

**Report on the Accreditation of Study Programmes
at Alfred Nobel University
Reference Number I-1824-2**



Decided by the ZEvA Commission 24th July 2021

Study Programme	Degree	Programme Duration	Type of Programme	Maximum annual intake
Psychology	Bachelor	8 semesters	Full-time	110
Psychology (Counseling and Rehabilitation)	Master	3 semesters	Full-time	81
Social Work	Bachelor	8 semesters	Full-time	26
Social Work (Social and Pedagogical Activities)	Master	3 semesters	Full-time	22
Pedagogy in Higher Education	Master	3 semesters	Full-time	14

Accreditation contract signed on: 23rd March 2020

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Hanover, 28th July 2021



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

1. Decision of the ZEvA Accreditation Commission (24th 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:

- *Psychology (Bachelor)*
- *Social Work (Bachelor)*
- *Psychology: Counseling and Rehabilitation (Master)*
- *Social Work: Social and Pedagogical Activities (Master)*
- *Pedagogy in Higher Education (Master)*

The accreditation is awarded under the following general condition:

1. *Developing a precise strategic development plan for all study programmes of the cluster, embedded in the general profile of ANU. 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:

- Mission:
 - Forging closer cooperative relationships with companies whose activities reach beyond the Ukrainian market.
 - Including the study programmes of the cluster “Psychology, Social Work and Educational and Pedagogical Sciences” into upcoming research endeavours.
- Internationalization:
 - Introducing summer schools as a further outgoing mobility format.
- Gender equality:
 - Increasing the share of male students.
- Teaching and Learning:
 - Including group work, interdisciplinary as well as international projects even stronger in the curricula.
 - Using blended-learning formats stronger in the curricula.
- Infrastructure, Resources and Student Support:
 - Increasing the use of international literature and resources. Students of all disciplines should more frequently work with textbooks and other materials in English.
 - Allocating a certain percentage of the tuition fee per person to the enhancement of the library.
 - Reconsidering the criteria for selecting and purchasing new publications and develop general guidelines to that end. ANU should make the best strategic use of the opportunities provided by online libraries.
 - Installing a complaints office to which students can turn with any matters that are not related to academic questions, but the students’ general experiences on campus.
- Teaching staff
 - Hiring more full professors.
- Quality Assurance:
 - 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.

2.1.2 General Conditions:

- Developing a precise strategic development plan for all study programmes of the cluster, embedded in the general profile of ANU.

2.2 Psychology (Counseling, Correction and Development Work) (Bachelor)

2.2.1 Recommendations:

- Orient the curricula towards international standards both in teaching content and hence literature. Moreover, core competencies like scientific research should be even further strengthened.
- Distinguishing the degree from the “Social Work” Bachelor’s programme.

2.2.2 Conditions:

- *None.*

2.2.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Psychology (Counseling, Correction and Development Work) (Bachelor) for the duration of six years with the conditions listed above.

2.3 Psychology (Counseling and Rehabilitation Work) (Master)

2.3.1 Recommendations:

- Orient the curricula towards international standards both in teaching content and hence literature. Moreover, core competencies like scientific research should be even further strengthened.
- Distinguishing the degree from the “Social Work” Master’s programme.

2.3.2 Conditions:

- *None.*

2.3.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Psychology (Counseling and Rehabilitation Work) (Master) for the duration of six years with the conditions listed above.

2.4 Social Work (Psychosocial Assistance and Rehabilitation) (Bachelor)

2.4.1 Recommendations:

- Orienting the curricula towards current international standards both in teaching content

and literature, for example along the [standards](#) of the “[The International Association of Schools of Social Work](#)” and of the “[International Federation of Social Workers](#)”.

- Distinguishing the Social Work degrees more clearly from the Psychology degrees.
- Implementing methods and concepts of assistance and rehabilitation in accordance with the study programmes title into the curricula. Alternatively, the title might be adapted.
- Developing the teaching content, for example:
 - Social politics should be emphasized in the curriculum.
 - The micro- and macro level of Social Work need to be covered.
 - Theories of societal structures, social change, social inequality and socialisation need to be included.
 - Basic knowledge on poverty, social space and housing, health care, migration, minorities/discrimination and social economy need to be covered.
 - Legal foundation: human rights, civil and social rights, social law, family law, labour and professional law should be introduced.
 - Current concepts and methods of social work as a profession, forms of organisation, strategies for action should be mentioned.
- Further strengthening practical experience. The content, methods and evaluation of the results should be specified in the module description.

2.4.2 Conditions:

- *None.*

2.4.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Social Work (Psychosocial Assistance and Rehabilitation) (Bachelor) for the duration of six years with the conditions listed above.

2.5 Social Work (Social and Pedagogical Activity) (Master)

2.5.1 Recommendations:

- Distinguishing the Social Work degrees more clearly from the Psychology degrees.
- Orienting the curricula towards current international standards both in teaching content and literature, for example along the [standards](#) of the “[The International Association of Schools of Social Work](#)” and of the “[International Federation of Social Workers](#)”.
- Strengthening the curriculum concerning the specific target groups of the programme, especially in project management, organisational development and social economy.

2.5.2 Conditions:

- *None.*

2.5.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Social Work (Social and Pedagogical Activity) (Master) for the duration of six years with the conditions listed above.

2.6 Educational and Pedagogical Sciences (Pedagogy in Higher Education) (Master)

2.6.1 Recommendations:

- Including an international perspective in the curriculum with special emphasis on the state-of-the art research and academic discussions in the field of Teaching and Learning in Higher Education Institutions. This should also allow students to have access to standard literature such as “Teaching for Quality Learning at University” by Biggs and Tang (2011).
- Emphasising pedagogy in higher education in the mandatory part of curriculum. The course on fundraising might become part of the electives.

2.6.2 Conditions:

- *None.*

2.6.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Educational and Pedagogical Sciences (Pedagogy in Higher Education) (Master) for the duration of six years with the conditions listed above.

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 organized 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 “Psychology” 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 April 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 came to the conclusion that the self-report and the digital talks provided sufficient information in order to arrive at a 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 finalization.

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. Also, most graduates find positions on the local employment market.

1.1.1 Organizational 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 internationalization 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 cooperation agreements and Memorandums of Understandings 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). Israel and Germany were mentioned as countries of destination for staff mobility.

41 cooperation agreements with foreign universities have been concluded and ANU participates in the Erasmus+-mobility programmes, for example with Spanish and Polish partners, and the Melvana exchange-programme in cooperation 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 as well as joint participation in international projects. Lecturers reported that a joint project with Canadian partners was conducted in Vancouver on trauma therapy. Thanks to international funding from the US embassy in Ukraine, a Master’s programme on public administration could be 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”. Students now have the possibility to participate in lectures conducted by partners from Poland and Turkey. Moreover, incoming virtual students from Georgia and Tajikistan participated in classes held by lecturers from ANU. Incoming student mobility shall increase in the years to come. Despite the pandemic, ANU also enabled students to study a semester abroad in other countries.

ANU conducts the so-called “Nobel International Congress” every two years. The upcoming congress is devoted to education, peace and equal opportunities.

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 sufficiently 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. The panel recommends to include the study programmes of the cluster "Psychology, Social Work and Educational and Pedagogical Sciences" into upcoming research endeavours.

Numerous measures for the enhancement of research have already been taken. The experts commend ANU on the implementation of a detailed development plan, indicating clear performance goals and corresponding measures. With regards 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 internationalization during the past accreditation period, especially as regards the internationalization of teaching staff and the number of classes taught in English and French. The panel recommends to introduce summer schools as a further outgoing mobility format.

The students also highly appreciated the possibility to attend classes held by native speakers or international lecturers. Both lecturers and students described their international experiences as very valuable, especially in the realm of art therapy.

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 satisfying extent.

The experts were impressed by the high 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.

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 cooperative 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 have gained the impression that research activities of students are sufficiently fostered by ANU. Students confirmed that they had a chance to actively participate in national and international conferences, many of which had 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. University members confirmed that schedules were designed in line with the possibilities of students with special needs. With regards to gender equality, it would be desirable to increase the share of male students. From the composition of the interview panels during the virtual site visit, the experts have concluded that the gender distribution among 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 pre-scribed 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 Strategic Dimension and Curricula Design

The self-report and the digital talks provided mixed information about the reasons for the implementation of the study programmes. Whereas the Psychology-programmes were initially primarily directed at local businesses and administrative governance units, a shift in the described mission is noticeable. With the different social and economic changes in the country, especially since 2014, the programmes shall rather contribute to the formation of therapists in the realm of trauma rehabilitation. The same can be stated for the Bachelor's and Master's programmes "Social Work" which from the beginning slightly stronger focused on the education of personal for the provision of psycho-social support services.

The Master's programme in Pedagogy in Higher Education follows a very specific focus; the training of Higher Education lecturers with profound pedagogical knowledge. Thus, the implementation of innovative teaching and research methods shall be realized.

University members also emphasized that the digitalisation is linked to social change. Graduates of the programmes shall be prepared to respond to these changes through psycho-social support.

In all talks, university members emphasized that competitiveness of ANU as an institution and its' graduates is the main goal behind the design of the study programmes.

The curricula are designed along the standards of the Ukrainian Ministry of Education. All stakeholders of the university, including students and employers, are involved in the design of the study programme. The study programmes are composed of already existing modules, which might be taught in several study programmes, and modules which are designed only for the respective study programmes only. Lecturers expressed their attempt to harmonize the module content so that repetitions are avoided. When the curricula are finalized they need the final approval of the expert group on “content and quality of education”, composed of academic staff and employers.

2.1.3 Internships

Internships are a standard part of the curriculum. If necessary, the career counselling 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.

2.1.4 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.

2.1.5 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. A Bachelor’s degree in the relevant field such as Psychology, Social Work or Pedagogy is not a prerequisite. The 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.

2.1.6 Teaching Methods and 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. Students mentioned that an interdisciplinary project along different specialities was conducted, in which they developed a business plan for a start-up together.

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 1 term paper during the Master's programme.

In addition, students are encouraged to get involved in research projects wherever possible. Especially the students' internships shall provide students with the possibility to conduct their own research projects. An elective course on the basics of scientific research is offered to students. Students are encouraged to present their research findings at national and international conferences.

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. 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 each course.

In case 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. "Zoom", "Google classroom" and "Padlet" were mentioned as basic programmes for online teaching and assessment.

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

2.1.7 Experts' Appraisal

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

The implementation of new study programmes in a very dynamic social and economic environment requires flexibility with regards to the desired graduates' profile. In general, the panel acknowledges that the wide qualification profile, which is achieved through the different curricula, is adequate to the structural conditions of ANU. The process of the curricula design is commendable. With regards to the future consolidation of the programmes, the panel suggests the following condition: a precise development plan about the strategic development of the programmes, embedded in the general profile of ANU, has to be developed.

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 is, for instance, 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 Corporate Behaviour“, students have the right to appeal in front of an Ethics Commission if they feel they have been unfairly assessed. It also includes guidelines on academic integrity. The experts particularly appreciate the active inclusion of professionals from business and industry into the teaching process in the form of regular workshops. For the future development of the Alfred-Nobel-University, the panel recommends to install a complaints office to which students can turn with any matters that are not related to academic questions, but the students' general experiences on campus.

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.

The use of a variety of teaching methods is already very good. Nonetheless, to bring the study programmes even closer to European standards, the panel highly recommends to include group work and interdisciplinary as well as international projects. Students highlighted the already implemented group work and international elements as very useful. The panel encourages ANU to use blended-learning formats.

Student assessment appears to be transparent, fair and feasible in terms of planning. It is principally competency-based.

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 Psychology

2.2.1 Bachelor's programme: Psychology (Counseling, Correction and Development Work)

The Bachelor's programme "Psychology" was introduced in 2007 at ANU. It was updated in 2017. The total number of students in the study programme has increased from 344 in 2016 to 460 in 2020. It is currently one of the most popular Bachelor's programmes at ANU in terms of enrolment numbers.

The mission of the study programme is described as follows in the self-report: "The mission of the study programme Psychology (Counseling, Correction and Development Work), Bachelor's Degree is the training of contemporary highly qualified, competitive, socially responsible professionals who possess universal basic professional knowledge and skills corresponding to the demands of contemporary labor market, can work with modern technologies in the psychological area, and also have skills in counseling and psychological diagnosis to carry out psychological treatment to clients of various social and professional groups of different ages." As mentioned above, the programme focuses primarily on the regional labour market. Graduates are to find jobs at psychological centres, state, public and business organizations for the provision of psychological assistance, educational, medical institutions, law enforcement agencies or carry out private business activities for the provision of psychological and educational services.

The average drop-out rate from 2017-2020 was 5,5%.

2.2.1.1 Intended Learning Outcomes

According to the documentation, the intended learning outcomes are defined and clustered in the following way:

- „Knowledge and understanding:
 - 1) patterns and features of development and functioning of mental phenomena, the main provisions of humanities and fundamental courses to the extent required to master the general psychological skills and abilities to successfully master the chosen profession;
 - 2) methodological foundations and principles of psychological science, including basic psychological schools: psychoanalysis, behaviourism, humanistic psychology and others;
 - 3) general characteristics of the functioning of psychological and personnel agencies, as well as the management of organizations in the modern market economy in the context of globalization;
 - 4) theoretical and methodological basics of psychology, category mechanism of psychology and modern tendencies in this field of knowledge;
 - 5) general characteristics and legal basis of functioning of psychological services, studies, in different areas of their existence;
 - 6) theoretical bases of the organization and conducting of psychological researches,

essence and content of psychological support of scientific researches, psychological expertise technologies in applied activity fields;

7) basics of organizing psycho-diagnostic client examinations (collection and evaluation of empirical observations), and conducting of research on the dynamics of socio-political views, analysis of social relations, public sentiment and mindset of different social groups;

8) forms, methods and means of psychological counseling for adults, parents and children with an impaired psychological development, correction of technology of deviant behavior of children and adults;

9) basics of organisation and carrying out of socio-psychological and ergonomic expert examinations for compliance with applicable regulatory requirements, means of identification of psychological characteristics and qualities of a person under the conditions of recruitment, selection, training and personnel adaptation.

- Application of knowledge and understanding

1) conduct psycho-diagnostic and psycho-correction work with different groups of citizens to identify psychological causes of social maladaptation of children, to choose forms and the content of psychological and psycho-prevention activities;

2) provide individuals, organizations with counseling; to organize career guidance and professional selection, to provide psychological assistance to all who need it;

3) provide various organizations, agencies and departments of government and management with psychological support activities; provide assistance in the establishment and organization of psychological services, studies in various fields of psychological assistance to citizens.

- Making judgements

1) demonstrate the knowledge, techniques, methods of psychological assistance, verbal and non-verbal means of communication (language, facial expressions, gestures, movements, written, oral forms) mastered in the learning process; conduct a competent psychological conversation to obtain diagnostic data;

2) give reflection of a client's feelings and interpret the content of his/her statement, understand the possible implications, keep records informally as well;

3) compile and implement a program of psycho-prevention and educational activities, psychological assistance activities in the form of lectures, talks, round tables, games, training, etc., in accordance with the requirements of the customer.

- Communication skills

1) substantiate one's own position, to make independent conclusions based on the results of one's own research and analysis of literature sources;

2) choose and apply valid and reliable psycho-diagnostic tools (tests, questionnaires, projective methods, etc.) of psychological research and technology of psychological assistance;

3) compile and implement a program of psycho-prevention and educational activities, psychological assistance activities in the form of lectures, talks, round tables, games, trainings, etc., according to the request;

4) use psychotherapeutic techniques and techniques of directed influence on consciousness and behaviour;

5) apply innovative approaches to solve professional problems of psychodiagnostics and psychological counseling; find appropriate solutions with a clear definition and use of psycho-correctional and developmental methods and techniques.

- Learning skills

1) analyze and explain mental phenomena, identify psychological problems and suggest ways to solve them;

2) formulate the purpose, objectives of the study, have the skills to collect primary material, follow the research procedure;

3) take professional self-improvement, training and self-development responsibly and take effective measures to preserve health (one's own and one's environment) and, if necessary, determine the content of the request for supervision;

4) compile and implement a program of psycho-prevention and educational activities, psychological assistance activities in the form of lectures, talks, round tables, games, trainings, etc., in accordance with the requirements of the client;

5) use information technology;

6) take responsibility for their own learning;

7) develop those learning skills necessary for continuing further study with a high degree of autonomy.

2.2.1.2 Curriculum

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

	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	Ukrainian Identity, History, Culture and Language	1	Essay, tests	56	79	4,5
2	Foreign Language	1, 2	Tests, essay, oral presentation	112	218	11
3	Human Anatomy and Physiology of the Human Nervous System	1	Tests, essay, presentation	42	93	4,5
4	Anthropology. Animal Psychology. Comparative Psychology	1	Tasks, essays, presentation, discussion	56	124	6

5	An Introduction to Specialty	1	Tests, essay	28	62	3
6	Information Technologies in Modern Society	2	Tests, presentation, solving problems	28	62	3
7	Psychophysiology: Basic Medical Knowledge	2	Tests, essays, presentation	56	109	5,5
8	Advanced Study of Foreign Language	3,4,5,6	Tests, essay, oral presentation	106	254	12
9	Informatics and Mathematical Methods in Psychology	6	Tests, tasks, oral answers	22	68	3
10	Foreign Language for Professional Communication	7,8	Tests, essay, oral presentation	58	122	6
	Total 1.1			564	1191	58,5
1.2. Courses of Professional Training						
11	General Psychology	1,2,3,4	Tests, tasks, presentation	196	404	20
12	History of Psychology	2	Essays, tests, oral presentation	42	93	4,5
13	Developmental Psychology and Age-Related Psychology	3,4	Essay, tests, cases, oral presentation	70	155	7,5
14	Differential Psychology	3	Tests, tasks, oral presentation	42	93	4,5
15	Psychodiagnostics. General Psychology Workshop	3,4	Tests, tasks, presentation, problem solving	84	186	9
16	Social Psychology	4	Discussions, tasks, essays, Course paper	42	123	5,5
17	Sexology and Psychology of Sexuality	5	Tests, essays, presentation	42	93	4,5
18	Pedagogics and Educational Psychology	5	Essay, tests, presentation	42	93	4,5
19	Psychology of Management and Organizational Psychology	5,6	Tests, essay, cases, oral presentation	78	162	8
20	Experimental Psychology	6	Tests, essay, case	32	88	4
21	Legal Psychology and Methods of Conducting Psychological Expertise	7	Tasks, role playing games, tests	42	108	5
22	Clinical Psychology	7	Tasks, tests, discussions	42	93	4,5
23	Patho-Psychology	7	Tests, oral presentation	48	102	5
24	Special Psychology and the Basics of Psychiatry	8	Tests, oral presentation	40	110	5
25	The Basics of Psychological Counselling	7	Tasks, tests, essay, oral presentation	42	63	3,5
26	The Basics of Psychotherapy. Psychology of Trauma	8	Case study, oral presentation	40	110	5

27	Theory and Practice of Social and Psychological Training	8	Training program defense, oral presentation	40	110	5
	Total 1.2			964	2186	105
	Total Mandatory Courses			1536	3369	163.5
2. Elective courses						
2.1. Courses of General Training**						
28	Elective course 1					
28.1	Psychological Foundations of Self-development of Personality	2	Problem solving, creative project, oral presentation	42	138	6
28.2	Philosophy	2	Essay, oral presentation	42	138	6
28.3	Sociology	2	Essay, presentation	42	138	6
	Elective course 1 to be chosen by the student			42	138	6
29	Elective course 2					
29.1	Conflictology	4	Tests, essay	42	138	6
29.2	Career Management	4	Tests, essay	42	138	6
29.3	Business Communication	4	Tests, essay	42	138	6
	Elective course 2 to be chosen by the student			42	138	6
30	Elective course 3					
30.1	Psychology of Leadership and Emotional Intelligence	6	Tests, essay	34	131	5,5
30.2	Health and Safety	6	Tests, essay	34	131	5,5
30.3	Logic	6	Tests, essay	34	131	5,5
	Elective course 3 to be chosen by the student			34	131	5,5
	Total 2.1 to be chosen by the student			118	407	17,5
2.2. Courses of General Professional Training***						
31	Professional Language of a Specialist	3	Essays, oral presentation	42	123	5,5
32	Communicative Competence of a Specialist	3	Tests, essays, cases, oral presentation	42	123	5,5
33	Methods and Organization of Academic Research in Psychology	3	Tests, tasks, oral presentation	42	78	4
34	Gender Psychology	3	Essays, oral presentation	42	78	4
	Total 2.2 to be chosen by the student			84	201	9,5
2.3. Courses of Special Professional Training****						
2.3.1. Cycle of Special Professional Training (A)						
35	Psychology of Health	4	Essays, oral presentation	42	108	5
37	Political Psychology and Ethnopsychology	5	Tests, cases, role playing	56	139	6,5
39	Psychology of Creativity and Talent	5	Oral answers, creative tasks, oral presentation	42	153	6,5

41	Psychology of Personality	6	Tests, cases, essays	54	126	6
43	Psychology of Crisis and Extreme Situations. Social and Psychological Assistance to Military Personnel and their Families	7	Tasks, cases, oral presentation	70	110	6
45	Environmental Psychology	7	Essays	28	62	3
	Total 2.3.1			292	698	33
2.3.2. Cycle of Special Professional training (B)						
36	Organization of Activity of Psychological Services	4	Creative tasks, oral presentation	42	108	5
38	Engineering Psychology and Labor Psychology	5	Tasks, cases	56	139	6,5
40	The Work of a Psychologist with Different Age Groups	5	Tests, essay, presentation	42	153	6,5
42	Advertising Psychology and PR	6	Case study, brainstorming, presentation	54	126	6
44	Art therapy	7	Creative work, presentation, oral answers	70	110	6
46	Rational and Emotional Behavioral Therapy	7	Essays	28	62	3
	Total 2.3.2			292	698	33
	Total 2.3 to be chosen by the student			292	698	33
	Total electives to be chosen by the student			494	1306	60
	Total mandatory and electives			2022	4683	223,5
	Professional Training, Internship	6, 8	Report		225	7,5
	Certification Examination in the Profession	8			45	1,5
	Bachelor's Thesis	8			225	7,5
	Total					240

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

- Mandatory courses: 163,5 credit points
 - Incl. one course paper: 1 credit point
- Elective courses: 60 credit points
- Internship: 7,5 Credit points
- Certification Examination in the Profession: 1,5 credit points
- Bachelor's thesis: 7,5 credit points

2.2.2 Master's programme: Psychology (Counseling and Rehabilitation Work)

The Master's programme "Psychology" was introduced in 2013 at ANU.

The programme is described as practice-oriented: "The mission of the Study programme Psychology (Counseling and Rehabilitation Work), Master's Degree is training modern highly competitive, socially responsible psychologists who have a versatile basic professional knowledge

and skills, innovative way of thinking and culture, with new life benchmarks; capable of designing acmeological psychological space, taking into consideration innovative development of psychological science, organizations' and individuals' requests, needs of business, society and the state." As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs at psychological centres, public and business organisations for psychological assistance, educational, medical institutions, law enforcement agencies, carry out private business activities for the provision of psychological as well as educational services.

2.2.2.1 Intended Learning Outcomes

According to the documentation, the intended learning outcomes are defined and clustered in the following way:

- „Knowledge and understanding:
 - 1) the content and basic provisions of the disciplines of humanitarian, professional and practical training in the amount necessary for entering the system of innovative thinking and the creative use of their methods in professional activity;
 - 2) the formation of a scientific worldview, methodological understanding of the current state and trends in psychological and pedagogical science and practice, research methods and technologies;
 - 3) the main theoretical provisions and technologies of psychological assistance (training, psychotherapeutic, educational, consultative, psycho-diagnostic and other);
 - 4) theoretical foundations, basic concepts and fundamental tools of the psychology of personnel management, the psychology of communication and the negotiation process, techniques for resolving conflicts through the negotiation process;
 - 5) theoretical and methodological foundations of pedagogy and psychology of higher education, the main methodological provisions and approaches to the choice and substantiation of the technology of teaching and education of students;
 - 6) theoretical and methodological foundations of family psychology, psychology of family relations, foundations of family psychotherapy and family counseling;
 - 7) theoretical and practical training regarding the essence of pedagogical technologies, types of innovative technologies for organizing the educational process in higher education;
 - 8) modern scientific concepts, notions, methods and technologies of psychological counseling and socio-psychological rehabilitation. To have the ideas about the psychological rehabilitation of persons with psychosomatic and mental illnesses, persons with deviant forms of behavior, especially addicted to drugs, chemicals, drugs and alcohol, persons in extreme situations and crisis situations, including military personnel; theoretical and practical foundations of post-traumatic syndrome management, technologies (semantic informational, diagnostic, correctional and developmental) for solving psychological problems of diagnosis and correction, stabilization of complex stress conditions

after traumatic stress and post-traumatic stress disorder; the basic techniques and technologies of social and psychological support and rehabilitation of various categories of the population;

9) general theoretical and practical training on the content of group work, the essence of group methods of work of psychologists, development and implementation of author's programs of psychological correction;

10) ideas about the main psychological problems of professional development of a modern specialist, awareness of the psychological characteristics and crisis states of professional development of specialists of a social type;

11) ideas about modern childhood, about the upbringing of children, the peculiarities of parent-child relationships and their impact on the development of children of different ages, the methodology and technology of psychological assistance and correction of parent-child relationships;

12) theoretical knowledge, directions of domestic and foreign psycho-correctional practice, methods of psychological correction, peculiarities of individual and group psychological correction; development and implementation of individual and group psychological correction programs;

13) theoretical and methodological foundations and a system of knowledge about the psychological laws of mass communication, deep (psychological) regulators of mass communication as part of mass psychology; knowledge about the models of media influence on perception, emotions, behavior of people, about communication technologies, their effectiveness

- Application of knowledge and understanding

1) use professional knowledge and practical skills for the planning and organization of research and practice, take a reasoned decision in determining the professional acts to find rational solutions to professional problems;

2) master technologies (research, organizational and managerial, pedagogical, diagnostic, advisory, correctional and developmental, rehabilitation, psycho-training and others depending on the specialization) to solve psychological problems; as well as the technology of psycho-diagnostic examination (collection and processing of empirical data) of clients;

3) arrange the prevention of conflicts and their resolution through negotiations, conduct a psychological analysis of the personality and interpersonal relationships in groups, develop and implement individual and group psycho-correction programs;

4) use the knowledge of pedagogy and psychology of teaching in higher education to develop and conduct their professional disciplines; own the technology of teaching and educating students and use them creatively in their professional activities;

5) master the basic techniques and technologies of social and psychological support and rehabilitation of various categories of the population in difficult life situations;

- 6) master the basic techniques and techniques of psychological counseling and strategies for working with different types of clients;
- Making judgements
 - 1) integrate knowledge of humanitarian, professional disciplines, formulate goals and objectives of professional activity in the field of psychology, which involves the conduct of scientific and project research and / or implementation of innovations;
 - 2) independently plan, organize and carry out psychological research with elements of scientific novelty and / or practical significance;
 - 3) develop programs of psychological intervention (training, psychotherapy, counseling, rehabilitation, etc.) using scientifically verified methods and techniques, carry them out in individual and group work, assess the quality;
 - 4) develop educational materials and educational programs, implement them, receive feedback, evaluate the quality;
 - 5) assess the boundaries of personal professional competence and improve professional qualifications;
 - 6) observe the norms of professional ethics in professional activities and be guided by universal human values
 - 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 organizations, psychological services and to the general public;
 - 4) use communication, management, and psychological skills, such as establishing relationships, teamwork, conduct psychological consultations, examinations, skills of persuasion in negotiations, public speaking, problem solving, decision making, leadership, teaching others, motivate and create effective teams taking into account cultural differences, conflict resolution.
 - Learning skills
 - 1) work out theoretical and practical material independently and creatively;
 - 2) find independently important sources of information for educational, research and professional needs;
 - 3) to 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 conference reports;
- 6) develop 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.”

2.2.2.2 Curriculum

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

No	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	Basics of Research in Psychology. Methodology and Organization of Academic Research	1	Tests, problem solving, oral presentation, discussion	42	108	5
2	Foreign Language for Professional Communication	3	Tests, essay, oral presentation	45	45	3
1.2. Courses of Professional Training						
3	Theoretical and Methodological Problems in Psychology	1	Tests, case study, problem solving, discussion	42	108	5
4	Family Psychology and Family Counseling	1,2	Tests, essay, oral presentation	112	233	11,5
5	Pedagogy and Psychology in Higher Education. Methodology of Teaching Psychological Disciplines in Higher Educational Institution	1	Essay, cases, tests, presentation, discussion, role-playing game, course paper	56	154	7
6	Innovative technologies in education	2	Cases, tests, presentation, discussion, role-playing game	56	124	6
7	Psychology of Human Resource Management and Managerial Counseling. Psychology of Groups and Communities	2	Test, cases, oral presentation, role-playing game, solving problem	56	124	6
Total mandatory courses				409	896	43,5
2. Elective courses**						
2.1. Courses of General training						

8	Psychological rehabilitation work	2	tests, cases, presentation (oral), discussion, role-playing game	56	124	6
9	Psychological Rehabilitation Assistance to Military Personnel and Members of their Families	2	Problem situations, cases, discussion, presentation (oral), role-playing game	56	124	6
	Total 2.1 to be chosen by the student			56	124	6
2.2. Professional courses and practical training						
10	Group Methods of Psychological Work and Correction	1	Problem solving, answers (oral), individual task	56	124	6
11	Crises and Deformations of Professional Development of a Specialist	1	Tests, cases, answers (oral)	56	124	6
12	Psychological Problems of Parent-Child Relationships	1	Tests, cases, individual tasks	28	62	3
13	Correctional Work in the Field of Education	1	Answers (oral), role-playing games, oral presentation	28	62	3
14	Psychology of Conducting Negotiations	2	Tests, case study, answers (oral), oral presentation, role-playing games	42	93	4,5
15	Psychology of Relationships Between Parents and Children of Different Ages	2	Tests, role-playing games, answers (oral), case study, oral presentation	42	93	4,5
16	Psychology of Mass Communication	3	Oral presentation, case, role-playing games	45	45	3
17	Psychological Counseling of Certain Categories of Clients	3	Tests, case study, answers (oral), role-playing games, oral presentation	45	45	3
	Total 2.2 to be chosen by the student			171	324	16,5
	Total electives to be chosen by the student			227	448	22,5
	Total mandatory and electives					66
	Internship	2, 3			240	8
	Certification Examination in the Profession	3				1,5
	Master's Thesis	3			435	14,5
	Total					90

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

- Mandatory courses: 43.5 credit points
 - Including course paper: 1
- Elective courses: 22,5 credit points
- Internship: 8 credit points
- Certification Examination in Profession: 1,5 credit points
- Master's thesis: 14,5 credit points

2.2.3 Experts' Appraisal

The panel would like to commend ANU on the implementation of its' psychology degrees. The university managed to set up programmes which are demanded by both potential students on employers.

With regards to the teaching content, both programmes would benefit from a more distinct profile. As indicated above, the Master's programme currently counts 36 intended learning outcomes which may lead to a certain unclear profile of programme graduates. The panel recommends to distinguish the psychology degrees more clearly from a social work degrees.

As general recommendation, the panel suggests to orient the curricula towards international standards both in teaching content and hence literature. Moreover, core competencies like scientific research methods and statistics should be even further strengthened. In order to ensure the practical application of research skills, the panel suggests to implement a course both on the Bachelor's and Master's level in addition to the already existing methods courses. In this course, a group work project might be developed in which research methods are applied. A small scale research might be designed, conducted and evaluated by the students.

2.3 **Social Work**

2.3.1 Bachelor's programme: Social Work (Psychosocial Assistance and Rehabilitation)

The Bachelor's programme "Social Work" was introduced in 2014 at ANU.

The programme is described as practice-oriented: "The mission of the study programme Social Work (Psychosocial Assistance and Rehabilitation), Bachelor's Degree is to train fully qualified, competitive, socially responsible professionals who have universal basic professional knowledge and skills that meet the requirements of the modern labor market, can work with modern technologies in psychological and pedagogical fields; create conditions for the development of personal and professional potential of individuals and clients of different social and professional groups of different ages in giving people the opportunity to develop their full potential, enrich their lives and prevent dysfunction." As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs as "personnel organizer, hiring specialist, methodologist for vocational rehabilitation, administrative assistant, inspector in the field of social work, social worker-educator (kindergartens, schools, correctional facilities), a specialist in helping disadvantaged families, children, etc., professionals in the field of social protection, assistant social educator for work with children with disabilities or conflict resolution specialist."

The drop-out rate between 2017-2020 was at 1,6%.

2.3.1.1 Intended Learning Outcomes

According to the documentation, the intended learning outcomes are defined and clustered in the following way:

- „Knowledge and understanding:
 - 1) patterns and features of development and functioning of mental phenomena, the main provisions of humanities and fundamental courses to the extent required to master the general skills and abilities to successfully master the chosen profession;
 - 2) the structure, principles of formation and specifics of social work technology;
 - 3) document flow of social institutions;
 - 4) organize work with documents, make, coordinate, visa, approve documents that are formed as a result of management and ensure its legal force;
 - 5) carry out social prevention, social and psychological rehabilitation, social support;
 - 6) provide special assistance to different categories of clients;
 - 7) to introduce preventive and prophylactic and rehabilitation and consulting measures of social work.
- Application of knowledge and understanding
 - 1) search, analyze and synthesize information from various sources to solve professional and establish causal links between social events and phenomena;
 - 2) identify, formulate and solve problems in the field of social work, integrate theoretical knowledge and practical experience;
 - 3) use specialized software to solve professional problems
 - 4) use relevant research and apply research skills in the provision of social assistance;
 - 5) apply management methods to organize their own professional activities and manage the activities of social workers and volunteers, other staff;
 - 6) demonstrate the ability to creatively solve problems and make innovative decisions, think and apply creative abilities to form fundamentally new ideas.
- Making judgements
 - 1) critically analyze and evaluate the current social policy of the country, socio-political processes at the national, regional and local levels;
 - 2) analyze the socio-psychological processes in small and large groups;
 - 3) establish and maintain relationships with clients on the basis of mutual trust and in accordance with ethical principles and standards of social work, provide them with psychological support and encourage clients;
 - 4) demonstrate tolerant behavior, show respect for cultural, religious, ethnic differences,

- distinguish the influence of stereotypes and prejudices;
- 5) demonstrate the ability to creatively solve problems and make innovative decisions, think and apply creative abilities to form fundamentally new ideas.
- Communication skills
 - 1) fluently communicate orally and in writing in state and foreign languages on professional matters;
 - 2) formulate their own well-thought-out judgments based on the analysis of a social problem;
 - 3) theoretically reason ways to overcome problems and difficult life circumstances, choose effective methods to solve them, predict the consequences;
 - 4) establish and maintain relationships with clients on the basis of mutual trust and in accordance with ethical principles and standards of social work, provide them with psychological support and encourage clients.
 - Learning skills
 - 1) develop long-term and current plans, programs of events, quickly make effective decisions in difficult situations;
 - 2) use prevention methods to prevent possible mental disorders, behavioral disorders, interpersonal relationships disorders, to resolve conflicts, prevent social risks and difficult life circumstances;
 - 3) to determine the content of cooperation with partner organizations in social work to perform the tasks of professional activity;
 - 4) use methods of social diagnostics in the process of assessing the problems, needs, specifics and resources of clients;
 - 5) independently determine the circumstances in which social assistance is necessary;
 - 6) make practical decisions to improve social welfare and increase social security;
 - 7) establish cooperation with representatives of various professional groups and communities: use strategies of individual and collective representation of clients' interests
 - 8) identify strengths and involve personal resources of clients, resources of social groups and communities to solve their problems, get out of difficult life circumstances.
 - 9) identify ethical dilemmas and contradictions in professional activities and use means of supervision to resolve them;
 - 10) construct the process and result of social work within the objectives, use quantitative and qualitative indicators, adjust the work plan in accordance with the results of the assessment."

2.3.1.2 Curriculum

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

	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	Ukrainian Identity, History, Culture and Language	1	Essay, tests	56	79	4,5
2	Foreign Language	1, 2	Tests, essay, oral presentation	112	188	10
3	Information Technologies in Modern Society	2	Tests, presentation, solving problems	28	62	3
4	Advanced Study of Foreign Language	3,4,5,6	Tests, essay, oral presentation	106	254	12
5	Psychophysiology: Basic Medical Knowledge	4	Tests, essays, presentation	22	68	3
6	Foreign Language for Professional Communication	7,8	Tests, essay, oral presentation	58	122	6
7	An Introduction to Specialty	1	Tests, essay	42	93	4,5
	Total 1.1			424	866	43
1.2. Courses of Professional Training						
8	Theory of Social Work	1	Tests, cases, role playing	28	62	3
9	General Psychology	1,2,3,4	Tests, tasks, presentation	176	379	18,5
10	History of Social Work	1	Tests, cases, role playing	28	62	3
11	Developmental Psychology and Age-Related Psychology	2	Tests, cases, oral presentation	42	108	5
12	Social Psychology	2	Essays, presentation, case study	56	124	6
13	Methods and Organization of Academic Research in Social Work	3	Discussion, tasks	70	110	6
14	Social Work in the Field of Education	3,4	Tests, problem solving	74	211	9,5
15	Social Policy in Ukraine	3	Problem solving, essays, discussion	56	94	5
16	Rehabilitation Technology in Social Work	5	Essays, cases, role playing	42	93	4,5
17	Pedagogics and Educational Psychology	5	Essay, tests, oral presentation	28	92	4
18	Social Work with Different Groups of Clients	5,6	Test, essay, Course paper	98	217	10,5
19	Professional Skills of a Social Worker	5,6	Discussion, problem solving, re-search project	84	156	8
20	Social Gerontology	5	Test, discussion, project	42	78	4
21	Theory and Practice of Social and Psychological Training	6	Tasks, discussion, oral presentation	40	110	4,5

22	Social Patronage	7	Essay, test, oral presentation	42	78	4
23	The Basics of Psychological Counseling	7	Test, essay, role-play, oral presentation	42	63	4
24	Negotiations in Social Work	7	Case study, discussion, oral presentation	42	78	4
25	Coaching Technology in Social Work	7	Test, role-playing, discussion	42	93	4,5
26	Recreational Technologies	7	Essay, test, oral presentation	42	93	4,5
27	The Basics of Inclusive Education	8	Essay, test, case, oral presentation	30	105	4,5
Total 1.2				1104	2406	117
Total Mandatory Courses				1528	3272	160
2. Elective courses						
2.1. Courses of General Training**						
28	Elective course 1					
28.1	Psychological Foundations of Self-development of Personality	2	Problem solving, creative project, oral presentation	42	138	6
28.2	Philosophy	2	Essay, oral presentation	42	138	6
28.3	Sociology	2	Essay, presentation	42	138	6
Elective course 1 to be chosen by the student				42	138	6
29	Elective course 2					
29.1	Conflictology	4	Tests, essay, presentation	32	148	6
29.2	Career Management	4	Tests, essay	32	148	6
29.3	Business communications	4	Tests, essay	32	148	6
Elective course 2 to be chosen by the student				32	148	6
30	Elective course 3					
30.1	Psychology of Leadership and Emotional Intelligence	6	Tests, essay	42	93	4,5
30.2	Health and Safety	6	Tests, essay	42	93	4,5
30.3	Logic	6	Tests, essay	42	93	4,5
Elective course 3 to be chosen by the student				42	93	4,5
Total 2.1 to be chosen by the student				116	379	16,5
2.2. Courses of General Professional Training***						
31	Social Worker Deontology	1	Tests, role play	28	92	4
32	Human Anatomy and Physiology of the Human Nervous System	1	Tests, essay, presentation	28	92	4
33	Professional Language of a Specialist	3	Essays, oral presentation	42	153	6,5
34	Communicative Competence of a Specialist	3	Tests, essays, cases, oral presentation	42	153	6,5
Total 2.2 to be chosen by the student				70	245	10,5
2.3. Courses of Special Professional Training****						
2.3.1. Cycle of Special Professional Training (A)						

35	Practical Psychology in Social Work	4	Case study, project work, oral presentation	64	116	6
37	Suicidology	5	Essay, test, oral presentation	42	138	6
39	Psychology of Personality	6	Tests, cases, essays	42	108	5
41	Psychology of Crisis and Extreme Situations. Social and Psychological Assistance to Military Personnel and their Families	7	Tasks, oral presentation	42	138	6
43	Fundamentals of Scientific Research of Social Problems	8	Test, case study, oral presentation	50	100	5
45	Family Mediation	8	Essay, oral presentation	50	115	5,5
	Total 2.3.1			290	715	33,5
2.3.2. Cycle of Special Professional training (B)						
36	Sociology of Deviant Behavior	4	Tests, essays	64	116	6
38	Psychology of Health	5	Essays, oral presentation	42	138	6
40	Correctional Pedagogy with Basics of Special Psychology	6	Tests, individual project	42	108	5
42	Public Relations (PR) in Social Work	7	Case study, brainstorming, presentation	42	138	6
44	The Basics of Volunteer Activity	8	Essays, presentation	50	100	5
46	Art therapy	8	Creative work, presentation, oral answers	50	115	5,5
	Total 2.3.2			290	715	33,5
	Total 2.3 to be chosen by the student			290	715	33,5
	Total electives to be chosen by the student			476	1339	60,5
	Total mandatory and electives			2004	4611	220,5
	Professional Training, Internship	4, 6, 8	Report		315	10,5
	Certification Examination in the Profession	8			45	1,5
	Bachelor's Thesis	8			225	7,5
	Total					240

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

- Mandatory courses: 160 credit points
 - Including course paper: 1
- Elective courses: 60,5 credit points
- Internship: 10,5 credit points
- Certification Examination in Profession: 1,5 credit points
- Bachelor's thesis: 7,5 credit points

2.3.2 Master's programme: Social Work (Social and Pedagogical Activity)

The Master's programme "Social Work" was introduced in 2016 at ANU.

The programme is described as practice-oriented: "The mission of the study programme Social Work (Social and Pedagogical Activity), Master's Degree is the formation of applicants' ability to solve complex problems in the field of social work through research and to carry out high-

level research, scientific-pedagogical and innovative professional activity; development and advanced training of competitive professionals of the highest level in the field of social work; unlocking the potential of young scientists and promoting their leadership and self-realization.”. As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs as managers in the social sphere, university and higher education institutions lecturers, specialists in employment (head-hunter) and career guidance as well as social pedagogue, social worker, educator in kindergartens, schools, correctional facilities. They might also be employed as social responsibility expert, inspector in the field of social work, specialist in helping disadvantaged families, as professionals in the field of social protection or conflict resolution specialist in the domestic sphere.

2.3.2.1 Intended Learning Outcomes

According to the documentation, the intended learning outcomes are defined and clustered in the following way:

- „Knowledge and understanding
 - 1) critically comprehend problems in scientific or professional activity on the border of subject branches, solve complex problems and problems that require updating and integration of knowledge in the conditions of incomplete / insufficient information and contradictory requirements;
 - 2) critically evaluate the results of scientific research and various sources of knowledge about the practices of social work, formulate conclusions and recommendations for their implementation;
 - 3) show in-depth knowledge and systematic understanding of theoretical concepts, both in the field of social work and in other fields of social and pedagogical sciences;
 - 4) use foreign sources in performing tasks of research and applied activities, speak in a foreign language, both orally and in writing;
 - 5) demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific research.
- Application of knowledge and understanding
 - 1) use the knowledge of innovative pedagogy, projection of the latest educational programs, technological support for the organization of the educational process in the educational institution to solve professional problems;
 - 2) analyze the social and individual context of the problems of the individual, family, social group, community, formulate the purpose and objectives of social work, plan interventions in complex and unpredictable circumstances in accordance with the values of social work;
 - 3) organize information retrieval, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs;
 - 4) to choose training technologies depending on the purposes and tasks which are

solved in pedagogical process and processes of corporate training and development of the personnel;

5) assess the social situation of the client and highlight its crisis aspects that need to be corrected with the involvement of specialists;

6) correctly identify and eliminate dilemmas related to the organization of the practice of socio-pedagogical activities, assess the social situation of the client and identify its crisis aspects that need to be corrected with the involvement of specialists;

7) to compile social projects and programs implemented in the practice of psychosocial, structural and comprehensively oriented social work, to develop criteria and indicators for assessing their effectiveness, to choose and apply methods of marketing research in vocational education and social work practice;

8) analyze the social and individual context of the problems of the individual, family, social group, community, formulate the purpose and objectives of social work, plan interventions in complex and unpredictable circumstances in accordance with the values of social work.

- Making judgements

1) develop social projects at a highly professional level;

2) analyze and promote on the market educational and social services, programs;

3) choose and apply methods of marketing research in vocational education and social work practice;

4) build a strategy of its activities in order to represent and protect the interests of the client in various institutions and organizations;

5) to use the knowledge of theoretical and methodological approaches to the humanization and technologicalization of higher education, principles, forms, methods, technologies of teaching in the practice of socio-pedagogical, training activities.

- Communication skills

1) to organize joint activities of specialists in various fields and non-professionals, to prepare them for the tasks of social work, to initiate team building and coordinate teamwork;

2) independently build and maintain purposeful, professional relationships with a wide range of people, representatives of various communities and organizations, argue, persuade, conduct constructive negotiations, effective conversations, discussions, be tolerant of alternative opinions;

3) to create conditions for constructive interaction with the subjects of the educational process and to choose the best methods, means and forms of interaction, to provide a favorable moral and psychological climate;

4) present, discuss and defend their views orally and in writing to professional and non-professional audiences

- Learning skills

- 1) to compile social projects and programs that are implemented in the practice of psychosocial, structural and comprehensively oriented social work, to develop criteria and indicators for assessing their effectiveness;
- 2) develop social projects at a highly professional level;
- 3) analyze and promote educational and social services, programs;
- 4) choose and apply methods of marketing research in vocational education and social work practice;
- 5) build a strategy for its activities in order to represent and protect the interests of the client in various institutions and organizations;
- 6) to use knowledge of theoretical and methodological approaches to the humanization and technologicalization of higher education, principles, forms, methods, technologies of teaching in the practice of socio-pedagogical, training activities;
- 7) correctly identify and eliminate dilemmas associated with the organization of the practice of socio-pedagogical activities.”

2.3.2.2 Curriculum

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

No	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	Modern Philosophy and Methodology of Science	1	Tests, essay	42	108	5
2	Foreign Language for Professional Communication	3	Tests, essay, discussion, oral presentation	45	45	3
1.2. Courses of Professional Training						
3	Management and Marketing in Social Work	1	Answers (oral), tests, essay, case, discussion	42	108	5
4	Counseling and Support in Social Work	1,2	Answers (oral), tests, oral presentation	90	225	10,5
5	Social Services and the Social Protection Systems	2	Answers (oral), essay, creative tasks, discussion, Course paper	48	147	6,5

6	Organization and Methods of Social Educational Training	1	Answers (oral), tasks, discussion, problem solving	56	124	6
7	Innovative technologies in education	2	Cases, tests, presentation, discussion, role-playing game	48	87	4,5
Total mandatory courses				371	844	40,5
2. Elective courses**						
2.1. Courses of General Training						
8	Methodology and Organization of Academic Research	2	Tests, problem solving, oral presentation, discussion	48	132	6
9	Methods of Teaching of Social and Pedagogical Disciplines	2	Answers (oral), tests, oral presentation cases, discussions	48	132	6
Total 2.1 to be chosen by the student				48	132	6
2.2. Professional courses and practical training						
10	Pedagogy and Psychology in Higher Education.	1	Essay, cases, tests, presentation, discussion, role-playing game, course paper	56	124	6
11	Cutting-Edge Techniques of Organization of Educational Process in in Higher Education	1	Tests, essay, answers (oral), participation in the discussion, case study, presentation	56	124	6
12	Crises and Deformations of Professional Development of a Specialist	1	Tests, cases, answers (oral)	56	124	6
13	Psychological Problems of Parent-Child Relationships	1	Tests, cases, individual tasks	28	62	3
14	Correctional Work in the Field of Education	1	Answers (oral), role-playing games, oral presentation	28	62	3
15	Project Management in the Social Sphere	2	Tests, essay, oral presentation, case study	36	99	4,5
16	Fundraising in Social Worker's Activity	2	Tests, discussion, role-play, case study, oral presentation	36	99	4,5

17	Psychology of Mass Communication	3	Oral presentation, case, role-playing games	45	45	3
18	Content and Methodology of Psychosocial Work	3	Answers (oral), discussion, role-play, oral presentation, case study	45	45	3
	Total 2.2 to be chosen by the student			165	330	16,5
	Total electives to be chosen by the student			213	462	22,5
	Total mandatory and electives					66
	Internship	2, 3			270	9
	Master's Thesis	3			540	18
	Total					90

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

- Mandatory courses: 40.5 credit points
 - Including course paper: 1
- Elective courses: 22,5 credit points
- Internship: 9 credit points
- Master's thesis: 18 credit points

2.3.3 Experts' Appraisal

The panel would like to commend ANU on the implementation of its' Social Work degrees. In a short amount of time, the university managed to set up programmes which are demanded by both potential students and employers.

With regards to the teaching content, the study programmes would benefit from a more distinct profile. The panel recommends to distinguish the Social Work degrees more clearly from the Psychology degrees. As general recommendation, the panel suggests to orient the curricula towards international standards both in teaching content and hence literature. It is suggested to orient the study programmes closer along the standards of the "[The International Association of Schools of Social Work](#)" and of the "[International Federation of Social Workers](#)".

As indicated above, the Bachelor's programme currently counts 32 intended learning outcomes which may lead to a certain unclear profile of programme graduates. The title indicates that "Psychosocial Assistance" and "Rehabilitation" are focus areas. In accordance with the study programmes title, the panel highly recommends to implement methods and concepts of assistance and rehabilitation into the curricula. Moreover, the topic "rehabilitation" should become more visible throughout the study course. It is also of course possible to adapt the current title in line with the current course catalogue.

Concerning the teaching content, the panel moreover gives following recommendations:

For the Bachelor's programme:

- Social politics should be emphasized in the curriculum. Currently, it is only covered with one course accounting for five credit points.

- The micro- and macro level of Social Work need to be covered.
- Theories of societal structures, social change, social inequality and socialisation need to be included.
- Basic knowledge on poverty, social space and housing, health care, migration, minorities/discrimination and social economy need to be covered.
- Legal foundation: human rights, civil and social rights, social law, family law, labour and professional law should be introduced.
- Current concepts and methods of social work as a profession, forms of organisation, strategies for action should be mentioned.

Moreover, practical experience should be further strengthened. The internship currently covers two weeks. The content, methods and evaluation of the results should be specified in the module description.

Alternatively, the panel suggests to fuse the Bachelor's programme in Social Work with the Bachelor's programme in Psychology and offer a specialisation branch on Social Work in the second half of the programme.

The Master's programme focuses on psychosocial counselling for families, children and young people, both in Ukraine and abroad. It requires a Bachelor's degree or several years of qualified professional experience for admission. It is recommended to strengthen the curriculum concerning the specific target groups, especially in project management, organisational development and social economy.

Regarding the final theses of both programmes, the panel principally concludes that relevant topics are covered by the students. Nonetheless, the experts have the impression that Psychology and Pedagogy have a strong influence on the students' work. The panel suggests that the recommended changes in the curricula might also lead to a more narrow orientation of the final thesis towards Social Work.

2.4 Educational and Pedagogical Sciences (Pedagogy in Higher Education) (Master)

The Master's programme "Educational and Pedagogical Sciences" was introduced in 2014 at ANU.

The self-report states: "The mission of the study programme Educational and Pedagogical Sciences (Pedagogy in Higher Education), Master's Degree is training of specialists capable of solving complex problems and problems in the process of professional activity in the field of higher education, which provide for the practical application of modern methods and forms of teaching, the implementation of independent scientific and pedagogical activities and research." As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs in all spheres of the organization of the educational process in higher education institutions, in particular as lecturers at universities, academies, institutes or colleges as well as researchers.

2.4.1 Intended Learning Outcomes

According to the documentation, the intended learning outcomes are defined and clustered in the following way:

- „Knowledge and understanding
 - 1) Higher education pedagogy as a science and academic discipline.
 - 2) Personal interaction between teacher and students in the pedagogical process of higher education.
 - 3) Methodological aspects of the organization of the pedagogical process in higher education.
 - 4) Theoretical aspects of teaching and educating students.
 - 5) Innovative methods, forms and means of teaching in higher education
- Application of knowledge and understanding
 - 1) to use professional knowledge and practical skills in the organization of the educational process for planning and organizing the teacher's pedagogical activity; implement in practice various techniques and technologies of educational activities.
 - 2) implement sufficiently broad operational, research, educational and applied (administrative, research, educational, consultative and so on) functions, for various fields of pedagogical activities in Ukraine in accordance with the educational and qualification characteristics.
 - 3) use knowledge and skills in designing an acmeological educational areas, taking into account innovative development of education, the needs of the individual, society and the state; creation of image, a favorable moral and psychological climate of an educational institution
- Making judgements
 - 1) search, process and analyze professionally important knowledge from various sources using modern information and communication technologies
 - 2) be able to organize and conduct scientific and pedagogical research
 - 3) summarize empirical data and formulate conclusions
 - 4) develop programs of socio-pedagogical interventions
- Communication skills
 - 1) select the most appropriate formulas of speech etiquette in oral and written speech;
 - 2) use flexibly their own non-verbal repertory for rendering professionally oriented information;
 - 3) present, to argue and to defend their own concepts and views with the help of various communication instruments in discussion with opponents;
 - 4) deliver information, ideas, problems and solutions, clearly and unambiguously, to

both specialist and non-specialist audiences, promote their ideas in the organization and beyond;

5) be tolerant of various worldview orientations;

6) employ communication and management skills, such as establishing relationships, teamwork, conducting negotiations, persuasion skills, speech craft, problem solving, decision making, leadership, teaching others, motivating, creating effective teams taking into account cultural differences, resolving conflict situations;

7) use information resources of computer technologies (the dialogue „human-computer“) for establishing dialogical communication relations;

8) establish the subject-to-subject relations with the subjects of communication, in particular with students, their parents, with fellow lecturers, the staff of a HEI, to assure a positive working environment

- 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 goals;

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

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

6) develop 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.”

2.4.2 Curriculum

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

No	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	Philosophy (Methods and Forms of Scientific Knowledge)	1	Tests, essay, presentation, participation in a discussion	42	108	5

2	Foreign Language for Professional Communication	3	Tests, essay, oral presentation	30	60	3
1.2. Courses of Professional Training						
3	Methodology and Organization of Academic Research	1	Tests, tasks, oral presentation	42	108	5
4	Management of Education and Teaching and Learning. Conflict Management in Education	1	Essay, test, oral presentation, case study	56	94	5
5	Pedagogy and Psychology in Higher Education. Methodology of Teaching Psychological and Pedagogical Disciplines in Higher Educational Institution	1	Essay, cases, tests, presentation, discussion, role-playing game, course paper	56	154	7
6	Innovative Technologies in Education	2	Cases, tests, presentation, discussion, role-playing game	48	102	5
7	Comparative Pedagogics in Higher Education	2	Discussion, role-playing game, tests, presentation, case-study	48	102	5
8	Methodology, Theory and Practice of Higher Professional Education in Ukraine	2	Tests, case-study, oral presentation, role-playing game	48	117	5,5
9	Fundraising in Education Activity	3	Tests, discussion, role-play, case study, oral presentation	30	60	3
Total mandatory courses				400	905	43,5
2. Elective courses**						
2.1. Courses of General Training						
10	Ethics and Deontology in Education	2	Essay, test, oral presentation, case study	60	120	6
11	Self-management (Time Management and Stress Management)	2	Essay, test, oral presentation, case study	60	120	6
Total 2.1 to be chosen by the student				60	120	6
2.2. Professional courses and practical training						
12	Pedagogical Rhetoric, Psychology of Conducting Negotiations	1	Tests, answers, discussion, oral presentation, case	56	124	6
13	Crisis and Deformation of Teacher's Professional Development in Higher Education	1	Tests, cases, answers (oral)	56	124	6
14	Leadership and Team Building	1	Test, tasks, participation in a discussion, oral	28	62	3

			presentation			
15	Psychological Counselling in Education	1	Tests, answers, oral presentation, case study, role-playing game	28	62	3
16	Information and Communication Technologies in Education	2	Tests, case study, role play, brainstorming, oral presentation	36	99	4,5
17	Professional and Pedagogical Communication	2	Tests, essay, answers, oral presentation, role-playing game	36	99	4,5
18	Project Management in Education Activity	3	Tests, essay, oral presentation, case study	30	60	3
19	Monitoring of Educational Activity	3	Tests, case study, oral presentation	30	60	3
	Total 2.2 to be chosen by the student			150	345	16,5
	Total electives to be chosen by the student			210	465	22,5
	Total mandatory and electives			610	1370	66
	Internship	2, 3			270	9
	Master's Thesis	3			450	15
	Total					90

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

- Mandatory courses: 43.5 credit points
 - Including course paper: 1
- Elective courses: 22,5 credit points
- Internship: 9 credit points
- Master's thesis: 15 credit points

2.4.3 Experts' Appraisal

The panel would like to commend ANU on the implementation of its' education and pedagogical sciences degree. In a short amount of time, the university managed to set up a programme which is demanded by both potential students on employers.

As general recommendation, the panel suggests to orient the curricula towards international

standards both in teaching content and hence literature. Current discourses in the field of pedagogy should thus be introduced to the students. An international perspective in the curriculum with special emphasis on the state-of-the art research and academic discussions in the field of Teaching and Learning in Higher Education Institutions should be included. This should also allow students to have access to standard literature such as “Teaching for Quality Learning at University” by Biggs and Tang (2011).

In general, pedagogy in higher education should be emphasized in the mandatory part of curriculum. This specific topic is currently represented in one course accounting for seven credit points. In return, the course on fundraising might become part of the elective offerings.

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 a chance 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 trainings seminars concerning topics of relevance for their daily work, as e.g. modern teaching methods. In spring 2020, all teachers were offered introductory courses on e-learning as well as relevant programmes. Moreover, they were also provided seminars covering topics such as “dealing with depression in the light of the pandemic.”

Lecturers are also encouraged to absolve internships at enterprises or other organizations as a form of advanced training. Faculty members may also participate in the Erasmus+ Programme. In the past, lecturers have, for example, visited Poland and Germany. The platform “Coursera” is also used for professional development courses.

In order to ensure that academic staff continuously improves, professional training equaling a total of 6 credit points needs to be absolved by teaching faculty members over the course 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. Lecturers mentioned several conferences in Israel in which they participated.

In addition, the research activity of academic staff is internally ranked along the top ten lecturers with the highest research output, which is in line with the internal regulations of ANU. Additionally, the citation index as indicated by Google scholar, Scopus or Web of Sciences is evaluated. ANU runs several internal journals, providing a publication platform to lecturers. According to the provided documentation, research results foster into the teaching content and the development of teaching material are moreover implemented in the business activities of local companies. Funding for research is obtained amongst others through the “Leonid Kuchma Presidential Foundation”.

With regards to the share of workload, members of the teaching body reported that they had to deliver 600 hours of teaching during an academic year. In case staff members deliver a good research performance, their teaching load is reduced by maximum 150 teaching hours per academic year. The provided information on the teaching workload of staff differed widely, regardless of the academic position of the person, from 1-12 hours of teaching per week.

Teaching staff reported that they were provided with headsets by ANU when the shift to e-learning took place.

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). For the future development, the panel recommends to hire more full professors.

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.

As regards staff development, the experts applaud the implementation of an adequate internal professional development system. The active involvement of teaching staff and students into research activities is commendable.

The policies for recruitment and promotion are clear and transparent and were hence 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. Hence, the experts' assessment of the general learning environment at ANU is based on the oral and written descriptions and visual information about the campus provided in the form of photographs and videos.

All teaching and learning activities at ANU happen 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 at the students' disposal, which are provided by different organisational units on campus, for example:

- Students office – information for students, coordination of the overall learning process, online consultation via messenger services
- Academic affairs office – consultation and paper work on studying issues,
- Career centre – career planning, networking, support in preparation of necessary documents,
- International cooperation 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 (in case an additional agreement was closed considering these services).

A student parliament is actively engaged at ANU. The parliament offered online games and get-togethers during the pandemic. In addition, it provides freshmen with a campus excursions and explains the services offered by the university. It also represents the students' interests in the administrative processes at ANU.

ANU is offering scholarships to students with very good high school results or who reach very good grades in their courses at ANU. Moreover, students who are actively engaged in the students' representation or competitions ("olympiads") receive a discount on their tuition fees.

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

The software applications used in the study programmes are reportedly MSWord and SPSS.

There are computers available for the students' use on campus. Since the shift to online learning, students have been using their private hardware.

The scientific library provides books and e-sources. The library's stock of books was described as sufficient and adequate 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. According to the virtual talks, heads of the academic departments report on a monthly basis required new sources to the library staff. The digital library stock is remotely accessible to all university members. Students can use printing services at the library.

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.

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-studying.

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

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 rather outdated and might benefit from the inclusion of current academic discourses of the respective academic fields. Thus, the experts highly recommend streamlining the library stock and the sources used in class along current scientific discussions. Furthermore, ANU should make the best strategic use of the opportunities provided by online libraries. Concerning software, the panel recommends to obtain licenses for staff and students of the literature management programme "Citavi".

The expert panel regards the student support structures provided at ANU as fit-for-purpose. Students described the teaching body and the institutionalized 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.

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 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 Group 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. It is conducted twice a year.

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 form of a Top Ten ranking of the most popular teachers. Moreover, the results of the respective course evaluations are made known in print on the general information board. In case of repeated negative course evaluation during a period of three years, a lecturer’s contract might be terminated.

Students are involved through various ways in the universities administrative processes. Amongst others, there are student members in the above mentioned “Group of Quality and Content”. In addition to that the Didactics Department coordinated the formation of the “students’ committee of education” where monitoring results are discussed every two months.

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 fitness for the requirements of the job market. New study programmes are developed in close cooperation with university members and external stakeholders.

During the online talks, the panel learned that the evaluations are conducted online since the beginning of the Corona pandemic.

5.1.1 Experts’ Appraisal

Based on the self-report and the outcomes of the on-site talks, the experts arrive at the overall conclusion that ANU has created an effective system of quality assurance for its study pro-

grammes in which all stakeholder groups, including students, employers and graduates, participate to a satisfying extent. The experts were impressed by the very active alumni and employer network that provides valuable input for the quality assurance and further development of the study programmes.

In the last accreditation conducted by ZEVA, questions about 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 adequate and manageable. In one case, the workload was reduced after critical feedback in evaluations.

Moreover, the experts recommend introducing an anonymous free-comment section to the questionnaire “Lecturer through the eyes of learners”, enabling students to express their opinions and wishes. With regards 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 examination.

The swift shift to the digital conduct of quality assurance measures in light of the pandemic is commendable.

The panel applauds the involvement of the student body on an administrative level via the different groups including students.

In the last accreditation conducted by ZEVA, questions about quality assurance were of utmost importance. The panel applauds the implementation of a comprehensive system of workload evaluation, principal adherence to the design of course catalogues along European Standards and the recognition of externally gained academic and non-academic qualifications in line with the Lisbon Convention.

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 (as, for example, regulations on student assessment and examination) are also published online, in both the original language and in English translation. 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.

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 like admission processes and course contents.

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-1824-2

Study Programmes:

Bachelor's level

**Psychology (Counseling, Correction and Development Work)
Social Work (Psychosocial Assistance and Rehabilitation)**

Master's level

**Psychology (Counseling and Rehabilitation)
Social Work (Social Work and Pedagogy)
Educational and Pedagogical Sciences (Pedagogy in Higher Education)**

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.

General Recommendations:

➤ Mission:

- **Forging closer cooperative relationships with companies whose activities reach beyond the Ukrainian market.**

This recommendation is important and will be taken into consideration. However, it should be noted that the Department of Innovative Technologies in Pedagogy, Psychology and Social Work that provides the educational process in the fields of study Psychology, Social Work, Educational and Pedagogical Sciences undertakes to conclude long-term cooperation agreements to establish closer ties with Ukrainian organizations whose activities reach beyond the Ukrainian market. Since 2017, according to the agreement on partnership and cooperation, the department cooperates with Orot Israel College of Education (Israel). Currently, the cooperation is being established with the Faculty of Education and Psychology of Jan Kochanowski University of Kielce as well as with international organizations. This year the department participated in the international educational project 'Pedagogical and psychological education as a component of the education system in Ukraine and the EU countries' (Wloclawek, Poland);

in international educational project of Pedagogical University of Krakow (Krakow, Poland). The teachers have certificates of participation; the obtained results are used during the teaching of study programmes.

Regarding cooperation with foreign companies, in 2021-2022 academic year, it is planned to continue cooperation with the Austrian company Bergner Home At Gmbh (Vienna, Austria) (coordinator — Sapozhnykova Diana, sales administrator), the Polish company TARCZYNSKI S.A. (Trzebnica, Polska) (coordinator — Korsa Oleksii, personnel manager).

- **Including the study programmes of the cluster “Psychology, Social Work and Educational and Pedagogical Sciences” into upcoming re-search endeavours.**

The students conduct research within the research topics of the department: “Psychological and Social Support of Individual in Conditions of Social Tension, Environmental Crisis and Destabilization of Social and Economic Development” (No. of state registration 0117U00785, 2017-2022) and ‘Theoretical and Methodological principles of modelling competency-based professional education in the context of European Integration’ (No. of state registration 0717U004331, 2017-2022). The results of teachers’ research on these topics are constantly published in periodicals included in the list of professional publications of Ukraine, scientometric databases, in particular Scopus, Web of Science Core Collection.

The results of students’ and teachers’ joint research in psychology, social work, professional education are published in University’s professional journals (*Bulletin of Alfred Nobel University. Series: Pedagogy and Psychology. Pedagogical Sciences*, published since 2010), in the collections of research papers, in particular based on the results of annual research and practical conferences for students, graduate students and researches. There are international conferences ‘Practical Psychology in Modern Psychology’, ‘Modern Higher Education: Promising and Priority Areas of Research’ and All-Ukrainian conference ‘Modern Higher Education: Problems and Prospects’. This practice will continue in the future. In 2021-2022 academic year, Oksana Baier is in the process of preparing of a package of documents for a Fulbright grant. She has already submitted the application for the Erasmus + Programme: Jean Monnet Actions. These activities will be actively pursued in the future.

➤ **Internationalization:**

- **Introducing summer schools as a further outgoing mobility format.**

Every year, Psychology and Social Work students take part in a summer school at the children’s health camp Aurora (Skadovsk, Ukraine). In 2017, students participated in the All-Ukrainian Summer School ‘Educational Initiatives’ on the basis of the academic gymnasium, which was organized by the Kherson Academy of Continuing Education. The teachers of the department plan to take part in the summer school ‘Principles and values of the EU: diversity and inclusion in education for sustainable development’ (Melitopol, Ukraine, July 5-9, 2021).

➤ **Gender equality:**

- **Increasing the share of male students.**

The University adheres to the policy of gender equality. The existing gender inequality among students is due to the persistent stereotypes of young people about women’s and men’s professions, as well as the social situation in the country. At the level of education, we observe how different are the directions that boys and girls choose when entering higher education institutions. Thus, girls make up 79% of those who enter the humanities, social sciences and arts. The department is trying to overcome these stereotypes. Firstly, on the example of teachers of the department. Thus, in 2020-2021 academic year the department was joined by a male teacher who is a member of the International Coaching Federation (ICF), a certified professional coach of Erickson International University (ACTH and ACTP), a professional certified

coach (PCC) of the International Coaching Federation (ICF). Secondly, compared to previous years, the percentage of boys who obtain the qualification of bachelor of psychology, bachelor of social work has increased. In 2017–2018 academic year the percentage of male students studying full-time was 15%; in the following academic years it ranges from 20% to 25%. Thirdly, the teachers of the department constantly emphasize that the students shouldn't choose a future profession based on gender stereotypes. They encourage young people to choose a career that has no limits in development and career growth. And this category includes the profession of psychologist and social worker. We also emphasize that in areas where traditionally more women — pedagogy and psychology — men reach significant career heights, providing the examples.

➤ **Teaching and Learning:**

○ **Including group work, interdisciplinary as well as international projects even stronger in the curricula.**

The study programmes widely use such group teaching methods as: situational method (case study), trainings, games, facilitation method, projects (development and presentation of group projects), gamification with the use of online tool 'learningApps'. Teamwork skills are formed during all courses of professional training (indicated in syllabi).

To study and implement in educational and research activities the theoretical and practical achievements of the international community, the University has concluded agreements with foreign higher educational institutions, including Latvia, the Republic of Poland, Great Britain, etc., where students and teaching faculty undergo internships, participate in scientific conferences, publish their research achievements in professional journals. Thus, the students of bachelor's and master's programmes in social work participated in the international project of the Pedagogical University of Krakow (Krakow, Poland): WPL_BS_Economics and management of educational systems and processes, 2018 (Scientific project: 02. Analysis of the effectiveness of educational processes on the basis of competencies and opinions of the participants of the educational processes: innovations in the management of educational systems and process). According to the results of the students' survey, such work allows to gain international practical experience and improve skills.

Regarding interdisciplinarity, this approach to the organization of the educational process is implemented at the University in general and at these study programmes in particular through a wide choice of elective courses and through the opportunity for students to choose and study one course per semester as extracurricular.

○ **Using blended-learning formats stronger in the curricula.**

The recommendations on the stronger implementation of blended learning are taken into account in study programmes. Quarantine restrictions have exacerbated the challenges facing higher education institutions. The teaching faculty of the department is focused on large-scale implementation of online technologies, fundamental changes in approaches to the organization of education in each course. The teachers of the department improve the application of online technologies with appropriate methodological approaches that provide an effective combination of direct and indirect forms of interaction between students and teachers in the form of blended learning. The university provides professional development of teachers in this direction. Thus, an online seminar 'Organization of an Effective Educational Process Using the ZOOM Platform' was organized. Teachers of the department also listened the course 'How to Create a Mass Open Online Course' and received certificates (online platform Prometheus). Teachers constantly involve students in blended learning, show the importance and usefulness not only of the course, but also of each task or type of work, provide the access to syllabi, send students a syllabus, provide constant access to course materials, organize regular feedback on tasks, encourage communication students with each other, choose the scope of tasks for each activity in accordance with the possibilities of students, especially independently, give students the opportunity to actively participate in discussions, both in the classroom or during a video conference, and in chat or forum (for those students which is more comfortable to

express in writing).

In 2021-2022, it is planned to more actively implement blended learning, namely a combination of contact hours (surveys, input control, debate, case discussion, question-answer, role-playing games, dialogue, etc.) and online activities (diagnostic testing (via Google Forms), videos, audios, video conferences, work with cases, oral answer (video recording) performance of a practical task, preparation of multimedia presentations, diary keeping, chat, forum, written work, etc.).

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

- **Increasing the use of international literature and resources. Students of all disciplines should more frequently work with textbooks and other materials in English.**

To expand the use of international literature and resources in the 2021-2022 academic year, the content of all study programmes was updated with the information concerning international databases, peculiarities of work with them. To increase the level of readiness of students to work with English-language sources, from 2021-2022 academic year the number of credits for learning English increases in all study programmes from 10 to 16 ECTS. In addition, the implementation of certain types of independent work of students involves the use of English-language sources. The syllabi contain a list of English-language sources as recommended literature, which is updated and expanded systematically.

- **Allocating a certain percentage of the tuition fee per person to the enhancement of the library.**

This recommendation is taken into consideration.

- **Reconsidering the criteria for selecting and purchasing new publications and develop general guidelines to that end. ANU should make the best strategic use of the opportunities provided by online libraries.**

These recommendations 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.

- **Installing a complaints office to which students can turn with any matters that are not related to academic questions, but the students' general experiences on campus.**

With questions related to education students can contact the Student Office, the head of the department, tutors, who provide the students the opportunity to realize their abilities and creative potential in the process of education.

The department has created a social and psychological service, to which students turn with various personal issues. The tasks of service are: to promote full personal and professional development of students, their successful socialization and adaptation to changing learning and activities; to provide psychological support to students, to clarify psychological features,

to strengthen and maintain psychological health, to provide the necessary support and counselling; to provide social support for students, to overcome social isolation, to preserve and improve the social status, to involve students in all spheres of public life; to provide counselling to all participants in the educational process to improve the psychological culture in higher education by conducting individual and group consultations; to provide psychological assistance to students in overcoming life's difficulties; to create conditions for the formation of students' motivation for self-realization and self-development; to carry out educational and preventive work among the participants of the educational process on the prevention and combating of alcoholism, drug addiction, violence, etc.

In general, the expert's suggestion installing a complaints office to which students can turn with any matters that are not related to academic questions, but the students' general experiences on campus, is interesting and fruitful and will be considered.

➤ **Teaching staff**

○ **Hiring more full professors.**

In the 2021-2022 academic year, the department plans to expand the number of full professors, in particular, negotiations with three professors have been completed.

➤ **Quality Assurance:**

Introducing a free-comment section to the questionnaire "Lecturer through the eyes of learners" which enables students to express their opinions and wishes.

The 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-1824-2).

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 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.

General Conditions:

Developing a precise strategic development plan for all study programmes of the cluster, embedded in the general profile of ANU.

All study programmes of the department in the fields of study Psychology, Social Work, Educational and Pedagogical Sciences are developed taking into account the Ukrainian Standards of higher education, features of the domestic / regional labour market, requests and needs of stakeholders. They are fully consistent with the Mission of the University, the main idea of which is reflected in the slogan of the University: Education for Life. The annual plan of the department for 2021-2022, which is developed on the basis of the Strategy of the University

until 2035 outlines the ways of development of all study programmes in conformity with recognized international educational standards, taking into account the major global trends, the ways of the involvement of employers in the educational process, the ways of the provision of international mobility of students and teaching faculty, the ways of the improvement of staffing of educational process and the internationalization of student's and teacher's research. Strategic development plan for all study programmes of the cluster will be developed for 2022-2026.

Psychology (Counseling, Correction and Development Work) (Bachelor's level)

Recommendations:

- **Orient the curricula towards international standards both in teaching content and hence literature. Moreover, core competencies like scientific research should be even further strengthened.**

The recommendations on the orientation of study programmes to international standards both in the educational content and in the literature will be taken into account. Currently, the study programme Counseling, Correction and Development Work is based on a competency-based approach and shares the philosophy (principles and values) of the European Higher Education Area, defined in the Bologna Process and the European Commission's International Project 'Tuning Educational Structures in Europe' (TUNING). We were guided by the following international standards in the development of the study programme: standards and recommendations for quality assurance in the European Higher Education Area (ESG), International Standard Classification of Education ISCED 2011, International Standard Classification of Education: Fields of education and training 2013.

The course 'Coaching technologies in the practice of psychologists' was developed, which is based on the standards of the International Coaching Federation.

In 2021-2022, it is planned to review the curricula of study programmes taking into account the standards of the International Union of Psychological Science, the International Association of Applied Psychology, the International Council of Psychologists, the European Federation of Professional Psychologists Associations ('Optimal standards' for Professional Training in Psychology), etc.

The recommendation on paying more attention to the formation of students' research competence are taken into account. While studying in this study programme, students take the course 'Experimental Psychology' (4 credits), 'Methods and Organization of Research in Psychology' (4 credits). In addition, students have the opportunity to annually participate in the international research and practical conference of researches and students 'Practical Psychology in the Modern Psychology', organized by our department. Also, future psychologists under the guidance of teachers have the opportunity to participate in conferences outside the University. When students study all courses of the study programmes, teachers form among them the ability to study research materials. When students choose the topic of final thesis, we offer them to determine their own research interest. According to the chosen topic of future research, students have the right to choose a supervisor among the teachers of the department.

In 2021-2022 academic year, the department plans to continue such practice and expand the range of activities aimed at development of students' research competence through participation in various projects.

- **Distinguishing the degree from the "Social Work" Bachelor's programme.**

The study programme Counseling, Correction and Development Work (Bachelor of Psychology) and the study programme Psychosocial Assistance and Rehabilitation (Bachelor of Social Work) have the following differences:

- Study programme in the field of study Psychology focuses on training specialists with in-depth knowledge in the field of practical psychology, able to solve practical problems in the field of psychoprophylactic, counselling, diagnostic and correctional work in various social institutions. Instead, the study programme in the field of study Social Work focuses on training professionals with in-depth knowledge in the field of social psychology and social work, able to provide psychosocial assistance and rehabilitation measures aimed at creating and providing conditions for the return of a person to active participation in life, restoring his social status and ability to independent social and family activities;
- future bachelors in psychology can perform the following activities: psychodiagnostic (psychologist, expert-psychologist); correctional and consultative (psychologist-consultant, psychologist-coach, psychotherapist or psychocorrector). Bachelor of Psychology is a psychologist who specializes in psychological practice: provides psychological services to people and organizations. Future bachelors in social work can perform the following functions: diagnostic (to study the characteristics of a group of people, the degree and direction of the impact of the microenvironment and to make the appropriate social diagnosis), prognostic (to predict the development of events, processes, models of social behaviour), organizational (to direct the activities of social services to provide various types of assistance and social services to the population), protective (to organize the appropriate assistance to persons in dire need), social and medical (to organize the work on health prevention, mastering the skills of first aid, preparation young people for family life, the development of occupational therapy, etc.), psychological and rehabilitative (to use the various types of counselling and correction of interpersonal relationships, to promote the social adaptation of the individual, to assist in social rehabilitation for all those in need); social and household (to provide the necessary assistance and support to various categories of the population (disabled, elderly, newly formed families, etc.)).

Psychology (Counseling and Rehabilitation) (Master's level)

Recommendations:

Orient the curricula towards international standards both in teaching content and henceliterature. Moreover, core competencies like scientific research should be even furtherstrengthened.

The recommendations on the orientation of study programmes to international standards both in the educational content and in the literature will be taken into account. Currently, the study programme Counseling and Rehabilitation is based on a competency-based approach and shares the philosophy (principles and values) of the European Higher Education Area, defined in the Bologna Process and the European Commission's International Project 'Tuning Educational Structures in Europe' (TUNING). We were guided by the following international standards in the development of the study programme: standards and recommendations for quality assurance in the European Higher Education Area (ESG), International Standard Classification of Education ISCED 2011, International Standard Classification of Education: Fields of education and training 2013.

It is planned to review the study programmes taking into account the standards of the International Union of Psychological Science, the International Association of Applied Psychology, the International Council of Psychologists, the European Federation of Professional Psychologists Associations ('Optimal standards' for Professional Training in Psychology), etc.

Social Work (Psychosocial Assistance and Rehabilitation) (Bachelor's level)

Recommendations:

➤ **Orienting the curricula towards current international standards both in teaching content and literature, for example along the standards of the “The International Association of Schools of Social Work” and of the “International Federation of Social Workers”.**

During the development of the study programme Psychosocial Assistance and Rehabilitation, we used the experience of Australia (AASW: Code of ethics. Canberra, Australia: Australian Association of Social Workers. URL: <https://www.aasw.asn.au/practitioner-resources/code-of-ethics#:~:text=The%20Code%20of%20Ethics%20of,pursuit%20of%20the%20profession's%20aims.>, Australian Association of Social Workers. URL: <https://www.aasw.asn.au/>), which took as a basis the rich experience of English-speaking countries, in particular the United States, Great Britain, Canada, and built its own model of social work and social education. Taking into account the recommendations of experts made during the online visit, when reviewing the study programs for 2021-2022 academic year, we take into account the ‘Global Standards for Social Work Education and Training’ (2020) approved by the global professional associations of social workers: the International Federation of Social Workers and the International Association of Schools of Social Work. For 2021-2022, a proactive strategy has been developed to promote close and formal relationships with representatives and key stakeholders in the social work profession, in particular with regulators, national and regional associations of social work practitioners and educators.

The course ‘Coaching Technologies in the Practice of Social Workers’ has been developed, which is based on the standards of the International Coaching Federation.

The process of expanding the study programme Psychosocial Assistance and Rehabilitation in the future includes the inclusion of research methods, participation in international projects and programmes hosted by world-renowned universities, virtual learning at universities with various means of communication and the Internet, due to the fact that students of the country must be educated at home.

➤ **Distinguishing the Social Work degrees more clearly from the Psychology degrees.**

The study programme Counseling, Correction and Development Work (Bachelor in Psychology) and the study programme Psychosocial Assistance and Rehabilitation (Bachelor in Social Work) have the following differences:

- Study programme in the field of study Psychology focuses on training specialists with in-depth knowledge in the field of practical psychology, able to solve practical problems in the field of psychoprophylactic, counselling, diagnostic and correctional work in various social institutions. Instead, the study programme in the field of study Social Work focuses on training professionals with in-depth knowledge in the field of social psychology and social work, able to provide psychosocial assistance and rehabilitation measures aimed at creating and providing conditions for the return of a person to active participation in life, restoring his social status and ability to independent social and family activities;
- future bachelors in psychology can perform the following activities: psychodiagnostic (psychologist, expert-psychologist); correctional and consultative (psychologist-consultant, psychologist-coach, psychotherapist or psychocorrector). Future bachelors in Social Work can perform the following functions: diagnostic (to study the characteristics of a group of people, the degree and direction of the impact of the microenvironment and to make the appropriate social diagnosis), prognostic (to predict the development of events, processes, models of social behaviour), organizational (to direct the activities

of social services to provide various types of assistance and social services to the population), protective (to organize the appropriate assistance to persons in dire need), social and medical (to organize the work on health prevention, mastering the skills of first aid, preparation young people for family life, the development of occupational therapy, etc.), psychological and rehabilitative (to use the various types of counselling and correction of interpersonal relationships, to promote the social adaptation of the individual, to assist in social rehabilitation for all those in need); social and household (to provide the necessary assistance and support to various categories of the population (disabled, elderly, newly formed families, etc.)). Psychological competence should be developed in the future of social workers, taking into account a wide range of functional responsibilities. The future social workers, taking into account the wide range of functional responsibilities, should have the formed psychological competency.

Concerning the teaching content, the panel moreover gives following recommendations:

For the Bachelor's programme:

- **Social politics should be emphasized in the curriculum. Currently, it is only covered with one course accounting for five credit points.**

In fact, the course 'Social Policy in Ukraine' is a part of the curriculum and is taught since 2019 academic year. Taking into account the recommendations of experts of September 2021, the content of the course will be expanded and supplemented with such areas as creating conditions for the realization of human social potential, promoting social relations, the role of the state in social protection; social programming as a tool of social policy; social services: new challenges and directions of modernization. The course 'History of Social Work' is supplemented by the topic 'Modern Ukraine in the choice between equality and justice'.

The micro- and macro level of Social Work need to be covered.

Taking into account the recommendations of experts during the online visit, the study programme Psychosocial Assistance and Rehabilitation covers micro and macro levels of social work:

Micro level:

1. Social work with children and youth on the formation of pro-social behaviour, prevention of behavioural disorders, the formation of a healthy lifestyle, the formation and development of life competence, the development of social culture, the promoting of self-realization and self-actualization;
2. Social work with low-income families and citizens, single persons, disabled persons in order to prevent the negative social and psychological consequences of poverty, social isolation, disability and other social problems.
3. Social work with children and youth at risk groups to prevent the social and psychological consequences of illegal acts, self-destructive behaviour, negative socialization and adaptation.

The micro level is reflected in the following courses:

Rehabilitation Technology in Social Work, Professional Skills of a Social Worker, Professional Language of a Specialist, Communicative Competence of a Specialist, Theory and Practice of Social and Psychological Training, Social Patronage, Coaching Technology in Social Work, Career Management, Practical Psychology in Social Work, Suicidology, Psychology of Crisis and Extreme Situations. Social and Psychological Assistance to Military Personnel and their Families, Family Mediation, Correctional Pedagogy with Basics of Special Psychology, Art therapy

Macro level of social work

1. Legislation governing the legal framework for social protection of population.

2. State programmes and projects to prevent negative phenomena in children and youth environment.

3. State programmes and projects on social support of certain categories of citizens.

The macro level is reflected in the following courses:

Theory of Social Work, Social Psychology, Sociology of Deviant Behaviour, Social Work in the Field of Education, Social Work with Different Groups of Clients, Social Policy in Ukraine, Social Gerontology, Recreational Technologies, The Basics of Inclusive Education, The Basics of Volunteer Activity

Theories of societal structures, social change, social inequality and socialisation need to be included

The recommendations are taken into account. By September 2021, it is planned to replace the course 'Psychology of Health' (the content of this course will be included in the course 'Psychology. Basic Medical Knowledge') with 'Fundamentals of Inequality and Socialization of the Individual', which will reveal the issues of theories of social structures, social change, social inequality. Regarding the socialization of the individual, these issues are included in the content of the course 'Pedagogy and Pedagogical Psychology'.

Basic knowledge on poverty, social space and housing, health care, migration, minorities/discrimination and social economy need to be covered

The recommendations on the necessity to cover the basic knowledge on poverty, social space and housing, health care, migration, minorities/discrimination and social economy are taken into account.

Legal foundation: human rights, civil and social rights, social law, family law, labour and professional law should be introduced.

After the online visit of experts, the department discussed the recommendations and will introduce new educational courses from September 2021: 'Human Rights and Its Protection' (instead of the course 'Fundamentals of Scientific Research of Social Problems', the content of this course will be included in the course 'Methods and Organization of Academic Research in Social Work') and 'Social Work with Youth' (instead of the course 'Business Communications'). The recommendation on the introduction of legal foundation: human rights, civil and social rights, social law, family law, labour and professional law is taken into account. From September 2021, the course 'Counteraction to Human Trafficking' will be added (instead of the course 'Logic').

Current concepts and methods of social work as a profession, forms of organisation, strategies for action should be mentioned

The recommendation on the introduction of current concepts and methods of social work as a profession, forms of organisation, strategies for action is taken into account.

Particular attention will be paid to social work that promotes social change and development, social cohesion, activation and liberation of people. Central to this will be the principles of social justice, human rights, collective responsibility and respect for diversity. The key concept will be aim at improving the quality of life of individuals, groups, communities, society as a whole, which includes exclusion and inclusion, socialization, stigma and discrimination, resilience, empowerment.

The global priority and strategy of modern social work is the promotion of social and economic equality, the promotion of environmental stability, the protection of human dignity and value, and the recognition of the importance of human relations, including labour relations.

Modern methods of social work are both classical and modern methods: individual work, group work, community work, individual therapy, family therapy, group therapy, supervision, planning, counselling, practice support, organizational development, management.

Further strengthening practical experience. The content, methods and evaluation of the

results should be specified in the module description.

The recommendations on further strengthening practical experience and the need to specify the content, methods and evaluation of the results in the module description will be taken into account.

Social Work (Social Work and Pedagogy) (Master's level)

➤ **Distinguishing the Social Work degrees more clearly from the Psychology degrees.**

Study programme Social Work and Pedagogy (field of study 231 Social work) and study programme Counselling and Rehabilitation (field of study 053 Psychology) differ in purpose, competencies to be acquired by the graduate, programme results, as well as areas of further professional activity.

The purpose of the study programme Social Work and Pedagogy is to form a new generation of highly qualified spiritually developed competitive social workers with a creative way of thinking, a systematic vision of social problems, the latest knowledge and technologies, advanced competencies in social work, including social and pedagogical activities. Also, the purpose is to form workers able to solve complex problems and problems in the social sphere or in the learning process, which involves research and/or implementation of innovations necessary for successful work in Ukrainian and foreign social, educational institutions, public administration, institutions, organizations of social protection and provision of social services.

Areas of activity of the graduate: education (higher education institutions, secondary schools of various types, boarding schools, children's homes); health care (children's homes, children's sanatoriums, social rehabilitation centres for minors, boarding schools for children with disabilities, children's hospitals, friendly clinics for young people, anonymous offices); area of social protection of the population (social service centres, shelters, crisis centres for women); law enforcement (receivers-distributors, special boarding schools, police for minors, youth detention centre); the services for young people (clubs at the place of residence, centres for young families, centres for social services for young people, public children's and youth associations, youth employment services), etc.

The purpose of study programme Counseling and Rehabilitation is to train professionals able to solve complex problems in the process of education and in professional activity in the field of psychology, including counselling and rehabilitation work, which involves research and/or implementation of innovations and is characterized by uncertainty of conditions and requirements, and the implementation of professional activities, taking into account universal values and norms of professional ethics of the psychologist.

The graduates of the study programme are necessary for successful work in educational institutions, psychological counselling centres for psychological and rehabilitation assistance to the population; in medical institutions and social care institutions; in centres of practical psychology; in the divisions of the Ministry of Internal Affairs, Security Service of Ukraine, State Emergency Service of Ukraine; in recruitment companies and enterprises.

➤ **Orienting the curricula towards current international standards both in teaching content and literature, for example along the standards of the "The International Association of Schools of Social Work" and of the "International Federation of Social Workers".**

The recommendation on the orientation of curricula towards current international standards 'Global Standards for Social Work Education and Training' (2020), approved by the global professional associations of social workers (the International Federation of Social Workers and the International Association of Schools of Social Work), both in teaching content and in the

literature will be taken into account.

For 2021-2022, a proactive strategy has been developed to promote the involvement of service users in all aspects of the development, planning and implementation of study programmes; to expand and formalize the relations with national and international organizations representing professional social work; to maintain close and formal relationships with representatives and key stakeholders in the social work profession, in particular with regulators, national and regional associations of social work practitioners and educators.

➤ **Strengthening the curriculum concerning the specific target groups of the programme, especially in project management, organisational development and social economy.**

The recommendation is taken into account, the study programme for the 2021-2022 academic year has been amended accordingly. Thus, the course Project Management in Social Sphere was transferred from the elective courses to mandatory courses. The course Management and Marketing in Social Work was renamed to Economic Foundations of Social Work.

The purpose of this course will be: the formation among the master's degree students the economic knowledge about the forms and methods of economic activity in the system of social protection and the social sphere as a whole. Economic Foundations of Social Work will be based on the learning of the organization and economics of social work, management and marketing in the social sphere.

Educational and Pedagogical Sciences (Pedagogy in Higher Education) (Master's level)

Recommendations:

➤ **Including an international perspective in the curriculum with special emphasis on the state-of-the art research and academic discussions in the field of Teaching and Learning in Higher Education Institutions. This should also allow students to have access to standard literature such as "Teaching for Quality Learning at University" by Biggs and Tang (2011).**

In 2021-2022 academic year, to expand information on international perspectives, focusing on the state-of-art research and academic discussions in the field of Teaching and Learning in Higher Education Institutions, within study programme Pedagogy in Higher Education, the content of the courses Comparative Pedagogics in Higher Education and Innovative Technologies in Education will be updated with topics on the latest approaches of leading foreign universities to teaching for quality learning at University. It will be updated till September 2021. The proposed textbook has already been included in the list of literature.

➤ **Emphasising pedagogy in higher education in the mandatory part of curriculum. The course on fundraising might become part of the electives.**

The recommendations have already been partially taken into account in the work plans for the 2021-2022 academic year and discussed at the meeting of the department. Thus, the course Project Management in Educational Activity was added to the mandatory courses, and the course Fundraising in Educational Activity was transferred to elective courses.