

**Report on the Accreditation of Study Programmes
at Alfred Nobel University
Reference Number I-1823-2**



13th Meeting of the ZEvA Commission on 6th July 2021

Item 4.2.

Study Programme	Degree	Programme Duration	Type of Programme	Maximum annual intake
Philology (Translation-English)	Bachelor	8 semesters	Full-time	132
Philology (Applied Linguistics)	Bachelor	8 semesters	Full-time	26
Philology (Language and Literature-English)	Bachelor	8 semesters	Full-time	31
Philology (Translation-English)	Master	3 semesters	Full-time	35
Philology (Applied Linguistics)	Master	3 semesters	Full-time	8
Philology (Language and Literature-English)	Master	3 semesters	Full-time	17

Accreditation contract signed on: 23rd March 2020

Date of digital site visit: 17th-18th April 2021

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Hanover, 8th July 2021



Table of Contents

I. Final Vote of the Expert Panel and Decision of the Accreditation Commission.....	I-3
1. Decision of the ZEvA Accreditation Commission (6 th July 2021)	I-3
2. Final Vote of the Expert Panel	I-4
2.1 General Aspects	I-4
2.2 Study Programmes.....	I-5
II. Evaluation Report of the Expert Panel	II-1
Introduction: Purpose, Design and Context of the Accreditation Procedure	II-1
1. Governance, Management and Profile of the University	II-2
2. Assessment of the Study Programmes	II-7
2.1 Common Features and Strategic Dimension of the Programmes.....	II-7
2.2 Philology (Translation-English) (Bachelor)	II-10
2.3 Philology (Applied Linguistics) (Bachelor)	II-15
2.4 Philology (Language and Literature-English) (Bachelor)	II-20
2.5 Philology (Translation-English) (Master)	II-25
2.6 Philology (Applied Linguistics) (Master)	II-29
2.7 Philology (Language and Literature-English) (Master).....	II-34
2.8 Experts' Appraisal.....	II-39
3. Teaching Faculty	II-41
4. Infrastructure, Resources and Student Support	II-43
5. Quality Assurance	II-46
6. Transparency and Public Information	II-48
III. Appendix.....	III-1
1. Statement of the University in Response to the Expert Report	III-1

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

1. Decision of the ZEvA Accreditation Commission (6th July 2021)

The ZEvA Commission follows the experts' report and recommendations and takes note of the university's response.

The Commission decides to accredit the following degree programmes offered by Alfred Nobel University, Dnipro/Ukraine:

- *Philology: Translation-English (Bachelor, Master)*
- *Philology: Applied Linguistics (Bachelor, Master)*
- *Philology: Language and Literature – English (Bachelor, Master)*

The accreditation of the study programmes is valid for a period of six years.

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. Final Vote of the Expert Panel

2.1 General Aspects

2.1.1 General Recommendations:

- Internationalisation
 - Increasing the use of international literature and resources.
 - Forging closer co-operative relationships with companies whose activities reach beyond the Ukrainian market.
 - Participating in international projects within the Erasmus+-Framework e.g. [Philotrans](#)
- Teaching and Assessment
 - Introducing more practical elements, such as project work or workshop organisation to the curricula.
 - Increasing the use of international literature and resources.
 - Introducing courses on note-taking techniques for consecutive interpreting.
 - Actively communicating the possibility for students to join didactic classes if a career in teaching is being pursued.
 - Expanding the list of partner institutions with a focus on language services and language technologies.
 - Including translation technologies, machine translation, language resource management and translation project management in the mandatory part of the curriculum and revising the course descriptions of these courses accordingly.
- Teaching Faculty:
 - Distributing the teaching workload more equally along all teaching staff members.
 - Attracting more native speakers as lecturers, “teaching assistants” or participating in DAAD language assistants programme.
 - Streamlining research and teaching content even more.
- Infrastructure, Resources and Student Support:
 - Increasing the use of international literature and resources. Students of all disciplines should work with textbooks and other materials in English more frequently.
 - Allocating a certain percentage of the tuition fee per person to the enhancement of the library and digital services.
 - Reconsidering the criteria for selecting and purchasing new publications and developing general guidelines to that end. ANU should make the best strategic

use of the opportunities provided by online libraries.

- Streamlining the library stock and the sources used in class.
 - Offering a subject-related study programme counselling for guidance and orientation before or at the beginning of the studies for national and international students.
 - Expanding the selection of translation software. Since vendors of memoQ and Memsource offer free academic licenses, these two could be added. Students should also have the possibility to work with a state-of-the-art corpus workbench such as SketchEngine.
- Quality Assurance:
- Monitoring closely how quality assurance mechanisms are implemented at the Department of Applied Linguistics and Methods of Foreign Languages Teaching. In general
 - all students should participate in the evaluations,
 - standardised surveys should be used,
 - evaluations should be conducted anonymously,
 - the surveys should be collected and analysed by the responsible quality assurance unit (not by the teachers themselves),
 - students should be informed about the survey results of the corresponding courses.
 - Introducing a free-comment section to the questionnaire “Lecturer through the eyes of learners” which enables students to express their opinions and wishes.
 - Adapting the evaluation scale in the above-mentioned survey. The grade “satisfactory” should correspond to a minimum of 6 out of 12 points, which is comparable to the grading system applied to the students’ performances.
- Transparency and Public Information:
- Announcing and advertising part-time positions offered at ANU.

2.1.2 General Conditions:

- *None.*

2.2 Study Programmes

- Philology (Translation-English) (Bachelor)
- Philology (Applied Linguistics) (Bachelor)
- Philology (Language and Literature-English) (Bachelor)
- Philology (Translation-English) (Master)
- Philology (Applied Linguistics) (Master)

- Philology (Language and Literature-English) (Master)

2.2.1 Recommendations:

- *None.*

2.2.2 Conditions:

- *None.*

2.2.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programmes listed above for the duration of six years without conditions.

II. Evaluation Report of the Expert Panel

Introduction: Purpose, Design and Context of the Accreditation Procedure

It is the purpose of the programme accreditation procedure to assess the quality of the above listed study programmes offered by the Alfred Nobel University (ANU), Dnipro/Ukraine, against international standards. The assessment is based on the framework laid out in the “ZEVA Manual for the External Assessment of Study Programmes”. This assessment framework is in turn rooted in the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” (ENQA 2015), the “Framework for Qualifications for the European Higher Education Area” (2005) and the “ECTS Users’ Guide” (European Communities, 2015).

In line with the ESG, the assessment was organised as a peer review procedure, involving an expert panel composed of three university professors, one professional from outside academia and one student.

For the purpose of assessing the quality of the mentioned study programmes, the Alfred Nobel University submitted a self-report. Apart from detailed descriptions of the university as a whole, the internal quality assurance system of the university and descriptions the study programmes, the self-report included a number of additional documents, as e.g. quality assurance policies, course catalogues, detailed information about the library, CVs of teaching faculty and sample questionnaires as well as results of course evaluations. All documents were submitted in English. The Bachelor and Master programmes in “Philology (Translation)” had already been accredited by ZEVA in 2016.

Due to the travel restrictions imposed by the Corona pandemic, ZEVA and ANU jointly decided to conduct a virtual site visit in March 2021. The site visit involved talks with members of the university leadership, the quality assurance staff, the library and campus facilities management as well as teaching faculty, students and graduates of the Alfred Nobel University.

The expert panel reached the conclusion that the self-report and the digital talks provided sufficient information in order to arrive at a substantiated judgment. A site-visit in Dnipro was not deemed necessary.

This report is based on the experts’ assessment of the self-report and on the outcomes of the virtual site visit. It will serve as a decision basis for the ZEVA Commission regarding the accreditation of the study programmes. In the event of a positive accreditation decision, ZEVA will award its quality seal to the programmes for a limited time period, after which the university can apply for re-accreditation.

The report will be published on the ZEVA website upon finalisation.

The experts would like to thank the rector and the university leadership, the head of quality assurance, the library and campus facilities management as well as the teaching faculty, students and graduates of ANU for the open and constructive atmosphere during the digital talks.

1. Governance, Management and Profile of the University

Alfred Nobel University (ANU) was founded in 1993 as a private higher education institution with a focus on Management and Economics. The university is located in the city of Dnipro in central eastern Ukraine (formerly known as Dnipropetrovs'k). Until the year 2010, it was known as "University of Economics and Law, Dnipropetrovs'k".

From the start, it has been the central mission of ANU to meet the demands of the Ukrainian labour market – especially small and medium-sized enterprises – for qualified personnel with a background in Management, Economics and Law and additional skills required in a competitive – and possibly multinational – business environment.

Since its foundation, the university has continuously expanded its portfolio of study programmes: currently, 17 Bachelor programmes and 18 Master programmes are on offer, including an MBA programme for professionals, as well as a smaller number of post-graduate and post-doctoral programmes. In recent years, ANU has focused particularly on introducing programmes beyond the disciplinary boundaries of Economics and Law, as e.g. Psychology, Political Studies and Social Work. In the academic year 2020-21, about 4.200 students are enrolled at ANU, about 15% of whom study at Master's level.

In total, the number of faculty amounts to about 150 persons, including both full-time and part-time lecturers.

The large majority of ANU students is recruited from the city of Dnipro or the surrounding area. Furthermore, most graduates find positions on the local employment market.

1.1.1 Organisational Structure and Mission of the University

At central level, Alfred Nobel University is governed by the President, who is also the founder of the institution. The President is supported by four Vice-Rectors who have different areas of responsibility.

Apart from the General Conference of Staff, the Academic Council is of particular importance regarding strategic decisions, quality assurance, the appointment of staff to leading positions and other crucial managerial aspects. The Academic Council consists of the members of the leadership board, the heads of departments and central administrative units, members of faculty and students. There is also a student parliament whose rights and responsibilities are laid out in official regulations.

At academic level, there are 11 departments responsible for the development and quality assurance of study programmes, for the delivery of courses and for the promotion of research in their particular subject discipline. Each of these units is managed by a Head of Department.

In addition, there are several units responsible for different administrative issues and student support services, as e.g. the International Office, Students' Office, Admission Office, library, Career Centre etc. There are also several units concerned with particular strategic focus areas

(Marketing, Didactics, Science and Research, Quality Management).

Mission and Strategy

The university's development strategy for the time period 2016-2030 is described in detail on the university [website](#):

"I - University Policy:

To improve continuously the quality management system of our activities providing:

- increased competitiveness and sustainability of the university in the educational market;
- developed research and scientific functions;
- improved financial performance.

II - University Policy:

- To increase applicants' and students' quality of education by the way of improving the procedures for pre-university training, input selection and student motivation to learn.

III - University Policy

- To increase and expand research and innovation functions of the university for attracting additional financial resources;
- To provide professional education and training for the university faculty and support staff;
- To improve the educational process and training for highest qualification levels.

IV - University Policy

- To improve the system of financial security and social protection of the university employees."

In spite of a strong focus on teaching and learning, research and knowledge transfer are another cornerstone of the university's mission. Commitment to quality assurance and quality development are an integral part of ANU's strategic approach.

1.1.2 Student Mobility and Internationalisation

Promoting internationalisation is one of the core priorities of ANU. This applies especially to the realm of teaching and learning, where action has already been taken in various ways.

ANU has achieved a remarkable growth in the realm of internationalisation within the past five years, both in terms of incoming and outgoing mobility of staff and students. In addition to that, an impressive growth in the number of co-operation agreements and Memorandums of Understanding has been achieved.

In the last accreditation report, dating from the year 2016, an annual volume of about 30 outgoing and 50-60 incoming students was mentioned. Between 2015 and 2020, more than 900 ANU students had the possibility to participate in international mobility in various forms, such as semesters abroad, internships or excursions. The International Office provides advice and support to students who wish to go abroad, while the International Education Centre caters to the needs of incoming foreign students. Students reported that they felt very well supported and informed by the international office via social media and messenger services.

As regards staff mobility, roughly 50 lecturers from countries such as the USA, Italy and Oman delivered lectures, presentations or courses at ANU during the last five years. Eight professors from ANU were able to participate in outgoing mobility schemes such as the Tempus mobility programme, Erasmus+ or programmes run by the German Academic Exchange Service (DAAD).

Some 41 co-operation agreements with foreign universities have been concluded and ANU participates in the Erasmus+-mobility programmes and the Melvana exchange-programme in co-operation with Turkey. ANU also developed an internal mobility programme called “Semester Abroad Programme”. Collaboration with international partners is taking place in the context of specialist training, joint conferences and workshops and joint participation in international projects. Thanks to international funding from the US embassy in Ukraine, a Master’s programme on public administration was implemented.

In addition to classes held in English, ANU also established a “Centre for French-media programmes” to promote French culture and to develop partnerships with French universities in 2020, which further enhances its international portfolio.

In light of the pandemic, new ways of mobility were made possible through the “Alfred Nobel Virtual Programme”. It is now possible for students to participate in lectures conducted by partners from Poland and Turkey.

1.1.3 Equal Opportunities

Equal opportunities for all students and staff members of the university are safeguarded by official regulations. Equal opportunities are accounted for during the learning process as well as during admission and hiring procedures.

In order to support students with care obligations or special educational needs and to improve the social standard at ANU in general, students have the possibility to shift to an individual study plan and re-take exams based on an individual schedule. They can also take an academic leave. Students with special needs are provided with the necessary equipment to participate in the learning process and examinations, for which they are granted additional time if necessary.

It was reported that the buildings on the main campus were fully accessible for students and staff with physical disabilities and impairments.

1.1.4 Experts' Appraisal

From the experts' point of view, the institutional profile and mission of ANU are clearly defined. The central quality goals of the university have been described in sufficient detail in the self-report, on the website and in the university's normative documents and regulations. Apart from a strong focus on the employability of graduates and on co-operative relationships with business and industry, fostering research activities and internationalisation plays a particularly important part in the university's vision of quality, i.e. ANU is noticeably aiming at sharpening its international profile at all levels and across all fields of activity.

Numerous measures for the enhancement of research have already been implemented. The experts commend ANU on the implementation of a detailed development plan, indicating clear performance goals and corresponding measures. With regard to the accreditation report from 2016, the panel applauds the very promising developments in the realm of quality assurance.

The panel also applauds the achievements of ANU in the realm of the internationalisation during the past accreditation period, especially as regards the internationalisation of teaching staff and the number of classes taught in English and French. The students also highly appreciated the possibility to attend classes held by native speakers or international lecturers. The experts recommend further increasing the use of international literature and resources in class. Students of all disciplines should more frequently work with textbooks and other materials in English (cf. Chapter 4).

As for the organisational structure, all tasks and responsibilities are clearly defined and all internal stakeholder groups, including students, participate in decision-making processes to a satisfactory extent.

The experts were impressed with the high degree of ambition and dedication to the cause of research and internationalisation displayed by the leadership board, the faculty and staff of ANU during the on-site talks. The university should further pursue this (hitherto very fruitful) path in the years to come. The panel thus recommends to participate in international projects within the Erasmus+-Framework e.g. [Philotrans](#)

Co-operation with business enterprises is of central importance for the university's educational mission. As part of the process of internationalisation, it would therefore be advisable to forge closer co-operative relationships with companies whose activities reach beyond the Ukrainian market.

ANU has implemented binding and transparent regulations for the recognition of qualifications acquired outside ANU based on the central principles of the Lisbon Convention.

The experts gained the impression that research activities of students are sufficiently fostered by ANU. Students confirmed that they have had the opportunity to actively participate in national and international conferences, many of which have more recently been held online due to the global pandemic.

The experts welcome the efforts taken by ANU to integrate students with special needs and ensure equal opportunities for all students. From the composition of the interview panels during the virtual site visit, the experts have concluded that the gender distribution among students and staff is well balanced and that all members of the university actively participate in the development of the university.

2. Assessment of the Study Programmes

2.1 Common Features and Strategic Dimension of the Programmes

2.1.1 Basic Structural Features

As stipulated by the national educational standards of Ukraine, the programmes at Bachelor's level comprise 240 credit points according to the European Credit Transfer System (ECTS). The standard duration of Master's programmes is 90 credit points. One credit point is equivalent to an average workload of 30 hours.

Ministerial standards also determine some elements of the basic curricular structure of the study programmes. Regardless of their chosen specialisation, all undergraduate students must take a number of courses in the Humanities (Philosophy, History and Culture of Ukraine) and Physical Education. These courses are prescribed by educational national standards. In addition to that, fundamental theoretical and application-oriented courses in their core discipline are part of the curricula. Apart from a large number of compulsory courses, students are offered a choice of both general educational and specialised elective subjects. According to the digital interviews, about 30-50 Credit points are pre-defined by the state standard on a Bachelor level. The other 190-210 Credit points are in the academic autonomy of ANU. At least 25% of the curriculum can be chosen freely by the students.

In order to receive an academic degree, all programmes are to be finished with a final thesis and defence. As mentioned above, all study programmes offered at ANU are oriented towards employability on the local labour market.

Of course, graduates from other universities may also apply directly for the ANU Masters and doctoral programmes.

2.1.2 Internships

Internships are a standard part of the curriculum. If necessary, the career guidance centre assists students in finding suitable internship placements, which may be at home or abroad. On a regular basis, the university holds fairs and invites employers to hold lectures, enabling students to network with employers.

Different types of internships are mentioned in the self-report:

- Introductory practical training, taking place during the 1st years at the Bachelor level,
- Work placement, taking place during the 3rd and 4th year at the Bachelor level and during the 1st year of the Master's level,
- Pre-graduation internship, conducted during the 4th year of the Bachelor level and 2nd year of the Master's level.

Students must submit reports on their practical training phases to their academic supervisors

as a prerequisite for obtaining credit points. There may also be interviews with the responsible tutor at the internship company.

2.1.3 Course Catalogues

The university has produced a course catalogue in English for each programme, which contains extensive information on each course, including the central contents and intended learning outcomes, the estimated student workload, the form of assessment and the teaching methods applied. The course catalogues are also published online.

2.1.4 Admission and Selection of Students

Admission regulations are in line with national standards. As a minimum entrance requirement to university, applicants must have completed their general secondary education and must have undergone additional tests in at least three disciplines (“External Independent Testing”). For each study programme, universities are free to define two of the three disciplines for which certificates of External Independent Testing are required. The selection of students is based on the average grade of the school-leaving certificate and the points achieved in the external tests.

In order to be admitted to Master’s programmes, applicants must take entrance exams in the core discipline and a foreign language exam. Selection of students is based on the results of these examinations. According to the documentation, 85% of the Bachelor graduates continue their studies in a corresponding Master’s programme.

The official admission regulations of ANU can be downloaded from the university’s website in Ukrainian and English.

2.1.5 Student Assessment

Across all study programmes, a variety of didactic methods is applied: apart from more traditional forms of teaching like lectures and seminars, teachers also take other approaches as e.g. business games, case studies, role plays, e-learning elements (especially since the Corona-pandemic), tutorials etc. At both Bachelor’s and Master’s level, students also have to absolve compulsory internships in companies or organisations outside university. Students are to complete 2-3 term papers during the Bachelor’s programme and one term paper during the Master’s programme.

In addition, students are encouraged to get involved in research projects wherever possible.

Students are offered consultations with their lecturers throughout the learning process.

Student assessment is primarily conducted in written form. Possible forms of assessment include multiple-choice tests or other types of written tests, essays/course papers or reports. However, students may have to defend their course papers or present the results of their work in class. At the beginning of the semester, students must be informed by the teacher about the

types of continuous and final assessment that will be applied in each course.

Apart from assessment at course level, all students have to deliver a final thesis and defend it in front of a commission in order to receive their degree.

It was reported that the final grade was a result of continuous assessment throughout the semester. Some 60% of the final grade depend on the students' performance in class, 40% are defined by the final course exam. Students confirmed that the lecturers communicated the assessment type and the date as well as the assessment criteria at the beginning of the each course.

If students fail a course, they are allowed to re-sit the exam within about four to six weeks. In case of repeated failure, students have to repeat the course before they are allowed another attempt.

Both students and teachers reported that despite the shift to e-learning and online assessment, the quality of education had remained the same as before the Corona-pandemic.

All exam regulations are made transparent in official documents, which are accessible for the students online.

2.1.6 Experts' Appraisal

By and large, the panel applauds the developments implemented by ANU during the past five years.

The course catalogues have been adapted according to the conditions issued in the last accreditation report and indicate a clear alignment between the intended learning outcomes, course content and teaching and assessment methods. The panel also highlights the student-centred approach to learning at ANU, which, for instance, is reflected by the fact that about 25% of the curriculum can be chosen freely by the students. Moreover, a complaint procedure was put into effect in 2017. According to an officially approved and published „Code of Conduct“, students have the right to appeal in front of an Ethics Commission if they feel they have been unfairly assessed. The experts particularly appreciate the active inclusion of professionals from business and industry into the teaching process in the form of regular workshops.

For all matters concerning student assessment and examinations, there are binding and published regulations which include all necessary information. The experts regard the admission procedures as fit for purpose and sufficiently transparent.

Student assessment appears to be transparent, fair and feasible in terms of planning. It is principally competency-based. Concerning the desired qualification profile of future translators, the expert panel recommends fostering the active engagement of students even more. Students might, for example, participate in the theoretical and practical organisation of workshops and conduct more projects in the form of group work.

Moreover, the experts urgently recommend checking the reference literature in all study programmes for actuality and updating the sources if deemed necessary. Ideally, the person who created the module should be in charge of updating the sources. International sources (especially publications in English) should be integrated into the teaching process in a more systematic way (cf. Chapter 4).

2.2 Philology (Translation-English) (Bachelor)

The Bachelor's programme "Translation-English" was introduced in 1993 at ANU.

The mission of the study programme is described as follows in the self-report: "The mission of the study programme Philology (Translation (English)) Bachelor's degree is training skilled, socially responsible translators and interpreters who possess universal linguistic and cultural competences together with translation skills and knowledge to meet the demands of the emerging national and international labour market in the globalized world." As mentioned above, the programme focuses primarily on the regional labour market. Graduates are to find jobs at translation agencies, primary, secondary or comprehensive schools, as freelance language teachers or translators, media agencies as well as in state and municipal authorities.

The average drop-out rate was 9% during the period 2017-2020.

2.2.1 Intended Learning Outcomes

According to the self-report, the intended learning outcomes are defined as follows:

- "Knowledge and understanding:
 - 1) the basic principles of human, nature and society existence;
 - 2) the main issues of philology and approaches to their solution using the appropriate methods and innovative approaches;
 - 3) the system of language, general features of literature as an art of word, the history of studied language(-s) and literature(-s);
 - 4) the norms of literary language and their use in practice;
 - 5) the principles, technologies and methods of oral and written text creation in a state and foreign language;
 - 6) the main principles, theories and concepts of translation study, their use in professional activity.
- Application of knowledge and understanding:
 - 1) work effectively with information: to collect information from the different resources, in par-

ticular, from the professional literature and electronic databases, to critically analyze and interpret it, to organize, classify and systematize it;

2) use informational and communicational technologies to solve difficult specialized tasks and issues of professional activity;

3) characterize dialects and social varieties of studied language(-s), to describe the sociolinguistic situation;

4) use foreign languages in oral and written forms, in different genres, styles and forms of communication (formal, informal, neutral) to solve communicative issues in everyday, social, educational, professional and scientific spheres of life;

5) perform linguistic, literary and special philological analysis of texts of different styles and genres;

- Making judgements:

1) use basic notions, theories and concepts of translation study in professional activity;

2) collect, analyze, systematize and interpret facts of language and speech and use them to solve difficult tasks and issues in professional activity and/or education;

3) recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, theme/rhyme) in studied foreign languages and convey information in accordance with the norms of the language of translation in translation and consecutive interpreting;

- Communication skills

1) communicate freely on professional issues with specialists and non-specialists in the state and foreign language(-s) orally and in writing, use them to organize effective intercultural communication;

2) cooperate with colleagues, representatives of other cultures and religions, opponents of different political views, etc.;

3) use non-verbal means of communication and use norms of Translator's Code of Ethics to create conditions for effective work to convey professional information and to communicate with representatives of foreign cultures;

4) organize the process of his/her learning and self-education;

5) control difficult actions or project work solving difficult issues in professional activity in the field of translation study and to carry out responsibility for making decisions in unpredictable conditions

- Learning skills

1) work effectively alone;

- 2) work effectively in groups;
- 3) extract, process and present numerical information for a given purpose;
- 4) use information technology;
- 5) manage own time and workload;
- 6) take responsibility for own learning;
- 7) develop those learning skills to continue further study with a high degree of autonomy.”

2.2.2 Curriculum

The curriculum of the programme is outlined in the following survey table:

No	Educational Units and Courses	Semester	Form of Examination, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self-Study Time	
1. Mandatory courses						
1.1. Courses of General Training						
1	Advance Study of the Ukrainian Language	3	Essay, tests	14	76	3
2	Ukrainian Identity, History, Culture and Language	1	Essay, tests	62	73	4,5
	Total 1.1			76	149	7,5
1.2. Courses of Professional Training						
3	Introduction to Linguistics	1	Tests, tasks, Course paper	28	62	3
4	History of Foreign Literature (English and American)	1-4	Tests, Course Assignment	112	248	12
5	Business English	1-8	Tests	212	508	24
6	Practical Course of the English Language	1-8	Tests, Course Assignment	528	1017	51,5
7	Practical Course of the Second Foreign (German/ French/Spanish/Chinese) Language	2-8	Tests	362	493	28,5
8	Practice of Translation of the Second Foreign Language (German/ French/Spanish/Chinese)	5-8	Tests	134	226	12
9	Practice of Translation (first foreign language) (English)	5-8	Tests, Course Assignment	124	236	12
10	Comparative Lexicology of English and Ukrainian	5	Tests, Course Assignment	28	62	3
11	Stylistics of the English Language	7	Tests, Course Assignment	21	69	3

12	Practice of Interpreting (first foreign language). Consecutive Note-taking	6-8	Tests	110	190	10
	Total 1.2			1659	3111	159
	Total Mandatory courses			1735	3260	166,5
2. Elective courses**						
2.1. Courses of General Professional Training						
13.1	Basics of Law	4	Tests	42	108	5
13.2	Creative Management	4	Tests	42	108	5
14.1	Basics of Economic Science	1	Tests	28	62	3
14.2	Basics of Marketing	1	Tests	28	62	3
15.1	Modern Marketing Technologies and Sales Management	2	Tests	42	108	5
15.2	Leadership and Group Dynamics	2	Tests	42	108	5
16.1	Motivational Management	2	Tests, Essay	42	108	5
16.2	Ethics and Aesthetics	2	Tests, Essay	42	108	5
17.1	Philosophy	3	Tests, Essay	28	62	3
17.2	Political Science	3	Tests, Essay	28	62	3
18.1	Modern Methods of Teaching Foreign Languages and Cultures at Higher School	6	Tests, Essays	24	126	5
18.2	Information Technology and Applied Linguistics Basics	6	Tests, Essays	24	126	5
	Total 2.1 to be chosen by the student					26
2.2. Courses of Special Professional Training						
19.1	The Latin Language	1	Essay, Tests	14	76	3
19.2	Basics of Classical Linguistics	1	Essay, Tests	14	76	3
20.1	History and Culture of the Spanish Speaking Countries	5	Tests, Essay	28	62	3
20.2	History and Culture of the German Speaking Countries	5	Tests, Essay	28	62	3
20.3	History and Culture of the French Speaking Countries	5	Tests, Essay	28	62	3
20.4	Chinese History and Culture	5	Tests, Essay	28	62	3
21.1	History and Culture of the English-speaking countries	3	Tests	28	62	3
21.2	Basics of Machine Translation	3	Tests	28	62	3
22.1	History of the English Language	4	Tests	56	64	4

22.2	Contrastive Grammar of English and Ukrainian	4	Tests	56	64	4
23.1	Scientific and Technical Translation	6	Tests, Course Assignment	24	66	3
23.2	English Terminology	6	Tests, Course Assignment	24	66	3
24.1	Introduction to Translation Studies	4	Tests, Course Assignment	28	62	3
24.2	Theory of Communication	4	Tests, Course Assignment	28	62	3
25.1	Translation Text Editing	8	Tests	20	70	3
25.2	Translation of Business Negotiations and Conferences	8	Tests	20	70	3
26.1 26.2 26.3 26.4	Practical Course of the Third Foreign Language (German/French/Spanish/Italian)	5-8	Tests	140	250	13
	Total 2.2 to be chosen by the student					35
	Total electives					61
	Total mandatory and electives					227,5
	Practical Training, Internship	6, 8				9
	Course Paper: History of Foreign Literature (English and American)	4				1
	Course Paper: Contrastive Grammar of English and Ukrainian	6				1
	Qualifying Exam in Theory and Practice of Translation	8				1,5
	Total					240

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.

Credit points are distributed as follows:

- Mandatory courses: 166.5 credit points
- Elective courses: 61 credit points
- Course paper: 2 credit points
- Practical training and internship: 9 credit points
- Final examination: 1.5 credit points

2.3 Philology (Applied Linguistics) (Bachelor)

The Bachelor's programme "Philology (Applied Linguistics)" was introduced in 2013 at ANU.

The self-report describes its mission as follows: "The mission of the study program Philology. Applied Linguistics (Bachelor's degree) is training of fully qualified, socially responsible applied linguists who possess all-round basic professional knowledge and skills corresponding to the demands of the modern labor market in order to ensure competitiveness of domestic specialists in the field under the conditions of globalization." As mentioned above, the programme focuses on the regional labour market. Special emphasis lies on digital skills: "The aim of the program is to train qualified computer and applied linguists able to perform computer processing of all kinds of texts (creating, editing, transforming, analyzing, etc.) both in English and the second foreign language learned, as well as in the students' mother tongue."

Graduates are to be employed as web content developers, automatic (machine) and oral translators/interpreters and teachers of foreign languages, copywriters and editors, PR managers or speech writers.

The drop-out rate was on average 3% during the period 2017-2020.

2.3.1 Intended Learning Outcomes

According to the documentation, graduates shall be able to show:

- "Knowledge and understanding:

- 1) To demonstrate knowledge and understanding of the content and basic provisions of humanitarian and fundamental courses to the extent required to master general professional courses and use appropriate methods in students' chosen profession;
- 2) To demonstrate knowledge and understanding of the theoretical foundations and principles of Linguistics, Applied Linguistics, the activities of a professional in Applied Linguistics, to demonstrate the command of foreign languages required for professional activities.
- 3) To understand the essence and content of practical profession-related knowledge and develop appropriate profession-related skills.
- 4) To demonstrate knowledge and skills of using linguistic methods and tools of doing language and text analysis, compilation, and editing.
- 5) To demonstrate initial knowledge for starting additional training in students' future Master's degree courses with the aim of acquiring the knowledge and skills required for work as a teacher of English and/or the second foreign language they were learning.

- Application of knowledge and understanding:

- 1) To understand the fundamental principles of existence of people, nature, and society/
- 2) To know and understand the basic issues of Philology, the approaches to solving linguistic

problems with using appropriate and innovative methods; to know and understand the language system, the general properties of literature as the art of the word, the history of language(s) and literature(s) that are being learned and to be able to use that knowledge in practical activities.

3) To know and understand the norms of literary language and be able to use them in practical activities; the principles, means and techniques of creating oral and written texts of different genres, styles, and registers in L1 and foreign language(s) learned; the fundamental notions, theories, and concepts of the philological specialization chosen and to be able to use them in professional activities.

4) To work with information efficiently, to select the required information from different sources, in particular from professional literature and electronic databases, to critically analyze and interpret it, classify and systematize it; to use information and communication techniques for solving complex specialized tasks and professional problems.

5) To characterize dialect and social varieties of language(s) being learned, to describe the socio-lingual situation; to analyze language units, define their interaction and characterize language phenomena and the processes that cause them; to implement special philological analysis of L1, English, and second foreign language texts of different styles and genres.

6) To use the skills of managing complex activities or projects in solving complicated problems in activities in the field of the chosen philological specialty and bear responsibility for taking decisions in unforeseen circumstances; to use skills of participating in scholarly or applied research in the area of Philology.

7) To collaborate with colleagues, representatives of other cultures and religions, adherents of different political views, etc.; to organize the process of one's own self-education and learning; to demonstrate the skills of autonomous work, flexible thinking, openness to new knowledge, of being critical and self-critical; to use the acquired knowledge that is required for starting additional training in students' future Master's degree courses with the aim of making them fully prepared for work as a teacher of English and/or the second foreign language they were learning.

8) To freely communicate on professional issues with specialists or non-specialists using students' L1, English, and the second foreign language orally or in writing, to use those languages for organizing efficient intercultural communication; to use those languages orally or in writing in different genre, style, and register varieties of communication for solving communicative tasks in everyday life, social, academic, professional, and scholarly fields.

9) To know one's rights and obligations as a member of society, to realize the values of civil society, the supremacy of law, the rights and freedoms of the person and citizen of Ukraine; to

safeguard the moral, cultural, academic values and increase the social achievements, to use different forms and kinds of physical activities conducive to the healthy way of life; to demonstrate the ability to act in a socially responsible way as a conscientious citizen on the basis of ethical motives manifesting respect to diversity and multiculturalism.

- Making judgements:

- 1) To collect and analyze the necessary data, make professional decisions based on the use of the necessary analytical and methodological tools
- 2) To demonstrate the ability to apply an interdisciplinary approach and perform professional functions
- 3) To perform functional responsibilities in the group, offer sound solutions of problems, tasks, and issues.

- Communication skills:

- 1) develop and debate ideas and to sustain arguments effectively both orally and in written form in all the languages known to them;
- 2) present, discuss and defend concepts and views through formal and informal communicative instruments;
- 3) To explain data, ideas, problems and alternative decisions to specialists and non-specialists in their area;
- 4) To act socially responsibly and socially consciously on the basis of ethical principles, respect for cultural diversity and values of civil society with respect for individual rights and freedoms.

- Learning skills:

- 1) To meet the requirements of a modern applied linguists, increase the level of personal training
- 2) To demonstrate the skills of individual work, flexible thinking, openness to new knowledge, be critical and self-critical
- 3) To be responsible for the results of one's own activities, to demonstrate initiative as well as leadership"

2.3.2 Curriculum

The curriculum of the programme is outlined in the following survey table:

No	Educational Units and Courses	Se- mes- ter	Form of Examination, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self-Study Time	

1. Mandatory courses						
1.1. Courses of General Training						
1	Ukrainian Identity, History, Culture and Language	1	Essay, tests	56	79	4,5
2	Fundamentals of Structural Linguistics and Linguistic Modelling	1	Tests	28	77	3,5
3	Stylistics of the Text	6	Tests	33	87	4
4	Regular Expressions and Probability Theory for Applied Linguists	4	Exam tests	44	136	6
	Total 1.1			161	379	18
1.2. Courses of Professional Training						
5	General Linguistics and Fundamentals of Applied Linguistics	1-2	Tests, tasks	72	168	8
6	Practical Course of the English Language	1-8	Tests, Course Assignment	525	945	49
7	Information Technologies in Linguistic Research	1-8	Tests	56	124	6
8	Fundamentals of Programming	2-5	Tests, Course Assignment	168	507	22,5
9	Practical Course of the Second Foreign (German/Spanish) Language	2-8	Tests	368	742	37
10	Linguistic Statistics	4	Tests	28	62	3
11	Mathematical Linguistics	5	Tests, Course Assignment	28	122	5
12	Linguistic Analyses of Text	7	Tests, Course Assignment	28	92	4
13	Automated Morphological Analysis	7	Tests, Course Assignment	42	78	4
14	Automated Semantic and Syntactic Analysis	8	Tests	36	84	4
15	Linguistic Expertise	8	Tests	18	72	3
16	The Systems of Machine Translation	8	Tests	18	72	3
	Total 1.2			1387	3068	148,5
	Total Mandatory courses			1548	3447	166,5
2. Elective courses**						
2.1. Courses of General Professional Training						
17.1	History of Foreign Literature	1-2	Tests	56	184	8
17.2	Linguistic Data: Quantitative Analysis and Visualisation	1-2	Tests	56	184	8
18.1	Fundamentals of Psychology and Pedagogy	2	Tests	42	108	5
18.2	Philosophy	2	Tests	42	108	5

19.1	Self-Management	4	Test, Presentation	36	54	3
19.2	The Language Model of Contemporary Business Communication	4	Test, Presentation	36	54	3
20.1	Basics of Labour Protection	6	Test, Presentation	22	68	3
20.2	Modern Methods of Teaching Foreign Languages and Cultures at Higher School	6	Test, Presentation	22	68	3
21.1	The Introduction to Socio and Psycholinguistics	3	Tests, Essay	28	107	4,5
21.2	International Economic Relations	3	Test, Presentation	28	107	4,5
22.1	The Standards of Communicative Behavioral in English-Speaking Countries	3	Tests, Essays	28	122	5
22.2	Communicative Competence of a Specialist	3	Tests, Presentation	28	122	5
23.1	Foreign Language Teacher-Personal and Professional Features and Characteristics	6	Tests, Essay, Presentation	22	68	3
23.2	Advertising Technologies	6	Test, Presentation	22	68	3
24.1	Business Planning	7	Test, Presentation	42	78	4
24.2	Internet Marketing	7	Tests	42	78	4
25.1	Medialinguistics. Medialinguistic technologies	8	Tests, Essay	32	58	3
25.2	Public Relations	8	Tests, Essay	32	58	3
	Total 2.1 to be chosen by the student			308	847	38,5
2.2. Courses of Special Professional Training						
26.1	Text Corpora Management Systems	3	Tests	28	122	5
26.2	Professional Language of a Specialist	3	Tests, Essay	28	122	5
27.1	Practice of Written Translation	5-6	Tests, Essay	50	130	6
27.2	The Culture of Scientific Discourse	5-6	Test, Presentation	50	130	6
28.1	Multimedia Data Formats	6	Tests, Essay	22	68	3
28.2	Scientific and Technical Translation	6	Tests, Course Assignment	22	68	3
29.1	Mass Media Language	7	Tests, Essay	42	78	4
29.2	Psychology of Leadership and Emotional Intelligence	7	Test, Presentation	42	78	4
30.1	International Management	8	Tests	24	66	3
30.2	Leadership and Group Dynamics	8	Tests	24	66	3
	Total 2.2 to be chosen by the student			166	464	21
	Total electives			474		59,5
	Total mandatory and electives			2022	4758	226

II Evaluation Report of the Expert Panel
2 Assessment of the Study Programmes

Internship	6, 8	Report			10
Course Paper: Automated Morphological Analysis	7		30		1
Comprehensive State Exam in Applied Linguistics	8		45		1,5
Comprehensive State Exam in Practical Course of the Main Foreign Language (English)	8		45		1,5
Total			2442	4758	240

*One ECTS credit = 30 academic hours.

**The student must choose one course from each block: Elective course 1 or 2.

*** The student must choose courses so as to obtain the required number of credits for elective block 2.2. There are no restrictions of choice within elective block.

****The student must choose only one of two elective blocks: Cycle of Professional training (A) or (B).

Credit points are distributed as follows:

- Mandatory courses – 167.5 credit points,
- Elective courses – 59.5 credit points;
- Internship – 10 credit points;
- Final examination – 3 credit points.

2.4 Philology (Language and Literature-English) (Bachelor)

The Bachelor programme Philology (English Language and Literature) was introduced in 2010 at ANU.

The programme's mission is described as follows in the self-report: "The mission of the study programme Philology (English Language and Literature. Mass Media Technologies) (Bachelor's Degree) is to train specialists with modern teaching and mass media technologies for the formation of an efficient, high-quality, modern educational system and professional activities in the fields of intercultural communication and mass media technologies, able to solve specific problems and tasks of professional activity provided general and mastery system of professional (special) competencies, which is the basis of competitiveness of graduates."

As mentioned above, the programme focuses on the regional labour market. Graduates are to find employment as teachers of elementary, primary and secondary schools, radio/TV-presenters, TV programmes administrators, responsible secretary of the editorial office, public events' organiser or media interviewing specialist.

The drop-out rate was on average 5.6% during the period 2017-2020.

2.4.1 Intended Learning Outcomes

According to the self-report, the intended learning outcomes are defined and clustered as follows:

- "Knowledge and understanding:

- 1) the basic principles of human, nature and society existence;
- 2) the main issues of philology and approaches to their solution using the appropriate methods and innovative approaches;
- 3) the system of language, general features of literature as an art of word, the history of studied language(-s) and literature(-s);
- 4) the norms of literary language and their use in practice;
- 5) the principles, technologies and methods of oral and written text creation in a state and foreign language;
- 6) the main principles, theories and concepts of translation study, their use in professional activity.

- Application of knowledge and understanding:

- 1) work effectively with information: to collect information from the different resources, in particular, from the professional literature and electronic databases, to critically analyze and interpret it, to organize, classify and systematize it;
- 2) use informational and communicational technologies to solve difficult specialized tasks and issues of professional activity;
- 3) characterize dialects and social varieties of studied language(-s), to describe the sociolinguistic situation;
- 4) use foreign languages in oral and written forms, in different genres, styles and forms of communication (formal, informal, neutral) to solve communicative issues in everyday, social, educational, professional and scientific spheres of life;
- 5) analyze and interpret works of Ukrainian and foreign fiction and oral folk art, determine their specificity and uses in the literary process;
- 6) perform linguistic, literary and special philological analysis of texts of different styles and genres;
- 7) use the necessary terminology in the field of education, age psychology, methods of teaching foreign languages and literatures and theoretical philological courses to create written works, presentations, reports;
- 8) use modern information and communication technologies and specialized software to present information and solve other professional tasks;
- 9) work with content of various formats, photo, video, audio product, text material, multimedia content;
- 10) create a competent media product on a given subject area of a certain genre, taking into

account the distribution channel or information sharing platforms.

- Making judgements:

- 1) use basic notions, theories and concepts of translation study in professional activity;
- 2) collect, analyze, systematize and interpret facts of language and speech and use them to solve difficult tasks and issues in professional activity and/or education;
- 3) recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to register, deixis, theme/rhyme) in studied foreign languages and literatures, and convey information in accordance with the norms of the foreign and national languages.

- Communication skills:

- 1) communicate freely on professional issues with specialists and non-specialists in the state and foreign language(-s) orally and in writing, use them to organize effective intercultural communication;
- 2) cooperate with colleagues, representatives of other cultures and religions, opponents of different political views, etc.;
- 3) use non-verbal means of communication to create conditions for effective work to convey professional information and to communicate with representatives of foreign cultures;
- 4) organize the process of his/her learning and self-education;
- 5) control difficult actions or project work solving difficult issues in professional activity in the field of foreign languages, cultures and literatures study and to carry out responsibility for making decisions in unpredictable conditions.

- Learning skills:

- 1) work effectively alone;
- 2) work effectively in groups;
- 3) extract, process and present numerical information for a given purpose;
- 4) use information technology;
- 5) manage own time and workload;
- 6) take responsibility for own learning;
- 7) develop those learning skills to continue further study with a high degree of autonomy."

2.4.1 Curriculum

The curriculum of the programme is outlined in the following survey table:

No	Educational Units and Courses	Semester	Form of Examination, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self-Study Time	
1. Mandatory courses						
1.2. Courses of General Training						
1	Advance Study of the Ukrainian Language	3	Essay, tests	14	76	3
2	Ukrainian Identity, History, Culture and Language	1	Essay, tests	62	73	4,5
	Total 1.1			76	149	7,5
1.2. Courses of Professional Training						
3	Pedagogy and Age Psychology	7	Tests, tasks, Course paper	28	122	5
4	Introduction to Linguistics	1	Tests, tasks, Course paper	28	62	3
5	History of Foreign Literature (English, American, French, German)	1-8	Tests, Course As- signment	224	526	25
6	Practical Course of the English Language	1-8	Tests, Course As- signment	648	1122	59
7	Practical Course of the Second Foreign Language (Chinese/German/ Spanish/French)	2-8	Tests	362	763	37,5
8	History of the English Language and Contrastive Grammar of English and Ukrainian	4	Tests	56	64	4
9	Introduction to Literature Studies	1	Tests, Course As- signment	28	62	3
10	Basics of Modern Journalistic	3	Tests, Course As- signment	28	62	3
11	Theoretical Grammar and Theoretical Phonetics of English	8		20	70	3
12	Comparative Lexicology of English and Ukrainian	5	Tests, Course As- signment	28	62	3
13	History of Foreign Journalistic	5	Essay	28	62	3
14	Modern Technologies of Teaching Foreign Lan- guages and Cultures at Secondary School Educa- tion Establishments	5	Tests, Essays	56	94	5
15	Stylistics of the English Language	7	Tests, Course As- signment	21	69	3
16	Media text. Multimedia Technology	8	Tests, Course As- signment	28	62	3
	Total 1.2			1555	3230	159,5
	Total Mandatory courses			1735	3260	167
2. Elective courses**						
2.1. Courses of General Professional Training						
17.1	Basics of Law	4	Tests	42	108	5
17.2	Creative Management	4	Tests	42	108	5
18.1	Basics of Economic Science	1	Tests	28	62	3

18.2	Basics of Marketing	1	Tests	28	62	3
19.1	Philosophy	3	Tests	28	62	3
19.2	Political Science	3	Tests	28	62	3
20.1	Ethics and Aesthetics	2	Tests	42	108	5
20.2	History of World Culture	2	Tests	42	108	5
21.1	PR in International Relations	6	Tests, Essays	24	126	5
21.2	International Relations and International zOrganizations	6	Tests, Essays	24	126	5
	Total 2.1 to be chosen by the student					21
2.2. Courses of Special Professional Training						
22.1	Chinese History and Culture	5	Tests, Essay	28	62	3
22.2	History and Culture of the French Speaking Countries	5	Tests, Essay	28	62	3
22.3	History and Culture of the German Speaking Countries	5	Tests, Essay	28	62	3
22.4	History and Culture of the Spanish Speaking Countries	5	Tests, Essay	28	62	3
22.5	Basics of tele, photo and Multimedia Journalistic	5	Tests, Essay	28	62	3
23.1	Informational Technology and Applied Linguistics	2	Tests, Essay	42	138	6
23.2	Modern Information Technologies in Media	2	Tests, Essay	42	138	6
24.1	Theory of Communication	4	Tests, Essay	28	62	3
24.2	Introduction to Translation Studies	4	Tests, Essay	28	62	3
25.1	The Latin Language	1	Essay, Tests	14	76	3
25.2	Basics of Classical Linguistics	1	Essay, Tests	14	76	3
26.1	Professional Standards of Media Literacy	6	Essay, Tests	24	66	3
26.2	Mass Media Language	7	Essay, Tests	24	66	3
27.1 27.2 27.3 27.4	Practical Course of the Third Foreign Language (French/ German /Italian/ Spanish)	5-8	Tests	140	250	13
28.1	History and Culture of the English-speaking countries	3	Tests	28	62	3
28.2	English Terminology	3	Tests	28	62	3
29.1	Introduction to Speciality	3	Tests	28	62	4
29.2	Journalistic History	3	Tests	28	62	4
	Total 2.2 to be chosen by the student					38
	Total electives					59
	Total mandatory and electives					226
	Practical Training, Internship	6, 8				9

Course Paper: History of Foreign Literature (English and American)	4				1
Course Paper: Contrastive Grammar of English and Ukrainian	6				1
Qualifying Exam in History of Foreign Literature	8				1,5
Qualifying Exam in Theory and Practice of English	8				1,5
Total					240

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.

Credit points are distributed as follows:

- Mandatory courses – 167 credit points,
- Elective courses – 59 credit points;
- Internship – 9 credit points;
- Course paper – 2 credit points
- Qualifying examination in History of Foreign Literature and Theory and Practice of English – 3 Credit points.

2.5 Philology (Translation-English) (Master)

The Master's programme "Philology (Translation-English)" was introduced in 2008 at ANU.

The self-report describes its mission as follows: "The mission of the study programme Philology (Translation English) is to foster a new generation of translators and interpreters with a professional outlook, linguistic and cultural competences, as well as the skills and confidence to meet the challenges of both the local and regional translation markets in the years to come. It also aims to provide a comprehensive and in-depth study of the multifaceted issues in translation." As mentioned above, the programme focuses on the regional labour market. Graduates are to find jobs with translation agencies, higher educational establishments, media agencies, in state and municipal authorities as well as freelance translators or teachers.

The drop-out rate was on average 5.54% during the period 2016-2020.

2.5.1 Intended Learning Outcomes

According to the self-report, the intended learning outcomes are defined and clustered as follows:

- "Knowledge and understanding:

- 1) confidently speak native and foreign languages to communicate and present research results in writing and oral in situations of professional and scientific interaction;
- 2) use modern methods and information technologies for successful and effective professional

activity in a particular philological field;

3) apply knowledge of expressive, emotional and logical means of speech to achieve the planned pragmatic result and successful communication;

4) characterize and apply theoretical principles (concepts, categories, principles, basic concepts, etc.) of the chosen philological specialization Application of Knowledge and Understanding:

- Application of knowledge and understanding:

1) analyse, compare and classify different areas and schools in linguistics;

2) collect and systematize linguistic, literary, folklore facts, interpret and translate the texts of different styles and genres

3) carry out scientific analysis of linguistic, speech and literary material, interpret, structure and generalise it taking into account the efficient methodological principles and processed data obtained individually;

4) create, analyse and edit texts of different styles and genres;

5) apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;

6) define the pragmatic and stylistic potential of the original text; identify the types of errors, find the right ways to correct them, make his own decision on the pragmatic adaptation and localization of the translated text, identify strategic editing problems and find creative ways to solve them;

7) recognize all types of information (reference, predicative, temporal, modal, evaluative, emotional, pragmatic, related to the register, deixis, topic / rhyme) in A, B, C languages and share it according to the norms of the language of translation in the written and oral bilateral consecutive translation; provide lexical, grammatical, syntactic and stylistic equivalence in the process of B, C → A and A → B, C translation for all types of texts;

8) evaluate and critically analyse socially, personally and professionally significant problems and suggest the ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.

- Making judgements:

1) integrate knowledge of humanitarian, socio-economic and professional subjects to set goals and objectives based on the results of the strategic and competitive analysis of translation industry entity (organization), develop strategic measures to implement the goals and objectives;

2) make decisions under conditions of limited or incomplete information;

3) realize professional, economic and social outcomes of their decisions, implement into business activity the principles of social-ethical behavior of a translator or interpreter, corporate social responsibility for sustainable development of organizations, companies and society;

4) evaluate his own educational and scientific-professional activity, build and implement effective strategy of self-development and professional self-improvement.

- Communication skills

1) find the optimal ways of effective interaction in the professional team and with representatives of other professional groups of different levels;

2) present, to argue and to defend their own concepts and views in discussion with opponents;

3) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization and beyond;

4) use the agreed norms of behaviour and international etiquette for a professional translator/interpreter, knowledge of foreign cultures and communication to overcome the influence of stereotypes in contacts with representatives of different cultures.

- Learning skills

1) independently and creatively work out theoretical and practical material;

2) independently find important sources of information for educational, research and professional needs;

3) produce, process, summarize, analyze and present information in accordance with specific goal;

4) carry out research on the basis of information technology;

5) submit results of their research in the form of scientific articles and conferences reports;

6) develop the obtained learning skills for continuing their study in a manner that may be largely self-directed and autonomous;

7) determine the direction and stages of lifelong learning, improve their own professional skills.”

2.5.2 Curriculum

The curriculum of the programme is outlined in the following survey table:

No	Educational Unites and Courses	Se- mester	Form of Examina- tion, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self- Study Time	
1. Mandatory courses						
1.1. Courses of general Training						

1	Modern Art, Culture and Literature Studies	1	Essay, tests	28	62	3
2	Translation Business Basics	1	Tests, presentations	14	76	3
Total 1.1				42	138	6
1.2. Courses of Professional training						
3	English Speaking Communicative Strategies	1	Essay, tests	28	62	3
4	Practice of Translation and Interpreting	1-3	Tests, interpreting	154	236	13
5	Translation Theory	1	Tests, essay	21	69	3
6	Practical Course of the Second Foreign Language (German/Spanish/French)	1-2	Tests, presentation	38	142	6
7	Translation of the Second Foreign Language (German/Spanish/French)	1-2	Tests, translations	72	108	6
Total 1.2				313	617	31
Total Mandatory courses				321	789	37
2. Elective courses **						
2.1. Courses of general Training						
8	Elective course 1					
8.1	Psychology of Conducting Business negotiation	2	Tests, presentations	33	117	5
8.2	Brand Management	2	Essay, presentations	33	117	5
Elective course 1 to be chosen by the student						
Total 2.1. to be chosen by the student				33	117	5
2.2. Courses of Professional training						
9	Methodology and Organization of Research and Translation Teaching Methods at Higher School	3	Essay, tests, presentations	20	70	3
10	Modern Technologies of Teaching Foreign Languages, Cultures and Foreign Literature at Higher School	3	Essay, tests, presentations	20	70	3
11	Practical Course of the Third Foreign Language (German/Spanish/Russian)	1,2	Tests, tasks	58	122	6

12	Practice of Translation from Russian into Ukrainian	1,2	Tests, tasks	58	122	6
13	Audiovisual Translation	1-3	Essay, presentations	78	207	9,5
14	Industry Translation	1-3	Essay, presentations	78	207	9,5
	Total 2.2. to be chosen by the student					18,5
	Total 2.2.			156	399	18,5
	Total electives to be chosen by the student			189	516	23,5
	Total mandatory and electives			510	1305	60,5
16	Internship	2, 3	Report, abstract of thesis			9
17	Qualifying Exam in Theory and Practice of Translation	3				1,5
18	Qualifying Exam in the Second Foreign Language	2				1,5
19	Qualifying Exam in the Third Foreign Language	2				1,5
20	Master's thesis preparation	3				13
21	Master's thesis defence	3				3
	Total			2700		90

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.

Credit points are distributed as follows

- Mandatory courses – 37 credit points,
- Elective courses – 23.5 credit points;
- Internship – 9 credit points;
- Master's thesis – 16 credit points
- Qualifying examination on Theory and Practice of
- Translation and Second and Third Foreign languages – 4.5 credit points.

2.6 Philology (Applied Linguistics) (Master)

The Master's programme "Philology (Applied Linguistics)" was introduced in 2018 at ANU. The very first cohort graduated in 2020.

The self-report describes states: "The mission of the study program Philology. Applied Linguistics (Master's Degree) is training a new generation of highly qualified applied linguists with an

innovative way of thinking, systematic knowledge and skill and advanced competencies in the field of Computer and Applied Linguistics, which are necessary for working successfully in Ukrainian and foreign organisations, educational, and research institutions in different jobs that require their professional knowledge and skills, including the knowledge and skills necessary for doing theoretical and practical research in their field.” Graduates are to find jobs as web content developers, automatic machine and oral translators/interpreters, as foreign languages teachers, copywriters and editors, PR managers, speech writers as well as senior researchers.

2.6.1 Intended Learning Outcomes

According to the self-report, the intended learning outcomes are defined and clustered as follows:

- “Knowledge, understanding and skills
- 1) content and basic provisions of humanitarian and fundamental courses to the extent required to master general professional courses and use their methods in their chosen profession;
- 2) trends of development of modern science, research methods and techniques on the basis of abilities to use information and communication technologies and abilities to do research on the adequate level;
- 3) complex tasks and problems in linguistics, literary studies, folkloristics, translation in the process of professional activities and academic studies – those tasks and problems that require research or innovations and are characterized by indetermination of conditions and requirements;
- 4) communication in L1, English, and the second foreign language, including the use of those languages for different forms of academic and scholarly communication on philological issues (conferences, round tables, discussions, scholarly publications), as well as for scholarly analysis of language and speech materials with free use of professional philological terminology;
- 5) different linguistic schools and trends, literature as a polisystem, historical and new achievements of Philology (on the basis of critical thinking);
- 6) methodological, organizational, and legal underpinnings of research and innovative developments in Philology with acceptable ways of presenting the results to the scholarly community, at the same time being able to defend their own intellectual property rights;
- 7) program languages, information-search languages, linguistic modelling, computer linguistic systems, and machine translation with an ability to develop through those means one’s own instrumental tools including the tools for automatizing morphological, semantic, and syntactic analysis;
- 8) the ways of finding, setting, and solving professional/scholarly/academic tasks and problems

using for such solutions the abilities to search for, process, and analyze information from different sources, as well as abstract thinking, analysis and synthesis, the skills of using information and communication technologies, the ability to generate new ideas (creativity) being critical and self-critical;

9) the ways of working in a team and autonomously, continuous learning, adapting themselves to new situations, taking independent grounded decisions, even when working in international contexts or communicating with representatives of other professional groups;

10) the ways of the optimal and most efficient foreign language teaching (English and the second foreign language learned).

- Application of knowledge and understanding

1) use professional knowledge and practical skills, information technologies for successful and efficient performance of their professional activities ensuring efficiency, critical analysis of socially, personally and professionally significant problems and proposing ways of solving them in complicated and unforeseen circumstances that requires using new approaches and prognostication;

2) analyze, compare, evaluate, and classify different schools, historical and modern achievements in linguistics and literary studies characterizing theoretical underpinnings and applied aspects of the chosen philological specialization; implement the scholarly analysis of language, speech, and literary materials, interpret and structure them taking into account relevant methodological principles and make generalizations on the basis of independently processed data; collect and systematize language, literary, and folklore facts, interpret and translate the texts in different styles and genres;

3) to create, analyze and edit texts in different styles and genres, produce various kinds of computer programs, first of all those that are aimed at linguistic textual information in all the languages known to students

4) use the knowledge about the expressive, emotional, logical language means and speech techniques for achieving planned programmed results in communication; be able to persuasively explain the essence of specific philological issues, their own viewpoints and argumentation concerning them both to specialists and non-specialists (especially to learners); present the results of their research to scholarly communities in scholarly publications, during round tables and seminars, etc.

5) efficiently teach English as a foreign language and the second foreign language known to them to learners studying those languages at secondary, high and higher schools.

- Making judgements

1) integrate knowledge of humanitarian and professional courses to formulate goals and objectives based on the results of analysis of professional subject matter materials, tasks and problems, develop strategic measures to implement the formulated goals and objectives;

- 2) make decisions under conditions of limited or incomplete information;
- 3) realize the possible outcomes of their decisions, implement into their professional activities the principles of social-ethical responsibility, professional and academic honesty, corporate social responsibility for sustainable development of organizations and institutions where they work and society.

- Communication skills

- 1) effectively present and defend their own ideas, concepts, suggestions, both orally and in written form;
- 2) present, argue and defend their own concepts and views in discussion with opponents;
- 3) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization or institution and beyond;
- 4) use communication and management skills to improve efficiency and achieve the objectives of their organizational unit and the organization or institution.

- Learning skills

- 1) independently and creatively work out theoretical and practical material;
- 2) independently find important sources of information for educational, research and professional needs;
- 3) to produce, process, summarize, analyze and present information in accordance with specific goals;
- 4) carry out research on the basis of information technology;
- 5) submit results of their research in the form of scientific articles and conference reports;
- 6) develop acquired learning skills for continuing their study in a manner that may be largely self-directed and autonomous;
- 7) determine the direction and stages of lifelong learning, improve their own professional skills.”

2.6.2 Curriculum

The curriculum of the programme is outlined in the following survey table:

No	Educational Unites and Courses	Se- mester	Form of Examina- tion, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self- Study Time	
1. Mandatory courses						
1.1. Courses of general Training						

1	Modern Tendencies of General Language Theory Development in the Aspect of Applied Linguistics	1	Tests	28	122	5
	Total 1.1			28	122	5
1.2. Courses of Professional training						
2	English for Professional Purposes	1-2	Essay, tests	50	160	7
3	Practical Course of the Second Foreign Language	1-2	Essay, tests	39	141	6
4	Methods of Protecting Information	1	Tests	42	78	4
5	Pedagogy and Psychology in Higher Education	1-2	Tests, presentation	100	185	9,5
6	Methodology of Teaching English as a Foreign Language	3	Tests, presentation	30	60	3
	Total 1.2			261	624	29,5
	Total Mandatory courses			289	746	34,5
2. Elective courses						
2.1. Courses of general Training **						
7	Elective course 1					
7.1	Pedagogical skills of a Philologist-teacher of a Foreign Language	2	Tests, presentations	33	117	5
7.2	Information and Communication Technologies in Education	2	Tests, presentations	33	117	5
8	Elective course 2					
8.1	Psychological Foundations of Self-Development of Personality	1-2	Tests, presentations	50	130	6
8.2	Linguistic Studies	1-2	Tests, presentations	50	130	6
	Elective course 1,2 to be chosen by the student					
	Total 2.1. to be chosen by the student			83	247	11
2.2. Courses of Professional training***						
9.1	Topic Modeling of WEB content	2	Tests, presentations	33	72	3,5
9.2	Psychology of Conducting Negotiations	2	Tests, presentations	33	72	3,5
10.1	Methodology of Scientific Research	1	Tests, presentations	34	86	4
10.2	Comparative Pedagogics and Psychology of Higher Education	1	Tests, tasks	34	86	4
11.1	Advertising Communication: the Linguistic Aspect	3	Tests, tasks	30	90	4

11.2	Media text and Cross-cultural Communication	3	Essay, presentations	30	90	4
12.1	Social Networks and Sentiment Analyses	2	Tests, tasks	22	68	3
12.2	Current Issues of International Relations	2	Tests, presentations	22	68	3
	Total 2.2. to be chosen by the student					14,5
	Total 2.2.			119	316	14,5
	Total electives to be chosen by the student			202	563	25,5
	Total mandatory and electives			491	1311	60
13	Internship	2, 3	Report, abstract of thesis		360	12
14	Master's thesis preparation	3			450	15
15	Master's thesis defence	3			90	3
	Total			2700		90

*One ECTS credit = 30 academic hours.

**The student must choose one course from each block: Elective course 1, 2 and 3.

*** The student must choose courses so as to obtain the required number of credits for elective block 2.2. There are no restrictions of choice within elective block.

****The student must choose only one of two elective blocks: Cycle of Professional training (A) or (B).

Credit points are distributed throughout the programme in the following way:

- Mandatory courses – 35.5 Credit points,
- Elective courses – 24.5 Credit points;
- Internship – 27 Credit points;
- Final thesis – 3 Credit points

2.7 Philology (Language and Literature-English) (Master)

The Master's programme "Philology (Language and Literature-English)" was introduced at ANU in 2014.

The self-report describes it's mission as follows: "The mission of the study programme Philology (English Language and Literature. Media Communication in International Relations) (Master's Degree) is to foster a new generation of English Language teachers and other two foreign languages with modern teaching technologies for the formation of an efficient, high-quality, modern educational system and professional activities in the field of international and intercultural communication, being able to create their own media products and work in the field of international cooperation to gain competencies that are the basis of competitiveness of graduates." As mentioned above, the programme focuses on the regional labour market. Graduates

are to find jobs as teachers, journalists, TV programmes administrators, responsible secretaries of the editorial office or media interviewing specialists.

The drop-out rate was on average 5.3% during the period 2016-2020.

2.7.1 Intended Learning Outcomes

According to the self-report, the intended learning outcomes are defined and clustered as follows:

- "Knowledge and understanding
 - 1) confidently speak native and foreign languages to communicate and present research results in writing and oral in situations of professional and scientific interaction;
 - 2) use modern methods and information technologies for successful and effective professional activity in a particular philological field;
 - 3) know the peculiarities of the structure and functions of international media;
 - 4) apply knowledge of expressive, emotional and logical means of speech to achieve the planned pragmatic result and successful communication;
 - 5) characterize and apply theoretical principles (concepts, categories, principles, basic concepts, etc.) of the chosen philological specialization
- 6) Evaluate historical achievements and the latest achievements of literature
 - Application of knowledge and understanding
 - 1) analyse, compare and classify different areas and schools in linguistics;
 - 2) collect and systematize linguistic, literary, folklore facts, interpret and translate the texts of different styles and genres;
 - 3) carry out scientific analysis of linguistic, speech and literary material, interpret, structure and generalise it taking into account the efficient methodological principles and processed data obtained individually;
 - 4) create, analyse and edit texts of different styles and genres;
 - 5) apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
 - 6) define the pragmatic and stylistic potential of the original text; identify the types of errors, find the right ways to correct them, make his own decision on the pragmatic adaptation and localization of the translated text, identify strategic editing problems and find creative ways to solve them;
 - 7) Use the necessary terminology in the field of education, age psychology, methods of teaching foreign languages, cultures and literatures, as well as in the field of media communication

according to the standards of education of Ukraine and European documents to prepare written / scientific works, presentations, reports and protocols;

8) evaluate and critically analyse socially, personally and professionally significant problems and suggest the ways to solve them in complex and unpredictable conditions, which requires the use of new approaches and forecasting.

9) evaluate and analyze the activities of international media

10) carry out activities in the field of media communications, compile media texts in foreign languages in the field of journalism, television, advertising, the Internet and analyze them, create their own media product

- Making judgements

1) integrate knowledge of humanitarian, socio-economic and professional subjects to set goals and objectives based on the results of the strategic and competitive analysis of translation industry entity (organization), develop strategic measures to implement the goals and objectives;

2) make decisions under conditions of limited or incomplete information;

3) realize professional, economic and social outcomes of their decisions, implement into business activity the principles of social-ethical behavior of a translator or interpreter, corporate social responsibility for sustainable development of organizations, companies and society;

4) evaluate his own educational and scientific-professional activity, build and implement effective strategy of self-development and professional self-improvement.

- Communication skills

1) find the optimal ways of effective interaction in the professional team and with representatives of other professional groups of different levels;

2) present, to argue and to defend their own concepts and views in discussion with opponents;

3) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization and beyond;

4) use the agreed norms of behaviour and international etiquette for a professional translator/interpreter, knowledge of foreign cultures and communication to overcome the influence of stereotypes in contacts with representatives of different cultures.

- Learning skills

1) independently and creatively work out theoretical and practical material;

2) independently find important sources of information for educational, research and professional needs;

3) produce, process, summarize, analyze and present information in accordance with specific

goal;

- 4) carry out research on the basis of information technology;
- 5) submit results of their research in the form of scientific articles and conferences reports;
- 6) develop the obtained learning skills for continuing their study in a manner that may be largely self-directed and autonomous;
- 7) determine the direction and stages of lifelong learning, improve their own professional skills.”

2.7.2 Curriculum

The curriculum of the programme is outlined in the following survey table:

No	Educational Unites and Courses	Se- mester	Form of Examina- tion, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self- Study Time	
1. Mandatory courses						
1.1. Courses of general Training						
1	Modern Art, Culture and Literature Studies	1	Essay, tests	28	62	3
2	International Journalistic and Diplomacy	1	Essay, presentations	28	62	3
	Total 1.1			56	124	6
1.2. Courses of Professional training						
3	English Speaking Communicative Strategies	1-3	Essay, tests	68	202	9
4	Theory of Literature and Comparative Studies	1	Tests, essays, presentations	42	78	4
5	Multimedia Journalistic	1	Tests, essay	42	78	4
6	Practical Course of the Second Foreign Language (German/Spanish/French)	1-2	Tests, presentation	48	132	6
7	Western European and American Literature	2	Tests, essays, presentations	30	60	3
8.	Modern Technologies of Foreign Languages and Literatures Teaching at Higher School	1	Tests, essays, presentations, project work	28	62	3
	Total 1.2			258	612	29
	Total Mandatory courses			314	736	35
2. Elective courses **						
2.1. Courses of general Training						

9	Elective course 1					
9.1	PR in International Relations	2	Tests, presentations	33	147	6
9.2	Advertising Management	2	Essay, presentations	33	147	6
10.1	Pedagogy of Higher School	3	Reports, presentations, project work	30	60	3
10.2	Psychology of Mass Communication	3	Reports, presentations, project work	30	60	3
	Elective course 1 to be chosen by the student					
	Total 2.1. to be chosen by the student			63	207	9
2.2. Courses of Professional training						
11.1	Fiction in Mass Media	3	Essay, tests, presentations	30	90	4
11.2	Literature Text Analysis	3	Essay, tests, presentations	30	90	4
12.1	Practical Course of the Third Foreign Language (German/Spanish/French/Italian/Russian)	1,2	Tests, tasks	58	212	9
12.2	Practice of Translation from Russian into Ukrainian	1,2	Tests, tasks, translations	58	212	9
13.1	Media text and Cross-cultural Communication	3	Essay, presentations	30	60	3
13.2	Text Expert Analysis	3	Essay, presentations	30	60	3
	Total 2.2. to be chosen by the student					16
	Total 2.2.			118	362	16
	Total electives to be chosen by the student			181	569	25
	Total mandatory and electives			495	1305	60
14	Internship	2, 3	Report, abstract of thesis			9
15	Qualifying Exam in Philology and Cross-cultural Communication	3				3
16	Qualifying Exam in the Second Foreign Language	2				1,5
17	Qualifying Exam in the Third Foreign Language	2				1,5
18	Master's thesis preparation	3				12

19	Master's thesis defence	3				3
	Total			2700		90

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.

Credit points are distributed as follows:

- Mandatory courses – 35 credit points,
- Elective courses – 25 credit points;
- Final thesis – 15 credit points;
- Internship – 9 credit points;
- Qualifying examination in Philology and Cross-Cultural Communication and Qualifying examination in the Second and Third Foreign languages – 6 credit points.

2.8 Experts' Appraisal

In general, the panel concludes that the programmes successfully prepare graduates for the local labour market, both in the realm of academia and business. The combined use of theoretical input and practical application through lectures, seminars, independent research work and compulsory internships provides students with the necessary skills and networking opportunities to foster their careers. The tightly-knit web support for students definitely contributes to the quality of student learning.

By and large, the panel acknowledges that all study programmes of the Philology-cluster in principal adhere to European standards. This concerns determination of the intended learning outcomes, teaching content and student assessment. The quality assurance mechanism implemented at ANU will certainly successfully contribute to the further development of the programmes.

The panel congratulates ANU on the inclusion of international elements in teaching content and external guest lecturers and encourages the university to further strengthen these developments. The panel recommends seizing the opportunity of current digitalisation of teaching and learning in order to enhance the integration of international academic discourses even further. The possibilities to attend lectures of international partners was also highly appreciated by the students.

As mentioned above, students are actively involved in research projects. For example, a research project on polycultural discourses and translation issues is being conducted together with students at the English Philology and Translation Department. International research projects are jointly conducted with the University of Gdansk (Poland), the University of Applied Sciences in Brandenburg (Germany) and the University of Galway (Ireland).

With regard to the teaching content, the experts affirm that the study programmes are designed

to meet the needs of the local and regional labour market. They applaud the wide offerings of elective courses for students.

The panel would like to give the following recommendation, which was also mentioned in the first accreditation procedure: courses on note-taking techniques for consecutive interpreting should be introduced in order to enhance the graduates' profile. These courses could also be taught by visiting lecturers.

The panel further recommends that the skills in translation technologies, machine translation, language resource management and translation project management be included in the mandatory part of the curriculum and that the course descriptions of these courses be accordingly revised to reflect the importance of these skills for the graduates' profile.

Programmes which contain internships as obligatory part of the curriculum should expand the list of partner institutions, focusing on language services and language technologies.

The experts also recommend communicating the possibility to become teachers during the phase after the study programmes more distinctly to the students. Master's students who aim to pursue a teaching career can take additional courses on teaching methods and didactics alongside their regular study programme.

3. Teaching Faculty

For all study programmes that are subject of this review procedure, the university has submitted CVs of the teaching faculty involved. The amount of teaching hours covered by members of the teaching staff with different academic degrees has also been made transparent.

During the digital site visit, the expert panel also had the opportunity to speak to the heads of the respective study programmes and to other members of faculty to complete the picture provided in the self-report.

The criteria and the procedure for the selection of teaching staff are outlined in the self-report and are based on published regulations. In order to evaluate the teaching competency of the applicant, test lectures or practical classes in English are conducted. Research activity and teaching experience also play an important role. Recently employed teachers are offered onboarding support such as methods and didactics workshops.

It was mentioned during the talks that members of faculty were supported in their professional development. For instance, they may participate in in-house training seminars concerning topics of relevance for their daily work, e.g. modern teaching methods. In spring 2020, all teachers were offered introductory courses on e-learning and relevant programmes. Lecturers are also encouraged to complete internships at enterprises or other organisations as a form of advanced training. Faculty members may also participate in the Erasmus+ programme. In the past, for example, lecturers have visited Spain, Poland and Germany.

In order to ensure that academic staff continuously improves, professional training equivalent to a total of 6 credit points needs to be completed by teaching faculty members over a period of five years. To facilitate this process, an “advanced training plan” was designed and approved by the Academic Council of ANU. It is published on the institution’s website.

Research endeavours and conference participation of teaching staff are financially supported by the university. In addition, research activity of academic staff is internally ranked among the top ten lecturers with the highest research output, which is in line with the internal regulations of ANU. In addition, the citation index as indicated by Google scholar, Scopus or Web of Sciences is evaluated. ANU publishes several internal journals, providing a publication platform for lecturers. According to the provided documentation, research results foster into the teaching content and, furthermore, the development of teaching material is implemented in the business activities of local companies.

With regard to the share of workload, members of the teaching body reported that they had to deliver 600 hours of teaching during an academic year. Where staff members deliver a good research performance, their teaching workload is reduced by a maximum 150 teaching hours per academic year. The information provided on the teaching workload of staff differed widely, regardless of the academic position of the person, from 1-20 hours of teaching per week.

Some lecturers mentioned that they were freelancing as translators in addition to their positions

at ANU. Some of them are members of the “Ukrainian Translation Trainers’ Union”.

3.1.1 Experts’ Appraisal

During the site visit, faculty and staff displayed a high level of commitment to their work and their students. The relatively small size of the teaching body fosters a strong team spirit among the colleagues, especially within each department.

The academic qualifications of the teachers are generally quite high, the majority holding a “Candidate of Science” or a higher degree, which is equivalent to level 8 of the European Qualification Framework (doctoral degree).

A large part of the teaching staff is recruited internally, i.e. among ANU graduates. Although the experts are aware that this procedure is in no way unusual, they recommend extending the scope of job advertisements to national or even international publications and platforms. This might make it easier to attract applicants with a strong international profile, which would also be more in line with the overall institutional strategy. In order to attract more native speakers as lecturers, the panel recommends applying the American model of employing “teaching assistants” or participating in the DAAD language assistant’s programme.

As regards staff development, the experts applaud the implementation of an adequate internal professional development system. The active involvement of teaching staff and students in research activities is commendable. The panel was surprised by the fact that some lecturers publish scientific articles on topics they do not teach (e.g. Russian Poetry). The panel thus highly recommends streamlining research endeavours and teaching content even more.

Considering the workload of teaching staff, a fairer distribution of teaching hours per week is recommended. The transfer between research, practice and teaching is ensured thanks to the simultaneous academic und practical work of lecturers and close institutional co-operation with local companies.

The policies for recruitment and promotion are clear and transparent and were therefore not discussed any further during the online talks.

4. Infrastructure, Resources and Student Support

Due to the travel restrictions imposed by the Corona pandemic, the expert panel conducted the site visit online. The experts' assessment of the general learning environment at ANU is therefore based on the oral and written descriptions and visual information of the campus provided in the form of photographs and videos. It should also be stressed that some members of the expert panel had already visited the premises in 2015 and were already familiar with them.

All teaching and learning activities at ANU take place on the central campus, which includes lecture rooms, multimedia labs and laboratories, a conference hall as well as the library and all student service units. Most of the (small or medium-sized) lecture rooms are equipped with computers, projectors and furniture. Accommodation for students is also provided in several buildings, one of which is directly adjacent to the ANU campus.

Free Wifi is available in almost all classrooms and the library.

There are various support services available for students. These are provided by different organisational units on campus, for example:

- Students office – information for students, coordination of the overall learning process,
- Academic affairs office – consultation and paperwork on studying issues,
- Career centre – career planning, networking, support in preparation of necessary documents,
- International co-operation department – internationalisation of educational programmes,
- European projects centre – advice for students and staff on Erasmus+-programmes,
- International education centre – pre-university training of foreign students (support with admission process, officially required documents, supportive classes in the respective specialities),
- Diagnostic and treatment centre – providing full medical care and psychological counselling to students (if an additional agreement for such services has been concluded).

A student parliament is actively engaged at ANU. From the talks, the experts gained the impression that the student parliament was primarily in charge of organising social gatherings or charitable actions such as fundraising for social institutions such as the children's hospital in Dnipro. The parliament offered online games and get-togethers during the pandemic. It also represents the students' interests in the administrative processes at ANU.

In March 2020, ANU changed all its classes and lectures to an online format. Both teachers and students reported that this entailed an immense internal learning process involving all stakeholders of the university. The learning platform offered by Google is used to facilitate the organisation of the learning process. Lectures are delivered via Zoom.

The software applications used in the study programmes are reportedly MSWord and “smartCAT”. ANU used “Trados” in the past but changed to “smartCAT” since this is more popular among students and easily accessible online. There are computers available for the students’ use on campus. Since the shift to online learning, students have been using their own hardware.

The scientific library provides books and e-sources. The library’s stock of books was described as adequate and reasonable by the university members. During the talks it became clear that around 15% of the library stock is offered in languages other than Ukrainian or Russian. It is updated on demand of the respective academic departments.

As regards journal subscriptions, ANU provides access to resources such as the “Harvard Business Review” or “The Economist”. Access to paid databases was not mentioned. Open access resources such as Google Scholar and EBSCO are frequently used.

In the context of the last accreditation procedure, the panel recommended the acquisition of mobile translation booths. Currently, a translation booth owned by a local translation agency is used upon the university’s request. Staff members reported that it was not necessary to purchase an additional booth for the university, as ANU did not teach simultaneous translation, for which there was no demand on the local labour market. Instead, ever since the beginning of the Corona pandemic, online tools for simultaneous translation have been utilised for training.

4.1.1 Experts’ Appraisal

The experts’ general impression is that ANU students profit from a modern learning environment which provides sound conditions for successful teaching and learning. Although some measures for further enhancement are recommended, the overall picture is positive.

As far as the central library is concerned, the experts have identified potential for improvement: for instance, there are only few reference books in foreign languages. According to the students, textbooks and scientific articles are mostly downloaded from the internet. Even before the pandemic students had scarcely used the library as a regular place for self-study.

The experts recommend further increasing the use of international literature and resources. Students of all disciplines should work with textbooks and other materials in English more frequently. To that end, it would be beneficial if a fixed percentage of the student fees were dedicated to library stock. Considering the rapidly growing number of student applications (application numbers increased by 200% between 2015 and 2020), the panel recommends allocating a certain percentage of the tuition fees per person to enhancing the library.

The experts further recommend that the selection of translation software be expanded to reflect the diversity within the language industry and to adequately present all the functionalities. Since vendors of memoQ and Memsource offer free academic licenses, at least these two could be added. Students should also have the possibility to work with a state-of-the-art corpus

workbench such as SketchEngine.

The university should also reconsider the criteria for selecting and purchasing new publications and develop general guidelines for this. The panel gained the impression that the literature used in class is often not available in the library. Thus, the experts highly recommend streamlining the library stock and the resources used in class. Furthermore, ANU should make the best strategic use of the opportunities provided by online libraries.

The expert panel regards the student support structures provided at ANU as fit-for-purpose. Students described the teaching body and the institutionalised support services as open and responsive to their needs. In addition to the already extensive student support services, a subject-related study programme counselling might be offered for guidance and orientation before or at the beginning of the study period for national and international students.

With regard to the use of translation booths, the panel concludes that ANU has sufficiently adapted the didactic approaches to the needs of students of simultaneous translation. The introduction of online tools in order to practice simultaneous translation is, with regard to the overall design of the study programmes, sufficient.

5. Quality Assurance

In recent years, ANU has set up an internal quality management system which is described in detail in the self-report. It has been further developed during recent years, starting with an internal “Quality Assurance Agency” which has led to the formation of the Committee for Quality of Academic Standards in 2018. This committee is responsible for the development, implementation and monitoring of quality assurance at ANU.

All structural subdivisions and advisory bodies are involved in quality assurance processes at ANU, most importantly the Supervisory Board, the Quality Management Centre, the Groups on Content and Quality of Education at the Departments, the Didactics Department and the Student Association for Higher Education Quality. Employers are also involved through the “Quality Group”, discussing the content of the curricula on a regular basis with ANU members.

Several instruments and procedures for the monitoring and periodic review of study programmes have been developed. These include course evaluation by students based on a standard questionnaire (“Lecturer through the eyes of learners”), a sample of which was included in the supplements to the self-report.

The results of these surveys have an impact on the internal performance ranking of teachers and also flow into the regular reports of the Heads of the Departments to the Rectorate and the Academic Council. The results of the evaluation are published on the university’s website in the form of a Top Ten ranking of the most popular teachers. If negative course evaluations occur repeatedly during a period of three years, this might result in a lecturer’s contract being terminated.

Professional development programmes are implemented at ANU (cf. Chapter 3). Members of faculty may also mutually attend each other’s classes and provide feedback to each other regarding the general teaching performance.

ANU also monitors the graduates’ employment rate and keeps track of their professional careers for the purpose of quality assurance. In addition, the university conducts surveys among existing and prospective employers of graduates to receive feedback on their suitability for the requirements of the job market.

During the online talks, the panel heard that evaluations have been conducted online since the beginning of the Corona pandemic.

5.1.1 Experts’ Appraisal

Based on the self-report and outcomes of the on-site talks, the experts reached the overall conclusion that ANU has created an effective system of quality assurance for its study programmes in which all stakeholder groups, including students, employers and graduates, participate to a satisfactory extent. The experts were especially impressed by the highly active alumni and employer network that provides valuable input for quality assurance and further

development of the study programmes.

In the last accreditation conducted by ZEvA, questions on quality assurance were of utmost importance. The panel applauds the further development of the quality assurance system, including the evaluation of workload, the general design of course catalogues based on European Standards and the recognition of academic and non-academic qualifications in line with the Lisbon Convention.

Students confirmed that their workload was generally reasonable and manageable.

However, during the talks with different stakeholder groups of the university, the panel received very mixed information on how student surveys were conducted on teaching performance. The experts therefore highly recommend monitoring the implementation of quality assurance mechanisms at the Department of Applied Linguistics and Methods of Foreign Languages Teaching even more closely. As a general rule,

- all students should participate in the evaluations,
- standardised surveys should be used,
- evaluations should be conducted anonymously,
- the surveys should be collected and analysed by the responsible quality assurance unit (not by the teachers themselves),
- students should be informed about the survey results of the corresponding courses.

Moreover, the experts recommend introducing a free-comment section to the questionnaire “Lecturer through the eyes of learners”, enabling students to express their own opinions and wishes. With regard to the design of the questionnaire, the panel suggests adapting the evaluation scale slightly. Currently, 4 out of 12 points still correspond to the grade “satisfactory”. The panel recommends limiting this grade to a minimum of 6 out of 12 points, which is comparable to the grading system applied in student examinations.

The rapid shift to digitally conducting quality assurance measures in light of the pandemic is commendable.

It applauds the involvement of the student body on an administrative level via the student parliament.

6. Transparency and Public Information

Alfred Nobel University has published extensive information on its activities, the institutional profile and its study programmes on the university website, which is available in Ukrainian and English.

The website contains detailed descriptions of the intended learning outcomes and the central contents of all study programmes. Course catalogues for all programmes are available for download. The most important official documents (for example, regulations on student assessment and examination) are also published online, both in the original language and in English. University members have access to an internal information system, providing all necessary information on studying and working at ANU.

Diploma Supplements are issued along with the final certificates and are in line with the current European Standards.

Open full-time positions are advertised on the website, social media and local news channels as well as in personal networks. Part-time positions are not publicly advertised.

6.1.1 Experts' Appraisal

The experts confirm that ANU provides comprehensive information regarding its study programmes and basic regulations to all internal and external stakeholders. It commends ANU on its comprehensive system of public information and internal communication. During the virtual talks, students reported that they felt well informed about central issues such as admission processes and course contents.

However, the experts recommend publicly advertising openings for part-time positions at ANU. The recruitment process for part-time staff should be conducted as transparently as for full-time positions.

III. Appendix

1. Statement of the University in Response to the Expert Report

Statement of the University in Response to the Expert Report

Report on the Accreditation of Study Programmes at Alfred Nobel University Reference Number I-1823-2

Study Programmes:

Bachelor's level

Philology (Philology: Translation/ Interpreting (English))

Philology (Applied Linguistics)

Philology (English Language and Literature. Mass Media Technologies)

Master's level

Philology (Translation/Interpreting (English))

Philology (Applied Linguistics)

Philology (English Language and Literature. Media Communication in International Relations)

Introductory provisions

Alfred Nobel University's leadership and teaching staff highly appreciate the thorough examination by the expert panel of the activities of ANU, the structure and design of the study programmes, the contents of the course catalogues as well as conditions for admission and selection of applicants/students. The expert report was thoroughly discussed at a meeting of the leadership (Rectorate) and meetings of the departments. Undoubtedly, the experts' recommendations are very useful and will be fully taken into account in the further development of the University and its study programmes.

The experts have given a completely accurate description of all aspects of the University's activities and study programmes. The answers to the experts' comments and observations as well as suggested solutions to the identified problems and deficiencies are given below.

The answers to the experts' comments and recommendations

General Recommendations

- **Internationalisation:**
 - **Increasing the use of international literature and resources.**

III Appendix

1 Statement of the University in Response to the Expert Report

- **Forging closer co-operative relationships with companies whose activities reach beyond the Ukrainian market.**
- **Participating in international projects within the Erasmus+ Framework e.g. [PhiloTrans](#)**

- ANU Department of English Applied Linguistics and Methods of Teaching Foreign Languages and English Philology and Translation Department provide teaching both English language and theoretical disciplines mainly using international literature and resources. So, for teaching English language we use authentic literature published by Macmillan and Oxford Education, such as Straightforward which provides access to Student`s ebook, Straightforward Practice Online and students` markbook and is relevant for today`s students, teaching methods and ELT environment. The same concerns theoretical disciplines. For example, the Language Model of Contemporary Business Communication is taught only with the use of the English-language resources.

- ANU and its Departments develop maximum close co-operative relationship with “LBC Books” Company, which cooperates on international literature with partner institutions abroad, providing a wealth of support materials for English language learning. Beyond literature, the company is a representative of American company Certipoint which is the leading provider of certification exam development, delivery and programme management services delivered through an expansive network of over 14,000 Certipoint Authorized Testing Centers worldwide.

- The University together with English Philology and Translation Department is planning to develop the process of internationalization and mobility of the teaching staff as well as students including participation in international projects within Erasmus+ Framework. We have already studied the information concerning PhiloTrans project recommended by the experts and are planning to contact representatives of PhiloTrans project to discuss the opportunities for our University and in particular the opportunity to join such a project.

➤ **Teaching and assessment:**

- **Introducing more practical elements, such as project work or workshop organisation to the curricula.**
- **Increasing the use of international literature and resources.**
- **Introducing courses on note-taking techniques for consecutive interpreting.**
- **Actively communicating the possibility for students to join didactic classes if a career in teaching is being pursued.**
- **Expanding the list of partner institutions with a focus on language services and language technologies.**
- **Including translation technologies, machine translation, language resourcemanagement and translation project management in the mandatory part of the curriculum and revising the course descriptions of these courses accordingly.**

III Appendix

1 Statement of the University in Response to the Expert Report

- Such practical elements, as project work and workshops occupy from 1/3 to 1/2 of the curricula in teaching both practical English and theoretical disciplines.

- the Departments have ordered more textbooks and resources for library to increase the use of international literature (Straightforward, Information technology and Software Engineering).

- After the first accreditation procedure we have introduced the course on note-taking techniques for consecutive interpreting. Now it is a mandatory part and quite a substantial module within the course on Interpreting.

- All the students take part in didactic classes beginning from the 4th year of their study and particularly while studying for their master`s degree as all of them get additional qualification "Teacher of English language".

- the University already has such partners (LBC Books Company), but during the next academic year the number of partner institutions with a focus on language services and language technologies will be increased at the expense of commercial Language Schools in Dnipro.

- the course "Machine Translation" has already been included in the mandatory part of the curriculum.

➤ **Teaching Faculty:**

- **Distributing the teaching workload more equally along all teaching staff members.**
- **Attracting more native speakers as lecturers, "teaching assistants" or participating in DAAD language assistants programme.**
- **Streamlining research and teaching content even more.**

- Equally distributed teaching workload along all teaching staff members is one of the main priorities. However, full-time teachers naturally have more hours of teaching workload than part-time teachers who work in other higher institutions. The workload among full-time teachers is distributed equally and among part-time teachers – in accordance to their possibilities and requirements.

- One native speaker (Paul Bradbeer) works at Department of English Applied Linguistics and Methods of Teaching Foreign Languages who completely supports the needs of students who study at Department of English Applied Linguistics and Methods of Teaching Foreign Languages.

- Further streamlining research and teaching content is one of the main priorities that are planned for the nearest months. The individual plan of work of each teacher prescribes 2 research articles per year, besides the syllabi and other study programme methodological materials are updated each academic year.

➤ **Infrastructure, Resources and Student Support:**

- **Increasing the use of international literature and resources. Students of all disciplines should work with textbooks and**

III Appendix

1 Statement of the University in Response to the Expert Report

other materials in English more frequently.

- **Allocating a certain percentage of the tuition fee per person to the enhancement of the library and digital services.**
- **Reconsidering the criteria for selecting and purchasing new publications and developing general guidelines to that end. ANU should make the best strategic use of the opportunities provided by online libraries.**
- **Streamlining the library stock and the sources used in class.**
- **Offering a subject-related study programme counselling for guidance and orientation before or at the beginning of the studies for national and international students.**
- **Expanding the selection of translation software. Since vendors of memoQ and Memsources offer free academic licenses, these two could be added. Students should also have the possibility to work with a state-of-the-art corpus workbench such as SketchEngine.**

- All students use international literature and resources up to 50% of their study hours. Students of Department of English Applied Linguistics and Methods of Teaching Foreign Languages work with textbooks and other materials published in English speaking countries. Checking the reference literature for actuality and updating the sources has been done annually.

- The recommendation to allocate a certain percentage of tuition fee per person to the enhancement of the library and digital services is taking into consideration.

- The recommendations to reconsider the criteria for selecting and purchasing new publications and developing general guidelines to that end and make the best strategic use of the opportunities provided by online libraries are important and will be taken into consideration. However, it should be noted that the University has an effective system for the filling the library funds. At the end of the academic year, teachers submit applications for the purchase of the necessary textbooks to the head of the department. After approval, the head of the department submits a general order to the library. Library managers make purchases. By the beginning of the academic year, all courses are equipped with the necessary updated literature. Also, the library annually subscribes Ukrainian and foreign journals on the problems of economics and business, trade, marketing, management, etc. ANU improves the criteria for selecting and purchasing new publications every year. In the future, efforts will be directed towards best strategic use of the opportunities provided by online libraries.

- All requests of the departments for the purchase of educational literature are fully satisfied. The students constantly work with English on-line resources on various courses.

- Further streamlining the library stock and the sources used in class is the nearest task of the department for the beginning of next academic year.

- A subject-related study programme "Translation Software" has been developing for the course of Machine Translation.

III Appendix

1 Statement of the University in Response to the Expert Report

- We usually use trial versions of SDL Trados and free Smart Cat for students to work with their course assignment within Translation Business Basics. We are thankful to experts for hint to apply to Memo and Memsources vendors for free academic licenses and we will certainly do that.

➤ **Quality Assurance:**

- **Monitoring closely how quality assurance mechanisms are implemented at the Department of Applied Linguistics and Methods of Foreign Languages Teaching. In general**
 - **all students should participate in the evaluations,**
 - **standardized surveys should be used,**
 - **evaluations should be conducted anonymously,**
 - **the surveys should be collected and analysed by the responsible quality assurance unit (not by the teachers themselves),**
 - **students should be informed about the survey results of the corresponding courses.**
- **Introducing a free-comment section to the questionnaire “Lecturer through the eyes of learners” which enables students to express their opinions and wishes.**
- **Adapting the evaluation scale in the above-mentioned survey. The grade “satisfactory” should correspond to a minimum of 6 out of 12 points, which is comparable to the grading system applied to the students’ performances.**

- The Department of Applied Linguistics and Methods of Foreign Languages Teaching conducts its own survey, besides the students are welcomed to participate in all questionnaire surveys conducted at the University, including the questionnaire “Lecturer through the eyes of learners”

- Standardized surveys are conducted at the department only anonymously. They are collected and analyzed by the responsible quality assurance units and the students are informed about the survey results on site.

- A free-comment section in the questionnaire “Lecturer through the eyes of learners” has been introduced from the very beginning of the questionnaire survey which enables students to express their opinions and wishes (see Supplement D, Self-Evaluation Report I-1823-2).

- The recommendation to adapt the grade scale of questionnaire “Lecturer through the eyes of learners” is very sound and we take it into the consideration. The minimum grade for “satisfactory” will be 7.

➤ **Transparency and Public Information:**

Announcing and advertising part-time positions offered at ANU.

Announcing and advertising part-time positions offered at ANU concerns Personnel Depart-

III Appendix

1 Statement of the University in Response to the Expert Report

ment. Information and advertising of vacancies are posted in social networks such as Facebook pages of the ANU as well as Department of English Applied Linguistics and Methods of Teaching Foreign Languages and Department of English Philology and Translation.

Experts' Appraisal

The panel thus recommends to participate in international projects within the Erasmus+-Framework e.g. [PhiloTrans](#).

The University together with English Philology and Translation Department is planning to develop the process of internationalization and mobility of the teaching staff as well as students including participation in international projects within Erasmus+ Framework. We have already studied the information concerning PhiloTrans project recommended by the experts and are planning to contact Prof. Dr. Vahram Atayan (HU) and Bettina Fetzer (HU), contact persons of PhiloTrans project, to discuss the opportunity for our university and English Philology and Translation Department in particular to join such a project. Next academic year it is planned to launch another Double-Degree Diploma Project for students in Philology with Le Man University, France. The agreement has been just signed which can give the opportunity to prepare the group of students for 1 September 2021. We also plan to continue cooperation (starting in 2014) within our current international projects as Double Degree Programme (Humanitas University, Poland), International Internships (internship as a translators at TextPartner sp.j., Poland, free of charge according to the general cooperation agreement internship and job training for students and new graduates of 26.09.2017, Viktoriia Podoliak and Oleksandr Shevchenko took part in this project), Nobel Virtual (foreign speakers at ANU classrooms, foreign students at our designated courses and our students at partner Universities courses) and Global Classroom Project (single subject for different Universities delivered by lecturers from ANU and partner University online)

Co-operation with business enterprises is of central importance for the university's educational mission. As part of the process of internationalisation, it would therefore be advisable to forge closer co-operative relationships with companies whose activities reach beyond the Ukrainian market.

The students majoring in Philology are actively involved in the University Internship Programme of German Business for Ukraine. This Programme was widely promoted at ANU by its representative bodies from 2016/17. It is quite popular among our students to develop their German skills and international experience. Every year about 10 students of the English Philology and Translation Department participate in it through ANU International office. To add more, our students take an active part in another Programme "Work and Travel USA", offered by ANU International office thus gaining their international experience. We also provide summer school opportunities at the University of Wales Trinity St. David (UK) and at Humanitas University, Poland, and Higher School of Labour Safety Management in Katowice (WSZOP) (https://wszop.edu.pl/filologia-angielska/?gclid=CjwKCAjwiLGGBhAqEi-wAgq3q_mRPaoS_4d3PD-XYyl-

III Appendix

1 Statement of the University in Response to the Expert Report

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This summer our students are registered as volunteers with UTICamp, which is a unique week-long outdoor translation event that takes place annually (on 19-25 July 2021), organized by International Translation Company InText (<https://intext.eu/>). This spring we signed an agreement with InText company. We are going to continue fostering close cooperative relations with foreign companies to develop the internationalization process at the department of English Philology with the Higher Linguistic School in Chestohova (Wyższa Szkoła Lingwistyczna w Częstochowie, WSL), Poland.

Concerning the desired qualification profile of future translators, the expert panel recommends fostering the active engagement of students even more. Students might, for example, participate in the theoretical and practical organisation of workshops and conduct more projects in the form of group work.

We understand and support the recommendation of the experts concerning fostering the active engagement of students even more. This academic year we have had quite a lot of projects in the form of group work at different translation courses, which are highly appreciated by our students, and are planning to expand such a practice to other courses.

Moreover, the experts urgently recommend checking the reference literature in all study programmes for actuality and updating the sources if deemed necessary. Ideally, the person who created the module should be in charge of updating the sources. International sources (especially publications in English) should be integrated into the teaching process in a more systematic way (cf. Chapter 4).

We agree with the experts concerning constant updating of the sources in the reference literature and are going to reconsider the reference lists and add international sources especially publications in English to integrate them into the teaching process.

The panel recommends seizing the opportunity of current digitalisation of teaching and learning in order to enhance the integration of international academic discourses even further.

We offered the virtual course on Theoretical Grammar and Phonetics to the University platform. The department plans to develop on-line courses to enhance the integration of international academic discourses. Here we can mention such English on-line courses as the Language Model of Contemporary Business Communication, Fundamentals of Psychology and Pedagogy and Data Analyses and Visualisation.

The panel would like to give the following recommendation, which was also mentioned in the first accreditation procedure: courses on note-taking techniques for consecutive interpreting should be introduced in order to enhance the graduates' profile. These courses could also be taught by visiting lecturers.

After the first accreditation procedure we have introduced the course on note-taking techniques

III Appendix

1 Statement of the University in Response to the Expert Report

for consecutive interpreting. Now it is a mandatory part and quite a substantial module within the course on Interpreting. Third-year students start their classes in interpreting with consecutive note-taking which is delivered by PhD K. Zavisson. Note-taking techniques are used during the whole course on interpreting at the Bachelor's level and then at the Master's degree level.

The panel further recommends that the skills in translation technologies, machine translation, language resource management and translation project management be included in the mandatory part of the curriculum and that the course descriptions of these courses be accordingly revised to reflect the importance of these skills for the graduates' profile.

We have reconsidered the Study Programme for Master's degree and have already introduced the course "Translation project Management" which will be launched 1 September 2021. We have already started to revise the course descriptions of the number of courses developing the skills in translation technologies, machine translation, language resource management and translation project management for the graduates' profile.

Programmes which contain internships as obligatory part of the curriculum should expand the list of partner institutions, focusing on language services and language technologies.

Minding the number of students at the Bachelor's degree Programmes in Philology signed agreements with a numerous number of partner institutions focusing on language services and language technologies. In our first document we did not give the whole range of our partners. The total number of them for now is 55. For sure we are going to attract more and more partner institutions to give our students opportunities for internships.

The experts also recommend communicating the possibility to become teachers during the phase after the study programmes more distinctly to the students. Master's students who aim to pursue a teaching career can take additional courses on teaching methods and didactics alongside their regular study programme.

As to the possibility for our students to become teachers and in particular for Master's students who aim to pursue a teaching career after the study programmes there is an elective course "Modern Methods of Teaching Foreign Languages and Cultures at Higher School" 5 ECTS credits at Bachelor's degree (Translation); a mandatory course "Modern Technologies of Teaching Foreign Languages and Cultures at Secondary School Education Establishments" 5 ECTS credits at Bachelor's degree (English Language and Literature); an elective course "Methodology and Organization of Research and Translation Teaching Methods at Higher School" 3 ECTS credits for Masters in Translation; a mandatory course "Modern Technologies of Foreign Languages and Literatures Teaching at Higher School" 3 ECTS credits and an elective course "Pedagogy of Higher School" for Masters in the English Language and Literature" 3 ECTS credits. To add more courses on didactics we are going to offer other narrower courses within the list of elective courses.

III Appendix

1 Statement of the University in Response to the Expert Report

A large part of the teaching staff is recruited internally, i.e. among ANU graduates. Although the experts are aware that this procedure is in no way unusual, they recommend extending the scope of job advertisements to national or even international publications and platforms. This might make it easier to attract applicants with a strong international profile, which would also be more in line with the overall institutional strategy. In order to attract more native speakers as lecturers, the panel recommends applying the American model of employing “teaching assistants” or participating in the DAAD language assistant’s programme.

As to the recommendation to recruiting procedure focusing internal resources we have already extended the scope of job advertisements to national publications and platforms, so we have already invited two PhD, Associate Professors (Oksana Moskvichova and Iryna Zayarna) from different regions of Ukraine who correspond to the requirements and are in line with the overall institutional strategy. To add more, for today we have got the letter from Tomas Gallegosm who currently is a Master’s student majoring in Teaching English to Speakers of Other Languages (TESOL) and Graduate Teaching Assistant. We are discussing his contract with ANU for Bachelors in Philology for the next academic year 2021-2022.

The experts further recommend that the selection of translation software be expanded to reflect the diversity within the language industry and to adequately present all the functionalities. Since vendors of memoQ and Memsourse offer free academic licenses, at least these two workbenches such as SketchEngine.

We usually use trial versions of SDL Trados and free Smart Cat for students to work with their course assignment within Translation Business Basics. It should be mentioned that they are introduced to the variety of CATs to learn and to work with, but our recommendation of SDL Trados is based on the Ukrainian translation market preferences. We are thankful to experts for hint to apply to MemoQ and Memsourse vendors for free academic licenses and we will certainly do that.