



# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications (Version 4.1)

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## Introduction

This 'Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications' is an **information supplement** prepared by [NARIC Ireland](#). It aims to provide information to assist Irish employers and education and training providers in making recognition decisions relating to Ukrainian Qualifications by giving background information on the education and training system and on recognition principles with supporting detailed information on individual qualifications in a single resource.

NARIC Ireland is the National Academic Recognition Information Centre, charged with supporting the mobility of people through the recognition of qualifications by providing information on education, training and qualification systems as part of a network of centres that are part of the [European Network of Information Centres \(ENIC NARICs\)](#), established because of the Lisbon Recognition Convention.

This guide complements the NARIC Ireland free, [online searchable foreign qualifications database](#), from which advisory Comparability Statements for individual qualifications may be downloaded. A Comparability Statement compares an academic qualification to an Irish qualification of a similar major award type and level on the Irish National Framework of Qualifications wherever possible.

Recognition decisions in relation to a qualification are made by employers, education and training providers and competent authorities. They are not made by NARIC Ireland.

## Acknowledgments

This guide summarises and augments information from the database drawn directly from authoritative sources, including the European Commission, the European Training Foundation, the ENIC NARIC Ukraine, the Ukrainian Ministry of Education and Science, the Council of Europe, the World Higher Education Database, the OECD, [Educational Credential Evaluators \(ECE\)](#), and collated research on information shared by other NARIC services, in particular noting the work of [CIMEA \(Focus Ukraine\)](#) and [NUFFIC \(Ukraine\)](#). References are linked throughout and listed at the end with a select bibliography. The knowledge generously shared by so many experts is gratefully acknowledged.

## Using this guide

The guide gives information on the variety of qualifications for which Comparability Statements or additional information has been requested from NARIC Ireland QQI, in a single document, as opposed to page by page as on the website, including additional background information. Some information is therefore repetitive, qualification by qualification, for example where in the 'narrative section' for general, VET and higher education sectors where a perspective is given on changes in the sector.

## Samples of qualifications

Ukrainian qualifications look different from our own and have changed over time. Typically, they co-issue according to statutory templates agreed between the Ministry of Education and Science and accredited Institutions. Some most frequently encountered examples are provided on the [CIMEA webinar and in the presentation](#). Qualification holders may provide evidence of the authenticity of their awards using the State services, [Registries of | UNIFIED STATE ELECTRONIC DATABASE ON EDUCATION \(edbo.gov.ua\)](#) which will provide additional information in relation to location, mode, duration, and outcome of studies. Usually, general and higher education parchments are portrait in format while VET qualifications are landscape.

## Policy

The basis for recognition policies and practices lies mainly in the [Lisbon Recognition Convention \(LRC\)](#), which Ireland ratified in 2004. Recognition is defined as ‘A formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities.’ The LRC furthermore sets out specific obligations in relation to refugees:

*‘Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously, whether refugees, displaced persons and persons in a refugee-like situation, fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.’*

The LRC provides the basis for the establishment of the ENIC NARIC network of centres, and for the centres individually at national level.

QQI’s [‘Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications’](#) sets out our approach to our NARIC service, including the fair recognition of both completed higher education qualifications and qualifications providing access to higher education in the European Region.

This is further supported in our [Core Statutory Quality Assurance Guidelines](#), which specify for all QQI quality assured providers, that *‘there is co-operation with other providers and agencies as appropriate. In particular, there is co-operation with QQI as the national reference point for the EQF and the National Academic Recognition Information Centre (NARIC)... and that there are ‘appropriate recognition procedures’ ...‘in keeping with... European Conventions’.*

The collegiate and collaborative work of the ENIC NARIC networks, including in projects such as “SCAN-D - Samples & Copies of Academic National Diploma” FraudScan and FraudS+ in combatting fraud, has been vital in supporting our understanding and protecting the fair recognition of qualifications.

Some people will seek access to regulated professions based on professional qualifications, life and experience from their home country. A regulated profession is one where access to or practice of a profession is restricted to those who meet the professional qualifications required by law. The European Union's Regulated Professions Database was developed to pinpoint the different regulations required across the EU. A full list of the regulated professions in Ireland, with a reference to the competent authority is available on [Regulated Professions in Ireland - Irish Point of Single Contact for the Services Directive](#).

### Responding to the war in Ukraine

Since the outbreak of war in Ukraine, a range of actions have been taken at European and national level to enable protection, continuity of learning and employment opportunities with recognition of skills and achievement for people who have had to flee. Every Member State has responded accordingly. The Commission activated the [Temporary Protection Directive](#) which was quickly adopted [nationally](#).

This was followed with a [Commission Recommendation on 5 April](#) (2022) on the recognition of qualifications for people fleeing Russia's invasion of Ukraine. This Recommendation, while detailed in scope, broadly addresses the need for recognition of qualifications for the purposes of continuation in professional skilled employment including in regulated professions, such as healthcare, childcare and education. It outlines recommendations for fast-track recognition including for an initial comparison and identification of any gaps and offers of compensatory training within a period of one month and some suggestions for parallel roles that may be fulfilled during periods of additional training/adjustment. In principle the Recommendation reminds us that access to employment for refugees, as for any of us, is important in facilitating integration and the maintenance of skills.

A core feature enabling a strong positive response from the education and training communities has been Ukraine's membership of the European Higher Education Area created under the Bologna Process. The Bologna Process has brought coherence to higher education systems and encouraged fair and transparent recognition of qualifications, supporting the academic mobility of staff and students. Ukraine is also a signatory of the LRC and a member of the European Area of Recognition.

Ukraine is not an EU Member State but has participated in a 'comparison pilot project of the Third Country Dimension of the European Qualifications Framework' with support from the European Training Foundation (ETF) and working with other Member States including Poland, Latvia and Croatia. [A draft comparative report](#) on the Ukrainian Qualifications Framework was presented to the EQF Advisory Group in June 2022, showing the evolution and alignment of levels and systems since the adoption of the Framework in 2011. While the NARIC Ireland Comparability Statements do not reference EQF levels because the Ukrainian Framework cannot technically formally reference against the EQF, the Ukrainian Framework has evolved over time to align conceptually with the eight levels of the EQF. A [self-certification report](#) for the European Higher Education Area is also published.

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An ambitious programme of transparent reform and development has been undertaken by the Ministries, social partners, NGOs and Institutions. The [ETF Resource Hub](#) provides extensive information on the education, training and labour market, including educational standards and curricula and ongoing developments. This work supports confidence in the quality and comparability of Ukrainian qualifications.

Educational attainment is high among Ukrainians with over 62% of those under 34 having tertiary level qualifications. The OECD advise that 80% of young people aspire to higher educational qualifications and skilled VET employees are therefore in high demand ([How vocational education and training \(VET\) systems can support Ukraine \(oecd.org\)](#) ([\(1\) Facebook](#))). Ukrainian education and training stakeholders engage with many of the concepts and challenges we ourselves face. Qualifications are achieved across general education, vocational education and training, professional pre-higher education and higher education sectors.

The European Commission established the trilingual website '[EU Solidarity with Ukraine](#)', with practical information on EU supports on Ukraine. A Ukrainian version of the [EU Skills Profile Tool](#) for Third Country Nationals was launched to make it easier for displaced people to map skills and find work, using this helpful questionnaire. (VSKA participants nationally may recollect testing an earlier version of this tool.)

'[Guidelines on fast-track recognition of Ukrainian academic qualifications](#)' was published by the European Commission, the Ministry for Education and Science, Ukraine, the ENIC NARIC Ukraine and CIMEA, the Italian ENIC NARIC, and a webinar hosted on the same theme, is still available on the CIMEA site. This document forms the backbone of the content of this rough guide as it is the most up-to-date material available, although information is augmented holistically from other sources also. The work of the ENIC NARIC networks, including ENIC NARIC Ukraine in projects such as "SCAN-D - Samples & Copies of Academic National Diploma' led by CIMEA, the Italian ENIC NARIC, has been vital in supporting our understanding and recognition of qualifications.

Naturally there are some people who will have fled without documentary evidence of their qualifications. The Ukrainian system provides for digital enquiry for past records and study experiences with certain restrictions. The process for these enquiries is outlined in the Guidelines on fast-track recognition of Ukrainian academic qualifications, whereby individuals can [apply to EDBO](#), a service providing information on qualifications, modes and durations of study, assessment results in general, vocational, profession and higher education, with some very limited restrictions.

QQI / NARIC Ireland is also a recent signatory to the Council of Europe '[European Qualifications Passport for Refugees](#)', with support from University College Dublin, the University of Limerick and the RPL in Higher Education initiative. The EQPR is an instrument developed with support of the UNHCR, to enhance the integration opportunities of refugees through the assessment of education levels, work experience and language proficiency where full documentation is lacking, using an internationally agreed methodology. The EQPR is accepted across multiple jurisdictions and means that the person does not need to have similar assessments repeated. Recognition decisions of course remain with the receiving employer or Institution.

There will be other people from Ukraine, as from Ireland, who may request the recognition of prior learning (RPL) from providers where knowledge, skills or competence is not accredited, and where if assessed against appropriate standards, achievement of a destination award and entry to the labour market at the right level may be swifter. Typically, this is helpfully discussed with the regionally based [ETB Adult Guidance Services](#), in the first instance. Other people may find themselves applying to programmes where Providers/Institutions feel that there is a substantial difference between the learning outcomes that person has accomplished and what is necessary to participate successfully in the target programme. RPL assessment strategies, e.g., skills demonstration, interviews, tests etc., may support appropriate recognition and integration at Institutional level.

The Irish government provides a centralised co-ordinated information hub for [Ukrainian related information](#) including [education, training, language supports and employment](#).

[Qualifax](#) is part of QQI's on-line information service and provides specific [information also for people from Ukraine](#).

## Country Profile: Ukraine

Ukraine is the second largest country in Europe, covering some 600,000 square kilometres bordered by Russian, Poland, Belarus, Slovakia, Hungary, Moldova, and Romania. It has a population of about 40 million people. The capital is Kyiv (Kiev).

Ukraine became an independent semi-Presidential parliamentary State in 1991. A new Constitution was adopted on 26 June 1996 declaring Ukraine a Republic and including the Autonomous Republic of Crimea and 24 Oblasti (administrative regions).

Ukraine is by now well known as the 'breadbasket of the world'. While there is extensive agriculture, there are also steel works, manufacturing and service industries. The majority of employed persons (61.2%) work in the services sector. The IT sector has been widely acknowledged as thriving. The number of IT specialists increased by almost 150% between 2011 and 2016 and the sector shows 26% annual growth, making it the fastest growing sector in the country. Small and medium enterprises form 99% of business. The industry sector employs 25.1%, while only 13.7% work in agriculture. In reshaping and rebuilding the future Ukraine, a need for a modern environmentally informed construction industry to 'build back better' is acknowledged<sup>1</sup>.

Educational attainment is high, and 'compared the OECD average, Ukrainians are clearer at age 15 about their ambitions for working life, and occupations commonly entered through VET programmes are high on the list<sup>2</sup>'. Over 60% of people under age 35 have tertiary level qualifications. Ukraine has one of the highest enrolment rates for higher education in the world. A total of 70% of secondary school graduates go to university and 82% of unemployed people in Ukraine have completed higher education (45%) or vocational training (37%). Ukraine is an acknowledged 'powerhouse' for highly skilled platform

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<sup>1</sup> [etf skills and migration country fiche ukraine 2021 en.pdf \(europa.eu\)](#)

<sup>2</sup> [How vocational education and training \(VET\) systems can support Ukraine \(oecd-ilibrary.org\)](#)



workers, providing freelance web-based and IT services in web and graphic design, programming/IT, multimedia, marketing, copywriting, web and graphic design, programming/IT, multimedia<sup>3</sup>.

Ukraine has for many years experienced fluid emigration and migration of both highly skilled and blue collar workers; the European Training Foundation summarise that in 2020, 6.1 million people born in Ukraine resided outside the country, while 5 million foreign-born people lived in Ukraine (equivalent to 11% of the population), suggesting that talent partnerships and the recognition of prior learning (RPL) in VET and workplace learning can contribute to both current host countries and to the ultimate strengthening of Ukrainian efforts to rebuild in time.

## The system of education

The Ukrainian system of education and training has been systematically modernising since independence; stimuli for reformation include commitment to the Bologna process, the adoption of the National Framework of Qualifications in 2011, and responsiveness to continued subsequent engagement with stakeholders, including close collaboration with EU partners in VET. The new developments are well described on the [Ukraine ENIC-NARIC page](#). The medium of instruction is Ukrainian across most programmes nationally.

Reform has begun in primary and secondary schools and is set out in a vision document, the ‘New Ukrainian School’ which describes the EU and other key competences of lifelong learning that inform the curricula and the cross disciplinary abilities that are to be nurtured. The general educational experience is moving from an eleven-year cycle to a twelve year one, between primary (four years), basic secondary (five years), profile (field-specific) and secondary education (three years), in focused high schools or VET centres. It will take some time for this to take full effect, with the first graduates anticipated in 2030.

Basic secondary will have two cycles, an adaptation cycle and the second cycle, and is more oriented towards problem solving and choosing paths in accordance with interests and abilities. Profession-oriented education is either academic or professional; academic education typically aspires towards progression in university and provides for advanced study in some areas. The Professional track supports completion of general secondary education and provides training for a first profession while maintaining possibilities for continuing education. Work is in progress towards implementing the ‘new Ukrainian school’ model, which focuses less on the acquisition of knowledge and more on application and understanding.

Traditionally school programmes are broad and encompass a wide range of subjects, including e.g. Ukrainian language and literature, Mathematics, a foreign language and literature, History of Ukraine, World History, Geography, Biology, Physics, Environmental education, Science of Law (up to twenty subjects may be covered). Foreign languages begin to be learned in the Basic Education cycle.

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<sup>3</sup> [platform work ukraine 0.pdf \(europa.eu\)](#)

Completion of General Secondary Education is marked by the award the Attestat. Where achieved after 2019, this will include Grade 12 (Свідоцтво про здобуття повної загальної середньої освіти). Final examinations test Ukrainian language, History and Mathematics with a small number of other subjects. Students can specialise to some degree in subject choices. Second level education is offered in Gymnasium, Lyceum, Technical Secondary Schools, Colleges, and Vocational Schools. Progression to higher education is traditionally managed by an option of a separate independent examination, the External Independent Evaluation (EIE)/National Multi-subject tests (NMT), although due to COVID and the current crisis this has been somewhat disrupted.

The main qualifications giving access to higher education include the Certificate of Complete General Secondary Education: Свідоцтво про здобуття повної загальної середньої освіти ( from 2019 onwards), the Certificate of Complete General Secondary Education: Аттестат про повну загальну середню освіту ( from 1992-2018), the Diploma of Professional Junior Bachelor: Диплом фахового молодшого бакалавра, and the Junior Specialist Diploma: Диплом молодшого спеціаліста, Junior Bachelor Diploma: Диплом молодшого бакалавра. This latter award is being phased out.

**VET** in Ukraine is also undergoing change, with the development of a range of ‘centres of excellence’ among some 754 VET institutions. Adaptation is supported by EU partners including through the EU4Skills programme. This supports a re-orientation of standards, programmes and assessment so that there is a greater match between labour market supply and demand and taking account of skills for the future. New standards are developed and published, providing for modularised approaches and based on learning outcomes models. VET spans secondary, pre-higher and professional education, and can be part of short-cycle higher education (EQF Level 5, NFQ Level 6). A dual model has been adopted, providing for both theoretical and skills base.

**Higher education** is also adapting significantly. From independence in 1991, educational reform was central to governmental policy with successive Acts providing for structural changes that ultimately enabled alignment with the principles and tools of the Bologna Process, to which Ukraine committed in 2005. At that point, a two-cycle system of Bachelor/Specialist/Master was in place, and shortly thereafter, ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011 and ultimately four cycles of a Qualifications Framework were adopted, providing for a Doctorate (Philosophy, Arts), Masters, Bachelors, and Junior Bachelors programmes, strictly within the Higher Education Sector, and alongside it in parallel, there were Professional Pre-Higher Education (Short-cycle qualifications) and Professional Qualifications. The programme of educational reform intensified both after 2014, and 2017 as the National Framework of Qualifications continued to be engaged with across stakeholder groups.

From 1991-1996, when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union’s dissolution in 1991. From 1996 until 2014, a transitional system was in operation wherein Bachelor and Master’s degree programmes existed alongside the long, single cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016, with the final group of students graduating in 2021-2022. The function of the Diploma was to grant access to a Master’s programme or to work. In parallel to closing out legacy programmes, new programmes were introduced, aligned with Bologna requirements. The Junior Specialist Diploma has also been phased out, replaced by programmes leading to the Junior Bachelor or Professional Junior Bachelor awards within the short cycle provision, since 2020.

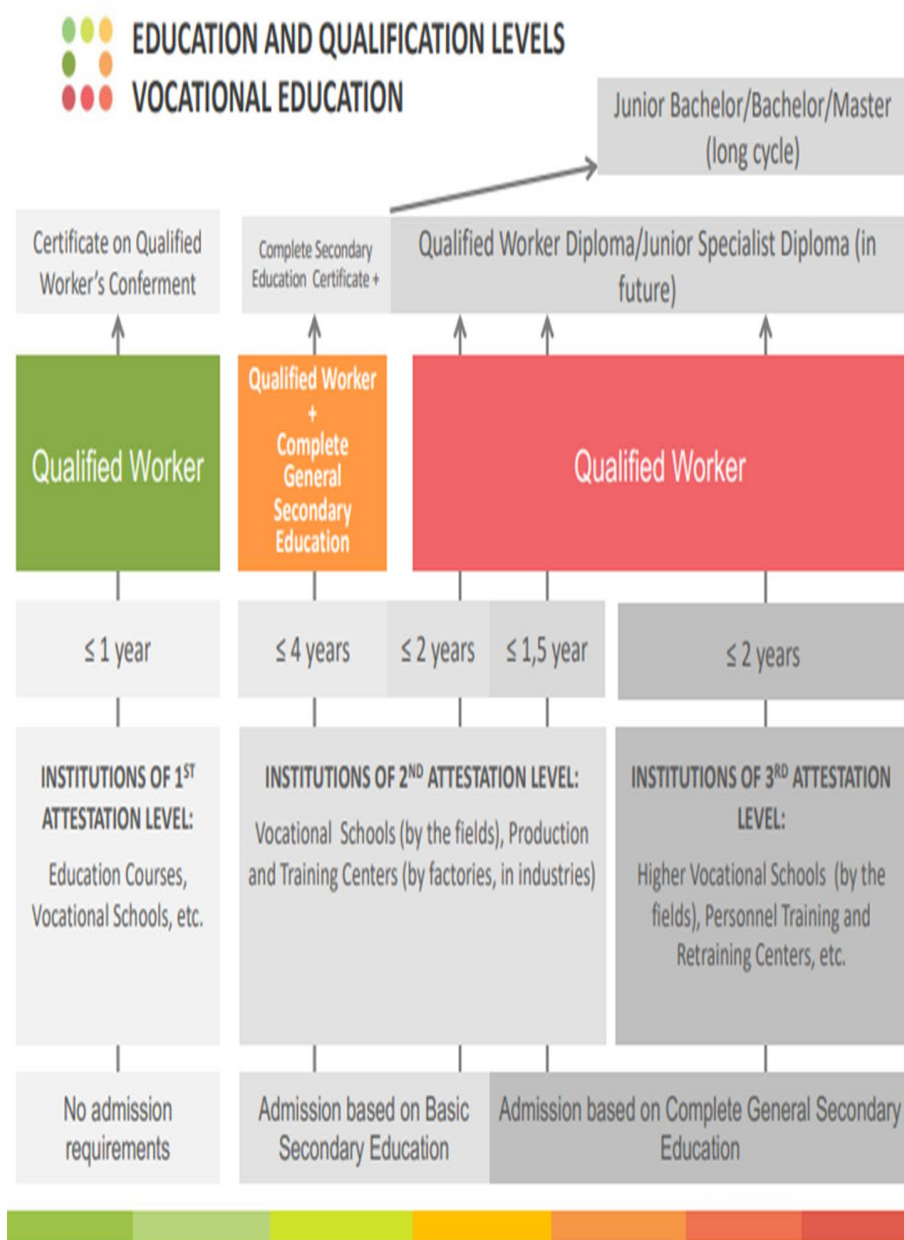
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A National Quality Assurance Agency for Higher Education was established independent from the Ministry of Education and Science with cross cutting responsibilities. There are about 600 Higher Education Institutions There are about 600 Higher Education Institutions (HEI) including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIs are listed on EDEBO.

The academic year is divided into two semesters, generally beginning in either September or in January/February.



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## QUALIFICATIONS MAP IN UKRAINE

EQF Level	NQF Level Ukraine	Formal education qualifications				
		General secondary education	Vocational education and training	Professional Pre-Higher Education	Higher education	
8	8				Doctor of Philosophy Doctor of the Arts	Professional qualifications
7	7				Master	
6	6				Bachelor	
5	5		Diploma of skilled worker Certificate of qualified worker	Professional Junior Bachelor (formerly Junior Specialist)	Junior Bachelor	
4	4	Certificate for complete secondary education	Diploma of skilled worker Certificate of qualified worker			
3	3		Diploma of skilled worker Certificate of qualified worker			
2	2		Certificate of qualified worker			
1	1					

## Most common current awards

Title	Ukrainian Framework Level	Translated as	Comparable to	NFQ Level
<p><i>From 2018</i>  <i>Svidotsvo pro zdobuttia bazovoi serednioi osviti</i> - Свідоцтво про здобуття базової середньої освіти  <i>Until 2018</i>  <i>Svidotstvo pro bazovu zagalnu seredniu osvitu</i> - Свідоцтво про базову загальну середню освіту</p>	2	Certificate of basic secondary education	<a href="#">Junior Certificate</a>	Level 3
<p><i>Svidotstvo pro zdobuttja povnoi zagalnoi serednioi osviti</i>  <i>Until 2018:</i>  <i>Atestat pro povnu zagalnu seredniu osvitu</i> – Аттестат про повну загальну середню освіту  <i>Svidotstvo pro zdobuttia povnoi zagalnoi serednioi osviti</i> - Свідоцтво про здобуття повної загальної середньої освіти</p>	3	Certificate of complete general secondary education	<a href="#">Leaving Certificate</a>	Level 4/5
<p><i>Fakhovi molodshi bakalavr</i> - фаховий молодший бакалавр  <i>profesiyna of profesiyno-tekhnichna osvita</i> - професійна (професійно-технічна) освіта</p>	5	Professional Junior Bachelors	<a href="#">Advanced Certificate</a>	6
<p><i>Diplom molodshogo spetsialista</i> - Диплом молодшого спеціаліста</p>	5	Junior specialist diploma	<a href="#">Advanced Certificate</a>	6
<p><i>Diplom spetsialista</i> - Диплом спеціаліста  <i>Diplom spetsialista z vidznaكوu</i> - Диплом спеціаліста з відзнакою                      Final enrolment: 2016</p>	6	Specialist diploma; Specialist diploma with distinction	<a href="#">Honours Bachelor Degree</a>	8
<p><i>Diplom magistra</i> - Диплом магістра  <i>Diplom magistra z vidznaكوu</i> - Диплом магістра з відзнакою</p>	7	Master diploma; Master diploma with distinction	<a href="#">Master Degree</a>	9



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<i>Diplom baklava</i> - Диплом бакалавра <i>Diplom bakalavra z vidznaكوu</i> - Диплом бакалавра з відзнакою	6	Bachelor diploma; Bachelor diploma with distinction	<a href="#"><u>Honours Bachelor Degree</u></a>	8
<i>Diplom doktora filosofii</i> - Диплом доктора філософії	8	Doctor of philosophy/PhD diploma	<a href="#"><u>Doctoral Degree</u></a>	10
<i>Diplom doktora mistetstva</i> - Диплом доктора мистецтва	8	Doctor of arts	<a href="#"><u>Doctoral Degree</u></a>	10
<i>Diplom spetsialista</i> - Диплом спеціаліста <i>Diplom spetsialista z vidznaكوu</i> - Диплом спеціаліста з відзнакою	7	Specialist diploma; Specialist diploma with distinction	<a href="#"><u>Master Degree</u></a>	9
<i>Diplom kandidata nauk</i> - Диплом кандидата наук <i>Last enrolment in 2015 (now enrolling only for a Doctor of Philosophy or a doctor mistetstva)</i>	8	Candidate of science diploma	<a href="#"><u>Doctoral Degree</u></a>	10
<i>Diplom doktora filosofii</i> - Диплом доктора філософії	8	Doctor of philosophy/PhD diploma	<a href="#"><u>Doctoral Degree</u></a>	10
<i>Diplom doktora mistetstva</i> - Диплом доктора мистецтва	8	Doctor of arts/PhD.	<a href="#"><u>Doctoral Degree</u></a>	10

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<b>Award Title</b>	<b><u>Атестат про нижчу (базову) середню освіту (після 9 класу)</u></b>
<b>English Title</b>	<b>Certificate of lower (basic) secondary education (after Grade 9)</b>
<b>NFQ Level</b>	3
<b>Irish Award Type</b>	Junior Certificate and or Junior Cycle Profile of Achievement
<b>Bologna Cycle</b>	
<b>Award Information</b>	Comparable to the Junior Cycle Profile of Achievement
<b>Type of Education</b>	School
<b>Professional Award</b>	
<b>Additional Comments</b>	Lower or basic secondary school qualification which gives access to Upper Secondary Education and Vocational Pathways.
<b>Ukrainian Framework Level</b>	2
<b>EQF Level</b>	
<b>Minimum Duration</b>	5 years
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	Basic school (grades 5-9) prepares students for further study at upper secondary level. The knowledge of pupils is measured on a 12-point scale, with marks awarded, ranging from 1 to 12. (10 -12 signifies Excellent, 7-9 Good, 4-6 Satisfactory, 1-3 Unsatisfactory.)
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy.
<b>Ukrainian framework level indicators</b>	<i>Knowledge:</i> Basic empirical knowledge and understanding of the main (general) processes in the field of education and / or work. <i>Skills:</i> Use of relevant information to perform simple tasks and solve everyday problems in typical situations with the use of simple rules, instructions and tools for evaluating the results of their own activities in accordance with established criteria, the use of reasoning to substantiate their own opinions and conclusions.

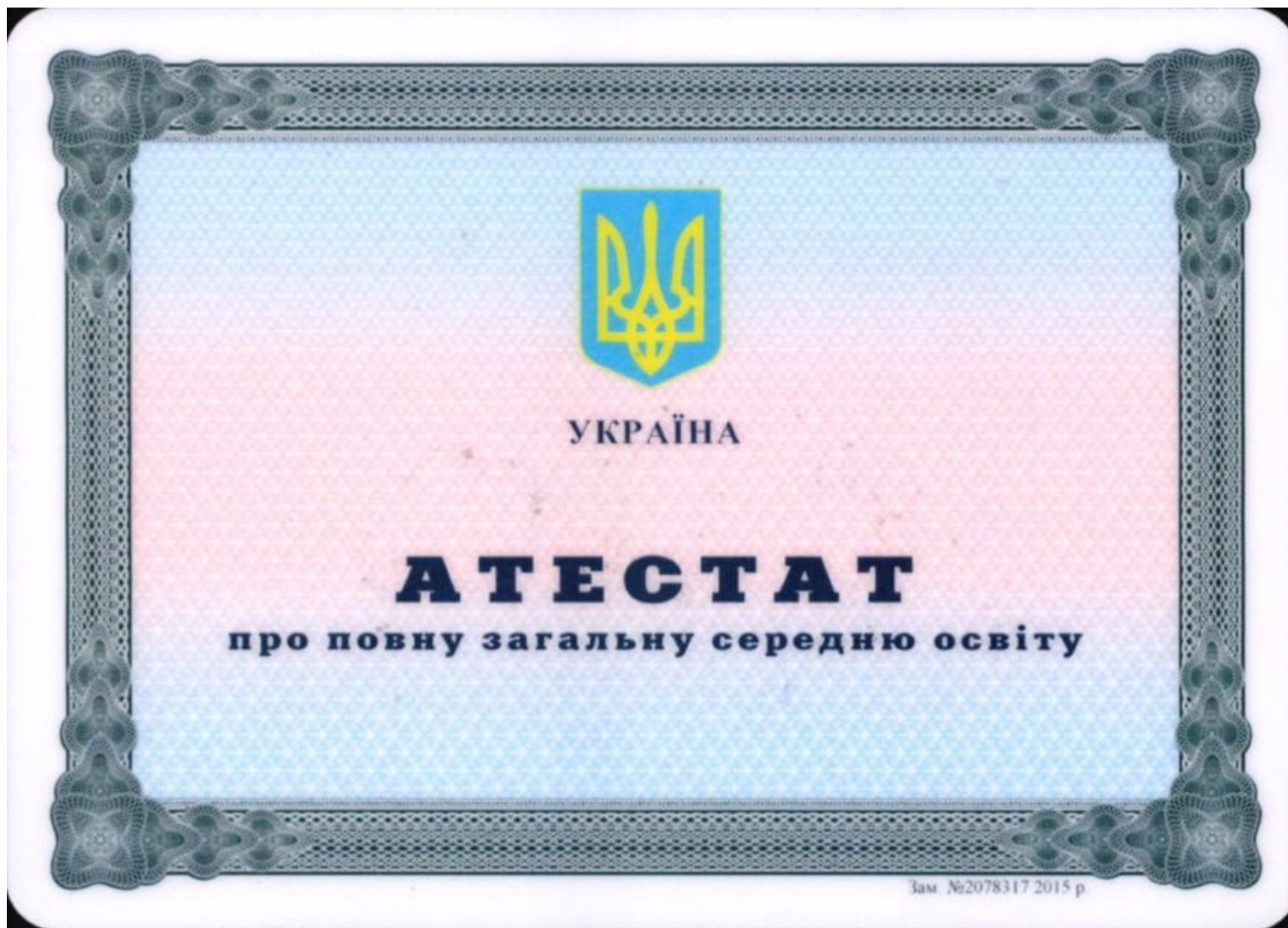


	<p><i>Communication:</i> Interaction in the team in order to perform the tasks of producing detailed oral and written messages.</p> <p><i>Responsibility and Autonomy:</i> Work and / or training under the guidance or supervision with a certain independence, individual responsibility for the results of tasks during training and / or work.</p>
<b>Narrative</b>	<p>The basic school (grades 5-9) provides a basic general secondary education, which is the foundation of secondary education for all school children, aiming to provide development support to a point where young people are ready to choose a form of further education and specialization. General educational institutions then create for pupils the conditions for self-paced and more in-depth study of specific subjects that are important for the targeted higher educational institution (lyceum, gymnasium, vocational-technical school, or other educational institutions).</p> <p>Duration. Schooling in the basic school takes 5 years. The right to provide a basic general secondary education is granted to general educational institutions of the 2<sup>nd</sup> accreditation level.</p> <p>Graduate. A graduate of a basic school (9-year pupils) receives a certificate of basic general secondary education and a supplement, specifying the scores earned for educational achievements. For excellent academic achievements, graduates are awarded certificates of a basic general secondary education with distinction / honours. Students holding the Certificate of Basic Secondary Education are entitled to go on to upper secondary school or opt for the vocational/professional direct path to the Junior Specialist Diploma (which ceased to be awarded in 2019) or currently, to the Professional Junior Bachelor (first awarded in 2020) or Qualified Worker Diploma paths.</p> <p>Graduates of specialised schools (boarding schools) for children requiring physical and/or intellectual disability supports receive certificates of completion from a specialised school (boarding school).</p> <p>Students who fail any of the three examinations at the end of grade nine are issued with a report card only. Students who fail to obtain an education-confirming document may continue studying externally.</p> <p>Continuing ambitious reform is impacting curricula and pedagogy in Ukrainian schools as set out in the <a href="#">new Ukrainian Schools programme</a>.</p> <p><i>Note: this diploma had a different name until 2018: <b>Svidotstvo pro bazovu zagalnu seredniu osvitu</b> - Свидощтво про базову загальну середню освіту (Certificate of basic general secondary education).</i></p>

<b>Award Title</b>	<b><u>Атестат про повну загальну середню освіту (after Grade 11)</u></b>
<b>English Title</b>	<b>Certificate of Complete General Secondary Education including Leaving Certificate</b>
<b>NFQ Level</b>	4 / 5
<b>Irish Award Type</b>	Leaving Certificate
<b>Bologna Cycle</b>	
<b>Award Information</b>	
<b>Type of Education</b>	School
<b>Professional Award</b>	2-year Upper Secondary programme. Matriculation examination was eliminated in 2008. Gives access to university and other post-secondary programmes. Last awarded in 2018.
<b>Additional Comments</b>	
<b>Ukrainian Framework Level</b>	
<b>EQF Level</b>	
<b>Minimum Duration</b>	2 years (3 years under the 12-year school reform system- see 'New Ukrainian School under Country Education Profile')
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Access to Higher Education</b>	Yes
<b>Award Profile</b>	This qualification is awarded upon successful completion of two years of upper secondary education offering progression to tertiary education.
<b>Learning Outcomes based on comparability level</b>	<p>Learning outcomes at level 4 correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.</p> <p>Learning outcomes at level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work undertaken independently, subject to general direction</p>
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Knowledge of facts, principles, processes and general concepts in the field of education and / or professional activity.</p> <p><i>Skills:</i> Performing typical tasks and solving problems by selecting and applying basic methods, tools, materials and information for evaluating the results of tasks in accordance with pre-known criteria.</p> <p><i>Communication:</i> Ability to work effectively in a team, perception of criticism, advice and instructions for the production of detailed oral and written messages, in particular in professional activities.</p>

	<i>Responsibility and Autonomy:</i> Responsibility for performing tasks while working or studying adapting their behaviour to external circumstances while performing tasks or solving problems.
<b>School Type</b>	General and specialised secondary schools, boarding schools, lyceums, gymnasiums, colleges, and other institutions of general secondary education of Level III
<b>Narrative</b>	<p>Graduates of basic secondary education are eligible to enrol in upper-secondary school. Under new regulations, upper-secondary education will be three years in length (grades 9 to 12) instead of two years (grades 9 to 11). These changes are explained in the context of reforms set out in the <a href="#">‘New Ukrainian School’</a>.</p> <p>A proposal to change the designation to Ukrainian NFQ Level 5 is under advanced consideration.</p> <p>This qualification (both before and after 2019) gives access to higher education in Ukraine.</p> <p>The final certificate ‘Атестат про повну загальну середню освіту’ lists a large number of subjects that span the entire curriculum, as well as <a href="#">three state examination subjects</a> (Ukrainian language and literature, mathematics or history of Ukraine, and one subject of choice). The state exam is called the <i>Derzhavna pidsumkova attestatsia</i> (DPA) - Державна підсумкова атестація (state exam). The Certificate issues after completion of the school programme and the State Final Attestation (SFA).</p> <p>Since 2015, the SFA has been conducted in the form of an External Independent Evaluation – the EIE. These results are added to a supplement of the Certificate of Complete General education on a specified line for the SFA. Together with the final diploma, an attachment is issued, called Addendum to the Certificate (Додаток до атестата/свідоцтва) - containing the list of subjects studied during the last two years, the <a href="#">list of final exams taken for the SFA</a>.</p> <p>Admissions to higher education: Ordinarily the EIE (External Independent Examination or Зовнішнє незалежне оцінювання – ЗНО) is administered by the Ukrainian Centre for Educational Quality Assessment and is a standard nationwide examination necessary for students who wish to enter higher education; it is a separate process from the Attestat and is an instrument for competitive selection. It is possible to achieve the School Completion Certificate without the EIE.</p> <p>EIE results from 3-5 independently marked tests, determine the competitive selection scores for different HE programmes, rated on a scale from 100-200 points. The Higher Education Institutions specify the required subjects, tests and points to be</p>

	<p>undertaken; for some disciplines additional tests can be required- interviews, performances, portfolios of art, vocal performances etc. After the EIE tests, a Certificate of External Independent Evaluation and a separate Information Card with the results of the EIE are issued. The EIE certificates can be used to apply to higher education institutions for 2-3 years.</p> <p>In 2019-20, and 2020-21, (COVID years) Ukrainian students were awarded the final secondary school qualification without being required to take final state exams unless at that point they intended continuing on to higher education, in which case a specific admissions test was undertaken. Students who did not take final exams have awards bearing the text “звільнений” (exempted).</p> <p>In 2022, because of the large numbers of students who are displaced, the EIE/EIT has been replaced by an on-line NMT or National Multi-Subject Test in three subjects, Ukrainian Language, Mathematics and the History of Ukraine. This test is for students who wish to pursue higher education programmes with Universities in Ukraine. The NMT has taken place across Europe, including in Ireland.</p> <p>Both the EIE and NMT are relevant only for Bachelor study programmes, and for those commencing with Bachelor such as medicine, pharmacy or veterinary.</p>
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<b>Award Title</b>	<b><u>Атестат про повну загальну середню освіту (after Grade 12)</u></b>
<b>English Title</b>	<b><u>Certificate of Complete General Secondary Education including Leaving Certificate (after Grade 12)</u></b>
<b>NFQ Level</b>	4/5
<b>Irish Award Type</b>	Leaving Certificate
<b>Bologna Cycle</b>	N/a
<b>Award Information</b>	3 years of compulsory Upper Secondary School education. Certificate of Complete General Secondary Education including Leaving Certificate awarded.
<b>Type of Education</b>	Secondary School
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	School education in Ukraine is represented by three stages: primary, basic secondary and upper secondary.
<b>Ukrainian Framework Level</b>	
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 years
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Award Profile</b>	The holder of Атестат про повну загальну середню освіту (after Grade 12) qualification is eligible to access higher education. This qualification combines vocational and general secondary education.
<b>Learning Outcomes based on comparability level</b>	<p>Learning outcomes at level 4 correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.</p> <p>Learning outcomes at level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work undertaken independently, subject to general direction.</p>
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Knowledge of facts, principles, processes and general concepts in the field of education and / or professional activity.</p> <p><i>Skills:</i> Performing typical tasks and solving problems by selecting and applying basic methods, tools, materials and information for evaluating the results of tasks in accordance with pre-known criteria.</p> <p><i>Communication:</i> Ability to work effectively in a team, perception of criticism, advice and instructions for the production of detailed oral and written messages, in particular in professional activities</p> <p><i>Responsibility and Autonomy:</i> Responsibility for performing tasks while working or studying adapting their behaviour to external circumstances while performing tasks or solving problems.</p>

<p><b>Narrative</b></p>	<p>Graduates of basic secondary education are eligible to enrol in upper-secondary school. Under new regulations, upper-secondary education will be three years in length (grades 9 to 12) instead of two years (grades 9 to 11). These changes are explained in the context of reforms set out in the <a href="#">‘New Ukrainian School’</a>; while being implemented, the first graduates of a full twelve year cycle are anticipated in 2030.</p> <p>A proposal to change the designation to Ukrainian NFQ Level 5 is under advanced consideration.</p> <p>This qualification gives access to higher education in Ukraine.</p> <p>The final certificate ‘Атестат про повну загальну середню освіту’ lists a large number of subjects that span the entire curriculum, as well as <a href="#">three state examination subjects</a> (Ukrainian language and literature, mathematics or history of Ukraine, and one subject of choice). The state exam is called the <i>Derzhavna pidsumkova attestatsia</i> (DPA) - Державна підсумкова атестація (state exam). The Certificate issues after completion of the school programme and the State Final Attestation (SFA).</p> <p>Since 2015, the SFA has been conducted in the form of an External Independent Evaluation (EIE). These results are then added to the supplement of the Certificate of Complete General Education on the specified line for the SFA. Together with the final diploma, an attachment is issued, called Addendum to the Certificate (Додаток до атестата/свідоцтва )- containing the list of subjects studied during the last two years, the <a href="#">list of final exams taken for the SFA</a>.</p> <p>Admissions to higher education: Ordinarily the EIE (External Independent Examination or Зовнішнє незалежне оцінювання – ЗНО) is administered by the Ukrainian Centre for Educational Quality Assessment and is a standard nationwide examination necessary for students who wish to enter higher education; it is a separate process from the Attestat and is an instrument for competitive selection. It is possible to achieve the School Completion Certificate without the EIE.</p> <p>EIE results from 3-5 independently marked tests, determine the competitive selection scores for different HE programmes, rated on a scale from 100-200 points. The Higher Education Institutions specify the required subjects, tests and points to be undertaken; for some disciplines additional tests can be required- interviews, performances, portfolios of art, vocal performances etc. After the EIE tests, a Certificate of External Independent Evaluation and a separate Information Card with the results of the EIE are issued. The EIE certificates can be used to apply to higher education institutions for 2-3 years.</p>
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	<p>In 2019-20, and 2020-21, (COVID years) Ukrainian students were awarded the final secondary school qualification without being required to take final state exams unless at that point they intended continuing on to higher education, in which case a specific admissions test was undertaken. Students who did not take final exams have awards bearing the text “звільнений” (exempted).</p> <p>In 2022, because of the large numbers of students who are displaced, the EIE/EIT has been replaced by an on-line NMT or National Multi-Subject Test in three subjects, Ukrainian Language, Mathematics and the History of Ukraine. This test is for students who wish to pursue higher education programmes with Universities in Ukraine. The NMT has taken place across Europe, including in Ireland.</p> <p>Both the EIE and NMT are relevant only for Bachelor study programmes, and for those commencing with Bachelor such as medicine, pharmacy or veterinary.</p>
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# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<u>Диплом кваліфікованого робітника</u>
<b>English Title</b>	Diploma of Qualified Worker (I)
<b>NFQ Level</b>	3
<b>Irish Award Type</b>	Level 3 Certificate
<b>Bologna Cycle</b>	N/A
<b>Award Information</b>	First (Initial) VET Level. Duration: 1 year. Initial Vocational Education.
<b>Type of Education</b>	School Education
<b>Professional Award</b>	Yes
<b>Additional Comments</b>	Vocational, professional type award.
<b>Ukrainian Framework Level</b>	
<b>EQF Level</b>	
<b>Minimum Duration</b>	1 year
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	At the end of a programme, students take a vocational competence examination, and a diploma with the title of Qualified Worker (диплом кваліфікованого робітника/ diplom kvalifikovanogo robitnika) is awarded
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be fairly quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Basic empirical knowledge and understanding of the main (general) processes in the field of education and / or work.</p> <p><i>Skills:</i> Use of relevant information to perform simple tasks and solve everyday problems in typical situations with the use of simple rules, instructions and tools for evaluating the results of their own activities in accordance with established criteria, the use of reasoning to substantiate their own opinions and conclusions.</p> <p><i>Communication:</i> Interaction in the team in order to perform the tasks of producing detailed oral and written messages.</p>

	<i>Responsibility and Autonomy:</i> Work and / or training under the guidance or supervision with a certain independence, individual responsibility for the results of tasks during training and / or work.
<b>Types of Vocational Educational Education Institutions</b>	Vocational education institutions may have specialised profiles according to particular disciplines, e.g. agricultural, arts, manufacturing etc. Some vocational programmes are offered within secondary school contexts, and others are within separate paths, accessed following completion of secondary school. Higher Vocational schools can be part of pre higher professional education and can provide pathways including for advanced entry with exemptions in academic programmes. Vocational qualifications can be either general educational qualifications or professional qualifications; both have learning outcomes and competences, but professional qualifications typically allow someone to carry out a certain type of work and fulfil specific labour market functions. Both can be achieved throughout life.
<b>Narrative</b>	<p>VET in Ukraine had in 2019, 754 vocational education institutions with some 253,000 trainees. VET is part of the general systemic reform of education and training, and is supported by European partners, including through the EU4Skills programme. Under this programme, the approach, management, infrastructure and equipment of VET programmes in selected schools and regions adapt, and the schools become ‘centres of excellence’, re-orienting standards, programmes and assessment differently than hitherto towards the labour market, supporting a greater match between supply and the demands of the labour market. New standards are developed and published on <a href="#">Відомості про професійні стандарти</a>. Typically standards are linked to a learning outcomes based approach, and provide for modularised programmes. More information about the VET reform project is available at <a href="#">EU Programme “EU4Skills” Supports Ukraine</a> and <a href="#">NQF Ukraine</a>.</p> <p>Vocational education, or technical vocational education (<i>profesiyna of profesiyno-tekhnichna osvita</i> - професійна (професійно-технічна) освіта), has 3 different levels in Ukraine. 1<sup>st</sup> Level has a duration of 1 year. Vocational education is a system of training qualified workers, but increasingly as reforms have taken hold has aligned with professional education and provides permeable pathways also to professional education including to higher education. Some vocational education is located within the secondary school system, while other elements are part of short-cycle higher education (comparable to EQF Level 5 or NFQ Level 6).</p> <p>Vocational education is acquired in vocational educational institutions under diverse modes including a day-time, evening (shift-based), intra-extra mural, distance learning, and external study arrangements, on the job and off the job, and under individual curricula. The pre-requisite for vocational education is a basic secondary education; if an individual opts for</p>

	<p>vocational progression, the learning required for complete general secondary education will also be achieved within the overall programme if not previously attained.</p> <p>The academic year in vocational educational institutions may not exceed 40 academic weeks. The 'dual education plan' for 2017 – 2020 stipulates a split of 70% practice and 30% theory for all courses.</p> <p>A graduate of a vocational educational institution who successfully passes the qualification examinations is awarded the qualification degree of <i>Qualified Worker</i> of the appropriate category in the selected specialisation field.</p> <p>Level I programmes are aimed at those with incomplete school education and provide the opportunity to continue to upper secondary academic studies alongside vocational education. Studies last up to one year and students are assessed through examinations at the end to the course. Students are awarded the Свідоцтво про повну загальну середню освіту (Certificate of Complete General Secondary Education) (known as the Аттестат про повну загальну середню освіту ) until 2019, together with the Level I Qualified Worker Diploma (Диплом кваліфікованого робітника).</p> <p><i>Note:</i> the levels are not normally stated on the final certificates.</p>
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<b>Award Title:</b>	<u>Диплом кваліфікованого робітника</u>
<b>English Title:</b>	<b>Diploma of Qualified Worker (11)</b>
<b>NFQ Level:</b>	4
<b>Irish Award Type:</b>	Level 4 Certificate
<b>Bologna Cycle:</b>	N/A
<b>Award Information:</b>	Second (Basic) VET Level. Duration: 1-3 years. Basic Vocational Education.
<b>Type of Education:</b>	School Education
<b>Professional Award</b>	Yes
<b>Additional Comments</b>	This qualification combines vocational and general secondary education. It gives access to Higher Education. Vocational, professional type award.
<b>Ukrainian Framework Level</b>	3
<b>EQF Level</b>	
<b>Minimum Duration</b>	1 – 3 years
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	Диплом кваліфікованого робітника (Qualified Worker Diploma), allows the holder the right to practice the profession named on the Diploma.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 4 correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.
<b>Ukrainian framework level indicators</b>	<p><b>Knowledge:</b> Knowledge of facts, principles, processes and general concepts in the field of education and / or professional activity.</p> <p><b>Skills:</b> Performing typical tasks and solving problems by selecting and applying basic methods, tools, materials and information for evaluating the results of tasks in accordance with pre-known criteria.</p> <p><b>Communication:</b> Ability to work effectively in a team, perception of criticism, advice and instructions for the production of detailed oral and written messages, in particular in professional activities.</p> <p><b>Responsibility and Autonomy:</b> Responsibility for performing tasks while working or studying adapting their behaviour to external circumstances while performing tasks or solving problems.</p>

<p><b>Types of Vocational Educational Education Institutions</b></p>	<p>Vocational education institutions may have specialised profiles according to particular disciplines, e.g. agricultural, arts, manufacturing etc. Some vocational programmes are offered within secondary school contexts, and others are within separate paths, accessed following completion of secondary school. Higher Vocational schools can be part of pre higher professional education and can provide pathways including for advanced entry with exemptions within academic programmes.</p> <p>Vocational qualifications can be either be accessed as part of general educational qualification or as professional qualifications; both have learning outcomes and competences, but professional qualifications typically allow someone to carry out a certain type of work and meet specific labour market functions. Both can be achieved throughout life.</p>
<p><b>Narrative</b></p>	<p>VET in Ukraine had in 2019, 754 vocational education institutions with some 253,000 trainees. VET is part of the general systemic reform of education and training, and is supported by European partners, including through the EU4Skills programme. Under this programme, the approach, management, infrastructure, and equipment of VET programmes in selected schools and regions adapt, and the schools become ‘centres of excellence’, re-orienting standards, programmes and assessment differently than hitherto towards the labour market, supporting a greater match between skills supply and the demands of the labour market. New standards are developed and published on <a href="#">Відомості про професійні стандарти</a>. Typically, standards are linked to a learning outcomes based approach, and provide for modularised programmes. More information about the VET reform project is available at <a href="#">EU Programme “EU4Skills” Supports Ukraine</a> and <a href="#">NQF Ukraine</a>.</p> <p>Technical vocational education (<i>profesiyna of profesiyno-tekhnichna osvita</i> - професійна (професійно-технічна) освіта), has 3 different levels in Ukraine. 2nd Level has a duration of 1 – 3 years.</p> <p>Vocational education was traditionally understood as a system of training qualified workers; like here, teaching and organisational arrangements are balanced so that knowledge, abilities, and skills are acquired in a mix of on and off the job experiences in their chosen vocational areas.</p> <p>Vocational education can be acquired in vocational educational institutions including through day-time, evening (shift-based), intra-extra mural, distance learning, and external study arrangements, on the job and off the job, and under individual curricula. The pre-requisite for vocational education is a basic or complete secondary education.</p>

	<p>The academic year in vocational educational institutions may not exceed 40 academic weeks. The ‘dual education plan’ for 2017 – 2020 stipulates a split of 70% practice and 30% theory for all courses.</p> <p>A graduate of a vocational educational institution who successfully passes the examinations is awarded the qualification degree of <i>Qualified Worker</i> in the appropriate category in the relevant field of specialisation.</p> <p>Level II programmes are available at specialist technical colleges and standard vocational schools and have the Certificate of Basic Secondary Education (Атестат про нижчу (базову) середню освіту) as a minimum entry requirement (comparable to Junior Certificate). Programmes are up to three years in duration; the duration is shorter for learners who have completed their upper secondary education beforehand. Duration is reflected in variable ECTS credit volumes and determined by duration. Students may continue their academic studies alongside the chosen vocational programme, being examined at the end of the year and having the opportunity to sit the IEE.</p> <p>The IEE (Independent External Examination) is administered by the Ukrainian Centre for Educational Quality Assessment and is a standard nationwide examination necessary for students wishing to enter higher education. Qualified Worker Diploma Level 11 (Диплом кваліфікованого робітника) allows the holder the right to practice the profession named on the Diploma.</p> <p><b>Note:</b> the levels are not normally stated on the final certificates.</p>
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<b>Award Title:</b>	<b>Диплом кваліфікованого робітника</b>
<b>English Title:</b>	<b>Diploma of Qualified Worker (111)</b>
<b>NFQ Level:</b>	5
<b>Irish Award Type:</b>	Level 5 Certificate
<b>Bologna Cycle:</b>	N/A
<b>Award Information:</b>	Third (Upper) VET Level. Duration: 1-3 years. Upper Vocational Education after completing 2 years of Complete Secondary Education. Can give access to the First Tertiary Level.
<b>Type of Education:</b>	School Education
<b>Professional Award</b>	Yes
<b>Additional Comments</b>	This qualification combines vocational and general secondary education. It gives access to Higher Education. Vocational, professional type award.
<b>Ukrainian Framework Level</b>	4
<b>EQF Level</b>	
<b>Minimum Duration</b>	2 - 3 years
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	Диплом кваліфікованого робітника (Qualified Worker Diploma), allows the holder the right to practise the profession named on the Diploma.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.
<b>Ukrainian framework level indicators</b>	<b>Knowledge:</b> Empirical and theoretical knowledge in broad contexts and understanding of principles, methods, processes in the field of education and / or professional activity. <b>Skills:</b> Performing complex specialized tasks, finding or making decisions on specific problems in the field of professional activity or learning to plan their own work and in a limited context organization, control, evaluation and adjustment of the work of others. <b>Communication:</b> Mentoring, transfer of experience in producing complex detailed oral and written messages, in particular in professional activities or training .c



	<p><b>Responsibility and Autonomy:</b> Self-organization according to rules that exist in work or study contexts and are usually predictable, but may be subject to changes in the supervision of the day-to-day work of others, limited responsibility for evaluating and improving the performance of their work or study.</p>
<p><b>Types of Educational Institutions</b></p>	<p>Vocational education institutions may have specialised profiles according to particular disciplines, e.g. agricultural, arts, manufacturing etc. Some vocational programmes are offered within secondary school contexts, and others are accessed following completion of secondary school in specific VET contexts. Higher Vocational schools can be part of pre higher professional education and can provide pathways including for advanced entry with exemptions within academic programmes.</p> <p>Vocational qualifications can be either within the general educational system therefore or within the professional sector; both have learning outcomes and competences, but professional qualifications typically allow someone to carry out a certain type of work and fulfil specific labour market functions. Both qualifications can be achieved throughout life.</p>
<p><b>Narrative</b></p>	<p>VET in Ukraine, in 2019 had 754 vocational education institutions with some 253,000 trainees. VET is part of the general systemic reform of education and training, and is supported by European partners, including through the EU4Skills programme. Under this programme, the approach, management, infrastructure, and equipment of VET programmes in selected schools and regions adapt, and the schools become ‘centres of excellence’, re-orienting standards, programmes, and assessment differently than hitherto towards the labour market, supporting greater match between skills supply and labour market demand. New standards are developed and published on <a href="#">Відомості про професійні стандарти</a>. Typically, standards are linked to a learning outcomes-based approach and provide for modularised programmes. More information about the VET reform project is available <a href="#">EU Programme “EU4Skills” Supports Ukraine</a> and <a href="#">NQF Ukraine</a>.</p> <p>Vocational education, or technical vocational education (<i>profesiyna of profesiyno-tekhnichna osvita</i> - професійна (професійно-технічна) освіта), has 3 different levels in Ukraine.</p> <p>Vocational education was traditionally understood as a system of training qualified workers; like here, teaching and organisational arrangements are balanced so that knowledge, abilities, and skills are acquired in a mix of on and off the job experiences in their chosen vocational areas.</p> <p>Vocational education can be acquired in vocational educational institutions including through day-time, evening (shift-based), intra-extra mural, distance learning, and external study arrangements, on the job and off the job, and under</p>

	<p>individual curricula. The pre-requisite for vocational education is a basic or complete secondary education (comparable to Junior Certificate).</p> <p>The academic year in vocational educational institutions may not exceed 40 academic weeks. The ‘dual education plan’ for 2017 – 2020 stipulates a split of 70% practice and 30% theory for all courses.</p> <p>Programmes are up to three years in duration; the duration is shorter for learners who have completed their upper secondary education beforehand. Duration is reflected in variable ECTS credit volumes, determined by duration. Students may continue their academic studies alongside the chosen vocational programme, being examined at the end of the year and having the opportunity to sit the IEE.</p> <p>The IEE (Independent External Examination) is administered by the Ukrainian Centre for Educational Quality Assessment and is a standard nationwide examination necessary for students wishing to enter higher education.</p> <p>A graduate of a vocational educational institution who successfully passes the qualification examinations is awarded the qualification degree of <i>Qualified Worker</i> of the appropriate category in the selected specialisation field and may practice the named profession and describe themselves by the occupational role.</p> <p>Level III programmes are offered by special colleges and institutions often affiliated to universities.</p> <p><b>Note:</b> the levels are not normally stated on the final certificates.</p>
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# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<u>Диплом Вступ на навчання / Диплом</u>
<b>English Title</b>	<b>Diploma</b>
<b>NFQ Level</b>	5
<b>Irish Award Type</b>	An Award at Level 5
<b>Bologna Cycle</b>	N/A
<b>Award Information</b>	This Diploma is from technical vocational course delivered in the Technikum (secondary education) over a period of 3 years during the Soviet times. Transcript of results indicate that exams were passed after 8 grades.
<b>Type of Education</b>	Further Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	Transcript of results indicates that exams were passed after 8 grades.
<b>Ukrainian Framework Level</b>	4
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 Years
<b>Credit Type</b>	N/A
<b>Credit Value</b>	N/A
<b>Access to Higher Education</b>	No
<b>Award Profile</b>	Certificate Landscape Format
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Empirical and theoretical knowledge in broad contexts and understanding of principles, methods, processes in the field of education and / or professional activity.</p> <p><i>Skills:</i> Performing complex specialized tasks, finding or making decisions on specific problems in the field of professional activity or learning to plan their own work and in a limited context organization, control, evaluation and adjustment of the work of others.</p> <p><i>Communication:</i> Mentoring, transfer of experience in producing complex detailed oral and written messages, in particular in professional activities or training.</p> <p><i>Responsibility and Autonomy:</i> Self-organization according to rules that exist in work or study contexts and are usually predictable but may be subject to changes in the supervision of the day-to-day work of others, limited responsibility for evaluating and improving the performance of their work or study.</p>

<b>Narrative</b>	<p>This is a 'legacy' award, dating from the Soviet period; this type of award was also found in other Eastern European States, e.g. Bulgaria, Belarus, Estonia.</p> <p>Ukraine became an independent State in 1991; educational reform has escalated since 1994, and particularly since engagement with the Bologna process in 2005 and the development of legislation for the Qualifications Framework in 2011, resulting in the development of new awards.</p> <p>Typically, this award is viewed as comparable to that of Qualified Worker and would have historically given access to professional activity in the speciality and also to higher education.</p> <p>Award holders who have practiced within their own professional area are likely to acquired significant practical experience additional to their qualification.</p>
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# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<u>Молодший бакалавр</u>
<b>English Title</b>	<b>Junior Bachelor</b>
<b>NFQ Level</b>	6
<b>Irish Award Type</b>	Higher Certificate
<b>Bologna Cycle</b>	
<b>Award Information</b>	
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	
<b>Ukrainian Framework Level</b>	5
<b>EQF Level</b>	
<b>Minimum Duration</b>	Min 2 Years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	90-120
<b>Access to Higher Education</b>	Yes
<b>Award Profile</b>	The Junior Bachelor was introduced in 2014 replacing the Junior Specialist Diploma. The last admission to the Junior Specialist Diploma programme was in 2019.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Comprehensive specialized empirical and theoretical knowledge in the field of education and / or professional activity, awareness of the limits of this knowledge.</p> <p><i>Skills:</i> A wide range of cognitive and practical skills needed to solve complex problems in specialized areas of professional activity and / or learn to find creative solutions or answers to clearly identified specific and abstract problems based on the identification and application of data planning, analysis, monitoring and evaluation own work and the work of others in a specialized context.</p> <p><i>Communication:</i> Interaction with colleagues, managers and clients in matters related to understanding, skills and activities in the professional field and / or in the field of learning to convey to a wide range of people (colleagues, managers, clients) their own understanding, knowledge, judgments, experience, in particular professional activity. <i>Responsibility and Autonomy:</i> Organization and supervision (management) in the context of professional activity or training in the conditions of</p>

	unpredictable changes, improvement of results of own activity and work of others, ability to continue training with some degree of autonomy.
<b>Narrative</b>	<p>This is a professional pre-higher education qualification – the Junior Bachelor corresponds to the 5th level of the Ukrainian National Qualifications Framework and is classified as short-cycle.</p> <p>The courses are considered to be part of the higher education system in Ukraine but are not part of the cycles of either Bachelor and Master's degree structures.</p> <p>Access to programmes leading to this award is only open to those who have <u><a href="#">completed upper secondary education</a></u>.</p> <p>Higher education reform- some background: From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with the requirements of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was not far from government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and in parallel, Professional Qualifications.</p> <p>A <u><a href="#">National Quality Assurance Agency for Higher Education</a></u> was established independent from Ministry and with cross cutting responsibilities.</p> <p>A list of higher education institutions can be viewed <u><a href="#">here</a></u>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <u><a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a></u>.</p>



	<p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016 with the last students graduating in 2021-22. The function of the Diploma was to grant access to a master's programme or work.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p>
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<b>Award Title</b>	<b>Диплом молодшого спеціаліста</b>
<b>English Title</b>	<b>Junior Specialist Diploma</b>
<b>NFQ Level</b>	6
<b>Irish Award Type</b>	Higher Certificate
<b>Bologna Cycle</b>	N/A
<b>Award Information</b>	This qualification is considered to be a short or initial cycle of higher education. Courses are generally professionally or vocationally offered and include internships and other practical elements. Duration 2 – 3 years. Access requirements: Upper Secondary School
<b>Type of Education</b>	Further Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	This qualification combines vocational and general secondary education. It gives advanced entry to Higher Education.
<b>Ukrainian Framework Level</b>	5
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 Years
<b>Credit Type</b>	N/A
<b>Credit Value</b>	N/A
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	The Диплом молодшого спеціаліста comprises technical vocational and academic education. Holders of the Junior Specialist Diploma may enrol onto the second year of Ukrainian Bachelor degrees at institutional discretion.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Comprehensive specialized empirical and theoretical knowledge in the field of education and / or professional activity, awareness of the limits of this knowledge.</p> <p><i>Skills:</i> A wide range of cognitive and practical skills needed to solve complex problems in specialized areas of professional activity and / or learn to find creative solutions or answers to clearly identified specific and abstract problems based on the identification and application of data planning, analysis, monitoring and evaluation own work and the work of others in a specialized context.</p> <p><i>Communication:</i> Interaction with colleagues, managers and clients in matters related to understanding, skills and activities in the professional field and / or in the field of learning to convey to a wide range of people (colleagues, managers, clients)</p>

	<p>their own understanding, knowledge, judgments, experience, in particular professional activity. <i>Responsibility and Autonomy:</i> Organization and supervision (management) in the context of professional activity or training in the conditions of unpredictable changes, improvement of results of own activity and work of others, ability to continue training with some degree of autonomy.</p>
<b>Narrative</b>	<p>The final programme leading to the Junior Specialist Diploma started in 2019. Since 2020, students can only take programmes leading to the Professional Junior Bachelor or Junior Bachelor award, also considered part of the Bologna process short-first cycle qualifications. (Fast-track guide, p19).</p> <p>The duration of the programme depended on the student's previous educational attainment on entry- access was possible directly from completion of basic education (comparable to Junior Certificate) in which case, the duration was longer, and the programme undertaken included the general education subjects and outcomes of the senior cycle. Duration was reflected in a variable ECTS credit. More typical admission requirements were the 'Svidotstvo pro zdobuttia povnoi zagalnoi serednioi osviti' (Certificate of complete general secondary education).</p> <p>The courses are considered to be part of the higher education system in Ukraine but are not part of the two-cycle Bachelor and Master's degree structure.</p> <p>Where an individual holds the Junior Specialist, (or now the Professional Junior Bachelor) they may progress to higher education including without the separate attainment of Certificate of Complete General Education. Graduates awarded the Junior Specialist Diploma may be granted advanced standing onto the second year of a related Bachelor's degree or specific exempted credits in a first year programme; the Diploma also gives access to the labour market as a professional in the occupational area.</p> <p>General background, higher education sectoral reform: From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with the requirements of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was not far from government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior</p>

	<p>Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and in parallel, Professional Qualifications.</p> <p>A <b><u>National Quality Assurance Agency for Higher Education</u></b> was established independent from Ministry and with cross cutting responsibilities.</p> <p>A list of higher education institutions can be viewed <a href="#">here</a>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <b><u>Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</u></b>.</p> <p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016 with the last students graduating in 2021-22. The function of the Diploma was to grant access to a master's programme or work.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p>
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# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<b>Диплом фахового молодшого бакалавра</b>
<b>English Title</b>	<b>Diploma of Professional Junior Bachelor</b>
<b>NFQ Level</b>	6
<b>Irish Award Type</b>	Advanced Certificate
<b>Bologna Cycle</b>	
<b>Award Information</b>	First admissions commence in 2020. This award is deemed to be part of the Professional pre-higher education sector. The award gives access to continue education at the level of Junior Bachelor, Bachelor and Master of medical, pharmaceutical or veterinary specialisation.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	Professional Junior Bachelor degree has a workload from 120 - 180 to 240 ECTS, contingent upon completion of secondary education.
<b>Ukrainian Framework Level</b>	5
<b>EQF Level</b>	
<b>Minimum Duration</b>	2 – 4 years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	120 - 240
<b>Access to Higher Education</b>	Yes
<b>Award Profile</b>	
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Comprehensive specialized empirical and theoretical knowledge in the field of education and / or professional activity, awareness of the limits of this knowledge.</p> <p><i>Skills:</i> A wide range of cognitive and practical skills needed to solve complex problems in specialized areas of professional activity and / or learn to find creative solutions or answers to clearly identified specific and abstract problems based on the identification and application of data planning, analysis, monitoring and evaluation own work and the work of others in a specialized context.</p> <p><i>Communication:</i> Interaction with colleagues, managers and clients in matters related to understanding, skills and activities in the professional field and / or in the field of learning to convey to a wide range of people (colleagues, managers, clients)</p>



	<p>their own understanding, knowledge, judgments, experience, in particular professional activity. <i>Responsibility and Autonomy:</i> Organization and supervision (management) in the context of professional activity or training in the conditions of unpredictable changes, improvement of results of own activity and work of others, ability to continue training with some degree of autonomy.</p>
<b>Narrative</b>	<p>The Diploma of Professional Junior Bachelor is a Professional pre-higher education qualification corresponding to Level 5 of the Ukrainian National Qualifications Framework. Part of the Bologna process short-first cycle of qualifications, this qualification (and the Junior Bachelor) replaces the Junior Specialist Diploma (Fast-track guide, p19). Enrolments commenced in 2020 (on the basis of the Qualified Workers Diploma) and the first graduates are expected in 2022.</p> <p>Minimum access requirement for these study programmes includes lower secondary school qualifications (Class 9) and upper secondary school (Class 11), although holders of any other educational qualification of vocational (vocational-technical) education, professional pre-higher education or higher education are also eligible for enrolment.</p> <p>The Professional Junior Bachelor degree has a workload from 120 - 180 to 240 ECTS, contingent upon the level of completion of secondary education attained on entry. Programmes associated with the qualification have a duration of 1.5 years to 4 years depending on the level of attainment on enrolment.</p> <p>Award holders may satisfy the requirements for progression in higher education without the External Independent Evaluation normally accompanying the Certificate of Complete General Education, and without the latter certificate also, because achievement of the school leaving programme is embedded in the award for those who have not already completed it.</p> <p>Graduates are awarded the Professional Junior Bachelor Diploma which, in Ukraine, may grant access to the workforce as a professional in the relevant field programmes leading to Bachelors, Master of Medical, pharmaceutical, veterinary specialisations, advanced standing onto the second year of a related bachelor's degree; depending on the Institution, up to 60 ECTS credits can be transferred into a bachelor's programme on completion of this programme. This is particularly relevant where progression is in cognate areas. For more information see: <a href="#">Selfcertification report.pdf (enic.in.ua)</a></p>



	<p>‘The New Ukrainian School’ describes the aspiration for professional training for young people for a first profession, which ‘does not restrict the potential for continuing education’ and that those who learn in profession-oriented schools will ‘understand their future role in the family, their professional field and society.’</p> <p>In some instances, these awards grant access to regulated professional specialised activities and may have additional governance attached to programme provisions, learning scope, process and evaluation/assessment. <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p> <p>Standards can be viewed (in Ukrainian) for these programmes <a href="#">here</a>.</p> <p>Some standards/curricula associated with this programme can be found (in Ukrainian) <a href="#">here</a>.</p> <p>General background, higher education sectoral reform: From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with the requirements of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was not far from government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and in parallel, Professional Qualifications.</p> <p>A <a href="#">National Quality Assurance Agency for Higher Education</a> was established independent from Ministry and with cross cutting responsibilities.</p> <p>A list of higher education institutions can be viewed <a href="#">here</a>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p>
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	<p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016 with the last students graduating in 2021-22. The function of the Diploma was to grant access to a master's programme or work.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p>
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# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<b><u>Диплом бакалавра</u></b>
<b>English Title</b>	<b>Bachelor Degree</b>
<b>NFQ Level</b>	8
<b>Irish Award Type</b>	Honours Bachelor Degree
<b>Bologna Cycle</b>	
<b>Award Information</b>	Duration: 3-4 years. University programme. Gives access to Master Degree
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	No
<b>Additional Comments</b>	Admission requirements: the Svidotstvo pro zdobuttia povnoi zagalnoi serednioi osviti (Certificate of complete general secondary education) or the Junior Bachelor diploma. Someone with a Junior Bachelor diploma may be eligible for certain exemptions and may therefore finish the Bachelor's programme faster.
<b>Ukrainian Framework Level</b>	
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	180-240
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	<p>The admission to Bachelor's degree program (Master of Medical, Pharmacy or Veterinary Studies) may be based on Complete General Secondary Education, Junior Bachelor's, Professional Junior Bachelor's degree or Junior Specialist's level typically with EIE results and HEI entrance examinations for the subjects out of the EIE range or creative competition (typically vocal performance, interview, arts /practical submissions etc).</p> <p>The final Bachelor's Degree (Diplom bakalavra - Диплом бакалавра) may be titled 'bakalavra z vidznakoyu - Диплом бакалавра з відзнакою' -Bachelor diploma with distinction' where overall marks meet the appropriate requirements.</p>
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.

<p><b>Ukrainian framework level indicators</b></p>	<p><i>Knowledge:</i> Conceptual scientific and practical knowledge, critical understanding of theories, principles, methods and concepts in the field of professional activity and / or training.</p> <p><i>Skills:</i> In-depth cognitive and practical skills, mastery and innovation at the level required to solve complex specialized tasks and practical problems in the field of professional activity or training.</p> <p><i>Communication:</i> Communication to specialists and non-specialists of information, ideas, problems, solutions, own experience and argumentation collection, interpretation and application of communication data on professional issues, including in a foreign language, orally and in writing.</p> <p><i>Responsibility and Autonomy:</i> Management of complex technical or professional activities or projects, ability to be responsible for making and making decisions in unpredictable working and / or educational contexts forming judgments that take into account social, scientific and ethical aspects organization and management of professional development of individuals and groups ability to continue learning with considerable autonomy.</p>
<p><b>Narrative</b></p>	<p>Up to 2007, the <u>Диплом бакалавра</u> was understood as a Bachelor or Ordinary degree.</p> <p>The content of this degree is typically research or professionally oriented education, depending on the field of study, and sometimes would include a thesis or a project.</p> <p>From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with the requirements of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was not far from government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and in parallel, Professional Qualifications.</p> <p>A <u>National Quality Assurance Agency for Higher Education</u> was established independent from Ministry and with cross cutting responsibilities.</p>

	<p>A list of higher education institutions can be viewed <a href="#">here</a>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p> <p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016 with the last students graduating in 2021-22. The function of the Diploma was to grant access to a master's programme or work.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p> <p><i>Note: Programmes leading to awards in disciplines such as Dentistry, Medicine, Medical Psychology, Paediatrics etc. are placed comparable to NFQ L9, not L8 Bachelors.</i></p>
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<b>Award Title</b>	<b><u>Диплом бакалавра з відзнакою</u></b>
<b>English Title</b>	<b>Bachelor Degree with distinction</b>
<b>NFQ Level</b>	8
<b>Irish Award Type</b>	Honours Bachelor Degree
<b>Bologna Cycle</b>	N/A
<b>Award Information</b>	Duration: 3-4 years. University programme. Gives access to Master Degree
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	No
<b>Additional Comments</b>	<p>Higher Education (Portrait format parchment). If the student received the diploma with high marks, the diploma is called Diplom bakalavra z vidznakoyu (Bachelor diploma with distinction).</p> <p>Admission requirements: the Svidotstvo pro zdobuttia povnoi zagalnoi serednioi osviti (Certificate of complete general secondary education) or the Junior Bachelor diploma. Someone with a Junior Bachelor Diploma / Professional Junior Bachelor is typically offered exemptions thereby finishing the Bachelor's programme faster.</p>
<b>Ukrainian Framework Level</b>	6
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	180-240
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	The admission to Bachelor's degree program (noting that Master of Medical, Pharmacy or Veterinary Studies are comparable to NFQ L9) on the basis of Junior Bachelor's, Professional Junior Bachelor's degree or Junior Specialist's level is typically fulfilled according to EIE results and HEI entrance examinations for the subjects out of the EIE range or creative competition.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields, the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.

<p><b>Ukrainian framework level indicators</b></p>	<p><i>Knowledge:</i> Conceptual scientific and practical knowledge, critical understanding of theories, principles, methods and concepts in the field of professional activity and / or training.</p> <p><i>Skills:</i> In-depth cognitive and practical skills, mastery and innovation at the level required to solve complex specialized tasks and practical problems in the field of professional activity or training.</p> <p><i>Communication:</i> Communication to specialists and non-specialists of information, ideas, problems, solutions, own experience and argumentation collection, interpretation and application of communication data on professional issues, including in a foreign language, orally and in writing.</p> <p><i>Responsibility and Autonomy:</i> Management of complex technical or professional activities or projects, ability to be responsible for making and making decisions in unpredictable working and / or educational contexts forming judgments that take into account social, scientific and ethical aspects organization and management of professional development of individuals and groups ability to continue learning with considerable autonomy.</p>
<p><b>Narrative</b></p>	<p>The content of this Bachelor degree with distinction is typically research or professionally oriented, depending on the field of study, and typically would include a thesis or a project.</p> <p>From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with those of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was central to government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and Professional Qualifications.</p> <p>A <b><u>National Quality Assurance Agency for Higher Education</u></b> was established independent from Ministry and with cross cutting responsibilities.</p> <p>A list of higher education institutions can be viewed <a href="#">here</a>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods for Institutions are explained in the <b><u>Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</u></b>.</p>

	<p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated with stakeholders.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of such students was accepted onto Diploma programmes in 2016 with completing graduates in 2021-22. The function of the Diploma was to grant access to a master's programme or work. The Diploma is now phased out and replaced by Bachelor and Masters programmes.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p> <p>The thrust of change has included a focus on increasing Institutional autonomy as a fundamental principle, enshrined in a series of Acts, <b><u>amendments and actions plans between 2015-2021</u></b>.</p> <p>That said, aspects of programmes and assessment remain somewhat centralised, with ultimate assessments including final state examinations, alongside a project or dissertation. Bachelor graduates progress to employment, Specialist Diploma or Masters studies.</p> <p><i>Note: Programmes leading to awards in disciplines such as Dentistry, Medicine, Medical Psychology, Paediatrics etc. are placed comparable to NFQ L9, not L8 Bachelors, also in Ukraine.</i></p>
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<b>Award Title</b>	<u>Диплом спеціаліста</u>
<b>English Title</b>	<b>Specialist Diploma</b>
<b>NFQ Level</b>	8
<b>Irish Award Type</b>	Honours Bachelor Degree
<b>Bologna Cycle</b>	N/A
<b>Award Information</b>	ECTS credits are in use since 2007. Access to higher education masters and doctorate programmes.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	
<b>Additional Comments</b>	Duration: 3-4 years. Purpose of diploma: access to higher education masters and doctorate programmes. This award was phased out in 2021.
<b>Ukrainian Framework Level</b>	6
<b>EQF Level</b>	
<b>Minimum Duration</b>	3-4 years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	180-240
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	This qualification is being phased out as part of the Bologna Process reforms and students are no longer being enrolled on these programmes of learning. Students graduated from this award for the last time in 2021. ECTS credits are in use since 2007.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields, the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.
<b>Ukrainian framework level indicators</b>	<i>Knowledge:</i> Conceptual scientific and practical knowledge, critical understanding of theories, principles, methods and concepts in the field of professional activity and / or training. <i>Skills:</i> In-depth cognitive and practical skills, mastery and innovation at the level required to solve complex specialized tasks and practical problems in the field of professional activity or training.

	<p><i>Communication:</i> Communication to specialists and non-specialists of information, ideas, problems, solutions, own experience and argumentation collection, interpretation and application of communication data on professional issues, including in a foreign language, orally and in writing.</p> <p><i>Responsibility and Autonomy:</i> Management of complex technical or professional activities or projects, ability to be responsible for making and making decisions in unpredictable working and / or educational contexts forming judgments that take into account social, scientific and ethical aspects organization and management of professional development of individuals and groups ability to continue learning with considerable autonomy.</p>
<b>Narrative</b>	<p>Typically, Specialist Diploma were achieved through profession or research-oriented education. Programmes leading to these awards are no longer offered- having been replaced by Bachelors and Masters programmes, consistent with Bologna cycles.</p> <p>The Diploma title specifies a professional qualification, for instance civil engineer, English teacher, Medical Doctor. The qualification grants access to a doctoral programme (PhD) or to employment.</p> <p>Note: Specialist Diplomas awarded by Higher Military Schools are usually recognised at Bachelor's level.</p> <p>A list of higher education institutions can be viewed <a href="#">here</a>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods for Institutions are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p> <p>Diploma: Diplom spetsialista - Диплом спеціаліста (Specialist diploma). If the diploma is achieved with high marks, it is then titled: Diplom spetsialista z vidznakoyu - Диплом спеціаліста з відзнакою (Specialist diploma with distinction).</p> <p>Background</p> <p>From independence in 1991, reform of higher education was central to government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process, which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place. Shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector. In parallel Professional Pre-Higher Education (short cycle) qualifications and Professional Qualifications were introduced. Reformation and adaptation intensified from 2014, as</p>

	<p>systems were introduced to allow greater consistency with the features of the Bologna Process and European Standards and Guidelines, supported also by the continued development and engagement with the National Framework of Qualifications.</p> <p>A <b><u>National Quality Assurance Agency for Higher Education</u></b> was established independent from Ministry and with cross cutting responsibilities.</p> <p>Within the context of system reform, the Specialist Diploma has a particular history. From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, the transitional system provided for the co-existence of Bachelor and Master's degree programmes alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of such students was accepted onto Diploma programmes in 2016 with completing graduates finishing studies in 2021-22.</p> <p>In parallel to closing out such programmes, systems have been working to align with Bologna requirements.</p>
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<b>Award Title</b>	<b><u>Диплом спеціаліста</u></b>
<b>English Title</b>	<b>Specialist Diploma (Diplom specialista o vysshem professionalnom obrazovanij - Diploma of a specialist in higher professional education)</b>
<b>NFQ Level</b>	9
<b>Irish Award Type</b>	Master Degree
<b>Bologna Cycle</b>	
<b>Award Information</b>	Duration: 5+ years (300-360 ECTS). Purpose of Diploma: grants access to Doctoral studies. Includes research paper.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	Yes
<b>Additional Comments</b>	<p>Dyplom Spetsialista is generally awarded after five years or four years of study.  <i>Specialist Diplomas awarded by Higher Military Schools are usually recognised at Professional Bachelor's level.</i></p> <p>Admission requirements: the Atestat pro povnu zagalnu seredniu osvitu (Certificate of Complete General Secondary Education), or a Diplom Bakalavra (Bachelor diploma) for access to the last year or 1½ years of a specialist programme.</p>
<b>Ukrainian Framework Level</b>	7
<b>EQF Level</b>	
<b>Minimum Duration</b>	5 years
<b>Credit Type</b>	ECTS / ECTS credits are in use since 2007.
<b>Credit Value</b>	300-360
<b>Award Profile</b>	<p>Диплом Спеціаліста (Specialist diploma) is a higher education qualification of 5+ years in duration awarded during and after the Soviet Union era. Specialist diploma programmes are professionally oriented with full academic rights to access Doctoral studies.</p> <p>Specialist Diplomas awarded by Higher Military Schools are usually recognised at professional Bachelor's level. ECTS credits are in use since 2007.</p>
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.

<p><b>Ukrainian framework level indicators</b></p>	<p><i>Knowledge:</i> Specialized conceptual knowledge, which includes modern scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and research, critical thinking of problems in the field and on the border of fields of knowledge.</p> <p><i>Skills:</i> Specialized problem-solving skills required for research and / or innovation to develop new knowledge and procedures, ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts, ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.</p> <p><i>Communication:</i> Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to students.</p> <p><i>Responsibility and Autonomy:</i> Management jobs or training processes that are complex, unpredictable and require new strategic approaches, responsibility for contributing to professional knowledge and practice and / or performance evaluation teams and groups, the ability to continue their education with a high degree of autonomy.</p>
<p><b>Narrative</b></p>	<p>Диплом Спеціаліста (Specialist diploma) is a qualification of 5+ years in duration awarded both during and after the Soviet Union era. Specialist diploma programmes are professionally oriented granting full academic rights for access to Doctoral studies and employment.</p> <p>A 'Long Cycle' Programme, carrying 240-360 ECTS, which could be accessed directly from secondary school, the most common duration was 5 years. However, a specialist programme in medicine lasted 6 years, while some teacher training programmes last 4 years.</p> <p>The content is usually profession or research-oriented or profession education. Final assessment involved state run examinations reflecting the centralised system that was then a feature of provision; submission of a thesis may also be involved, which will be apparent on individual transcripts.</p> <p>Diploma titles reference a specific profession, e.g. civil engineer or English teacher.</p> <p>Where results in the Diplom spetsialista - Диплом спеціаліста (Specialist diploma) are achieved with high marks, the resulting qualification is titled Diplom spetsialista z vidznakoю - Диплом спеціаліста з відзнакою (Specialist diploma with distinction).</p> <p>There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIs are listed on EDEBO and verification methods are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p>

### Background

From independence in 1991, reform of higher education was central to government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process, which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place. Shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector. In parallel Professional Pre-Higher Education (short cycle) qualifications and Professional Qualifications were introduced. Reformation and adaptation intensified from 2014, as systems were introduced to allow greater consistency with the features of the Bologna Process and European Standards and Guidelines, supported also by the continued development and engagement with the National Framework of Qualifications.

A **National Quality Assurance Agency for Higher Education** was established independent from Ministry and with cross cutting responsibilities.

Within the context of system reform, the Specialist Diploma has a particular history. From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, the transitional system provided for the co-existence of Bachelor and Master's degree programmes alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of such students was accepted onto Diploma programmes in 2016 with completing graduates finishing studies in 2021-22.

In parallel to closing out such programmes, systems have been working to align with Bologna requirements.

<b>Award Title</b>	<b><u>Диплом спеціаліста</u></b>
<b>English Title</b>	<b>Specialist Diploma</b>
<b>NFQ Level</b>	9
<b>Irish Award Type</b>	Master Degree
<b>Bologna Cycle</b>	
<b>Award Information</b>	Programmes leading to Specialist awards are 1-1.5 years in duration. The Diploma confers a right to enter a profession or continue studies. ECTS credits have been in use since 2007.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	Duration: 1 – 1.5 years. Access Requirements: <u>Диплом бакалавра</u>
<b>Ukrainian Framework Level</b>	7
<b>EQF Level</b>	
<b>Minimum Duration</b>	1.5 years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	90-120
<b>Award Profile</b>	Admission requirements: the Diplom bakalavra (Диплом бакалавра).
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Specialized conceptual knowledge, which includes modern scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and research, critical thinking of problems in the field and on the border of fields of knowledge.</p> <p><i>Skills:</i> Specialized problem-solving skills required for research and / or innovation to develop new knowledge and procedures, ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts, ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.</p>

	<p><i>Communication:</i> Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to students.</p> <p><i>Responsibility and Autonomy:</i> Management jobs or training processes that are complex, unpredictable and require new strategic approaches, responsibility for contributing to professional knowledge and practice and / or performance evaluation teams and groups, the ability to continue their education with a high degree of autonomy.</p>
<b>Narrative</b>	<p>The Diplom bakalavra (Диплом бакалавра) is required for access to the 1 – 1.5 years specialist programme.</p> <p>Specialist diploma programmes are professionally oriented granting full academic rights for access to Doctoral studies and employment. The diploma always mentions a professional qualification/occupational field, e.g., civil engineer or English teacher.</p> <p>The content is usually profession or research-oriented or profession education. Final assessment involved state run examinations reflecting the centralised system that was then a feature of provision; submission of a thesis may also be involved, which will be apparent on individual transcripts.</p> <p>Where results in the Diplom spetsialista - Диплом спеціаліста (Specialist diploma) are achieved with high marks, the resulting qualification is titled Diplom spetsialista z vidznakoю - Диплом спеціаліста з відзнакою (Specialist diploma with distinction).</p> <p>There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIs are listed on EDEBO and verification methods are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p> <p><b>Background</b></p> <p>From independence in 1991, reform of higher education was central to government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process, which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place. Shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector. In parallel Professional Pre-Higher Education (short cycle) qualifications and Professional Qualifications were introduced. Reformation and adaptation intensified from 2014, as systems were introduced to allow greater consistency with the features of the Bologna Process and European Standards and</p>

	<p>Guidelines, supported also by the continued development and engagement with the development of the National Framework of Qualifications.</p> <p>A <b><u>National Quality Assurance Agency for Higher Education</u></b> was established independent from Ministry and with cross cutting responsibilities.</p> <p>Within the context of system reform, the Specialist Diploma has a particular history. From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, the transitional system provided for the co-existence of Bachelor and Master's degree programmes alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of such students was accepted onto long-cycle Diploma programmes in 2016 with completing graduates finishing studies in 2021-22.</p> <p>In parallel to closing out such programmes, systems have been working to align with Bologna requirements.</p>
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<b>Award Title</b>	<b><u>Диплом магістра</u></b>
<b>English Title</b>	<b>Masters Degree</b>
<b>NFQ Level</b>	9
<b>Irish Award Type</b>	Masters Degree
<b>Bologna Cycle</b>	
<b>Award Information</b>	A professionally oriented master programme is comprised of 90-120 ECTS. An academic programme is comprised of 120 ECTS.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	
<b>Additional Comments</b>	Masters programme from a recognised Higher Education Institution. Progression opportunities: Doctoral studies. A Master degree in medical, pharmaceutical or veterinary fields comprise of 300-360 ECTS credits. ECTS credits are in use since 2007.
<b>Ukrainian Framework Level</b>	7
<b>EQF Level</b>	
<b>Minimum Duration</b>	1.5 years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	90-120
<b>Award Profile</b>	Admission requirements: the Diplom bakalavra (Bachelor diploma).
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Specialized conceptual knowledge, which includes modern scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and research, critical thinking of problems in the field and on the border of fields of knowledge.</p> <p><i>Skills:</i> Specialized problem-solving skills required for research and / or innovation to develop new knowledge and procedures, ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts, ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.</p>

	<p><i>Communication:</i> Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to students.</p> <p><i>Responsibility and Autonomy:</i> Management jobs or training processes that are complex, unpredictable and require new strategic approaches, responsibility for contributing to professional knowledge and practice and / or performance evaluation teams and groups, the ability to continue their education with a high degree of autonomy.</p>
<b>Narrative</b>	<p>The Magistra qualification was used extensively across Europe and Eastern Europe before the Bologna process and has gradually been replaced by second cycle, Master's degree academic programmes; in Ukraine it was first awarded in 1997. Candidates must complete an academic thesis. The Degree gives access to the Candidate of Science, Doctor of Philosophy and Doctor of Art study paths.</p> <p>Programmes last between 1-2 years and are accessed on the basis of the Bachelors (Diplom bakalavra) or specialist Diploma.</p> <p>Across Ukraine, there are 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p> <p>Entrance to Masters programmes re typically competitive, requiring completion of relevant undergraduate qualifications and EIE language requirements, as well as traditional entrance exams. Currently, these Unified Entrance Examination and Unified Professional Entrance Exam - have been suspended and re-defined in the form of Master's Comprehensive Test (MCT) and Master's Test of Educational Competence (MTEC). It is proposed for this year that these be conducted on-line for those students hoping to carry on studying with Ukrainian programmes, e.g. in Law, Social and Behavioural studies, Journalism, Public Management and Administration etc., while overseas.</p>



# Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<b>Асистентури-стажування (Assystentura-stazhuvannya)</b>
<b>English Title</b>	<b>Post Graduate Studies</b>
<b>NFQ Level</b>	9
<b>Irish Award Type</b>	An Award at Level 9
<b>Bologna Cycle</b>	
<b>Award Information</b>	3 years in duration.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	Guidance and Control over Assystentura-stazhuvannya at HEI's of Arts are carried out by the Ministry of Culture in coordination with the Ministry of Education. The qualification is highly regarded in Academia. A Specialist Diploma or Masters is required for entry to this program.
<b>Ukrainian Framework Level</b>	7
<b>EQF Level</b>	N/A
<b>Minimum Duration</b>	3 Years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	180
<b>Access to Higher Education</b>	Yes
<b>Award Profile</b>	Assystentura-stazhuvannya is the main form of systematic training of highly qualified scientific and pedagogical, creative and executive staff on the specialities of group 'Art'. Assystentura-stazhuvannya extends the right to be engaged in professional teaching activities, including Universities of Arts.
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity, and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.
<b>Ukrainian framework level indicators</b>	<i>Knowledge:</i> Specialized conceptual knowledge, which includes modern scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and research, critical thinking of problems in the field and on the border of fields of knowledge. <i>Skills:</i> Specialized problem-solving skills required for research and / or innovation to develop new knowledge and procedures, ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts, ability to

	<p>solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.</p> <p><i>Communication:</i> Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to students.</p> <p><i>Responsibility and Autonomy:</i> Management jobs or training processes that are complex, unpredictable and require new strategic approaches, responsibility for contributing to professional knowledge and practice and / or performance evaluation teams and groups, the ability to continue their education with a high degree of autonomy.</p>
<b>Narrative</b>	<p>This is award was delivered until 2014, in an institution accredited at the highest level, IV ( See <a href="#">Слайд 1 (enic-naric.net)</a>).</p> <p>After 2014 it was absorbed into the routine system.</p>



Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<b>Диплом (in subject area)</b>
<b>English Title</b>	<b>Diploma of Higher Professional Education</b>
<b>NFQ Level</b>	9
<b>Irish Award Type</b>	Masters Degree
<b>Bologna Cycle</b>	
<b>Award Information</b>	Diplom o vysshem professionalnom obrazovanij awarded during Soviet Union era.
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/a
<b>Additional Comments</b>	5-year degree programme (Thesis + viva voce) from the recognised Higher Education Institution (except for Specialist Diploma awarded by Higher Military Schools or in the fields of Communist Party). Progression opportunities are to Doctoral studies.
<b>Ukrainian Framework Level</b>	7
<b>EQF Level</b>	
<b>Minimum Duration</b>	5 years
<b>Credit Type</b>	
<b>Credit Value</b>	
<b>Award Profile</b>	
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Specialized conceptual knowledge, which includes modern scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and research, critical thinking of problems in the field and on the border of fields of knowledge.</p> <p><i>Skills:</i> Specialized problem-solving skills required for research and / or innovation to develop new knowledge and procedures, ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts, ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.</p> <p><i>Communication:</i> Clear and unambiguous communication of own knowledge, conclusions and arguments to specialists and non-specialists, in particular to students.</p>



	<i>Responsibility and Autonomy:</i> Management jobs or training processes that are complex, unpredictable and require new strategic approaches, responsibility for contributing to professional knowledge and practice and / or performance evaluation teams and groups, the ability to continue their education with a high degree of autonomy.
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## ДИПЛОМ

ЖВ-І № 102 [REDACTED]

Цей диплом видано [REDACTED]

в тому, що вона в 1978 році вступила до Тарківського державного університету імені О.М.Торського

і в 1983 році закінчила повний курс названого університету

за спеціальністю українська мова та література

Рішенням Державної екзаменаційної комісії від 22 "червня" 1983 р.

присвоєна кваліфікація викладач української мови та літератури

Голова Державної екзаменаційної комісії Мисир

Ректор [Signature]

М.П. Секретар [Signature]

Місто Львів 30 "червня" 1983 р.

Реєстраційний № 6

Український зв'язок

## ДИПЛОМ

ЖВ-І № 102 [REDACTED]

Нагрудний знак ВІДАН

Настоящий диплом выдан [REDACTED]

в том, что она в 1978 году поступила в Тарковский государственный университет имени О.М.Торского

и в 1983 году окончила полный курс названного университета

по специальности украинский язык и литература

Решением Государственной экзаменационной комиссии от 22 "июня" 1983 г.

присвоена квалификация преподаватель украинского языка и литературы

Председатель Государственной экзаменационной комиссии Мисир

Ректор [Signature]

М.П. Секретарь [Signature]

Город Львов 30 "июня" 1983 г.

Регистрационный № 6

Московская типография Гознака. 1979.

## Rough guide to Ukrainian qualifications in the context of the Irish National Framework of Qualifications

<b>Award Title</b>	<b>Доктор наук</b>
<b>English Title</b>	<b>Doctor of Science</b>
<b>NFQ Level</b>	10
<b>Irish Award Type</b>	Higher Doctorate
<b>Bologna Cycle</b>	N/A
<b>Award Information</b>	<p>Post-Doctoral award. The Доктор наук is the highest academic degree with entry only open to 'Candidate of Science' and 'Doctor of Philosophy' holders only. The Doctor of Science is a research degree, which is acquired at the second research level of higher education on the basis of a Doctor of Philosophy degree. Acquisition of the highest competences in the field, including elaboration and implementation of research work methodology, conduction of innovative research, receipt of scientific results, are required, providing solutions of significant theoretical or applied issues, publishing findings of national or global importance in scientific editions.</p> <p>The Doctor of Science degree is awarded by the specialized Attestation board of the HEI or research establishment.</p>
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/A
<b>Ukrainian Framework Level</b>	8
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 Years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	180
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	<p>Doctor of Science is a post-doctoral research degree and compares to the Irish Higher Doctorate which is compatible with the completion of the Bologna Third Cycle. Usually, the learner already holds a first doctorate or equivalent for some period of time prior to becoming a candidate for this course of study. The Ukrainian Higher Attestation Commission decides on admission based on the level of advancement shown in the dissertation, which must resolve a fundamental scientific problem.</p>
<b>Learning Outcomes based on comparability level</b>	<p>Learning outcomes at Level 10 relate to the discovery and development of new knowledge and skills and delivering findings at the frontiers of knowledge and application. Further outcomes at this level relate to specialist skills and transferable skills required for managing, such as the abilities to critique and develop organisational structures and initiate change.</p>
<b>Ukrainian framework level indicators</b>	<p><i>Knowledge:</i> Conceptual and methodological knowledge in the field or on the border of fields of knowledge or professional activity.</p>

	<p><i>Skills:</i> Specialized skills and techniques needed to solve significant problems in the field of professional activity, science and / or innovation, expansion and reassessment of existing knowledge and professional practice of initiating, planning, implementing and adjusting a consistent process of thorough research with due academic integrity, critical analysis, evaluation and synthesis of new and complex ideas.</p> <p><i>Communication:</i> Free communication on issues related to the field of scientific and expert knowledge, with colleagues, the general scientific community, society as a whole, the use of academic Ukrainian and foreign languages in professional activities and research.</p> <p><i>Responsibility and Autonomy:</i> Demonstration of significant authority, innovation, high degree of independence, academic and professional integrity, constant commitment to the development of new ideas or processes in the advanced contexts of professional and scientific activities, the ability to continuous self-development and self-improvement.</p>
<b>Types of Vocational Educational Institutions</b>	N/A
<b>Narrative</b>	<p>Доктор наук (Doctor of Sciences) is awarded for significant research and contribution to science in the Ukraine. This qualification will be replaced by Диплом доктора філософії (Diploma of Doctor of Philosophy), a 4-year third cycle program.</p> <p>General background, higher education sectoral reform: From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with the requirements of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was not far from government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and in parallel, Professional Qualifications.</p> <p>A <b>National Quality Assurance Agency for Higher Education</b> was established independent from Ministry and with cross cutting responsibilities.</p>



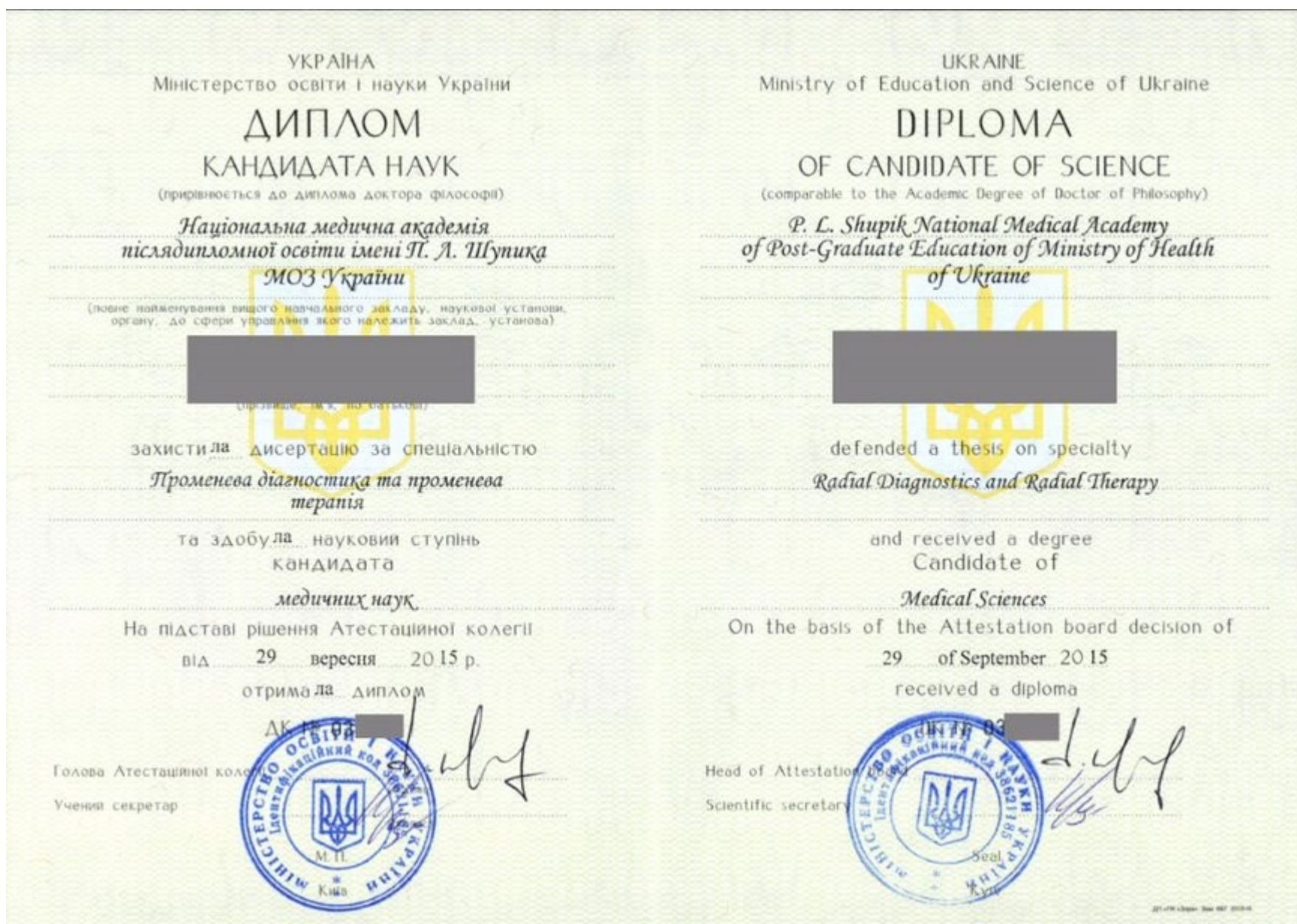
	<p>A list of higher education institutions can be viewed <a href="#">here</a>.. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <a href="#">Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</a>.</p> <p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016 with the last students graduating in 2021-22. The function of the Diploma was to grant access to a master's programme or work.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p>
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<b>Award Title</b>	<b>Кандидат наук, or Доктор філософії / Доктор мистецтва</b>
<b>English Title</b>	<b>Candidate of Science or Doctor of Philosophy / Doctor of Art</b>
<b>NFQ Level</b>	10
<b>Irish Award Type</b>	Doctoral Degree
<b>Bologna Cycle</b>	
<b>Award Information</b>	Duration: 3 years minimum. Access requirements: Диплом магістра or Диплом спеціаліста
<b>Type of Education</b>	Higher Education
<b>Professional Award</b>	N/A
<b>Additional Comments</b>	Doctoral programme from the recognised Higher Education Institution. Progression opportunities are to the Higher Doctorate.
<b>Ukrainian Framework Level</b>	8
<b>EQF Level</b>	
<b>Minimum Duration</b>	3 Years
<b>Credit Type</b>	ECTS
<b>Credit Value</b>	180
<b>Access to Higher Education</b>	N/A
<b>Award Profile</b>	The qualification is issued by the specialised academic council, after the public defence of a thesis. On successful completion, candidates are awarded the Кандидат наук degree. The Candidate of Science will be phased out by 2021, to be replaced with Doctor of Philosophy (Доктор філософії)/Doctor of Art (Доктор мистецтва).
<b>Learning Outcomes based on comparability level</b>	Learning outcomes at Level 10 relate to the discovery and development of new knowledge and skills and delivering findings at the frontiers of knowledge and application. Further outcomes at this level relate to specialist skills and transferable skills required for managing, such as the abilities to critique and develop organisational structures and initiate change.
<b>Ukrainian framework level indicators</b>	<i>Knowledge:</i> Conceptual and methodological knowledge in the field or on the border of fields of knowledge or professional activity. <i>Skills:</i> Specialized skills and techniques needed to solve significant problems in the field of professional activity, science and / or innovation, expansion and reassessment of existing knowledge and professional practice of initiating, planning, implementing and adjusting a consistent process of thorough research with due academic integrity , critical analysis, evaluation and synthesis of new and complex ideas.



	<p><i>Communication:</i> Free communication on issues related to the field of scientific and expert knowledge, with colleagues, the general scientific community, society as a whole, the use of academic Ukrainian and foreign languages in professional activities and research.</p> <p><i>Responsibility and Autonomy:</i></p> <p>Demonstration of significant authority, innovation, high degree of independence, academic and professional integrity, constant commitment to the development of new ideas or processes in the advanced contexts of professional and scientific activities, the ability to continuous self-development and self-improvement.</p>
<b>Narrative</b>	<p>The duration of programmes leading to the Candidate of Science or Doctor of Philosophy / Doctor of Art is 3 years minimum. Accessed with a Диплом магістра (Masters Degree) or Диплом спеціаліста (Diploma Specialist). Programme requirements include attendance at lectures/seminars and meeting requirements set down in examination, but the dominant outcomes lie in research elements. The qualification is issued by the specialised Academic Council, after the public defence of a thesis.</p> <p>General background, higher education sectoral reform:</p> <p>From 2014, reforms of Ukraine's higher education system were introduced to allow greater consistency with the requirements of the Bologna Process.</p> <p>From independence in 1991, reform of higher education was not far from government policy with successive Acts providing structural changes that ultimately enabled alignment with the principles and tools of the Bologna process which Ukraine joined in 2005. At that point, a two-cycle system of Bachelor, Specialist/Master was in place, and shortly thereafter ECTS (2007) and Diploma Supplements were introduced. ISCED classifications were adopted in 2011, and ultimately four cycles of a Qualifications Framework were adopted, providing for Doctorate (Philosophy, Arts), Masters, Bachelors and Junior Bachelors programmes, strictly within the higher education sector, but alongside it in parallel there were Professional Pre-Higher Education (short cycle) qualifications and in parallel, Professional Qualifications.</p> <p>A <b><u>National Quality Assurance Agency for Higher Education</u></b> was established independent from Ministry and with cross cutting responsibilities.</p> <p>A list of higher education institutions can be viewed <a href="#">here</a>. There are about 600 Higher Education Institutions including Universities (університет) Institutions (інститут) Academies (академія) Conservatories/academies (консерваторія) and Colleges (коледж). All HEIS are listed on EDEBO and verification methods are explained in the <b><u>Guidelines on Fast-track Recognition of Ukrainian Academic Qualifications</u></b>.</p>

	<p>.</p> <p>The programme of educational reform intensified after 2014, and again from 2017 onwards as the ultimate shape of the National Framework of Qualifications continued to be negotiated.</p> <p>From 1991- 1996 when the transitional system was phased in, Ukraine followed the Soviet system of education having been part of the USSR until the Union's dissolution in 1991. From 1996 until 2014, a transitional system had been in operation wherein Bachelor and Master's degree programmes existed alongside the long, single-cycle degree structure leading to a Specialist Diploma. The last cohort of students was accepted onto Diploma programmes in 2016 with the last students graduating in 2021-22. The function of the Diploma was to grant access to a master's programme or work.</p> <p>In parallel, programmes and systems have been working to align with Bologna requirements.</p>
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## Frequently Asked Questions

Is information about qualifications always accessible, including for people who left Ukraine quickly without original documents?

Instructions for Ukrainian Students on how to obtain their official documents are available on <https://info.edbo.gov.ua/>

The system is almost comprehensive, except for certain very limited situations. The enquiry process is described in the Fast track guide, pages 56 onwards: [GUIDELINES\\_UKRAINE.pdf \(cimea.it\)](#).

An employer or educational body can verify the qualification in reverse with the individual qualification holders' consent, once the details are shared, using the same website.

Currently enrolled students may request a record of study from the Educational Department of Institutions and request the Vytag iz Zalikovo-Ekzamenatsiynoyi (Extract from Test Examination records) prepared from the dean's office of the relevant faculty.

University Archives are held for over fifty years.

### When might RPL be helpful?

Migration and integration in new environments draw from each of us deeper and often new skills which can be recognised through RPL. The European Training Foundation note that 'Recognition of informal learning is a crucial factor in finding skilled employment abroad and continuous human capital development upon return. Supportive measures will ensure proper skill matching and prevent deskilling and skills waste.'<sup>4</sup> Qualification profiles suggest that people from Ukraine who are over 35 are more likely to have had fewer opportunities to access qualifications and may have greater informal and non-formal learning. The OECD confirm that Ukrainian laws in education provide for the recognition of qualifications obtained including through RPL overseas, and encourage 'proactive career guidance, preparatory programmes for VET entry, flexible VET programmes with mentoring and targeted training assistance, recognition/validation of prior VET learning, and employer support and engagement'<sup>5</sup>

Access to impartial guidance as part of career planning will assist in identifying where RPL is beneficial. Other people may wish to alter career or qualification paths and will benefit from consideration of RPL within the context of personal progression planning.

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<sup>4</sup> [etf\\_skills\\_and\\_migration\\_country\\_fiche\\_ukraine\\_2021\\_en\\_marked.pdf](#)

<sup>5</sup> [How vocational education and training \(VET\) systems can support Ukraine \(oecd-ilibrary.org\)](#)

## What about RPL and Credential evaluation?

RPL can be helpful for all of us in the evaluation of credentials. Typically, recognition addresses whole qualifications, informed by many elements associated with qualification systems, e.g. quality assurance, qualification frameworks, national systems, learning outcomes and curricula etc. RPL processes can examine more deeply an individual's personal achievement of learning outcomes across informal, non-formal and formal situations. It can therefore be important in closing perceived gaps in differences in documented learning outcomes required for the successful participation in programmes of education and training, and for access to appropriate levels of employment.

In the context of the recognition of credentials, the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region adopted a Recommendation on the Recognition of Refugees' Qualifications under the Lisbon Recognition Convention and Explanatory Memorandum<sup>6</sup>. This Recommendation calls on us to simplify procedures for recognition including where there is inadequate documentation, to ensure that recognition processes should be affordable and offered within a reasonable timeframe, and that information already gathered by other competent authorities should be acceptable, extending also to information gathered about periods of study. The rights and value of a qualification formerly held in a home country as far as possible should be comparably extended. The purpose of recognition matters and can influence the procedure to be adopted in providing recognition; mixed methodologies are useful in affirming the level, quality, learning outcomes, profile and workload of the qualification. The Recommendation is detailed and provides additional information on the preparation of a 'Background document' which can assist and inform the work of Competent Bodies and Authorities in decision making.

The Recommendation further notes that 'lack of proficiency in the language(s) of the host country and/or host institution should not in itself be considered sufficient reason to withhold assessment and recognition'.

The ENIC NARIC European Area of Recognition (EAR) Manual<sup>7</sup> further sets out approaches to working with refugees, including where there is a substantial difference between what has been accomplished in the persons home country and what is typically required in the host country. The work of credential evaluation, recognition and RPL are related.

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<sup>6</sup>[Recommendation on Recognition of Qualifications Held by Refugees Displaced Persons and Persons in a Refugee like Situation \(enic-naric.net\)](https://www.enic-naric.net/en/Recommendation-on-Recognition-of-Qualifications-Held-by-Refugees-Displaced-Persons-and-Persons-in-a-Refugee-like-Situation)

<sup>7</sup> [European Area of Recognition - EAR Manual \(enic-naric.net\)](https://www.enic-naric.net/en/European-Area-of-Recognition-EAR-Manual)

It is in this context that it is anticipated that collaboration with the Council of Europe ‘European Qualifications Passport for Refugees’ (EQPR)<sup>8</sup> is a welcome support and pillar in practice.

### **What is ‘substantial difference’?**

A substantial difference between qualifications is a difference such that it would stop the person holding the qualification from succeeding in their next step in further study, research activities or employment in the desired field at the required level.

The EAR Manual<sup>9</sup> discusses this very helpfully- stating that ‘differences are to be expected’, and noting that the existence of a substantial difference does not necessarily prevent a recognition decision. Both context and purpose matter. Recognition can result in a variety of decisions, for example, it can be partial, conditional, augmented (perhaps with RPL or additional actions) or refused.

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<sup>8</sup> [European Qualifications Passport for Refugees \(coe.int\)](https://coe.int/en/treaties/EQPR)

<sup>9</sup> [European Area of Recognition - EAR Manual \(enic-naric.net\)](https://en.naric.net/en/european-area-of-recognition-ear-manual)



### Official Documentation Types

- Диплом (Diploma) or Диплом з Відзнакою (Diploma with Honours)
- Додаток до Диплома (Diploma Attachment)
- Академічна Довітка (Academic Record)
- Архівна Довідка (Archival Record)
- Витяг із Залікової Книжки (Extract from Examination Book) which is acceptable if issued by the Institution's Secretariat

*NOTE: A Diploma Supplement is not valid without Diploma*

### Unofficial Documents may include

- Notarized “copy” – Копія (Copy)
- Залікова Книжка (Study Book)

### Ukrainian Qualification Sample Documents

Education Credential Evaluators (ECE) has also kindly provided sample certificates which are used within this document. [Foreign Credential Evaluation Reports | ECE | NACES Member](#)

The webinar hosted by the Directorate- General of Education, Youth, Sport and Culture (DGEC) of the European Commission in co-operation with CIMEA, the Italian ENIC NARIC centre remains available on-line and is an invaluable resource and reference point. ([Valentyna KRASNOSHCHOK.pdf \(cimea.it\)](#)).

## Useful Links

[Guidelines on Fast-track Recognition of Academic Qualifications](#)

[ENIC UKRAINE](#)

[List of recognised HEIs](#)

[EHEA - Ukraine](#)

[WES - Ukraine](#)

[NUFFIC Module](#)

[Recognition of Ukrainian Qualifications](#)

[Ukraine National Qualifications Framework](#)

[Focus Ukraine - CIMEA](#)

[European Area of Recognition - EAR Manual \(enic-naric.net\)](#)

[Education and work information for Ukrainians and EU countries | ETF \(europa.eu\)](#)

[EU solidarity with Ukraine \(europa.eu\)](#)

[Adult Education/Освіта дорослих | Irish Refugee Council](#)

## Select Bibliography

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European Training Foundation, New forms of employment in the Eastern Partnership Countries: Platform Work-Ukraine, Country Profile, accessed July 2022 [platform\\_work\\_ukraine\\_0.pdf \(europa.eu\)](#)

International Labour Organisation, ILO Brief, The impact of the Ukraine crisis on the world of work: Initial assessments (May 2022), accessed July 2022 [wcms\\_844295.pdf \(ilo.org\)](#)

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