

EUROPEAN INTEGRATION OF UKRAINE' HIGHER EDUCATION IN THE CONTEXT OF BOLOGNA PROCESS

*20 years of Bologna Process in Ukraine:
Achievements, Challenges and Prospects*

CONFERENCE PROCEEDINGS
(TAM EVENT Follow Up)

XIV International conference:

NATIONAL BOLOGNA EVENT *"Bologna Process Principles and Tools"*

6 November 2025, Kyiv, Ukraine

TAM EVENT *"EHEA Values"*

7 November 2025, Kyiv, Ukraine

ЄВРОПЕЙСЬКА ІНТЕГРАЦІЯ ВИЩОЇ ОСВІТИ УКРАЇНИ В КОНТЕКСТІ БОЛОНСЬКОГО ПРОЦЕСУ

*20 років Болонського процесу в Україні:
досягнення, виклики та перспективи*

ЕЛЕКТРОННИЙ НАУКОВИЙ ЗБІРНИК ТЕЗ ДОПОВІДЕЙ

XIV Міжнародної науково-практичної конференції:

НАЦІОНАЛЬНИЙ БОЛОНСЬКИЙ ЗАХІД *«Болонські принципи та
інструменти»*

6 November 2025, Kyiv, Ukraine

TAM EVENT *"EHEA Values"*

7 November 2025, Kyiv, Ukraine

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The Proceeding contains abstracts of the Conference's participants reports, which highlight current issues of the European integration of Ukraine' higher education in the context of Bologna Process, in particular the implementation of the Bologna principles and tools, and the EHEA values.

The materials are published in the author's editorial version.

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Organisers:

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| <ul style="list-style-type: none">▪ Ministry of Education and Science of Ukraine▪ National Academy of Educational Sciences of Ukraine▪ National Agency for Higher Education Quality Assurance▪ National Qualification Agency | <ul style="list-style-type: none">▪ Taras Shevchenko National University of Kyiv▪ Institute of Higher Education, NAESU▪ National Erasmus+ Office – Ukraine & HERE team▪ British Council in Ukraine |
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Objectives. Discussion of achievements, challenges and prospects for implementing the Bologna principles, tools and EHEA values in line with the Sustainable Development Goals to improve competences for the higher education modernization.

Learning - Understand impact of the Bologna principles, tools and fundamental values in higher education on Sustainable Development;

- Identify ways and approaches to implement Bologna principles, tools and provide accepting fundamental values in higher education by academic community and wider society considering EHEA trends and actual emergencies & crises (pandemia, the martial law and large-scale war in Ukraine).

Materials: EHEA documents, [Tirana Ministerial Conference documents](#); [Ukraine Higher Education Development Strategy 2022-2032 \(draft amendments 2024\)](#); [IX International Cluster conference «European Integration of Ukraine’ Higher Education in the context of Bologna Process» \(THE REVIEW – The 2005-2020 Bologna Process in Ukraine: Achievements, Challenges and Prospects\)](#).

Moderators: Svitlana KALASHINKOVA, HERE; Zhanna TALANOVA, NEO – Ukraine

LINKs to the Conference:

NATIONAL BOLOGNA EVENT “Bologna Process Principles and Tools” (6 November 2025)

<https://erasmusplus.org.ua/en/news/national-bologna-event-xiv-international-conference-european-integration-of-ukraine-higher-education-in-the-context-of-bologna-process-bologna-process-principles-and-tools/>

TAM EVENT “EHEA Values” (7 November 2025)

<https://erasmusplus.org.ua/en/news/tam-event-xiv-international-conference-european-integration-of-ukraine-higher-education-in-the-context-of-bologna-process-values-in-higher-education-20-years-of-bolo/>

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**QUALITY OF TRAINING FOR STUDENTS OF HIGHER MEDICAL
EDUCATION DURING MARTIAL LAW**

The reform of Ukraine's higher education system is closely linked to the Bologna Process and aims to ensure the quality of educational activities and compliance with the principles set out in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

It is important to understand the internal quality assurance system as a comprehensive policy, strategy, and set of procedures aimed at improving the quality of educational activities and learning outcomes. This approach involves sharing responsibility for improving the internal quality assurance system among all participants in the educational process, performing a set of tasks and procedures, and systematically monitoring and analysing performance at all levels of the higher education institution's organizational structure. Particular attention is paid to ensuring the formation of professional competencies of students in accordance with higher education standards and modern labor market requirements.

Objective. To identify conceptual directions for improving the quality of medical education under martial law based on the Bologna Process.

Materials and methods of study. Higher medical education is focused on achieving a number of strategic goals, including ensuring high-quality training and professional competence of future doctors, promoting their personal development and academic freedom. Academic freedom for students includes the ability to independently choose educational components that not only shape professional knowledge and practical skills but also contribute to the development of worldview guidelines and general cultural values. An important component of the effective functioning of the higher medical education system is the availability of a developed material, technical, informational, and educational-methodological base, which provides applicants with the opportunity to acquire knowledge and develop professional skills. The concept of quality is multidimensional and complex, and in higher education it is viewed as the result of interaction between teachers, students, and the institutional learning environment. The quality assurance process contributes to the formation of an educational environment in which the content of educational programs, learning opportunities, methodological and material and technical support meet the defined goals and contribute to the achievement of the expected learning outcomes [1]. The creation of an internal education quality assurance system (IQAS) involves the development and publication of a quality assurance policy, which is an integral part of the strategic management of a higher education institution. Quality policy and related processes form the basis of a comprehensive

institutional quality assurance system that defines the logic of the educational activity cycle and ensures the continuous improvement of the university as an educational organization.

The Kharkiv International Medical University (KhIMU) is implementing, systematically researching, and improving the IQAS, which covers the strategy (policy) and procedures for quality assurance, the definition and distribution of powers among all participants in the educational process, the system and mechanisms for ensuring academic integrity, as well as clearly defined and published criteria, rules, and procedures for evaluating students. The IQAS structure also includes published criteria, rules, and procedures for evaluating the scientific and pedagogical activities of university employees, as well as mechanisms for evaluating the effectiveness of the management activities of the institution's leadership. Particular attention is paid to ensuring the necessary resources for the organization of the educational process, including for the independent work of students, as well as the development and support of modern information systems that ensure effective university management and contribute to improving the quality of educational activities.

High-quality training for students pursuing higher medical education requires a radical transformation of the principles of organizing the educational process and the roles of teachers and students. The introduction of interdisciplinary integrated courses, the provision of opportunities for individual educational trajectories for students, the use of innovative teaching methods, and the conduct of classes in simulation centers and clinical bases expand the academic freedom of students in the formation of individual study plans, developing critical thinking, communication, and leadership competencies, as well as systematically forming the professional skills and practical abilities of future doctors.

The processes of ensuring the quality of education must be measurable, objective, manageable, and transparent. The university has created the necessary conditions for the implementation of these principles. In particular, an electronic form of the academic record book and information on the academic performance of higher education students has been introduced and is constantly being improved. Today, there is a single integrated database of educational components, teachers, and students, which correlates with the data

of the Unified State Electronic Database on Education (USEDE). This approach ensures transparency and reliability of educational results. Teachers have access to an electronic journal for the relevant educational component, which displays attendance, performance, make-up work for missed classes, and the results of current and final assessments. Students, in turn, can view their own academic achievements in real time, which fosters their responsibility for learning outcomes and increases their motivation to study.

The university pays considerable attention to fostering a culture of quality based on trust, respect for human dignity, academic integrity, transparency, partnership, the pursuit of excellence, and mutual responsibility. This culture is a conscious and consistent component of professional discourse in the field of educational policy and management of the educational process. The quality culture policy is integrated into the VSZYAO system and is a criterion of academic integrity. From an ethical standpoint, morally sound principles and rules of academic activity have been developed and enshrined in the relevant codes of ethics, and their effectiveness is assessed as a moral and ethical regulator of the behaviour of participants in the educational process. In theory and practice of management, academic integrity is considered a significant procedural criterion for the quality of educational, professional, and scientific activities [2].

Conclusions and prospects for further research. Analysis of the effectiveness of the VSZYAO operating at the university shows that it contributes to the transformation of the educational process towards the formation of high-quality training for applicants. A comprehensive approach should cover all key aspects of the university's functioning: organizational and management mechanisms, research activities of students and scientific and pedagogical staff, information support, economic and financial processes, as well as the development of material and technical resources. The development of these components is aimed at realizing the personal and professional potential of students, integrating the academic mobility of students and teachers, increasing the competitiveness and international attractiveness of higher education, and ensuring compliance with the fundamental principles of the Bologna Process. Further research will focus on assessing the effectiveness of integrated educational trajectories, developing innovative teaching

methods in conditions of martial law, and improving systems for
quality of educational outcomes.

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