

Accreditation Report

**Kharkiv National University of Radio Electronics /
Warwick University**
Master Software Engineering and Computer Science.
Reference Number IP-1238-1



26th Meeting of the ZEvA Commission for International Affairs on March 10th 2026

Item 4.05

Study Programme	Degree	Programme Duration	ECTS	Type of Programme	Maximum annual intake
Software Engineering and Computer Science.	Master	2 years	120	Full-time	15

Accreditation contract signed on: April 8th, 2025

Date of site visit: November 21st, 2025

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- Prof. Dr. Anett Mehler-Bicher, Hochschule Mainz, Professor for Information Systems with a focus on Networks and Software Development, Vice President Research & Transfer
- Dr. Klaus Stramm, Finanz Informatik, Münster (representative of the profession)
- Haroon Metro, Leibniz Universität Hannover (student expert)

Hanover, February 12th 2026

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

1. Decision of the ZEvA Accreditation Commission (10 March 2026)

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report of 26 February 2026.

The ZEvA Commission decides to accredit the following degree programme offered by Kharkiv National University of Radio Electronics / Warwick University without conditions for a period of six years:

- *Software Engineering and Computer Science (Master)*

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

2. Executive Summary of the Experts' Findings

The experts welcome the double degree programme "Software Engineering and Computer Science" as an interesting opportunity for particularly talented and motivated students to combine the more practical and application-oriented approach of NURE with the research orientation of WU, thus opening up new perspectives for research work at universities or in companies for the graduates.

While giving the students taking part in the double degree programme this interesting opportunity, the combination of the two different study programmes at NURE and WU is not without its challenges. In studying the first year (of an already well-established two-year master's programme in Software Engineering) at NURE and the second year of WU's one-year Master by Research in Computer Science, there seem to be some unresolved issues concerning recognition, despite the fact that recognition of prior learning seems to be formally regulated.

During the talks experts learned that with three compulsory modules in NURE's 3rd semester, students seem not to rely on recognition of their research work at WU alone, studying those NURE modules parallel to their semester at WU resulting in a double workload during the third semester.

From the documentation and the talks, it was difficult to say with certainty whether this was due solely to the students' high level of motivation or to uncertainty as to whether the research work at WU would count towards the compulsory modules at NURE. Another aspect seems to be a different approach in grading: since student's research work at WU can only be passed/not passed, students seem to rather take additional exams at NURE to maintain high grades. Experts recommend monitoring the recognition of the students' research at WU on the NURE educational elements closely and looking for options to make this process as transparent as possible for (1) the students who need to rely on the recognition of their research work as well as (2) future employers who need to be kept informed

on the students' competences acquired actually during their studies of the dual degree programme. The experts recommend looking for procedures and regulations to take into account the students' interests of a reliable recognition of their work and the future employers' need for transparency of acquired knowledge and skills.

The teaching faculty at both universities is composed of highly experienced senior lecturers and scholars who possess all academic expertise required for the programme. The online talks have also confirmed that communication, exchange and support between the two universities work well on the leadership and department level, but there seems to be some room for improvement of communication on the working-level between some lecturers of both institutions. It might also be a good idea to increase transparency in general (e.g. about possibilities of reading groups, etc. at WU for the double degree students, about the recognition process in general to inform the students about possibilities and with respect to employers via detailed information what the individual students' knowledge on different subjects are when graduating (transcript of records)).

Teaching methods and assessments are in line with the study programme's goals and the support of students at both institutions seems to be intense and personal. The learning environment offered by NURE and WU seems to be state of the art and suitable to reach the intended learning outcomes.

The study programme clearly helps to promote internalisation despite the war limiting options for physical mobility of students.

3. Final Vote of the Expert Panel

3.1.1 Recommendations:

- Experts recommend monitoring the recognition of the students' research at WU on the NURE educational elements closely and looking for options to make this process as transparent as possible for students and future employers.
- Experts recommend increasing transparency about the double degree programme in general, e.g. via a common NURE/WU website, linking to all documents and information in English language.

3.1.2 Recommendation to the ZEVA Commission for International Affairs:

The expert group recommends the accreditation of the dual degree Master's programme "Software Engineering and Computer Science" for the duration of six years without conditions.

II. Evaluation Report of the Expert Panel

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

In April 2025, ZEVA was commissioned with the international accreditation of three Master's programmes that had been developed and launched within the framework of the EU Twinning initiative, an institution-to-institution partnership framework to support Ukrainian higher education, both through short-term aid and long-term activities that help sustain and rebuild Ukrainian universities, the economy and society.

The initiative is coordinated by Cormack Consultancy Group with the support of University UK, the President's Fund of Ukraine for Education, Science, and Sports and different private and state organisations.

Each of the three Master's programmes is jointly offered by one Ukrainian university and one partner institution in the United Kingdom. All programmes are taught (mainly) in English and award a double degree, whereas the exact roles and responsibilities of the partners vary with each programme. At present, all programmes are primarily directed at Ukrainian students, but are, on principle, designed to be open to both international and domestic applicants.

As the programmes belong to a wide spectrum of different academic disciplines, they were assessed in three separate procedures across the year 2025. Each assessment procedure was organised as a peer review, involving an expert panel composed of two university professors in the discipline, one professional from outside academia and one student.

The quality assessment was based on the criteria laid out in the "ZEVA Manual for the External assessment of Study Programmes". This framework is in turn fundamentally based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework for Qualifications for the European Higher Education Area" (2005) and the "ECTS Users' Guide" (European Communities, 2015).

For the purpose of the assessment, the universities were asked to submit a written self-report in English for each study programme. Each self-report contained detailed information on the higher education institutions and the programme and included an appendix of key documents, as e.g. the course syllabi, curricula, CVs of the teaching faculty and relevant regulatory documents (cooperation agreements, regulations for student assessment, graduation and recognition, quality assurance policies etc.). The main responsibility for the reports lies with the programme coordinators in Ukraine. Due to the travel restrictions imposed by the ongoing war in Ukraine, the experts conducted online talks with representatives of both universities instead of on-site visits. In addition, they were provided with concrete impressions of the premises and infrastructure on campus by means of picture and/or video material.

This assessment report refers to the Master's programme "Software Engineering and Computer Science" which is jointly offered by the Kharkiv National University of Radio Electronics in Ukraine (hereinafter: NURE) and Warwick University in the United Kingdom (hereinafter: WU).

The report reflects the outcomes of the experts' assessment of the written self-report and their

impressions gained during the online talks with the students, the faculty and staff of both universities and the Twinning project coordinator.

The assessment report serves as a key document for the ZEvA Accreditation Commission to decide on the accreditation of the study programme with the ZEvA quality label. As ZEvA is a registered agency in Ukraine, the accreditation decision can be recognized as equivalent to Ukrainian national accreditation. In the United Kingdom, no external accreditation decision is required at programme level.

2. Outline of the Study Programme

The study programme combines a two-year (120 ECTS) Master's programme by NURE with a one-year- (60 ECTS) Master by Research Programme by WU. During the first year at NURE especially talented and motivated students which meet WU's language requirements may apply to WU for taking part online in the Master by research at WU. When they finish their research thesis at WU and their credits are successfully transferred from their research work to NURE's educational components in the second NURE year (3 compulsory and 3 elective modules and the Master's thesis) they receive both NURE's Master in Software Engineering and WU's Master by Research in Computer Science. The WU part of the study programme is taught in English, with most of the modules at NURE are being taught in Ukrainian.

The first 13 NURE students enrolled in the double degree programme in 2024 (out of 132 students at NURE's regular Master in Software Engineering).

According to the self-report, "the program is based on the basic concepts of software development and covers various approaches and methodologies, providing students with comprehensive knowledge and practical experience in accordance with the needs of the labour market. Effective program content is also provided in accordance with the practical needs of the region, stakeholders from among employers, students, and the academic community."

The "Master's programme provides hands-on research experience, enabling students to design experiments, collect and analyse data, and interpret finding. This practical involvement helps students develop essential skills such as problem-solving, academic writing, and presenting research result. Students have opportunities to publish research, present at conferences.

This dual approach prepares students for careers in academia, industry, or specialised fields by fostering independent inquiry, creativity, and a deeper engagement with their subject matter." (Self report, p. 23)

The programme was originally designed to be taught in a hybrid format, including on-campus lessons at NURE. However, due to the ongoing war in Ukraine and the dire safety situation there, teaching within the programme is currently taking place online only.

3. The Partner Universities and their Framework of Collaboration

Profile of the Universities

Kharkiv National University of Radio Electronics (NURE) was founded in 1930 as the Kharkiv Engineering-Building Institute, initially combining faculty from the Kharkiv Polytechnical Institute with the architectural faculty of the Kharkiv Art Institute. In 1934, the Kharkiv Geodetic Institute and the Scientific Research Institute of Geodesy and Cartography joined the institute, which later became the largest higher education institution in Ukraine. In 2001, it was granted national university status, and today it encompasses seven faculties and 33 departments, with over 6,500 students and is one of

Ukraine's leading technical universities.

A government initiative to expand higher education led to the founding of Warwick University (WU) in 1965. The university is a public research university, employs 2,691 academic and research staff and has a number of subjects within the 2022 ARWU's global top 50. Its constituent schools — the Warwick Business School, the Warwick Law School, the Warwick Manufacturing Group (WMG) and the Warwick Medical School — were established in 1967, 1968, 1980 and 2000 respectively. In 1979, Warwick incorporated Coventry College of Education and in 2004, it incorporated Horticulture Research International. Today, approximately 29,500 full-time students are enrolled at WU.

History and Framework of the Cooperation

According to the self-report the double degree programme is the result of a collaboration between the Computer Science Faculty, Software Engineering Department at NURE and the Computer Science Department at WU, which began in 2022. Several activities and one externally funded project have been implemented jointly by students and staff from the two departments and the curricula of both departments are very similar.

Representatives of both universities held a series of online meetings, where they agreed on areas of cooperation and mutual research and educational interests. In September 2022, both institutions signed a memorandum of agreement to establish the twinning partnership.

An “Agreement for Collaborative Provision” was signed in May 2025, which outlines the programme and the roles and responsibilities of each partner institution (see below).

Before the programme was finally launched, it successfully underwent the internal standard procedures of both NURE and WU for the validation and approval of study programmes.

Roles and Responsibilities of the Partners

In the process of developing the double degree programme, formal and legal requirements on both sides were accounted for, especially the national educational standards applying to Master's programmes in Ukraine.

The first year of the curriculum is delivered by NURE with WU providing specially selected students with the opportunity to take part in their Master by research during the second year. Students are enrolled at both universities and the Master's thesis is supervised jointly.

According to the self-report, NURE is responsible for designing and delivering courses during the first year, providing students with a foundation for their research in the second year at WU. Both universities ensure the quality and relevance of their educational content, providing the necessary infrastructure and resources for learning.

NURE proposes students' research topics for their theses, taking into account their relevance to issues in Ukraine, such as mitigating the consequences of war and contributing to the reconstruction of Ukraine. WU contributes to enriching the proposed research topics, ensuring that students benefit

from the research expertise of both institutions. Additionally, WU offers workshops to enhance students' research skills and encourages joint research initiatives, collaborative projects, and research that NURE students can attend online. Both universities are responsible for co-supervising students' theses.

NURE advertises the double degree programme, recruits students and identifies supervisors within NURE. It also facilitates communication between students, faculty and administrators, as well as providing student support.

WU is responsible for admissions to the Master's in Research programme, student registration and coordinating student involvement in support services (such as the Researcher Development Programme) and relevant networking events (such as online events run by the University of Warwick's Department of Computer Science).

The responsible faculties of both universities meet regularly to discuss issues related to the delivery of the programme. Each university is responsible for the management of the educational components they deliver.

4. Assessment of the Study Programme

4.1 Intended Learning Outcomes

According to the self-report a number of general competencies, professional competencies and programme learning outcomes have been defined and published:

“General competencies (GC):

- *GC-1. Ability to think abstractly, analyse and synthesize.*
- *GC-2. Ability to communicate in a foreign language both orally and in writing.*
- *GC-3. Ability to conduct research at the appropriate level.*
- *GC-4. Ability to communicate with representatives of other professional groups of different levels (with experts in other fields of knowledge/economic activity).*
- *GC-5. Ability to generate new ideas. Professional competencies of the speciality (PC)*

Professional competencies of the speciality (PC):

- *PC-1. Ability to analyse subject areas and form and classify requirements for the software.*
- *PC-2. Ability to develop and implement scientific and/or applied projects in software engineering.*
- *PC-3. Ability to design software architecture and model the functioning processes of individual subsystems and modules.*
- *PC-4. Ability to develop and implement new competitive ideas in software engineering.*
- *PC-5. Ability to develop, analyse and apply software engineering specifications, standards, rules and recommendations.*

- *PC-6. Ability to effectively manage financial, human, technical and other project resources in software engineering.*
- *PC-7. Ability to critically reflect on problems in information technology and at the boundaries of fields of knowledge, integrate relevant knowledge and solve complex problems in broad or multidisciplinary contexts.*
- *PC-8. Ability to develop and coordinate processes, stages and iterations of the software life cycle based on the application of modern software development models, methods and technologies.*
- *PC-9. Ability to ensure software quality.*
- *PC-10. Ability to plan and carry out scientific research in software engineering.*
- *PC-11. Ability to apply and develop fundamental and interdisciplinary knowledge to successfully solve scientific problems in software engineering.*
- *PC-12. Ability to design, implement, and maintain software taking into account cybersecurity requirements and modern methods and measures to counter cyber incidents.*
- *PC-13. Ability to form a model for representing big data, determine the main methods of data extraction and analysis*
- *PC-14. Ability to implement high-performance computing based on cloud services and technologies, parallel and distributed computing in the development and operation of distributed parallel information processing systems*

Program Learning Outcomes (PLO):

- *PLO1 Know and apply modern professional standards and other regulatory and legal documents on software engineering.*
- *PLO2 Evaluate and select methods and models for the development, implementation, maintenance of software and management of relevant processes at all stages of the life cycle*
- *PLO3 Build and research models of information processes in the applied field.*
- *PLO4 Identify information needs and classify data for software design.*
- *PLO5 Develop, analyse, justify and systematise software requirements.*
- *PLO 6 Develop and evaluate software design strategies; justify, analyse and evaluate design options in terms of the quality of the final software product, resource constraints and other factors.*
- *PLO7 Analyse, evaluate and apply modern software and hardware platforms at the system level to solve complex software engineering problems.*
- *PLO8 Develop and modify software architecture for customer requirements realise.*
- *PLO9 Reasonably choose paradigms and programming languages for software development; apply modern software development tools in practice.*
- *PLO10 Modify existing and develop new algorithmic solutions for detailed software design.*
- *PLO11 Ensure quality at all stages of the software life cycle, including using relevant assessment models and methods, as well as automated software testing and verification tools.*
- *PLO12 Make effective organisational and management decisions under conditions of uncertainty and changing requirements, compare alternatives, and assess risks.*
- *PLO13 Configure software, manage its changes and the development of software*

documentation at all stages of the life cycle.

- *PLO14 Forecast the development of software systems and information technologies*
- *PLO15 Perform software reengineering in accordance with customer requirements*
- *PLO16 Plan, organise and perform software testing, verification and validation.*
- *PLO17 Collect, analyse, evaluate information necessary for solving scientific and applied problems with using scientific and technical literature, databases and other sources.*
- *PLO18 Develop mathematical and software for scientific research in the software engineering field.*
- *PLO19 Formulate, experimentally test, justify and apply in practice in the process of software development innovative methods and competitive technologies for solving professional, scientific and technical problems in multidisciplinary contexts.*
- *PLO20 Plan and perform scientific research in the field of software engineering, select methods and tools, analyse results, justify conclusions.*
- *PLO21 Information Security in Software Systems – Ability to analyse, select, and professionally apply security measures to ensure data integrity and information security in software systems*
- *PLO22 Identify, collect, analyse, interpret and transform large amounts of data to ensure sustainable development of IT companies regarding the quality of processes and software development results*
- *PLO23 Perform parallel and distributed computing, apply numerical methods and algorithms for parallel structures, parallel programming languages in the development and operation of parallel and distributed software, methods of optimization theory”*

The intended learning outcomes are available on the NURE website under the section for applicants, which provides information about the Software Engineering specialization. Information about the MSc by Research in Computer Science can be found on the WU website.

Experts' Appraisal

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

4.2 Concept and Structure of the Study Programme

Student Admission Process and Criteria

According to the self-report and the online-talks, admission requirement for the Master at NURE is a Bachelor's degree in Computer Science or Software Engineering with a minimum GPA of 80 or higher. Formal entry requirements for the double degree at WU are letters of recommendation from professors or professionals, a research proposal and English language requirements (Band A, Overall

IELTS (Academic) score of 6.5, minimum component scores not below 6.0). During the talks representatives from WU said that since access to an IELTS exam under the current circumstances in Ukraine is very difficult for students, interviews with the students about their research proposals with WU staff can be used to establish applicants' proficiency in English.

Curriculum

The dual degree programme spans two years (120 ECTS) and emphasises research and practical training. Students complete their first year at NURE, focusing on coursework and foundational knowledge in software engineering.

The first term/semester at NURE entails obligatory modules like "Basics of Scientific Research, Organization of Science and Copyright", "Technologies of Software Systems Development", "Formal Methods of Software Engineering", "Innovative Entrepreneurship in Software Industry", "Innovative Management and Strategy (Term Project)", "Methodology of Constructive Thinking for Scientific Research", "Invention and Copyright", "Optimization Theory of Software Systems". During the second term students have to enrol into "High-performance Computing in EU", "Innovative Management and Strategy" and "Computer Vision". Additionally, they can choose from a variety of topics like:

- "Smart City Technologies"
- "Software Engineering Methods in Big Data"
- "Numerical Methods and High-Performance Computing"
- "Fundamental Engineering Practices"
- "Clean Code and Clean Design"
- "Infrastructure Providing and Architecture Management"
- "Basics of Big Data, Modelling and Data Analytics"
- "Big Data Processing Architectures, Big Data and Cloud Technologies"
- "ElasticSearch and NoSQL Databases"
- "Theory of Evolutionary and Conflict Systems"
- "High-Level Technology of Language Information Processing in Intelligent Systems"
- "Computer Graphics of Virtual Reality"
- "Modelling and Optimization of Business Processes"

Students who successfully complete the first year of the study programme at NURE will be eligible to complete their dissertation remotely at WU in their second year, as part of the Master's by Research programme. The second year of the proposed dual degree programme will then be research-based. Each student will have a research supervisor at both WU and NURE. The current research themes at WU include: Artificial Intelligence and Human-Centered Computing; Applied Computing; Data Science, Systems and Security; Theory and Foundations, which are similar to research topics at Computer Science, NURE.

At the end of the second year, students will prepare a thesis to be evaluated by an internal examiner from WU and an external examiner from a different university (other than NURE or WU). Successful students who complete their lectures in the first year and their dissertation in the second year will be

awarded a Master's degree by NURE and a Master's degree by WU.

Student Mobility and Internationalisation

NURE offers several opportunities for student and staff mobility through various programmes and initiatives (e.g. COST Action, ERASMUS and other EU-funded initiatives). These include academic mobility programmes for students and staff. The university offers double degree programmes with international universities, such as Linnaeus University (Sweden) and UPJS University (Slovakia) and organises International Schools and workshops, such as the "Big Data, AI & Data Science & VR" school, which provide opportunities for students and staff to engage with peers and experts from other countries.

In response to challenges such as the current situation in Ukraine, NURE has implemented virtual mobility programmes, including online courses, virtual meetings, and remote research collaborations.

NURE provides administrative and academic support for mobility programmes, including: Assistance with academic recognition of credits earned abroad, coordination of mobility programmes through the International Office and support for students and staff participating in exchange programmes (see "Regulations on the procedure for exercising the right to academic mobility for participants in academic mobility programmes", "Regulations on the organization of student practice abroad").

Furthermore, NURE is a member of several international associations and networks (e.g., AIESEC International Youth Organization, Praxis (European Centre for Project/Internship Excellence), Francophone University Agency, European Institute for Gender Equality EuroGender Project).

Recognition of prior learning

According to the self-report NURE has several regulations to recognize learning outcomes obtained in other higher education institutions (HEIs), including regulations on the recognition of foreign documents on education, regulations on the organization of student practice abroad, regulations on academic mobility programmes.

Students participating in academic mobility programmes can determine the list of courses they wish to study at a foreign university. This list is approved by the programme guarantor, department head, and dean (learning agreement). After completing the academic mobility programme, students submit an academic certificate from the host university, which serves as the basis for recognizing their achievements.

At NURE the Department of Licensing, Accreditation, and Internal Quality Assurance System oversees the recognition process and ensures compliance with national and international standards. At WU the Education Policy and Quality team ensures that the programme meets institutional and faculty quality assurance standards.

In the double degree programme Software Engineering and Computer Science students research work during the second year at WU is supposed to be recognised for the educational components students would have had to finish otherwise during the second year at NURE (Mainly three compulsory modules

“Theory of Parallel Computing”, “Models and Methods of the Decision Making Theory”, “Cybersecurity Technologies” together with a “Complex Term Project” and some elective courses during the third term and “Practical Training¹” and the Master’s Thesis during the fourth term. Thus, making sure students are eligible for NURES Master in Software Engineering.

According to the self-report, NURE uses a correspondence matrix to map competencies and programme learning outcomes (PLOs) onto the programme's educational components. At the request of the experts, NURE submitted examples of how research at WU could be recognised for its second-year modules.

Experts’ Appraisal

The experts welcome the double degree programme “Software Engineering and Computer Science” as an interesting opportunity for particularly talented and motivated students to combine the more practical and application-oriented approach of NURE with the research orientation of WU, thus opening up new perspectives for research work at universities or in companies for the graduates.

The universities manage to establish student-centred learning, giving students the opportunity to follow their interests and develop their own learning trajectories, choosing from a variety of elective modules and research topics. With the design of the curriculum in line with the profile reflected in the intended learning outcomes a good balance between research and application/practice-oriented elements is provided.

Despite the challenging situation, students are offered mobility options and, from the experts’ point of view, the general regulations for credit recognition as stipulated in the “Applying regulations for the recognition of credits and prior learning (NURE)”² seem sufficient.

During the talks however, experts learned that with three compulsory modules in NUREs 3rd semester, students seem not to rely on recognition of their research work at WU alone, studying those NURE modules parallel to their semester at WU resulting in a double workload during the third semester.

From the documentation and the talks, it was difficult to say with certainty whether this was due solely to the students' high level of motivation or to uncertainty as to whether the research work at WU would count towards the compulsory modules at NURE. Another aspect seems to be a different approach in grading: since student’s research work at WU can only be passed/not passed students seem to rather take additional exams at NURE to maintain high grades.

Experts recommend monitoring the recognition of the students’ research at WU on the NURE educational elements closely and looking for options to make this process as transparent as possible for students and future employers.

¹ Within the translated NURE curriculum, two different translations are used for the names of Module 15, namely ‘Research training’ on pages 39 and 40 of the self-report and ‘Practical training’ in the comparison on page 42. The match at WU is called ‘Master Thesis Research (Practical part)’ (also page 42).

² (https://drive.google.com/drive/folders/1uwwl5vR6RdXGj-hKqapSIHpea9ZR4laa?usp=drive_link)

4.3 Teaching Faculty

According to the self-report at NURE a total of 21 full-time teaching staff (5 professors and 16 associate professors) is involved in the study programme. Approximately 60% of the Computer Science and Software Engineering Department staff also work in IT companies, ensuring practical expertise and industry relevance.

At NURE recruitment is conducted on a competitive basis following the "Procedure for Conducting Competitive Selection When Filling Vacant Scientific and Pedagogical Positions at NURE". Transparent and practical criteria are used to assess academic and professional qualifications. Industry professionals and practitioners are actively involved in teaching, supervising practices, participating in examination committees, and reviewing programmes and courses.

For promoting professional development, a structured system consisting of mutual methodological assistance, peer visits, and training by senior lecturers (at department/faculty level) and advanced training programmes and stimulation of scientific activity at university level is in place. On an international level staff may take part in exchange programmes. Collaboration with industry partners provides opportunities for internships, guest lectures, mentorship programmes, and continuous professional development.

At WU, all faculty members actively engage in research and teaching, with annual reviews to summarize their results and set goals for professional development. The Warwick Computer Science Department is ranked 4th out of 90 UK Computer Science departments in the 2021 REF, highlighting its strong research and teaching capabilities. Faculty members involved in the programme are approved through standard local procedures to ensure their qualifications and ability to deliver high-quality education. Training modules and professional development opportunities are available through the Warwick Doctoral College and the Researcher Development Programme.

Experts' Appraisal

The teaching faculty at both universities is composed of highly experienced senior lecturers and scholars who possess all academic expertise required for the programme. Further training for staff is well organised and up-to date.

The online talks have also confirmed that communication, exchange and support between the two universities work very well on the university and department level. It was only on the working level where there seems to be some room for improvement with regards to communication between some lecturers from the different institutions.

4.4 Infrastructure, Resources and Student Support

Financial Resources and Funding

From the talks, it was understood that an initial grant of £80,000 was given to the programme last year to support the first 13 students. This year, a second grant of £15,000 will support a number of students

up to 2026. The universities are currently seeking out new funding to support additional students in 2026-2028 and are considering how to make the programme sustainable. They are applying for another £50,000 to secure funding until at least 2028.

Learning Infrastructure and Resources

Due to the ongoing war in Ukraine, NURE has implemented distance learning technologies to ensure uninterrupted education. This includes synchronous and asynchronous learning modes, leveraging platforms like Google services, Moodle, email correspondence, and messengers. NURE also offers a hybrid learning model, where some lessons are conducted in safe physical locations, while others are delivered online. NURE offers lecture rooms, laboratories, computing facilities, and an e-library for students.

The Centre for Distance Learning Technologies supports online education with tools like multimedia technologies, e-learning platforms, and computer-based assessment systems.

WU provides a stimulating research-focused environment with access to cutting-edge resources, including online training modules, virtual presentations, and workshops. Students can participate in virtual events like the Warwick Postgraduate Colloquium in Computer Science (WPCCS) and the Computer Science Colloquium, which feature distinguished speakers and collaborative discussions.

WU provides access to advanced research facilities, including resources for Artificial Intelligence, Data Science, Systems and Security, and Computer Vision. Students can utilize training opportunities, participate in research-focused workshops, and access the university's digital tools and online platforms. They benefit from:

- Researcher Development Programmes at WU's Doctoral College.
- Collaborative research projects with faculty from both universities.
- Opportunities to publish research and present at conferences, such as WPCCS.

Student Support Services and Equal Opportunities Policies

NURE offers comprehensive support services, including academic and career counselling, psychological support, and services for students with special needs. (NURE Student Support Services)

WU provides a wide range of student support services, including counselling, career guidance, and networking opportunities. (WU Student Support Services)

According to the self-report both universities provide support for persons with special educational needs, ensuring accessibility and inclusivity in the learning environment and organise support for socially vulnerable groups of students. The Student Senate provides students with favourable conditions for study, living in dormitories, leisure, and personal development. The Student Union provides students with protection of their rights and interests.

As NURE examples (<https://nure.ua/en/branch/special-educational-and-rehabilitation-department-for-students-with-special-educational-needs>)

“Regulations on the organization of an inclusive educational process and special educational and

rehabilitation support for persons with special educational needs” have been implemented (https://nure.ua/wp-content/uploads/Main_Docs_NURE/polozhennja-inkluzivna-osvita.pdf); The Educational and Rehabilitation Department for Support of Students with Special Educational Needs (<https://nure.ua/en/branch/special-educational-and-rehabilitation-department-for-students-with-special-educational-needs>) supports and organises various types of support, including psychological support (<https://nure.ua/en/branch/social-and-psychological-center>), persons with disabilities, gender education (<https://nure.ua/en/branch/gender-education-center>) (self-report, p. 28f). NURE has joined the European Institute for Gender Equality EuroGender project (self-report, p. 10). Similar support is provided at WU.

Experts' Appraisal

Based on the oral and written information provided, the experts regard the on-campus infrastructure and the electronic resources available to the students at both universities as well-suited for the purposes of the study programme. Even though the programme is currently run online, it is clear that the university's infrastructure is well equipped to switch back to hybrid or on-site learning when circumstances allow.

The universities provide a wide range of services and support measures to all its students, including those with special needs.

4.5 Methods of Teaching and Student Assessment

According to the self-report the dual degree programme employs a variety of teaching and learning methods to ensure a comprehensive and effective educational experience. These methods are tailored to meet the programme's objectives, combining theoretical knowledge with practical application and research. The key methods include lectures, seminars, laboratory and practical classes as well as individual lessons, team projects, research talks, workshops and internships. Students get the opportunity to virtually present research at events like the Warwick Postgraduate Colloquium in Computer Science (WPCCS). The Researcher Development Programme offers training modules to develop research and transferable skills.

Problem-Based Learning is applied to make sure students develop critical thinking and problem-solving skills by working on real-world problems and case studies. Students are encouraged to take ownership of their learning through independent study and research. Group projects and discussions to promote teamwork and knowledge sharing. Students engage in research projects, thesis work, and laboratory experiments to develop hands-on experience.

NURE uses a correspondence matrix to map competencies and programme learning outcomes (PLOs) to the educational components of the programme. This ensures that all required competencies are covered and assessed. The self-report lists a number of different assessments like assignments and reports to develop critical thinking and academic writing skills, presentations and exams and tests.

“In the conditions of martial law in Ukraine, according to the recommendations of the Ministry of

Education and Science of Ukraine, training is carried out in a synchronous or asynchronous (i.e. without reference to the class schedule) mode, taking into account the possible lack of access to the Internet for both teachers and students. Training is carried out both using traditional distance learning technologies based on Google services, the Moodle learning environment, and email correspondence in the nure.ua domain, messengers, etc.

Online education at NURE is supported by the Centre for Distance Learning Technologies. This Centre had been founded in 2001 as a university department. The main aims of the centre are: participation in single education space formation; implementation of innovative educational computer and telecommunication methodologies; design of multimedia technologies for education resources production (distant education courses development and their expertise and certification; development of computer knowledge test system OpenTest). And there are several web-sites for distance education on retraining, correspondence education, individual student work, e-library.” (self-report)

Experts' Appraisal

The experts consider the teaching methods and examination formats used to be well suited to assessing the achievement of learning objectives. A wide variety of teaching and examination formats are available.

Overall, the universities have succeeded in creating a modern learning environment that is very well suited to the subject matter.

The chosen forms of teaching and student assessment are well-aligned with the intended learning outcomes of the programme and the goals of the individual modules. The programme shows a good balance of theory-based input and practical phases.

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

4.6 Quality Assurance

According to the self-report NURE has implemented the "System of Internal Quality Assurance of Educational Activities," in line with Ukrainian higher education laws and European Higher Education Area standards. This system is meant to ensure academic integrity and continuous improvement of educational activities.

The university follows established regulations, such as the "Regulations on the Organization of the Educational Process," which govern the development, approval, monitoring, and periodic review of educational programmes.

Stakeholders like students, faculty, employers, and the academic community are actively involved in surveys, public discussions, and feedback collection to update and improve the programme.

The Department of Licensing, Accreditation, and Internal Quality Assurance System and the University Council for Quality Assurance of Educational Activities monitor and resolve quality assurance issues.

WU has a dedicated team that oversees institutional and faculty-level quality assurance and enhancement activities. This team ensures compliance with academic standards and facilitates continuous improvement. (WU Education Policy and Quality Team)

The NURE Master's programme Software Engineering is accredited by the National Agency for Higher Education Quality Assurance (NAHEQA) in Ukraine, which conducts periodic reviews and provides recommendations for improvement.

A Collaborative Courses/Programme Group (CCPG) and a Course/Programme Management Group (CPMG) are established, consisting of representatives from both universities. These groups oversee academic aspects, including syllabi approval, assessment arrangements, and examination results.

Both universities conduct ongoing monitoring and review of the programme, including course evaluations, student satisfaction surveys, alumni surveys, and workload monitoring.

Experts' Appraisal

It has become apparent to the experts in the course of the assessment procedure that the two universities are already taking joint efforts to assure the quality of the Master's programme. There is regular and close communication between the partners about quality issues, and there are several instruments of quality assurance in place, as e.g. course evaluation and annual monitoring reports.

4.7 Transparency and Public Information

Information about the double degree programme, Master Programme Software Engineering and MSc by Research in Computer Science, is publicly available on the following platforms:

NURE Website:

The programme details, including its structure, curriculum, and intended learning outcomes, are published on the official website of the Software Engineering Department at NURE. (NURE Software Engineering Department Website)

The programme is also listed under the section for applicants, providing information about the Software Engineering specialization. (NURE Specialization Page)

Information about the MSc by Research in Computer Science programme, which forms part of the double degree programme, is available on the Warwick University website. (Warwick MSc by Research in Computer Science Page)

Experts' Appraisal

The experts confirm that students, potential applicants and the general public have access to all necessary information and documentation regarding the study programme. However, experts recommend increasing transparency about the double degree programme in general, e.g. via a common NURE/WU website, linking to all documents and information in English language.

Appendix

1. Statement of the University in Response to the Expert Report (26 February 2026)

Thank you for the Report. We have looked at the report carefully and we have some comments.

1. Sections related to employers' need: Section 5, Section 3.1.1, Section 19

- The Software Engineering department has a strong and sustainable relationship with employers, with the process as transparent as possible. This is confirmed by the fact that major IT companies, as well as the IT cluster (<https://it-kharkiv.com/en/join-company>), provide reviews of our Software Engineering master program every year. Please find examples of such reviews in attachments.

2. Section related to the NURE/WU websites: Section 24

- Website of Warwick: <https://warwick.ac.uk/global/europe/2025-showcase/>

- Website of NURE: <https://software.nure.ua/en/dual-degree/>

We also use the official website of NURE and the Software Engineering department to post all news regarding our DD programme.