ukraine’s current political landscape, higher education reform will be largely driven “bottom-up” by institutional reforms. Given the urgency of the reform agenda, it is essential that the Programme teams are able to take a lead in maintaining and extending institutional change. This is a significant challenge and it is unrealistic to expect them to do so unless a strong framework of continuing support is put in place. Ultimately the success and longer-term impact of the Programme teams — and whether their potential as change agents is realised — will largely depend on that framework.

This should prioritise support in three areas:

1. Strengthening the change agents (the Programme “alumni”)

The Programme has equipped teams with a strong foundation of knowledge, skills and experience in leading change. However, in a fast-changing environment, developing change agents is necessarily a process, not a one-time event. Their knowledge, skills and experience need to be continuously developed and updated. Investment must be made in CPD if the Programme alumni are to remain effective at institutional level and to contribute to building critical mass at sector level. This requires a planned and focussed programme of CPD. Priority should be given to:

Establishing a **continuing professional development programme** including:

- Individual and team training sessions to upgrade knowledge and skills (for example consultancy skills training to work with other institutions on change projects).
- Supported visits or short secondments to add further knowledge and expertise.
- Development of a “learning community” online platform .
- Physical “alumni” meetings — while some training and updating can be delivered successfully online, physical meetings are essential to harness the energy, creativity and learning of individuals and teams. This is particularly important in supporting alumni to tackle major change barriers. Online communications can support but not replace physical meetings.

Providing planned **opportunities to gain experience and enhance expertise on national/sector level change projects**. This is an essential part of CPD.

Knowledge and skills which are not put to use will soon become defunct. There should be strategic use of alumni on national (or regional) bodies such as agencies, working and advisory groups — and this should be appropriately supported by mentoring. As well as CPD, this obviously fulfils a main purpose of utilising change agents’ knowledge and expertise to drive change. It is also

¹⁷ Liliia Hrynevych, Minister of Education and Science Ukraine at the Programme Final Conference 5 March 2019

a very important way of publicly recognising and validating their contribution and expertise. For the young leaders, in particular, it furthers their personal and career development, as well as sustaining their energy and enthusiasm.

2. Building sector level infrastructure to support change and change agents

The work of the Programme alumni can be accelerated by:

- Setting up a **national online dissemination platform** to capture the change stories and headline the practice from the Programme. The case studies included at the end of this section provide examples. This could be extended over time to include resources such as policy guidelines and examples of strategies, systems, practices; also briefing documents and training materials. It might also incorporate the learning community platform (above).
- Developing and supporting **networks of universities and practitioners** to drive and support change. Networks could be either be regional or topic focussed (e.g. changes in teaching, research, business or community engagement), or both. The Programme's university change teams are well positioned to contribute to developing these alongside the Institute of Higher Education. With the networks as a basis, one option would be to set up **"action learning sets"** to work on particular change areas or issues. These require skilled facilitation. Programme alumni could be selected and trained (as part of their continuing professional development) to provide this.
- An option under consideration is to develop a national **higher education leadership hub** under the auspices of the Institute of Higher Education. While it is not within the remit of this report to propose national infrastructure, this would obviously have advantages in terms of clarifying responsibilities and roles and in providing a consistent and integrated approach. Developing a hub would not be without challenges and a recommendation here would be that a group of "champions" should be selected from the Programme alumni to help to develop and drive this from its beginnings.
- **Staff Development** functions within universities are key drivers of institutional change. They develop individual professional skills (leadership, teaching, research etc) but also provide the bridge between these and organisational development. Within the Programme projects, university teams focussed on developing a range of professional development centres. Building and extending these across the sector could add a significant lever for change.

3. Addressing sector wide system barriers

This is a critical area which is outside the power and control of the Programme alumni. It will need to be addressed at sector level. Major barriers identified by Programme participants include resource allocation models (e.g., funding by student numbers), staff reward systems and promotion criteria. These are crucial in changing institutional priorities and, ultimately, behaviour and practice. UK experience shows that these can become effective levers for change. Unless that can be achieved, however, higher education reform will continue to face serious

blocks. While these might eventually be overcome by building critical mass for change, this will take a long time — and time, as the Minister noted, is something that Ukraine does not have.

Delivering all of the above requires continued investment in human resources and time. However, without these, the change resources already created will be difficult to sustain — and any momentum for change may be lost.

IN SUMMARY:

The British Council has made a significant investment in supporting Ukraine's higher education reform agenda through the Leadership Development Programme. Developed in partnership with the Institute of Higher Education and the UK Leadership Foundation for Higher Education, the Programme has delivered forty university teams with the knowledge, skills and experience to lead institutional change. These have the potential to intensify and extend change across other universities, gaining momentum and building critical mass in the sector. That potential now needs to be nurtured within the Ukraine sector to change it into reality.

CASE STUDIES

Leadership development: driving more open co-operation with business and society

V. N. Karazin Kharkiv National University

“The Karazin School of Leadership upholds the philosophy of the Leadership Development Programme: it inspires to lead and dares to try.” (Svitlana Kalashnikova, Director, Institute of Higher Education of the National Academy of Science of Ukraine)

V.N. Karazin Kharkiv National University was a participant on year 2 of the Programme. The team’s project aimed at making their university more open to cooperation with business and society. The Karazin School of Leadership was the major mechanism for achieving this. The School was established in 2017 under the Rector’s Order on a permanent basis to train a new generation of leaders and design change projects for university development. In the course of work on their project, the team faced opposition to their innovations from the university community. Inspired and supported by the Leadership Development Programme, they reshaped their approach to gain people’s commitment to change. Internal communications were established between different university divisions by involving division heads into the team’s work. Thirty-five heads of departments successfully completed leadership training sessions and a leadership course was developed for graduate students. A team of university young leaders was created who are involved in developing the work of the School. The School serves as platform for discussing ideas and pitching projects to drive university development. These include academic integrity and research ethics, tutorial systems, student empowerment, developing students’ entrepreneurial skills, improving university governance and quality assurance. Team members are currently members of university project groups tasked with designing and developing the Development Strategy to 2025. This means they have a say in defining innovative goals for the University. They will also be directly responsible for the implementation of an innovative strategy and changes at the University.

International co-operation: developing student-orientated teaching and learning

Lviv Polytechnic National University

Lviv Polytechnic National University took part in Year 1 of the Programme. The aim of their team’s project was to enhance teaching quality and student employability by developing university teachers’ capacity to design and deliver student-oriented approaches in education programmes. This supports the University’s development of a new competence-based teaching approaches, specifying learning outcomes for students. The team visited Kingston University London to learn about best practice

in student-oriented approaches in study programmes. This made an important contribution to the team's thinking, helping them to improve communication of their proposals across LPNU and to implement innovative measures.

The visit also laid the foundation for long-term collaboration between the LPNU and Kingston. They successfully submitted joint applications for funding under the KA1 (academic mobility) and KA2 (cooperation projects) strands of Erasmus+ programme. When, in 2018, the British Council launched its new Creative Spark Programme aiming to tackle high youth unemployment and an underdeveloped creative sector, LPNU in partnership with Kingston University were winners in the first round of the programme. Their joint project will develop a training programme for start-up entrepreneurs with the participation of UK specialists. They plan to disseminate their experience through conferences and exchanges.

*University-business and international collaboration:
developing work-based degrees*

Ukraine National Forestry University

“The Programme is the platform for communication of active educators who are ready to take on the initiative. The Programme helped us to grow. The Programme changed the university environment.” (Olena Vrublevska, Head of International Cooperation Department)

Ukraine National Forestry University was a participant in Year 1 of the Programme. Their team's project aim was to develop and pilot masters level degree courses which incorporated a main work-based component (“dual education”). The team involved UNFU's Supervisory Board and through that were able to involve key employers in the project, including the State Forest Resources Agency (SFRA), as well as private wood processing companies. Their team's study visit was to Edinburgh Napier University. They, in turn, engaged Inverness College, the Forestry Commission of Scotland, and the Confederation of Forest Industries in the project. A reciprocal visit from UK partners to Ukraine was made in 2017. This created awareness of important opportunities for Ukraine-UK cooperation, not only in education and science, but also in production and governance in the forestry sector. The team noted *“It also brought the development of international relations to the forefront as a tool to improve all aspects of our University.”*

In 2016, following an UNFU Academic Council Resolution to design and implement dual education masters programmes, a pilot was run with local forestry enterprises providing work-based training. At the end of this a decision was taken not to continue. The pilot had identified major barriers to developing workplace training in the Ukraine context. This then informed important discussions about its feasibility. The UNFU team gained extremely valuable learning and expertise and in 2017 members joined the Ministry of Education and Science working group to draft the Dual Education Framework — Cabinet Resolution No. 660-p dated 19th September 2018 “On approving the Framework for professional training in a dual education format”.

APPENDICES

Appendix 1: Letter from the Minister of Education and Science

МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ

Проспект Перемоги, 10
м. Київ, 01135, Україна



Тел.: (044) 481 47 96; факс: (044) 481 47 96

E-mail: ministry@mon.gov.ua

Web: <http://www.mon.gov.ua>

Код ЄДРПОУ 38621185

MINISTRY
OF EDUCATION AND
SCIENCE OF UKRAINE

10 Peremohy Ave
Kyiv, 01135, Ukraine

Dear Simon Williams,

I am writing in my own capacity and on behalf of the Ministry of Education and Science of Ukraine to express our sincere gratitude to the British Council for many years of our fruitful cooperation and in particular for the delivery of the Ukraine Higher Education Leadership Development Programme.

The Programme that ran from 2016 to 2018 supported forty Ukrainian universities in their efforts to update universities' strategies, implement innovation changes, modernize curricula and enhance the role of a university as leader of societal change. But what we value most of all in this Programme is the development of the network of new university leaders – change agents capable to facilitate and implement transformations in their universities and higher education sector at large.

We already see the growth of leadership capacity in our higher education in the increase of participation in international projects, stronger voice of young leaders in their higher education institutions, students' activism and advocacy for deeper institutional changes and national reforms.

The Ukraine Higher Education Leadership Development Programme has been a valuable contribution to Ukraine's higher education sector reform. We hope our cooperation will continue in future and be as helpful, as it has been before.

Sincerely,

Liliia Hrynevych
Minister

Appendix 2: List of Ukraine Universities Participating in the Programme

Participants 2016/2017

	Ukrainian University	Project Theme
1	Borys Grinchenko Kyiv University	Development and implementation of the programme on fostering university professors' readiness for providing research-based teaching
2	Donetsk National Technical University	University as a mover of the local community and business reforming
3	Drohobych Ivan Franko State Pedagogical University	Development and implementation of a mechanism for evaluating educational programmes with application to internal systems of quality assurance
4	Kremenchuk Mykhailo Ostrohradskyi National University	Complex approach to the higher education quality assurance system
5	Luhansk Taras Shevchenko National University	Building a European university — the leader of the regional development and education in the East of Ukraine, an active participant of the conflict ending process
6	Lviv Polytechnic National University	Student-centred approach implementation into curricula development and delivery
7	Mariupol State University (MSU)	Internationalisation as a way of improving the competitiveness of the modern university
8	Poltava National Technical Yuri Kondratyuk University	“University-Business” strategic partnership improvement
9	Ukraine National Forestry University	Leadership in cooperative studies (dual study programmes, work-based learning) in Wood Technology based on university-business collaboration for alignment to the needs of the European labour market
10	Volodymyr Dahl East Ukrainian National University	Leadership development and establishment of the change management system in activities of a displaced university
11	Donetsk National University	An international strategy for Donetsk National University
12	Taras Shevchenko National University of Kyiv	Skills Plus Portal for Leadership (SPPL)

Participants 2017/2018

	Ukrainian University	Project Theme
1	Kyiv National Economic University named after Vadym Hetman	Implementing the University Strategy of Academic Integrity
2	Kyiv National University of Technologies and Design	Development of entrepreneurial and innovation initiatives at the University
3	Kryvyi Rih State Pedagogical University	The Image of the University As a Result of Formation of Its Social Capital
4	Luhansk National Agrarian University	Educational agrarian centre "Donbass — Ukraine"
5	Poltava University of Economics and Trade	Sandwich courses as an instrument of the university leadership potential development
6	Ternopil Ivan Puluj National Technical University	Brand Image of the University: Positioning Strategy of TNTU in the International Market of Educational Services
7	Ukrainian Catholic University	Supporting and Developing University Excellence: Programmes and Services
8	V. N. Karazin Kharkiv National University	Openness University to Society and Business
9	Chernihiv National University of Technology	Rebuilding Integrity in Science and Education
10	Tavrida National University	Development of international competence of the modern university
11	Igor Sikorsky Kyiv Polytechnic Institute	Improvement of the System of Evaluation and Quality Assurance of Engineering Education at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"
12	I. I. Mechnikov Odessa National University	Establishment of the Project Office as an Institutional Change and Step Towards the Development of University Potential
13	Chernihiv National T.G. Shevchenko Pedagogical University	Implementation of Creative Spaces in University as a Driver of Innovative Growth of Education of the Region
14	Donetsk National University of the Economics and Trade named after Mykhailo Tugan-Baranovsky	"Info-hub" Student Service Centre

Participants 2018/2019

	Ukrainian University	Project Theme
1	Vinnitsya National Technical University	Building a Culture of Academic Integrity among the Students
2	National Pirogov Memorial Medical University, Vinnytsya	Improvement of the university's leadership potential through the development of the project activity and academic mobility
3	State University of Infrastructure and Technologies	Internationalization Strategy of the State University of Infrastructure and Technologies
4	Oleksandr Dovzhenko Hlukhiv National Pedagogical University	The University as a centre of public opinion
5	Alfred Nobel University	Educational game hub Nobel-Quiz
6	National Technical University "Kharkiv Polytechnic Institute"	Reform of the system of training for young university teachers
7	National University of Kyiv-Mohyla Academy	International Classroom: Enhancing Internationalization in Teaching and Learning
8	Open International University of Human Development "Ukraine"	ISTAR — Inclusive education for social transformation, accessibility and responsibility
9	Donetsk State University of Management in Mariupol	Ecologization of Strategy Development of DSUM
10	National Aviation University	Effective Partnership between the University and Stakeholders
11	Pavlo Tychyna Uman State Pedagogical University	Internationalization of the university in conditions of its autonomy and social political instability in Ukraine
12	Lutsk National Technical University	Lutsk NTU Brand-Management on the Educational Market
13	National Mining University	Expansion of international cooperation as a result of reflection of the University's transformational changes into the marketing, international and information activities
14	National University of Life and Environmental Sciences of Ukraine	Leadership potential development of young scientists of the university

Appendix 3: UK Study Visits

	Ukraine university	UK university
1	Alfred Nobel University	University of Wales Trinity St David
2	Borys Grinchenko Kyiv University	Bath Spa University
3	Chernihiv National University of Technology	University of Greenwich
4	Donetsk National Technical University	University of Brighton
5	Donetsk State University of Management	University of Glasgow
6	Drohobych Ivan Franko State Pedagogical University	Anglia Ruskin University
7	Kremenchuk Mykhailo Ostrohradskyyi National University	Abertay University
8	Kryvyi Rih State Pedagogical University	Buckinghamshire University
9	Kyiv National Economic University named after Vadym Hetman	Northumbria University
10	Kyiv National University of Technologies and Design	University of Southampton
11	Luhansk National Agrarian University	Cardiff University
12	Luhansk Taras Shevchenko National University	University of Cambridge
13	Lutsk National Technical University	Northumbria University
14	Lviv Polytechnic National University	Kingston University
15	Mariupol State University	University of York
16	National Aviation University	Aberystwyth University
17	National Pirogov Memorial Medical University	Anglia Ruskin University
18	National Technical University “Kharkiv Polytechnic Institute”	Oxford Brookes University
19	National University of Kyiv-Mohyla Academy	University of Kent
20	Oleksandr Dovzhenko Hlukhiv Pedagogical University	Aberystwyth University

	Ukraine university	UK university
21	Open International of Human Development "Ukraine"	University of Portsmouth
22	Pavlo Tychyna Uman State Pedagogical University	University of Edinburgh
23	Poltava National Technical Yuri Kondratyuk University	University of Greenwich
24	Poltava University of Economics and Trade	University of Portsmouth
25	State University of Infrastructure and Technology	Anglia Ruskin University
26	Taras Shevchenko National University of Kyiv	Northumbria University
27	Ternopil Ivan Puluj National Technical University	University of Southampton
28	Ukrainian Catholic University	St Mary's University
29	Ukrainian National Forestry University	Edinburgh Napier University
30	V. N. Karazin Kharkiv National University	Anglia Ruskin University
31	V.I. Vernadsky Taurida National University	University of Portsmouth
32	Vasyl Stus Donetsk National University	Cardiff Metropolitan University
33	Vinnitsia National Technical University	Northumbria University
34	Volodymyr Dahl East Ukrainian National University	University of Cambridge

Appendix 4: Key Developments Reported by Project Teams

YEAR 1 cohort (2016–2017) Final reports ¹⁸
<p>1. University-community-business links:</p> <ul style="list-style-type: none"> • Leadership content added to course modules • New Masters course “Leadership and Change Management” introduced (external business professionals on this course) • Student voluntary service and initiatives were launched • Agreements with industrial enterprises were signed
<p>2. Internationalisation:</p> <ul style="list-style-type: none"> • International Strategy 2025 produced • Knowledge and skills from the Programme disseminated to other international relations staff • International Strategy now increasingly being implemented by representatives from all departments
<p>3. Quality assurance:</p> <ul style="list-style-type: none"> • Developed/launched new approach to study programmes quality • New team of young leaders formed to implement changes • Soft Skills for Leadership course was launched
<p>4. Soft Skills Portal:</p> <ul style="list-style-type: none"> • #LeaderHUB created in University Library • Soft Skills University project underway — for young people to acquire universal soft skills • Training programme launched/delivered for teaching staff — how to develop student skills and leadership (total 15 sessions)
<p>5. Staff development for research-based teaching:</p> <ul style="list-style-type: none"> • Within University’s new Development Strategy 2018–2022, the Regulation on organizing the teaching and learning process amended • Teaching and learning quality “road map” developed • Research-based learning has become a dominant feature of all teaching — <i>“significant number of faculty incorporating a research component into their teaching practice”</i>. Increasing numbers of <i>“collaborative teacher-student projects, including contributions to publications”</i> • New research-related criteria added to the performance rating of faculty. • Policy document on planning, monitoring and reporting research projects

¹⁸ Where Cohort 1 and 2 teams have not provided updated progress in February 2019, data from Year 1 reports have been used.

6. Quality assurance:

- QA system designed (includes academic integrity of students, teachers and researchers)
- Quality Code of the University; Code of Academic Ethics; Guidelines for checking graduation qualification papers for academic plagiarism with software tools.
- Student survey collecting feedback on teaching methods and curriculum content
- Education Quality and Academic Integrity Monitoring Centre established
- All student graduation theses and all academic papers now checked for plagiarism
- International criteria added to the performance rating of staff

7. Regional development and education in the East of Ukraine, an active participant of the conflict ending process:

- Began to develop a 5-year University Development Strategy (2017–2022)
- Training sessions on leadership being developed for students and local residents
- Contributing to newly created Donbas Ukraine centre to engage school and university students from the occupied territories in the east of Ukraine

8 Internationalisation:

- Conducted seminars on leadership theories
- University management structure was modernised and optimised

9. Developing dual study/workplace degrees:

- Established new project with Edinburgh Napier “*Leadership in developing education programmes with enhanced hands-on training at workplace (dual programs)*”
- Team’s promotion of dual programmes led to changes in university development policy, extending development of these (formalized in the Academic Council’s Resolution 26th April 2016)
- (2017) project team members joined the Ministry of Education and Science working group drafting the Dual Education Framework. Led to Cabinet Resolution No. 660-p, 19th September 2018, “On approving the Framework for professional training in a dual education format”

10. Student-centred approach in study programmes:

- As part of University’s new competence-based teaching approaches, project team developed “Provision on the choice of training disciplines of (the) ... University”. Officially approved by the University

11. University-business partnerships:

- Developed a model for University-Business cooperation
- Organised leading entrepreneurs to give thematic lectures to students

12. Change management system in a displaced university:

- Delivered staff training on leadership development in times of change
- Draft strategy produced for university (includes: dual classroom/work programmes, “mixed” learning (distance learning/traditional learning); inclusive education development; academic mobility; research development; activating student community)
- New national and international academic partnerships established

<p>YEAR 2 cohort (2017–2018) Final reports</p>
<p>1. “Info-hub” Student Service Centre: <i>(professional training and development for staff and students)</i></p> <ul style="list-style-type: none"> • Set up the hub and designed electronic forms for services • Student survey on information services for students was conducted • Training on cloud computing technology for students and university personnel conducted
<p>2. Academic Integrity:</p> <ul style="list-style-type: none"> • Frameworks and documents developed • Training for students and staff delivered • Plagiarism checks procedure for masters theses introduced • Student-teacher dialogue to develop understanding of problem and solutions
<p>3. Developing Entrepreneurial and Innovation Initiatives at the University:</p> <ul style="list-style-type: none"> • Developed one of the best centres of energy efficiency in Ukraine • Set up Centre for staff and students to discuss/ generate innovation and entrepreneurial ideas • Extended international activities and grant applications — applied for 17 international innovation research grants (2017) and won 5; established a co-working centre to support these
<p>4. Developing the University’s image by building social capital: Helped to establish:</p> <ul style="list-style-type: none"> • Centre for Social Development, • Youth Centre “#StudHub” • “KSPU Blogs”
<p>5. Educational Agrarian Centre “Donbass — Ukraine”:</p> <ul style="list-style-type: none"> • Project boosted to a strategic level by new university leadership — the “Educational Agrarian Centres in Eastern Ukraine” now a strategic driver for University development. Centres become operational in March 2019 in the Lugansk and Donetsk regions, offering information and advice and providing support services for adult population.
<p>6. Quality Assurance of Engineering Education:</p> <ul style="list-style-type: none"> • Gained staff support for a system of internal QA for engineering education • Started: European accreditation process for study programmes in two engineering areas; Masters programme with dual education elements under agreement with Ukr-ProgressTech company (for Boeing); process of integrating engineering courses in to FEANI INDEX European Engineering database
<p>7. Establishment of the Project Office to develop university potential:</p> <ul style="list-style-type: none"> • Project Office officially established and launched (after 6 years of lobbying)

8. Developing “Sandwich courses”:

- University’s Development strategy amended, to prioritise improved quality of education through inclusion of practice-oriented learning
- Framework of practice-oriented learning implemented — this led to changes to the instruction schedule, updated curricula and created more internship programmes, increased number of distance courses and improved distance learning system
- Changes made to university’s management structure and functional responsibilities to bring in line with the needs of practice-oriented approach.
- Position of student ombudsperson has been established

9. Developing International Competence as a modern university:

- Internationalisation Strategy developed and adopted as a key aspect of the University’s Development Framework
- International Relations Service set up to support the Internationalisation Strategy
- Strategy implementation has prompted increased international engagement and increasing adoption of international standards, e.g.:
 - new English language version of University website; promotional video in English
 - university became a member of the International Association of Universities
 - had its curricula certified under ISO standards; obtained ASIC accreditation and became an accredited member of the Council for Higher Education Accreditation (CHEA, USA). Joined the University Alliance of the Silk Road
 - has initiated and adopted the Plagiarism and Academic Integrity Policy, Ethics Policy and deployed an internal education quality monitoring system
 - taken action to improve the level of English skills in the university
 - joint programs designed/implemented with universities from Switzerland, Poland, Germany, etc. Academic mobility program resumed and dual degree programs introduced jointly with European universities
- Collaborating with other Ukrainian HEIs on Erasmus+

10. Positioning the University in the International Education Market:

- Competitive advantages identified by team used to develop the university’s positioning strategy in the international education market
- Led to changed management responsibilities for international relations and support services for international students:
 - responsibilities for teaching international students transferred to faculties
 - two new centres created — International Student Support Centre (recruitment and international promotion activities); Benchmarking and Brand Management Centre (university marketing and promotion in online space)
- Recommendations drafted/implemented to improve teaching and learning for international students (teachers of subjects delivered in English, obtained Aptis or IELTS certificates)
- Increased international mobility opportunities offered to staff and students

11. Supporting and developing university teaching excellence:

- New staff development programmes created
- Annual orientation session for university teachers
- “Teaching Excellence School” set up. Delivered 148 academic hours training for 35 teachers on the first course
- University’s learning management system (LMS Moodle) improved and support put in place for student and faculty users
- Drafted/enacted the Regulation on evaluating academic e-courses. Staff using the CMS system can now request an evaluation of their e-course and have it certified online. This a requirement for professional upgrading of faculty, i.e. to associate professors and professors
- Awards instituted for teacher leaders who inspire change

12. University’s openness to society and business:

- Karazin School of Leadership set up 2017 under the Rector’s Order to train a new generation of leaders and design change projects for university development:
- 35 heads of departments completed training sessions
- team of young leaders created to be involved in the work of Karazin Leadership School
- Leadership course developed for graduate students
- Team serves as an expert group for preparation and evaluation of projects submitted to Leadership School (*Egs: Promotion of university academic publications internationally; Academic integrity: research ethics, international publication standards for authors and editors; Communications to improve the organization of research and innovational work; Development and introduction of tutoring system in the university; Establishment of a hub to develop computer technologies based on university innovational centre; Development of youth policy in the university; Transfer from governance to HR management in the university; Renewing CPD system for university employees; Forming entrepreneurial skills in student teams and enhancing a practical component in the learning process; Innovational financial management in the university, contemporary financial management in education; Modernization of procurement system in the university*)
- International Relations Department reorganized 2018 and one of the project team members appointed as Head; International Education Centre also reorganized and a participant of the Leadership School appointed as Head

13. Implementation of creative spaces in the university: driving innovative growth of education of the region:

- Created an outdoor creative space,
- Established a Centre for Talent Development “Unikum”
- Ensured support of an MP for setting up an indoor creative space (regional project)

14. RISE — Rebuilding Integrity in Science and Education:

- Academic Integrity Frameworks developed
- Introduction of an Ethical Code
- Training delivered for students and professors (3 programmes; 11+ sessions)
- Business-oriented and research training sessions on intellectual property, technology transfer and commercialization

YEAR 3 cohort (2018–2019)

Final reports

1. ISTAR — Inclusive education for social transformation, accessibility and responsibility:

- Expert Group established
- Researching models for inclusive education

2. Improvement of the university's potential through the development of project activity and academic mobility:

- Project Facilitation Team set up to facilitate project work (formalised by Order No. 123 dated 28th August, 2018)
- Annual work plan produced
- Policy documents being reviewed (Nov 2018) and the Terms of Reference for the Project Facilitation Team being drafted in line with the University's development strategy
- Team has contributed to applications for international projects and has engaged faculty members from theory and clinical departments in project work
- Set up meeting to establish a regional consortium of higher educational institutions to strengthen project work.

3. Building a Culture of Academic Integrity among the Students:

- Surveyed students, staff and employers on the need to create a culture of academic integrity
- Conducted training workshops for teaching staff “Tools for preventing violations of academic integrity”
- Conducted training sessions for students involving employers “Academic integrity and professional success”
- Organized a joint round-table for the student governing body and deputy Deans on “Basic skills of effective interaction”
- Student Declaration of Academic Integrity approved
- Training module on “Principles of academic integrity” designed and incorporated into the curriculum on “Fundamentals of research” for master students; chapter on academic integrity principles was added to the training manual “Fundamentals of scientific work” for students
- JetIQ platform adopted to ensure objective evaluation and improve the quality and transparency of learning
- Established Consultative Centre for Academic Integrity and Prevention of Plagiarism to prevent plagiarism (falsification, replication, re-publication, re-writing, compilation, etc.); created expert workgroups at the faculty level for continuous monitoring the level of academic integrity culture
- Held a series of student meetings with successful business people and founders of innovative start-ups to explore their experience and factors for a successful career
- Held a training session “Formation of the culture of academic integrity in college education” for students and teachers at the Vinnytsia Humanitarian and Pedagogical College

- In co-operation with Enactus VNTU Students' Organisation the team conducted an interactive lecture "Think, Decide, Act!" with pupils from the Centre for Social-Psychological Rehabilitation of Children with the aim of motivating young people to consciously choose a future profession
- Ran a training session on critical thinking aiming to encourage young people to take a responsible attitude towards their own position, decisions and actions; held a training session "Your knowledge — Your Capital" for summer camp pupils in the IT-SCOUTS camp

4. The University as a centre of public opinion:

- Agreement reached with local government
- Survey of city residents undertaken

5. Internationalisation Strategy:

- Institutional audit carried out to identify the needs, challenges, strengths and resources
- Internationalisation Strategy drafted and its implementation is now underway.
- Strategy Office established within the University's Division of International Relations and International Students Affairs to provide organisational support for the Strategy
- Communications to students, faculty and stakeholders — support available to find opportunities and prepare project applications for international projects and competitions. Training delivered on how to participate in academic mobility programmes
- The international club SUIT Ambassador founded — brings together alumni, including international ones, who have experience with international projects and programs and/or are working abroad
- English Language Project initiated to deliver four courses to undergraduate students in English

6. Ecologisation of University Strategy Development:

- New Development Strategy 2019–2025 drafted and prepared for consideration by the University's Academic Council (Dec 2018). Mission is framed as "Europeanising educational space in Mariupol through international projects of the university". Includes ecologisation of the "university-student" relationship through distance learning. "International activities" includes a specific focus on student internships abroad and collaboration with international organizations to internationalize university curricula. Strategy aims for greater cooperation between the academic community and the public, helping the University to integrate more effectively into the academic and professional space
- Joined the Global Network of Learning Cities
- Lead partner in a consortium of displaced universities applying for EU grant funding (Support to Displaced Higher Education Institutions in the East of Ukraine: call EuropeAid/161559/DD/ACT/UA)
- Project team members have written research papers: "*Learning city vs smart city: a comparative analysis*" (Public Administration Series, issue 3(80), 2018; and "*Capitalizing on more ecological business strategy in the service sector*" (Economics Series, issue 4(81), 2018)

<p>7. University Brand-Management in the International Educational Market:</p> <ul style="list-style-type: none"> • Conducted discussions with students on what they look for in a university
<p>8. Effective Partnership between the University and Stakeholders:</p> <ul style="list-style-type: none"> • Established a project office within the Institute of New Technologies and Leadership. Aim of the project office is to look for projects and partners • Conducted meetings with students, stakeholders, media — created a roadmap with stakeholders • Re-created the university's alumni society
<p>9. Expanding international cooperation through changes in the University's: international marketing and information activities</p> <ul style="list-style-type: none"> • Marketing strategy and brand-book designed for the university • Students and faculty surveyed about the new brand-book and existing communications about international programmes and projects • Information updates collected from departments about existing international programmes and opportunities • University's communications and publicity materials updated • Workshops delivered for university staff on (i) using the new brand-book; (ii) opportunities for broader international cooperation • Workshops on developing leadership capacity delivered for faculty members and students
<p>10. Reform of the training for young university teachers:</p> <ul style="list-style-type: none"> • Training needs analysis — professional competencies needed by junior university teachers • Students surveyed to identify good teaching practice • Work started to draft a policy document on professional development of junior university teachers • Young Teacher's School pilot project launched under the Rector's order — first module delivered Nov 2018
<p>11. International Classroom: Enhancing Internationalization in Teaching and Learning:</p> <ul style="list-style-type: none"> • Set up a working group to look at supporting teaching of international students (within wider support for international students provided by University's international student centre) • Project team members have joined the University's Internationalisation Committee (set up by Rector's office in October 2018) to contribute to coordinating further efforts to internationalise teaching and learning
<p>12. Leadership development of young scientists of the university:</p> <ul style="list-style-type: none"> • 2018, team members contributed to the launch of the "Rector's Leadership School of NUBiP" for young scientists at the university • Project team members delivered training and workshops at the Leadership School

13. Internationalization of the university in conditions of its autonomy and social political instability in Ukraine:

- Surveys and monitoring activities carried out among the stakeholders to identify strengths and weaknesses of the university's branding
- New version of the university website was launched
- Survey of international students is underway
- Young leaders have shared their skills of holding meetings and coaching with active students from different faculties

14. Educational game hub Nobel-Quiz project is about creating a gamification hub:





- 10 workshops delivered
- contributed to revising content on 46% of courses taught in the university

To read the impact report in Ukrainian,
please visit the “Ukraine Higher Education Leadership
Development Programme” page on our website:

britishcouncil.org.ua/programmes/education/leadership-development
or scan the QR code below.



29 Zhylianska Street
Kyiv 01033
+380 44 490-56-00
info@britishcouncil.org.ua

 britishcouncil.org.ua
 fb.com/BritishCouncilUkraine
 instagram.com/uabritish
 twitter.com/uaBritish

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