

**Report on the Accreditation of Study Programmes
at Alfred Nobel University
Reference Number I-1826-2**



Decided by the ZEvA Commission 24th July 2021

Study Programme	Degree	Programme Duration	Type of Programme	Maximum annual intake
Marketing	Bachelor	8 semesters	Full-time	123
Finance, Banking and Insurance	Bachelor	8 semesters	Full-time	43
Entrepreneurship, Trade and Exchange activities	Bachelor	8 semesters	Full-time	82
Management	Bachelor	8 semesters	Full-time	131
Tourism	Bachelor	8 semesters	Full-time	50
Marketing	Master	3 semesters	Full-time	90
Finance, Banking and Insurance	Master	3 semesters	Full-time	52
Entrepreneurship, Trade and Exchange activities	Master	3 semesters	Full-time	51
Management	Master	3 semesters	Full-time	104
Management (Business Administration)	Master	4 semesters	Full-time	25
Management (Management of Educational Institution)	Master	3 semesters	Full-time	16

Accreditation contract signed on: 23rd March 2020

Date of digital site visit: 24th-25th March 2021

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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:

- *Marketing (Bachelor, Master)*
- *Finance, Banking and Insurance (Bachelor, Master)*
- *Entrepreneurship, Trade and Exchange Activities (Bachelor, Master)*
- *Management (Bachelor, Master)*
- *Tourism (Bachelor)*
- *Management: Business Administration (Master)*
- *Management: Management of Educational Institutions (Master)*

The accreditation is awarded under the following general condition:

1. *The university has to develop coherent and binding regulations for students who are unable to participate in the scheduled exams and thus need to take the exams at a later point in time. These regulations must clearly go beyond individual, informal solutions. It must also be ensured that the design and content of the examinations are always comparable and sufficiently geared towards the knowledge and competencies to be assessed.*

The accreditation is awarded under the following conditions for the respective study programmes:

Finance, Banking and Insurance (Bachelor)

1. *Awarding an adequate amount of credit points for the delivery of the Bachelor's thesis and its' oral defence and integrating it into the study plan.*

Entrepreneurship, Trade and Exchange Activities (Bachelor)

1. *Awarding an adequate amount of credit points for the delivery of the Bachelor's thesis and its' oral defence and integrating it into the study plan. 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.
- Internationalization:
 - Introducing summer schools as a further mobility format.
- Curricula:
 - Implementing IT-skills as:
 - Use of data analysis programmes (Excel, SAP)
 - Market analysis
 - Computer science, data science, data analysis
- Infrastructure – Resources:
 - Increasing the use of international literature and resources. Students of all disciplines should more frequently work with textbooks and other materials in English.
- Teaching and Assessment:
 - Checking the used literature regularly on actuality.
 - Internship:
 - Either connecting the different phases of practical experience to each other through a recurrent thematic question.
 - Or designing the internship to one coherent experience of at least eight weeks.
 - Seizing the current digitalization of teaching and learning to enhance the integration of international academic discourses even further.
- Teaching staff:
 - Hiring more full professors.
 - Offering workshops on publications in international journals, on empirical research methods and on quality assurance as a means to foster the professional development of teaching staff.
- 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.
- Enabling access to “Business Source Elite” and “Springer Link”.
- Obtaining licenses for staff and students of the software “Oracle”.

2.1.2 General Conditions:

- Developing a coherent and binding concept in case students are unable to participate in the scheduled exams and thus take the exam at a later point in time. In general, all rescheduled exams should assess at the same competencies and knowledge as the original exams.

2.2 Marketing (Bachelor)

2.2.1 Recommendations:

- Introducing digital marketing, online market research, platform economics and digital transformation of businesses into the curriculum.
- Updating all literature sources on a regular basis. This accounts especially for literature in Ukrainian.
- Making electronic resources available and using them also after the pandemic.
- Introducing two areas of specialisation; one branch could focus on marketing in Ukraine, the other one on international marketing.

2.2.2 Conditions:

- *None.*

2.2.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Marketing (Bachelor) for the duration of six years with the conditions listed above.

2.3 Marketing (Master)

2.3.1 Recommendations:

- Introducing digital marketing, online market research, platform economics and digital transformation of businesses into the curriculum.
- Making electronic resources available and using them also after the pandemic.
- Paying closer attention to scientific marketing literature and the teaching of modern

research methods. Additionally, practically oriented marketing literature should be considered more strongly.

- Introducing two areas of specialisation; one branch could focus on marketing in Ukraine, the other one on international marketing.

2.3.2 Conditions:

- *None.*

2.3.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Marketing (Master) for the duration of six years with the conditions listed above.

2.4 Finance, Banking and Insurance (Bachelor)

2.4.1 Recommendations:

- Analyzing and discussing annual reports of companies in the banking and insurance sector of other countries.

2.4.2 Conditions:

- Awarding an adequate amount of credit points for the delivery of the Bachelor's thesis and its' oral defence and integrating it into the study plan.

2.4.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Finance, Banking and Insurance (Bachelor) for the duration of six years with the conditions listed above.

2.5 Finance, Banking and Insurance (Master)

2.5.1 Recommendations:

- Introducing forms of assessment to the curriculum which demand a higher workload from the students. In return, the total number of assessments might be reduced.
- Analyzing and discussing annual reports of companies in the banking and insurance sector of other countries.

2.5.2 Conditions:

- *None.*

2.5.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Finance, Banking and Insurance (Master) for the duration of six years with the conditions listed above.

2.6 Entrepreneurship, Trade and Exchange Activities (Bachelor)

2.6.1 Recommendations:

- Emphasizing Trade Theory and Foreign Exchange Exposure in the curriculum.

2.6.2 Conditions:

- Awarding an adequate amount of credit points for the delivery of the Bachelor's thesis and its' oral defence and integrating it into the study plan.

2.6.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Entrepreneurship, Trade and Exchange Activities (Bachelor) for the duration of six years with the conditions listed above.

2.7 Entrepreneurship, Trade and Exchange Activities (Master)

2.7.1 Recommendations:

- Emphasizing Trade Theory and Foreign Exchange Exposure in the curriculum.

2.7.2 Conditions:

- *None.*

2.7.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Entrepreneurship, Trade and Exchange Activities (Master) for the duration of six years with the conditions listed above.

2.8 Management (Bachelor)

2.8.1 Recommendations:

- Increasing the number of credits points for the Bachelor's thesis.

2.8.2 Conditions:

- *None.*

2.8.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Management (Bachelor) for the duration of six years with the conditions listed above.

2.9 Management (Master)

2.9.1 Recommendations:

- *None.*

2.9.2 Conditions:

- *None.*

2.9.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Management (Master) for the duration of six years with the conditions listed above.

2.10 Tourism (Bachelor)

2.10.1 Recommendations:

- *None.*

2.10.2 Conditions:

- *None.*

2.10.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Tourism (Bachelor) for the duration of six years with the conditions listed above.

2.11 Management (Business Administration) (Master)

2.11.1 Recommendations:

- Updating the curriculum in general along current international academic discourses.
- Strengthening digitalization and artificial intelligence as teaching content.

2.11.2 Conditions:

- *None.*

2.11.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Management (Business Administration) (Master) for the duration of six years with the conditions listed above.

2.12 Management of Educational Institution (Master)

2.12.1 Recommendations:

- Analyzing case studies more frequently in the curriculum.

2.12.2 Conditions:

- *None.*

2.12.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme Management of Educational Institution (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 “Marketing”, the Bachelor’s programmes “Management” and the Master’s programme “Business Administration” have 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 substantiated judgment. A site-visit in Dnipro was not deemed necessary.

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

The report will be published on the ZEvA website upon finalization.

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

1. Governance, Management and Profile of the University

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

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

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

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

The large majority of ANU students is recruited from the city of Dnipro or the surrounding area. 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. Thanks to international funding from the US embassy in Ukraine, a Master’s programme on public administration could be implemented. During the virtual talks it was reported, that programmes entirely taught in English are in place such as communication management and international management and marketing. These programmes are validated by the University in Wales.

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, Kyrgyzstan 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 in sufficient detail in the self-

report, on the website and in the university's normative documents and regulations. Apart from a strong focus on the employability of graduates and on co-operative relationships with business and industry, fostering research activities and internationalisation plays a particularly important part in the university's vision of quality, i.e. ANU is noticeably aiming at sharpening its international profile at all levels and across all fields of activity.

Numerous measures for the enhancement of research have already been 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 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.

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. It was stated that further reconstruction is planned for, making further buildings accessible to all 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.

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.

2.1.2 Curricula Design

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 exclusively for the respective study programmes only. Lecturers 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 year 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 Management, Marketing or Tourism 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 in the MBA-study programme, roughly 30% of all lessons are covered by leading managers from Dnipro and Ukraine.

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 them 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. They 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 lecturers stated that flexible, individual solutions are found in case a student is unable to participate in the final course exam. She or he is given the opportunity to take the exam at a suitable time. The form of assessment is also adapted on an individual basis.

Several measures to prevent plagiarism are in place. Students are advised to check their papers with a free anti-plagiarism software ("[turnitin](#)") before submitting their papers. Once the papers are submitted, they are checked again by the Didactics Department with a full anti-plagiarism software. At the beginning of their studies, students also receive the so-called „Code of Corporative Behaviour“, containing detailed information on academic integrity.

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. Blended learning offers are foreseen in the future and according to the virtual talks, the university plans to obtain the necessary equipment such as microphones and cameras soon.

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 development of the programmes, the panel highly recommends to implement IT-skills further into the curricula. This includes for example:

- Use of data analysis programmes (Excel, SAP)
- Market analysis
- Computer science, data science, data analysis

Ideally, the enhancement of the IT-skills of graduates should take place in cooperation with external experts. Graduates should be enabled to develop business concepts, marketing strategies and conduct the digitalisation of processes through state-of-the-art input in business informatics.

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 Conduct“, students have the right to appeal in front of an Ethics Commission if they feel they have been unfairly assessed. The measures taken against plagiarism are commendable. The experts particularly appreciate the active inclusion of professionals from business and industry into the teaching process in the form of regular workshops.

For most matters concerning student assessment and examinations, there are binding and published regulations which include all necessary information. Nonetheless, the panel suggests the following condition: ANU needs to develop a coherent and binding concept in case students are unable to participate in the scheduled exams and thus take the exam at a later point in time. The panel gained the impression that the form and length of the re-scheduled exam depends strongly on the lecturer and hence tends to have an arbitrary character. In general, all rescheduled exams should assess at the same competencies and knowledge as the original exams.

The variety of teaching methods used is satisfying. Students highlighted the already implemented group work and international elements as very beneficial. The panel encourages ANU to use blended-learning formats to further pursue this path.

With regards to the internship, the panel recommends to interconnect the different phases of practical experience to each other. Students might for example develop a question in class and apply it to practice during all internship phases. The findings might be continuously discussed in class. The conduct of a SWOT-analysis is suggested. Alternatively, the panel recommends to combine the currently rather short internships to one coherent experience of at least eight weeks.

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 Marketing

2.2.1 Marketing (Bachelor)

The Bachelor programme “Marketing” was introduced in 1994 at ANU. It was updated according to national legislative standards in 2018.

The self-report states: “The mission of the study programme Marketing (Bachelor’s degree) is the training of fully qualified, socially responsible marketers who possess all-round basic professional knowledge and skills corresponding to the demands of the modern labour market in order to ensure competitiveness of domestic companies and Ukraine’s economy under the conditions of globalisation.” Since 2018, all courses are offered not only in Ukrainian, but also in English. The Bachelor’s theses can also be delivered in English. In 2020, 45 students of from the first to third year of covered all courses in English. Employment is possible at companies of any form of ownership and activities (private, public, municipal, commercial, and non-commercial). Graduates work in the marketing departments of industrial, trade and service companies, banks, educational institutions and various organizations, in marketing and advertising agencies. They hold the positions of marketers or sales managers. Also, graduates often work as freelancers in the field of marketing, internet marketing and social media marketing. They also create and develop their own business.

Graduates of the programme are working in Ukraine and abroad, for example in Belgium, the Czech Republic, Germany, Israel, Montenegro, the Netherlands, Poland, Slovakia, Spain and the USA.

2.2.2 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) To demonstrate knowledge and understanding of the content and basic provisions of humanitarian and fundamental courses to the extent required to master general professional economic courses and use appropriated methods in their chosen profession;
 - 2) To demonstrate knowledge and understanding of the theoretical foundations and principles of marketing activity.
 - 3) To understand the essence and content of macro- and micro-marketing environment, the basics of market segmentation, selection of target segments and positioning, structural elements of the marketing complex of the enterprise, the basics of product, pricing, communication and distribution policy, theoretical foundations of marketing research and marketing principles.
 - 4) To demonstrate knowledge of marketing tools and technologies in consumer and

- business areas, including international markets.
- Application of knowledge and understanding
 - 1) To analyse and predict market phenomena and processes based on the application of fundamental principles, theoretical knowledge and applied skills of marketing activity.
 - 2) To apply the acquired theoretical knowledge to solve practical problems in the marketing area.
 - 3) To use digital information and communication technologies, as well as software products necessary for the conduct of modern marketing activities and the practical application of marketing tools.
 - 4) To apply innovative approaches to the marketing activities of the economic entity, flexibly adapt to changes in the market environment.
 - 5) To assess the risks of marketing activities, establish the level of uncertainty of the marketing environment during management decisions making.
 - 6) To demonstrate skills of written and oral professional communication in state and foreign languages, and use of professional terminology.
 - 7) To use knowledge of professional and practical training in marketing to monitor the main characteristics of the marketing environment, marketing research, market segmentation and positioning of goods / services in the market, the formation of product, pricing, communication and distribution policy and marketing activity
 - Making judgements
 - 1) To collect and analyse the necessary data, calculate economic and marketing indicators, make management decisions based on the use of the necessary analytical and methodological tools
 - 2) To demonstrate the ability to apply an interdisciplinary approach and perform marketing functions of a market entity
 - 3) To perform functional responsibilities in the group, offer sound marketing solutions
 - Communication skills
 - 1) develop and debate ideas and to sustain arguments effectively both orally and in written form;
 - 2) present, discuss and defend concepts and views through formal and informal communicative instruments;
 - 3) To explain data, ideas, problems and alternative management decisions to specialists and non-specialists in the marketing area, representatives of various structural units of the market entity;
 - 4) To act socially responsibly and socially consciously on the basis of ethical principles of marketing, respect for cultural diversity and values of civil society with respect for individual rights and freedoms.
 - Learning skills

- 1) To meet the requirements of a modern marketer, increase the level of personal training
- 2) To demonstrate the skills of individual work, flexible thinking, openness to new knowledge, be critical and self-critical
- 3) To be responsible for the results of own activities, to show the skills of entrepreneurial and managerial initiative as well as leadership.”

2.2.3 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	248	12
3	Information and Communication Technologies	1	Tests	56	124	6
4	Higher Mathematics (Higher and Applied Mathematics)	1	Tests	56	124	6
5	Higher Mathematics (Probability Theory and Mathematical Statistics)	2	Tests	56	79	4,5
6	Economic-Mathematical Methods and Models (Econometrics)	5	Tests	28	62	3
7	Economic Theory (Basic of Economic Science)	1	Tests, tasks	42	93	4,5
8	Microeconomics	2	Tests, tasks	42	108	5
9	Macroeconomics	3	Tests, tasks	42	93	4,5
10	Business Foreign Language	3-6	Tests, essay, oral presentation	187	473	22
	Total 1.1			677	1483	72
1.2. Courses of Professional Training						
11	Regional Economy	2	Tests, tasks, essay	42	108	5
12	Finance, Money and Credit	3	Tests, tasks	42	93	4,5
13	Management	4	Tests, tasks	42	93	4,5
14	Statistics	5	Tests, essay	42	93	4,5
15	Marketing	4, 5	Tests, tasks, Course paper	98	247	11,5
16	Economy of Enterprise and Entrepreneurship	2	Tasks	42	108	5
17	Accounting	5	Tasks	42	48	3

18	International Economic Relations	5	Tests, essay	42	93	4,5
19	Marketing Product Policy	6	Tests, tasks, Course paper	44	106	5
20	Marketing Policy of Distribution	6	Tests, essay	33	57	3
21	Logistics	8	Tests, essay	32	73	3,5
22	Marketing Research	7	Tests, tasks, Course paper	42	108	5
23	Marketing Communications	7	Tests, essay	42	93	4,5
24	Marketing of Industrial Enterprise	7	Tests, tasks	42	93	4,5
25	International Marketing	7	Tests, tasks	42	93	4,5
26	Consumer Behavior	8	Tests, tasks	40	65	3,5
27	Marketing Price Formation	8	Tests, essay	40	65	3,5
28	Marketing of Services	6	Tests, essay	33	72	3,5
	Total 1.2			785	1705	83
	Total Mandatory Courses			1462	3188	155
2. Elective courses						
2.1. Courses of General training**						
29	Elective course 1					
29.1	Principles of Psychology	2	Tests, essay, presentation	42	108	5
29.2	Ethics and Aesthetics	2	Essay, presentation	42	108	5
29.3	Advanced Study of Ukrainian Language	2	Tests, essay, oral presentation	42	108	5
29.4	Philosophy	2	Essay, oral presentation	42	108	5
	Elective course 1 to be chosen by the student					5
30	Elective course 2					
30.1	Sociology	4	Essay, presentation	42	108	5
30.2	Advanced Study of Foreign Language	4	Tests, essay, oral presentation	42	108	5
30.3	Basics of Law	4	Essay, tests	42	108	5
30.4	Political Science	4	Essay, tests	42	108	5
	Elective course 2 to be chosen by the student					5
31	Elective course 3					
31.1	Travel Business	6	Tests, essay	22	68	3
31.2	Self-management	6	Essay, presentation	22	68	3
31.3	International Trade	6	Tests, essay	22	68	3
31.4	Leadership and Group Dynamics	6	Tests, essay	22	68	3
	Elective course 3 to be chosen by the student					3
	Total 2.1 to be chosen by the student					13
2.2. Courses of General Professional Training***						
32	Advertising and Advertisement Activities	5	Tests, essay, presentation	42	93	4,5
33	Economic Mechanism of Marketing	5	Tests, essay, presentation	42	93	4,5

34	Internet Marketing	7	Tests, essay, presentation	42	78	4
34	Risk Study	7	Tests, essay, presentation	42	78	4
35	Computer Graphics and Communication Design	4	Tests, essay, presentation	42	121	4,5
45	Foreign Language (for Specific Purposes)	4	Tests, essay, oral presentation	42	121	4,5
46	Territorial Marketing	6	Tests, essay, presentation	22	68	3
47	Marketing in Banks	6	Tests, essay, presentation	22	68	3
48	Economic-Mathematical Methods and Models (Optimization Methods and Models)	3	Tests, tasks	28	62	3
49	Economic Analysis	3	Tests, tasks	28	62	3
	Total 2.2 to be chosen by the student					19

2.3. Courses of Special Professional Training****

2.3.1. Cycle of Special Professional Training (A)

50	Infrastructure of Commodity Market	3	Tests, essay, presentation	28	62	3
52	Marketing Bases of Entrepreneurial Activity	4	Tests, essay, presentation	42	78	4
54	Modern Marketing Technologies and Sales Management	5	Tests, essay, presentation	42	93	4,5
56	Information Systems and Technologies in Marketing	6	Essay, presentation	44	76	4
58	Cost Accounting in Marketing	6	Tests, Tasks	33	57	3
60	Marketing Management of Competitiveness	7	Essay, presentation	42	78	4
62	Creating and Managing Your Own Business	7	Essay, presentation	28	77	3,5
65	Marketing Control and Audit	8	Tests, essay	32	58	3
	Total 2.3.1					29

2.3.2. Cycle of Special Professional training (B)

51	Business Communications	3	Tests, essay, presentation	28	62	3
53	History of Advertisement	4	Tests, essay, presentation	42	78	4
55	Trade Fairs and Exhibitions	5	Essay, presentation	42	93	4,5
57	Sales Psychology	6	Essay, presentation	44	76	4
59	Advertising Technologies	6	Essay, presentation	33	57	3
63	Business Planning	7	Project	42	78	4
61	Advertising Business	7	Project, Presentation	28	77	3,5
66	Public Relations	8	Essay, presentation	32	58	3
	Total 2.3.2					29

	Total 2.3 to be chosen by the student					29
	Total electives to be chosen by the student					61
	Total mandatory and electives					216
	Practical training (Professional Training, Internship)	1, 6, 7	Report			16,5
	Bachelor's Thesis	8				7,5
	Total					240

*One ECTS credit = 30 academic hours.

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

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

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 155 credit points
 - Including course paper: 3
- Elective courses: 61 credit points
- Internship: 16,5 credit points
- Bachelor's thesis: 7,5 credit points

2.2.4 Marketing (Master)

The Master's programme "Marketing" was introduced in 2002 at ANU.

The self-report states: "The mission of the study programme Marketing (Master's Degree) is training a new generation of highly qualified marketers with an innovative way of thinking, systematic knowledge and advanced competencies in the field of marketing management, which are necessary for working successfully in Ukrainian and foreign companies, state and municipal authorities as heads and leading specialists of marketing departments, as well as for creating their own successful businesses." Employment is possible at companies of any form of ownership and activities (private, public, municipal, commercial, and non-commercial). Graduates work in the marketing departments of industrial, trade and service companies, banks, educational institutions and various organizations, in marketing and advertising agencies. Also, graduates often work as freelancers in the field of marketing, internet marketing and social media marketing. They also create and develop their own business.

Graduates of the programme are working in Ukraine and abroad, for example in Belgium, the Czech Republic, Germany, Israel, Montenegro, the Netherlands, Poland, Slovakia, Spain and the USA.

2.2.5 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) the theories, methods, principles and practical techniques of marketing.
 - 2) the nature and features of marketing tools in the marketing decision-making process.

- 3) trends of development of modern science, research methods and techniques;
 - 4) major theoretical issues of innovation as source and mean of implementing strategic changes within an organization;
 - 5) theoretical foundations, basic concepts and fundamental tools of financial management, control of movement of an organization's financial resources
 - 6) methods and models for analysis of status and trends of the environment of an enterprise, the main methodological assumptions and methodological approaches to the choice and development of a marketing strategy for a company;
 - 7) the theoretical and methodological principles of strategic marketing and marketing management, methods for the effective application of research results to create marketing strategies and management organization based on the concept of marketing, brand management, efficient logistics solutions.
 - 8) methods and techniques of developing advertising campaigns and evaluating their effectiveness;
 - 9) the theoretical and practical foundations of marketing of innovation products, implementation the principles of marketing into the strategic planning of the innovation process to create commercially successful products and brands.
- Application of knowledge and understanding
 - 1) adapt and apply new advances in the theory and practice of marketing to achieve specific goals and solve the problems of the market entity.
 - 2) develop a strategy and tactics of marketing activity, taking into account the cross-functional nature of its implementation.
 - 3) increase the effectiveness of marketing activities of the market entity at different managerial levels, to develop marketing projects and manage them.
 - 4) form and improve the marketing system of the market entity.
 - 5) manage the marketing activity of the market entity and its divisions, groups and networks, determine the criteria and indicators of its evaluation.
 - 6) apply scientific approaches and methods for the formation of creative innovative solutions in the marketing area.
 - Making judgements
 - 1) substantiate marketing decisions for the market entity using modern management principles, approaches, methods, techniques.
 - 2) use the methods of marketing strategic analysis and interpret its results in order to improve the marketing activity of the market entity.
 - 3) carry out diagnostics and strategic and operational marketing management for the development and implementation of marketing strategies, projects and programs.
 - 4) solve complex marketing problems and to solve problems in uncertain conditions with the use of modern management approaches, methods, techniques.

- 5) formulate an own approach to solving problems, to take responsibility for making and implementing marketing decisions.
- Communication skills
 - 1) present and discuss the results of scientific and applied research, marketing projects, in native and foreign languages.
 - 2) use methods of interpersonal communication in the course of solving collective problems, negotiations, scientific discussions in the marketing area.
 - 3) use communication and management skills to improve efficiency and achieve the objectives of their organizational unit (department) and the enterprise (organization).
 - 4) form a marketing system of interaction, to create long-term mutually beneficial relations with other market participants.
- Learning skills
 - 1) plan and conduct own research in the marketing area, analyze its results and justify the adoption of effective marketing decisions in uncertain conditions
 - 2) collect the necessary data from various sources, process and analyze their results using modern methods and specialized software.
 - 3) submit results of their research in the form of scientific articles and conference reports;
 - 4) develop obtained learning skills for continuing their study in a manner that may be largely self-directed and autonomous;
 - 5) determine the direction and stages of lifelong learning, improve their own professional skills."

2.2.6 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 Professional Training						
1	Strategic Marketing	1	Tests, tasks, Course paper	56	124	6
2	Advertising Management	1	Tests, tasks	56	124	6
3	Product Innovation Policy	1	Tests, tasks	42	108	5
4	Financial Management	1	Tasks	42	108	5
5	Logistics Management	1	Tests, tasks	42	108	5

6	Marketing Management	2	Tests, essay, oral presentation	44	106	5
7	Methodology and Organization of Scientific Research	3	Essay, presentation	30	60	3
	Total mandatory courses					35
2. Elective courses**						
2.1. Courses of General training						
8	Building a Personal Brand	2	Essay, presentation	44	106	5
9	Foreign Language (for Specific Purposes)	2	Essay, presentation	44	106	5
10	Methods of Teaching in Higher Education	2	Essay, presentation	44	106	5
	Total 2.1 to be chosen by the student					5
2.2. Professional courses and practical training						
11	Strategic and Competitive Analysis in Marketing	2	Tests, cases	44	106	5
12	Brand Management	2	Essay, presentation	44	106	5
13	Innovative Development of Enterprise	2	Essay, tests	44	106	5
14	Marketing of Relationship	2	Essay, cases	44	106	5
15	Risks in Marketing	2	Tests, essay	44	106	5
16	International Management	3	Essay, cases	40	110	5
18	Management of International Business Competitiveness	3	Essay, presentation	40	110	5
19	Project Management	3	Essay, presentation	40	110	5
	Total 2.2 to be chosen by the student					20
	Total electives to be chosen by the student					25
	Total mandatory and electives					60
	Internship	2, 3			420	12
	Master's Thesis	3			540	18
	Total					90

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 35 credit points
 - Including course paper: 1 credit point
- Elective courses: 25 credit points
- Internship: 12 credit points
- Master's thesis: 18 credit points

2.2.7 Experts' Appraisal

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

The panel congratulates ANU on the inclusion of international elements in teaching content and external guest lecturers and encourages the university, to further strengthen these developments. The panel recommends to seize the current digitalization of teaching and learning to enhance the integration of international academic discourses even further. In order to develop the teaching content even closer to European standards, the panel recommends to introduce digital marketing, online market research, platform economics and digital transformation of businesses into the curriculum. Moreover, in the Bachelor's programme all literature sources should be updated on a regular basis. This accounts especially for literature in Ukrainian. In the Master's programmes, the panel recommends to pay closer attention to scientific marketing literature and the teaching of modern research methods. Additionally, practically oriented marketing literature should be considered more strongly.

Electronic resources should be made available and used also after the pandemic.

For the future development of the curricula, the panel suggests the consideration of introducing two areas of specialisation to the study programmes. One branch could focus on marketing in Ukraine, the other one on international marketing.

2.3 Finance, Banking and Insurance

2.3.1 Finance, Banking and Insurance (Bachelor)

In 1995, the Bachelor's programme "Finance and Credit" was implemented at ANU. It was re-introduced in 2016 with the title "Finance, Banking, Insurance". The study programme was updated in 2019 according to national legislative standards.

The self-report states: "The mission of the study programme Finance, Banking and Insurance (Bachelor's degree) is training a new generation of highly qualified specialists in finance, banking and insurance, who have sound professional knowledge; ability to systematically analyze the macro-financial situation in the national economy and the monetary policy using modern methodological tools; skills in developing tactical and strategic programs for the development of finance, banking and insurance; financial technologies and tools for their implementation; practical skills on the basis of mastering the system of competencies, which will allow them to

be actively involved in the national information and professional space.” As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs with enterprises, banks or financial companies.

2.3.2 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) content and basic provisions of humanitarian and fundamental courses to the extent required to master general professional economic subjects and use their methods in their chosen profession;
 - 2) fundamental principles of economic theory including microeconomics and macroeconomics;
 - 3) general characteristics of functioning of enterprises and management of organizations in contemporary economy under the conditions of globalization;
 - 4) theoretical and methodological basics of finance, category mechanism of financing and modern tendencies in this field of knowledge;
 - 5) theoretical basics of organization and conducting of financing research, essence and content of macro- and microenvironment of finance in the context of influence to an enterprise;
 - 6) the financing of information systems and use of communication and information technology;
 - 7) the major theoretical tools and theories of finance, and their relevance and application to theoretical and practical problems;
 - 8) econometric and statistical methods of analysis and data modelling to demonstrate economic processes and tendencies;
 - 9) the financing arrangements and governance structures of business entities, and how theory and evidence can be combined to assess the effectiveness and efficiency of such arrangements;
 - 10) basics of organization of financing activity at enterprises, essence of strategic planning and principal finance strategies, tasks of finance control.
- Application of knowledge and understanding
 - 1) use professional knowledge and practical skills for strategic planning and organization the company’s financial activity in changing competitive environment; study and analyse the main financial characteristics of macro and micro environment, market indicators under the economic instability;
 - 2) analyse the major economic and financial indicators of enterprises for developing programmes aimed at improving the effectiveness of financial activities on domestic and foreign markets through innovative technology;
 - 3) use knowledge and practical skills to analyse the business portfolio of a company,

developing financial strategies and financial plans, developing advertising and PR campaigns, creating and bringing to market commercially successful products and brands, making effective logistics solutions.

- Making judgements

1) use knowledge of Economic Science, Micro-, Macroeconomics, Economic-Mathematical Modelling, Econometrics, Financial System, Monetary Policy, Accounting in Business, Management to analyse international financial, investment and crediting opportunities of an enterprise (organization), determine market needs and demands of target customers;

2) collect primary and secondary financial information, statistical processing and analysis of data in order to develop and substantiate financial steps to ensure effectiveness and competitiveness of services and enterprises in both domestic and foreign market;

3) gather and critically evaluate evidence and information from a range of sources; identify and analyse business problems in a range of contexts using appropriate concepts and frameworks; draw conclusions, develop judgements, create and evaluate alternative solutions and make decisions on their application.

4) use professionally oriented knowledge and practical skills in the field of finance, banking and insurance in order to solve practical tasks to achieve business goals and ensure sustainable development of an enterprise.

- Communication skills

1) develop and debate ideas and to sustain arguments effectively both orally and in written form;

2) present, discuss and defend concepts and views through formal and informal communicative instruments;

3) deliver information, ideas, problems and solutions to both specialist and non-specialist audiences;

4) use communication and management skills, namely establishment of relations, team work, conducting of negotiations, use of persuasion skills, elocution, conducting of presentations, solution of problems, decision-making, leadership, teaching others, motivation, formation of effective teams considering cultural differences, solution of disputed situations.

- Learning skills

1) work effectively alone;

2) work effectively in groups;

3) extract, process and present numerical information for a given purpose;

4) use information technology;

5) manage their own time and workload;

6) take responsibility for their own learning;

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

2.3.3 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 and Communication Technologies	1	Tests	56	124	6
4	Mathematics for Economists (Higher Mathematics)	1	Tests	56	124	6
5	Mathematics for Economists (Probability Theory and Mathematical Statistics)	2	Tests	56	124	6
6	Economic-Mathematical Modelling (Optimization Methods and Models)	3	Tasks	28	62	3
7	Economic-Mathematical Modelling (Econometrics)	5	Tests	28	62	3
8	Basic of Economic Science	1	Tests, tasks	42	93	4,5
9	Microeconomics	2	Tests, tasks	56	124	6
10	Macroeconomics	3	Tests, tasks	42	93	4,5
11	Business Foreign Language	3-6	Tests, essay, oral presentation	212	448	22
	Total 1.1			744	1521	75,5
1.2. Courses of Professional Training						
12	Management	3	Tests, tasks	56	79	4,5
13	Marketing	4	Tests, tasks	42	93	4,5
14	Algorithmization and Programming of Financial Tasks	2	Tests, tasks	28	62	3
15	Financial System	1	Tests, tasks	42	48	3
16	Monetary Policy	2	Tests, tasks	42	48	3
17	Accounting in Business	3	Tasks	42	48	3
18	Finance of Business	3,4	Tests, tasks	84	126	7
19	Banking Business	4	Tests, tasks	28	77	3,5
20	Financial Analysis	5	Tests, tasks	28	62	3
21	Financial Accounting	5	Tests, tasks	56	94	5
22	Financial Monitoring	5	Tests, tasks	56	34	3
23	Electronic Financial Services	5	Tests, tasks	56	94	5
24	Financial Planning and Forecasting	6	Tests, tasks, Course paper	44	91	4,5
25	International Financial Reporting Standards	5	Tests, tasks	28	62	3

26	Investment Analysis	7	Tests, tasks	56	79	4,5
27	Insurance Business	7	Tests, tasks	56	124	6
28	Auditing	7	Tests, essay, Course paper	56	124	6
29	Financial Engineering	7	Tests, tasks	56	49	3,5
30	Taxation	8	Tests, tasks	32	103	4,5
31	Financial Solutions Using IT (Excel)	6	Tests, tasks	33	57	3
	Total 1.2			921	1554	82,5
	Total Mandatory courses			1665	3075	158
2. Elective courses						
2.1. Courses of General Training**						
32	Elective course 1					
33	Political Science	2	Tests, tasks	42	108	5
34	Management of HR	2	Tests	42	108	5
35	Principles of Psychology	2	Tests, essay, presentation	42	108	5
36	Ethics and Aesthetics	2	Essay, presentation	42	108	5
	Elective course 1 to be chosen by the student			42	108	5
	Elective course 2					
37	Philosophy	4	Essay, oral presentation	42	108	5
38	Basics of Law	4	Essay, tests	42	108	5
38	Conflictology	4	Essay, presentation	42	108	5
39	Psychology of Leadership and Emotional Intelligence	4	Essay	42	108	5
	Elective course 2 to be chosen by the student			42	108	5
	Elective course 3					
40	Health and Safety	6	Tests, essay	22	68	3
41	Basics of Labor Protection	6	Tests, essay	22	68	3
42	Development of Financial Thought	6	Essay, tests	22	68	3
43	Basics of Scientific Research	6	Tests, essay, presentation	22	68	3
	Elective course 3 to be chosen by the student			22	68	3
	Total 2.1 to be chosen by the student			106	284	13
2.2. Courses of Professional Training***						
44	Algorithmization and Programming of Financial Tasks (Databases)	3	Tests, tasks	28	62	3
45	Professional Ethics of a Financier	3	Essay, presentation	28	62	3
46	Preparation of Financial Statements	4	Tests, tasks	42	48	3
47	Behavioral Finance	4	Tests, essay, presentation	42	48	3
48	Banking	6	Tests, tasks	33	57	3
49	Information and Analytical Technologies in Finance (R-Programming)	6	Tests, tasks	33	57	3
50	Managerial Accounting	7	Tests, tasks, Course paper	56	94	5
51	Financial Law	7	Tests, tasks	56	94	5

52	Currency Relations in Business	8	Tests, tasks	24	96	4
53	Financial Technologies	8	Tests, tasks	24	96	4
54	Digital Banking	8	Tests, essay, presentation	24	96	4
55	E-Business	8	Essay, presentation	24	96	4
56	Project Management in Finance	8	Tests, tasks	32	88	4
57	Accounting and Reporting in Taxation	8	Tests, tasks	32	88	4
58	Statistics	3	Tests, tasks	28	77	3,5
59	Budget System (Treasury)	3	Tests, tasks	28	77	3,5
60	Enterprise Economy	4	Tests, tasks	28	77	3,5
61	International Economic Relations	4	Essay, tests, tasks	28	77	3,5
62	Finance of Foreign Corporations	5	Tests, essay, presentation	28	122	5
63	History of Economy and Economic Thought	5	Tests, essay	28	122	5
64	Tax Control	6	Tests, tasks	22	128	5
65	Economic Analysis	6	Tests, tasks	22	128	5
66	Accounting in Industries	7	Tests, cases	28	92	4
67	Forensic Accounting	7	Tests, cases	28	92	4
68	Accounting in Banks	8	Tests, tasks	32	88	4
69	Accounting in Foreign Countries	8	Tests, tasks	32	88	4
	Total 2.2 electives to be chosen by the student			405	1125	51
	Total electives to be chosen by the student			511	1409	64
	Total mandatory and electives			2176	4484	222
70	Practical training (Introduction to Profession, Professional Training, Internship)	1,6,8	Essay, presentation, Report			16,5
71	Comprehensive Final Examination in the Profession	8				1,5
	Total					240

*One ECTS credit = 30 academic hours.

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

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

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 156 credit points
- Elective courses: 64 credit points
- Course paper: 2 credit points
- Internship: 16,5 credit points
- Final Examination in Profession: 1,5 credit points

2.3.4 Finance, Banking and Insurance (Master)

In 2000, the Master's programme "Finance and Credit" was implemented at ANU. It was re-introduced in 2016 with the title "Finance, Banking, Insurance". The study programme was updated in 2019 according to national legislative standards.

The self-report states: “The mission of the study programme Finance, Banking and Insurance (Master’s Degree) is the acquisition of knowledge and skills in finance, banking and insurance at the macro and micro levels, which will provide an opportunity to study individually financial and banking systems, solve complex specialized and managerial tasks, scientific and applied problems in implementing innovations in professional activities in dynamic environment.” As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs with enterprises, banks or financial companies

2.3.5 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) the content and basic provisions of humanitarian and natural disciplines to the extent required to master general professional disciplines and use their methods in their chosen profession;
 - 2) trends of development of modern science, research methods and techniques;
 - 3) theoretical foundations, basic concepts and fundamental tools of financial management, control of movement of an organization’s financial resources movement;
 - 4) methods and models for analysis of status and trends of the environment of an enterprise, the main methodological assumptions and methodological approaches to the choice and development of a financial strategy for a company;
 - 5) theoretical and methodological principles of strategic financial and financial management, methods for the effective application of research results to create financial strategies and financial organization based on the concept of finance.
 - 6) theoretical and practical foundations of financial of innovation products, implementation the principles of finance in the strategic planning of the innovation process to create commercially successful products and brands.
- Application of knowledge and understanding
 - 1) use professional knowledge and practical skills for strategic planning and organization of their company’s financial activity in a changing competitive environment; study and analyse the main financial characteristics of macro and micro environments, market indicators in conditions of economic instability;
 - 2) analyse an enterprise’s major economic and financial indicators development of programmes aimed at improving the effectiveness of financial activities on domestic and foreign markets through innovative technology;
 - 3) use knowledge and practical skills to analyse the business portfolio of a company, developing financial strategies and financial plans, developing advertising and PR campaigns, creating and bringing to market commercially successful products and brands, making effective logistics solutions.
- Making judgements
 - 1) use professional knowledge and practical skills for strategic planning and

organization of their company's financial activity in a changing competitive environment; study and analyse the main financial characteristics of macro and micro environments, market indicators in conditions of economic instability;

2) analyse an enterprise's major economic and financial indicators development of programmes aimed at improving the effectiveness of financial activities on domestic and foreign markets through innovative technology;

3) use knowledge and practical skills to analyse the business portfolio of a company, developing financial strategies and financial plans, developing advertising and PR campaigns, creating and bringing to market commercially successful products and brands, making effective logistics solutions.

- Communication skills

1) effectively present and defend their own ideas, concepts, suggestions, both orally and in written form;

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

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

4) use communication and management skills to improve efficiency and achieve the objectives of their organizational unit (department) and the enterprise (organization).

- Learning skills

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

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

3) to produce, process, summarize, analyse 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 academic articles and conferences 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."

2.3.6 Curriculum

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

	Courses		Form of	Workload (hours)	ECTS
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No		Se- mester	Examination, Course Paper	Contact Time	Self- Study Time	credits*
1. Mandatory courses						
1.1. Courses of Professional Training						
1	Strategic Management	1	Essay, tests	42	108	5
2	Innovative Development of Enterprise	1	Essay, tests	42	108	5
3	Financial Management	1,2	Tests, tasks, Course paper	86	214	10
4	Tax Management	1,2	Tests, tasks	75	195	9
5	Organization and Methods of Auditing	2	Tests, tasks	44	91	4,5
	Total Mandatory courses			289	716	33,5
2. Elective courses**						
2.1. Courses of General training						
6	Methodology of Financial and Accounting Scientific Research	2	Essay, presentation	22	68	3
6	Theoretical and Methodological Approaches to Strategic Management of Finance	2	Essay, presentation	22	68	3
6	International Finance	2	Essay, presentation	22	68	3
6	Ethics for Professional Financiers	2	Essay, presentation	22	68	3
7	Management of Financial Rehabilitation	1	Tests, tasks	42	93	4,5
7	Risks of Bankruptcy of Financial Institutions	1	Tests, tasks	42	93	4,5
7	Evolution of Accounting	1	Essay, presentation	42	93	4,5
7	World Financial System	1	Tests, tasks	42	93	4,5
	Total 2.1 to be chosen by the student			64	161	7,5
2.2. Professional courses and practical training						
8	Credit Management	3	Tests, tasks	30	60	3
8	Banking Management	3	Tests, tasks	30	60	3
9	IFRS (Accounting and Reporting under IFRS)	3	Tests, tasks	30	60	3
9	Regulation and Supervision of Banking Activities	3	Essay, presentation	30	60	3
10	Insurance Management	2	Tests, tasks	33	87	4
10	Budget Management	2	Essay, presentation	33	87	4

11	Financial Reporting and Accounting in Banks	1	Tests, tasks	28	62	3
11	Financial Risk Management	1	Tests, tasks	28	62	3
12	Internal Control	2	Tests, tasks	55	125	6
12	Financial Services Market	2	Tests, tasks	55	125	6
	Total 2.2 to be chosen by the student			176	394	19
	Total electives to be chosen by the student					26,5
	Total mandatory and electives					60
	Internship, Pre-graduate Practical Training	2,3		8	352	12
	Master's Thesis	3			540	18
	Total				2700	90

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 32,5 credit points
- Elective courses: 26,5 credit points
- Course paper: 1 credit point
- Internship: 12 credit points
- Master's thesis: 18 credit points

2.3.7 Experts' Appraisal

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

With regards to the allocation of credit points, the expert panel suggests the following condition: the delivery of the Bachelor's thesis and its' oral defence should be part of the study plan and should be awarded an adequate amount of credit points.

In order to stimulate the students' analytical and self-management skills, the panel recommends to introduce forms of assessment to the curriculum in the Master's programme which demand a higher workload from the students. In return, the total number of assessments might be reduced. Moreover and in line with the universities' internationalization strategy, the panel recommends to analyse and discuss annual reports of companies in the banking and insurance sector of other countries in both the Bachelor's and Master's programme.

2.4 Entrepreneurship, Trade and Exchange Activities

2.4.1 Entrepreneurship, Trade and Exchange Activities (Bachelor)

In 1998, the Bachelor's programme "Commodity Analysis and Trade" was implemented at ANU. It was re-introduced in 2016 with the title "Entrepreneurship, Trade and Exchange Activities". The study programme was updated in 2018 according to national legislative standards.

The self-report states: "The mission of the study program Entrepreneurship, Trade and Exchange Activities (Bachelor's degree) is training of professionals for entrepreneurial activity in the field of commodity and exchange activities and trade, able to solve specific problems and tasks of professional activity provided general and mastering the system of professional competencies, which is the basis of the competitiveness of graduates." As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs as "heads of structural units of production, trade, exchange structures, brand managers, managers in retail and wholesale trade and services, commodity experts, stock exchange specialists, trade brokers, quality system managers, heads of customs departments, logistics specialists."

2.4.2 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) content and basic provisions of the disciplines of socio-humanitarian and fundamental training to the extent necessary for the development of these disciplines and the use of their methods in the chosen profession;
 - 2) scientific theories, regulations, concepts, principles of entrepreneurship, trade and exchange activities and methodology of their use for professional purposes;
 - 3) modern computer and telecommunication technologies for the exchange and dissemination of professionally oriented information, high-quality processing of information from various sources for the formation of data banks in the field of entrepreneurship, trade and exchange activities;
 - 4) general features of the functioning of enterprises and management of organizations in a modern market economy in the context of globalization;
 - 5) regulatory and legal support of business, trade and exchange structures;
 - 6) basics of foreign economic activity, basics of accounting and taxation in business and trade;
 - 7) basics of business planning, assessment of market conditions and performance of business, trade and stock exchange structures taking into account risks
- Application of knowledge and understanding
 - 1) apply the acquired knowledge to identify, set and solve problems in different practical

- situations in business, trade and exchange activities, demonstrate business planning skills, assess market conditions and performance of business, trade and exchange structures, taking into account the risks;
- 2) evaluate the characteristics of goods and services in business, trade and exchange activities using modern methods;
 - 3) to use skills of written and oral professional communication in state and foreign languages;
 - 4) apply the acquired knowledge and skills to initiate and implement measures in the field of environmental protection and safe operation of business, trade and exchange structures;
 - 5) demonstrate the ability to act socially responsibly on the basis of ethical, cultural, scientific values and achievements of society;
 - 6) be able to apply innovative approaches in business, trade and exchange activities
- Making judgements
 - 1) use professionally-oriented knowledge and practical skills to implement measures aimed at ensuring the effectiveness of basic processes in the field of entrepreneurship, trade and exchange activities;
 - 2) collect, process, analyse information about the factors of the external and internal environment of the organization and assess its impact on the functioning of enterprises;
 - 3) be able to solve problems in crisis situations taking into account external and internal influences and solve professional problems in organizing the activities of business, trade and exchange structures
 - Communication skills
 - 1) present, discuss and defend concepts and points of view through formal and informal communication tools;
 - 2) use the knowledge of the forms of interaction of the subjects of market relations to ensure the activities of business, trade and exchange structures;
 - 3) have the methods and tools to justify management decisions on the establishment and operation of business, trade and exchange structures
 - 4) be able to work in a team, have interpersonal skills that allow you to achieve professional goals
 - 5) use a foreign language to ensure effective professional, scientific activities
 - Learning skills
 - 1) effectively independently develop educational material;
 - 2) use knowledge to manage complex actions or projects;
 - 3) demonstrate entrepreneurship in various areas of professional activity and take responsibility for the results;

4) to further training with a high level of autonomy.”

2.4.3 Curriculum

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

	Educational Units and Courses	Se- mester	Form of Examina- tion, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self- Study Time	
1. Mandatory courses						
1.1. Courses of General Training						
1	Foreign Language	1,2	Tests, essay, oral presentation	112	248	12
2	Information and Communication Technolo- gies	1	Tests, tasks	56	124	6
3	Higher and Applied Mathematics	1	Tasks	56	124	6
4	Ukrainian Identity: History, Culture, Lan- guage	1	Essay, tests	56	79	4,5
5	Law	2	Essay, tests	42	78	4
6	Chemistry and Methods of Research of Raw Materials	1,2	Tests, tasks	84	186	9
7	Statistics	4	Tests, tasks	42	93	4,5
8	Business Foreign Language	3-6	Tests, essay, oral presentation	187	473	22
	Total 1.1			635	1405	68
1.2. Courses of professional training						
9	Entrepreneurship	2	Tests, cases, essay	42	93	4,5
10	Commodity Aspects	2	Tests, tasks	56	124	6
11	Technology of Teamwork Organization	3	Essay, tests	42	93	4,5
12	Organization of Production Processes (Or- ganization of Trade. Organization of Res- taurant Business)	3	Tests, tasks, essay	56	124	6
13	Enterprise's Foreign Economic Activity	3	Tests, tasks	42	93	4,5
14	Management	3	Tests, tasks	42	78	4
15	Sales Techniques and Customer Involvement	4	Essay, tests	42	93	4,5
16	Marketing	4	Tests, tasks	42	93	4,5
17	Economics of Trade	5	Tests, tasks	42	93	4,5
18	Basics of Accounting and Reporting	5	Tests, tasks	42	48	3
19	Trade Entrepreneurship	5	Tests, essay, course paper	42	108	5
20	Commodity Analysis (Non-Food Products)	5-7	Tests, tasks	103	242	11,5
21	Commodity Analysis (Food Products)	5-7	Tests, tasks,	103	272	12,5

			course paper			
22	Commercial Activity	6	Tests, tasks, essay	33	87	4
23	Exchange Activities (Organization of Stock Exchange Activities)	7	Tests, tasks, essay	56	124	6
24	Exchange Activities (Commodities Exchange)	8	Tests, essay	32	73	3,5
25	Advertising in Business	8	Tests, cases, essay	40	50	3,0
26	Logistics	8	Tests, tasks	32	58	3,0
	Total 1.2			889	1946	94,5
	Total Mandatory courses					162,5
2. Elective courses						
2.1. Courses of General training**						
27	Elective course 1					
27.1	Business Ethics	2	Tests, essay	42	108	5
27.2	Basic of Economic Science	2	Tests, tasks	42	108	5
27.3	Principles of Psychology	2	Tests, essay, presentation	42	108	5
27.4	Economy and Foreign Economic Activity of Ukraine	2	Tests, tasks	42	108	5
	Elective course 1 to be chosen by the student					5
28	Elective course 2					
28.1	Sociology	4	Essay, presentation	42	108	5
28.2	Philosophy	4	Essay, oral presentation	42	108	5
28.3	Regional Economy	4	Tests, essay	42	108	5
28.4	Aesthetics of Goods and Design	4	Tests, essay	42	108	5
	Elective course 2 to be chosen by the student					5
29	Elective course 3					
29.1	Economic Analysis	6	Tests, tasks	22	68	3
29.2	Basics of Labor Protection	6	Tests, essay	22	68	3
29.3	The Basics of Healthy Nutrition	6	Tests, essay	22	68	3
29.4	Market Research	6	Tests, essay	22	68	3
	Elective course 3 to be chosen by the student					3
	Total 2.1 to be chosen by the student					13
2.2. Courses of professional training***						
30	Packing Materials and Containers	3	Tests, essay	42	108	5
31	World Market of Goods and Services	3	Tests, essay	42	108	5
32	Shop Equipment	4	Tests, essay	42	123	5,5

33	Technical Regulations (The Basics of Standardization, Metrology and Quality Control)	4	Tests, essay	42	123	5,5
34	Applied Methods of Quality Control	5	Tests, essay	28	107	4,5
35	Material Science and The Basics of Technology of Goods	5	Tests, essay	28	107	4,5
36	Product Certification	6	Tests, essay	33	132	5,5
37	The Basics of Ecology and Consumption Safety	6	Tests, essay	33	132	5,5
38	Commodity Analysis (Footwear and Furs)	7	Tests, tasks, essay	56	124	6
39	Commodity Analysis (Furniture and Construction Materials)	7	Tests, tasks, essay	56	124	6
40	Consumer Protection	7	Tests, tasks, essay	42	108	5
41	E-commerce	7	Tests, tasks,	42	108	5
42	Business Planning	7	Tests, tasks	42	108	5
43	Category Management of Product Assortment	7	Tests, tasks, essay	42	108	5
44	Service Organization and Technology	8	Essay, tests	32	118	5
45	Marketing Communications	8	Essay, tests	32	118	5
46	Commodity Analysis (Dairy, Fish and Meat Products)	8	Tests, tasks, essay	40	140	6
47	Commodity Analysis (Fruit, Vegetables and Flavour Products)	8	Tests, tasks, essay	40	140	6
	Total 2.2 to be chosen by the student					47,5
	Total electives to be chosen by the student					60,5
	Total mandatory and electives					223
	Professional training, Internship	1,6,8	Report		465	15,5
	Examinations: Comprehensive Examination in the Profession	8				1,5
	Total					240

*One ECTS credit = 30 academic hours

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

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 162,5 credit points
 - Including course paper: 2 credit points
- Elective courses: 60,5 credit points
- Internship: 15,5 credit points
- Certification Examination in Profession: 1,5 credit points

2.4.4 Entrepreneurship, Trade and Exchange Activities (Master)

In 2008, the Master's programme "Commodity Analysis and Trade" was implemented at ANU. It was re-introduced in 2016 with the title "Entrepreneurship, Trade and Exchange Activities". The study programme was updated in 2020 according to national legislative standards.

The self-report states: "The mission of the study program Entrepreneurship, Trade and Exchange Activities (Master's degree) is training professionals with innovative thinking, systematized knowledge and advanced competencies in the field of entrepreneurship, trade and exchange activities, who are able to create their own successful business or work in business structures, public institutions." As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs in the realm of warehouses, logistics, foreign economic activity, business efficiency consultation, quality assurance or broking and auctions. Moreover, they are also apt to work as lecturers in higher education or researchers.

2.4.5 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) content and basic provisions of disciplines of professionally oriented humanitarian and socio-economic training to the extent necessary for the development of these disciplines and the use of their methods in the chosen profession;
 - 2) theoretical foundations, categorical apparatus, acquired in the learning process at the level of the latest achievements, which are the basis for original thinking and innovation, in particular in the context of research work;
 - 3) general features of the functioning of enterprises, management of economic entities in the field of entrepreneurship, trade and exchange activities;
 - 4) theoretical foundations of organization and implementation of technical regulation;
 - 5) theoretical foundations of other economic activities related to entrepreneurship;
 - 6) quality examination with the help of organoleptic and physicochemical methods of research of quality of goods and services;
 - 7) basics of foreign economic activity, tasks of control and audit in trade
- Application of knowledge and understanding
 - 1) professionally, in full and with creative self-realization to perform the tasks in the field of entrepreneurship, trade and exchange activities;
 - 2) develop and implement measures to ensure the quality of work performed and determine their effectiveness, address issues arising in the activities of business, trade, exchange structures under conditions of uncertainty;
 - 3) use business communications to support interaction with representatives of various professional groups;
 - 4) implement innovative projects in order to create conditions for the effective

functioning and development of entrepreneurship, trade and exchange structures

- Making judgements

1) use knowledge of entrepreneurship, exchange activities, international trade, quality management, product safety management, identification and methods of determining counterfeiting of goods, examination of goods to organize the effective functioning and development of business entrepreneurship, trade, exchange structures;

2) solve complex tasks and problems that require updating and integration of knowledge, application of new approaches and forecasting;

3) make decisions in conditions of limited or incomplete information and conflicting requirements;

4) develop measures of material and moral encouragement and apply other tools to motivate staff and partners to achieve this goal.

- Communication skills

1) initiate new ideas and substantiate them orally and in writing;

2) choose in oral and written communication the most expedient formulas of speech etiquette, to express and defend own concepts in discussions with opponents;

3) apply business communications to support the interaction of the enterprise with its internal and external environment, namely: building networks for communication and effective teamwork and team support of balanced relationships with staff and customers, creating your own image, making decisions in complex and unpredictable conditions, solutions conflicts;

4) use a foreign language to ensure effective scientific and professional activities in business entrepreneurship, trade and exchange structures

- Learning skills

1) use creative general scientific methods and knowledge in professional activity effectively;

2) do scientific research;

3) perform analytical processing and interpretation of data, summarize the results of research;

4) use software and information technology for scientific research application;

5) prepare scientific reports on the results of their research, make scientific publications;

6) develop further skills for autonomous and self-directed learning;

7) determine the conditions for life-time learning and development, improve their professional level.”

2.4.6 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 Professional Training						
1	Regulation of Stock Exchange Activities	1	Tests, tasks	42	93	4,5
2	World Trade	1	Essay, cases, tests	42	93	4,5
3	Innovative Development of Enterprise	1	Essay, tests	56	124	6
4	Examination of Goods	1	Tests, tasks, Course paper	84	186	9
5	International Technical Regulations	1	Essay, tests	28	62	3
6	Business Logistics	2	Essay, cases, tests	33	72	3,5
7	Quality Management	2	Essay, tasks, tests	33	72	3,5
	Total 1.2			318	702	34
	Total Mandatory courses			318	702	34
2. Elective courses**						
2.1. Courses of General training						
	Elective course 1					
9	Methods of Teaching in a Higher School	2	Essay, presentation	44	136	6
10	Occupational Safety	2	Tests, essay,	44	136	6
11	Basics of Business Communications	2	Tests, essay,	44	136	6
12	Methods and Organization of Academic Research	3	Essay, oral presentation	30	60	3
13	Foreign Language (for Specific Purposes)	3	Tests, essay, oral presentation	30	60	3
	Total 2.1 to be chosen by the student					9
2.2. Professional courses and practical training						
14	Entrepreneurship (Peculiarities of Restaurant Business Organization)	1	Essay, tests	28	62	3
15	Creative Management	1	Essay, tests	28	62	3
16	Entrepreneurship (Own Business)	2	Essay, tests	44	91	4,5
17	Quality Control of Consumer Goods	2	Essay, tests	44	91	4,5
18	Identification and Falsification of Goods	2	Essay, tests	33	72	3,5

19	Commodity Analysis and Creative Sales Management	2	Essay, tests	33	72	3,5
20	Methods of Sales Promotion	3	Essay, tests	30	60	3
21	Financial Management	3	Essay, presentation	30	60	3
Total 2.2 to be chosen by the student						14
Total electives to be chosen by the student						23
Total mandatory and electives						57
	Internship	2,3			360	12
	Master's Thesis	3			630	21
Total						90

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 34 credit points
 - Including course paper: 1 credit point
- Elective courses: 23 credit points
- Internship: 12 credit points
- Master's thesis: 21 credit points

2.4.7 Experts' Appraisal

In general, the panel concludes that the programme successfully prepares graduates for the local labour market, especially in the realm business. Nevertheless, the experts recommend that the curriculum could reflect some general topics of international business economics even more. This especially applies to Trade Theory and Foreign Exchange Exposure. The combined use of theoretical input and practical application through lectures, seminars, independent research work and the compulsory internship provides students with the necessary skills and networking opportunities to foster their careers. The tightly knit support web for students surely contributes to the quality of student learning. With regards to the allocation of credit points, the expert panel suggests the following condition: the delivery of the Bachelor's thesis and its' oral defence should be part of the study plan and should be awarded an adequate amount of credit points.

2.5 Management

2.5.1 Management (Bachelor)

The Bachelor's programme "Management" was introduced in 2000 at ANU. It was updated in 2019 according to changes in legislative standards.

The self-report states: "The mission of the study programme Management (Bachelor's degree)

is training of fully qualified, socially responsible professionals in the various fields of business management who possess all-round basic professional knowledge and skills in a real-world setting corresponding in order to ensure competitiveness of domestic enterprises and Ukraine's economy under the conditions of globalisation." Since 2019, all courses are offered in Ukrainian and in English. The Bachelor's theses can also be delivered in English. In the academic year 2020-21, 15 students of from the first and second year of covered all courses in English. As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs with commercial and non-commercial or governmental organisations and enterprises. They also develop their own businesses.

2.5.2 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) theories, methods and functions of management, modern concepts of leadership;
 - 2) content of the functional areas of the organization;
 - 3) the legal, social and economic consequences of the organization.
- Application of knowledge and understanding
 - 1) demonstrate skills to identify problems and justify management decisions;
 - 2) demonstrate skills of search, collection and analysis of information, calculation of indicators to justify management decisions;
 - 3) demonstrate organizational design skills;
 - 4) apply management methods to ensure the effectiveness of the organization;
 - 5) demonstrate skills of interaction, leadership, teamwork;
 - 6) justify effective tools to motivate the organization's staff;
 - 7) demonstrate skills of situation analysis and communication in various areas of the organization;
 - 8) effectively and efficiently perform management functions: analysis of the internal and external environment of the organization, planning, organization, coordination, control and motivation of employees to fulfill the goals and objectives of the organization, including in an international environment;
 - 9) effectively use methods to improve the activities of organizations.
- Making judgements
 - 1) demonstrate the ability to act socially responsibly and socially consciously on the basis of ethical considerations (motives), respect for diversity and interculturalism;
 - 2) demonstrate skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical.
- Communication skills

- 1) communicate orally and in writing in state and foreign languages;
 - 2) identify the causes of stress, adapt yourself and team members to a stressful situation, find ways to neutralize it;
 - 3) perform research individually and / or in a group under the guidance of a leader.
- Learning skills
- 1) know their rights and responsibilities as a member of society, be aware of the values of civil society, the rule of law, human and civil rights and freedoms in Ukraine;
 - 2) preserve moral, cultural, scientific values and increase the achievements of society, use different types and forms of physical activity to lead a healthy lifestyle.

2.5.3 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						
<i>1.1 General courses</i>						
1	Ukrainian identity: history, culture, language	1	Written assignments, solving problems, tests	56	79	4.5
2	Foreign Language	1-2	Tests, essay, oral presentation	112	248	12
3	Higher Mathematics (Higher and Applied Mathematics)	1	Tests, tasks	56	124	6
4	Information and communication technologies	1	Tests, tasks	56	124	6
5	Higher Mathematics (Probability Theory and Mathematical Statistics)	2	Tasks	56	124	6
6	Economic Theory (Microeconomics)	2	Tests, tasks	56	124	6
7	Economic Theory (Macroeconomics)	3	Tests, tasks	42	93	4.5
8	Economic-mathematical methods and models (Optimization methods and models)	3	Tasks	28	62	3
9	Economic-mathematical methods and models (Econometrics)	5	Tasks	28	92	3
	Total 1.1			434	1096	51
<i>1.2. Professional courses</i>						
10	Introduction to the Specialty (Professional training)	1	Cases	28	62	3

11	Management and Administration (Basics of Management)	3	Tests, cases, tasks	56	124	6
12	Finance, Money and Credit (Finance, Money and Credit)	3	Tests, tasks	56	124	6
13	Marketing	4	Tests, tasks	42	93	4.5
14	Management and Administration (Organization Theory)	2	Tests, tasks, cases	56	154	7
15	Accounting	5	Tests, tasks	42	78	4
16	Finance, Money and Credit (Finance of Enterprises)	4	Tests, tasks	42	108	5
17	Law (Labor Law, Commercial and Commercial Law)	6	Tests, cases	42	93	4.5
18	Management and Administration (Enterprise Planning and Organization)	5	Tests, tasks, cases	56	124	6
19	Management and Administration (Operational Management)	6	Tests, tasks, cases Course paper	56	154	7
20	Management and Administration (HR Management)	4	Tests, tasks, cases	42	108	5
21	Business Process Management Tools (Controlling)	7	Tests, tasks, cases	42	93	4.5
22	Management of Enterprise Foreign Economic Activity	7	Tests, tasks, cases	42	93	4.5
23	Management and Administration (Leadership, Group Dynamics)	8	Tests, cases	40	95	4.5
24	Management and Administration (Organizational Culture)	7	Tests, cases	56	124	6
25	Management and Administration (Decision Making Methods and Models)	7	Tests, tasks, cases	42	108	5
26	Management and Administration (Change Management)	8	Tests, tasks, cases	40	95	4.5
27	Business Process Management Tools (Logistics)	8	Tasks, cases Course paper	40	140	6
28	Managerial Accounting	7	Tests, tasks,	42	93	4.5
29	Internship	8	Report	6	135	4.5
	Total 1.2			772	2288	102
	Total Mandatory courses			1206	3384	153
2. Elective courses**						
2.1. Humanitarian and socio-economic courses						
30	Ethics and Aesthetics	2	Essay, tests	42	108	5
31	Principles of Psychology		Essay, tests			
32	Sociology	4	Essay, tests	42	108	5
33	Logic		Essay, tests			

34	Business Foreign Language	3-6	Essay, tests	196	524	24
35	Philosophy	6	Essay, tests	33	57	3
36	Labor protection		Tests, tasks			
37	Economic Theory (Basic of Economic Science)	1	Tests, tasks	42	93	4.5
38	Regional Economics		Tests, tasks			
	Total 2.1 to be chosen by the student			364	881	41.5
<i>2.2. Courses of professional training</i>						
39	Crisis in Business	3	Tests, cases, tasks,	42	93	4.5
40	Psychology of Management and Organizational Psychology		Essay, tests			
41	Business Communication in Management	4	Tests, cases, tasks,	42	93	4.5
42	Psychology of stress		Essay, tests			
43	International Economic Relations	5	Tests, cases, tasks,	56	124	6
44	Staff Motivation		Tests, cases, tasks,			
45	Negotiations	5	Tests, cases, tasks,	42	108	5
46	Etiquette and Basics of International Protocol		Essay, tests			
47	Business Process Reengineering	6	Tests, cases, tasks,	56	94	5
48	Staff Evaluation		Tests, cases, tasks,			
49	Crisis Management (Risk Management)	6	Tests, cases, tasks,	33	102	4.5
50	Staff Recruitment		Tests, cases, tasks,			
51	Quality management	7	Tests, cases, tasks,	42	93	4.5
52	Coaching and coaching technologies		Essay, tests			
53	Creating and Managing Your Own Business	8	Tests, cases, tasks,	40	80	4
54	Personnel Development		Tests, cases, tasks,			
	Total 2.2 to be chosen by the student			362	478	38
	Total electives to be chosen by the student			726	1659	79.5
	Total mandatory and electives			1932	5043	232.5

	Bachelor's Thesis	8				7.5
	Total			1932	5268	240

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 153 credit points
- Elective courses: 79,5 credit points
- Course paper: 2 credit points
- Internship: 7,5 credit points
- Bachelor's thesis: 7,5 credit points

2.5.4 Management (Master)

The Master's programme "Management" was introduced in 2005 at ANU. It was updated in 2019 according to national legislative standards.

The self-report states: "The Mission of the study programme Management (Master's Degree) is training a new generation of highly qualified professionals with systematic knowledge and advanced competencies in the field of management, who are able to perform across the boundaries between management and other disciplines, confront a wide range of challenging and unique situations, provide innovative management solutions as well as create their own successful business and work in public institutions and for municipal authorities." The graduates' profile is described as follows: "The graduate will be able to identify and interpret the problems of modern economy, both at the local, regional, national and global levels, effectively manage teamwork, predict future conditions and processes and model their impact on the organization, successfully negotiate business, resolve conflicts, effectively cooperate with the organization's partners. The graduate will gain the knowledge and skills needed to run their own business. He will be able to communicate freely and function effectively in the European (global) socio-economic environment. Ethical, social and professional responsibility of the future specialist will be formed during the training under this program. The graduate will be prepared to make strategic decisions. The graduate will be able to provide an analysis of the economic activity of the enterprise, as well as provide management consulting services. He will be able to conduct research and participate in various forms of continuing education, including graduate and doctoral studies."

2.5.5 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) management concepts, methods and tools for effective and efficient management of the organization;
 - 2) links between elements of the organization's management system;

- 3) planning the activities of the organization in strategic and tactical sections;
 - 4) organizational structure, rules and standards of various economic institutions, and the nature of their changes and the most important elements of the external environment;
 - 5) organizational development and innovation management;
 - 6) economic growth and development in terms of economic integration and globalization, and economic policy tools to support these processes.
 - 7) principles of property protection, copyright and ethical standards.
- Application of knowledge and understanding
 - 1) use professional knowledge and practical skills for correctly determine the goals of their own activities, the activities of the unit and the organization as a whole;
 - 2) effectively use of modern information and communication technologies in management;
 - 3) use knowledge and practical skills to analyse the substantiation and project management, generating business ideas;
 - 4) formulate the values and principles of organizational culture of the organization;
 - 5) organize and communicate with representatives of various professional groups and in the international context;
 - 6) analyse and structure the problems of the organization, make management decisions and provide conditions for their implementation;
 - 7) effectively model objects and processes in management using mathematical methods and information technology;
 - 8) manage the organization, its changes, providing their information, methodological, material, financial and personnel support, including in accordance with international standards and recommendations of models of excellence;
 - 9) use pedagogical technologies at a level sufficient for the implementation of the developed programs of educational disciplines for specialization in higher educational institutions.
 - Making judgements
 - 1) integrate knowledge of humanitarian, socio-economic and professional disciplines to formulate goals and objectives based on the results of the strategic and competitive analysis of a company (organization), develop strategic measures to implement the goals and objectives;
 - 2) make decisions under conditions of limited or incomplete information;
 - 3) argue their own point of view in the discussion on the basis of ethical considerations, socially responsible.
 - Communication skills

1) communicate correctly with others, set priorities for tasks, be responsible for actions and decisions, be critical of others and yourself;

2) demonstrate the ability to interact with people and influence their behavior.

- Learning skills

1) demonstrate the ability for self-development, lifelong learning and effective self-management.”

2.5.6 Curriculum

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

No	Courses	Tri- mester	Form of Examina- tion, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self- Study Time	
1. Mandatory courses						
1	Business administration (Strategic Management)	1	Cases, essay	56	124	6
2	Organizations Management	1	Cases, essay	56	124	6
3	International Management	2	Cases, essay	44	61	3.5
4	Business administration (Innovations Management)	1	Cases, tasks	56	124	6
5	Business administration (Project Management)	2	Tasks Course paper	56	109	5.5
	Total Mandatory courses			264	546	27
2. Elective courses**						
<i>2.1 General courses</i>						
6	Methodology of scientific research	2	Essay, presentation	44	136	6
7	Leadership and manager style		Essay, presentation			
8	Methods of Teaching in Higher Education		Cases, tests			
<i>2.2. Professional courses</i>						
9	Financial Management	1	Tests, tasks	56	124	6
10	Organization of Travel Business		Presentation, Tests			
11	International Macroeconomics		Tests, essays			
12	Staff development and evaluation	1	Cases, tasks	42	138	6
13	Mathematical methods of forecasting and research in economics and management		Tasks, practical exercises			
14	Motivational management	2	Cases, tasks	36	99	4.5

15	Management of International Business Competitiveness		Cases, essay			
16	Conjuncture Analysis of International Markets		Tests, essay			
17	Staff Recruitment	3	Cases, tasks	30	60	3
18	Quality management		Tests, essay			
19	Business Consulting	3	Cases, tasks	30	60	3
20	Modern marketing and PR-technologies		Factual questions, tasks			
21	Economic journalism		Essay, cases			
22	Psychology of Negotiations	2	Tests, cases, tasks	44	91	4.5
23	Conflict Management		Tests, cases, tasks			
	Total electives to be chosen by the student			273	717	33
	Total mandatory and electives			537	1263	60
	Internship	2,3		6	354	12
	Master's Thesis	3			540	18
	Total			537	2163	90

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 27 credit points
- Elective courses: 33 credit points
- Internship: 12 credit points
- Master's thesis: 18 credit points

2.5.7 Experts' Appraisal

In general, the panel concludes that the programmes successfully prepares graduates for the local labour market, both in the realm of academia and business. The combined use of theoretical input and practical application through lectures, seminars, independent research work and the compulsory internship provides students with the necessary skills and networking opportunities to foster their careers. The tightly knit support web for students surely contributes to the quality of student learning. The inclusion of students in current research projects of the teaching body surely contributes to their level of expertise.

The panel recommends to increase the awarded credits points for the Bachelor's thesis.

The panel congratulates ANU on the inclusion of international elements in teaching content and external guest lecturers and encourages the university, to further strengthen these developments. Thus, the panel highlights that the Bachelor's programme in Management is offered

in both Ukrainian and English. The English-speaking programme is conducted in cooperation with the University of Wales Trinity St. David. The panel recommends to seize the current digitalization of teaching and learning in order to enhance the integration of international academic discourses even further.

2.6 Tourism (Bachelor)

The Bachelor's programme "Tourism" was introduced in 2015 at ANU.

The self-report states: "The mission of the study programme 'Tourism' (Bachelor's degree) is training of fully qualified, socially responsible professionals in Tourism who possess all-round basic professional knowledge and skills corresponding to the demands of the modern labour market in order to ensure competitiveness of domestic companies and Ukraine's economy under the conditions of globalisation." As mentioned above, the programme focuses on the regional and national labour market. Employment is possible at tourist enterprises or in state and municipal authorities. Graduates are also apt to develop their own businesses. The following positions are to match with the graduates' profile: managers at travel agencies, tourist products sales managers, guides, managers of resort areas, teachers of higher education or administrators.

2.6.1 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) Know and understand and apply main Tourism Law Provisions, national and international standards of tourism service
 - 2) Know and understand and apply main basic notions of tourism theory, organization of tourism process, activity of subjects of tourism service market, as well as the concepts of worldview and related sciences.
 - 3) Know and understand main types and form of tourism, their classification,
 - 4) Explain the peculiarities of recreational-and- tourism environment organization /structure
 - 5) Analyse recreational-and- tourism potential of a territory,
 - 6) Understand principles, processes and technologies of the activity of a subject of tourism business as well as its subsystems (administrative, managerial, social-and-psychological, business, technical-and-technological).
- Application of knowledge and understanding
 - 1) perform professional tasks in uncertain and extreme situations in specialized spheres of professional activity and/or study, that envisages gathering and interpreting information(data), selecting specific methods and instruments, using innovative approaches.
 - 2) Use in practice principles and organizational methods and technologies of tourist service.
 - 3) Develop, promote and sell tourism products.

- 4) Identify tourism documents and use them properly.
 - 5) Organize the process of tourist service using modern information, communication and service technologies abiding standards of quality and safety norms.
 - 6) Evaluate adequately knowledge acquired and use it in various professional situations.
 - 7) Form and improve the system of management at a tourism enterprise, enhance its activity, manage the staff, motivate and stimulate subordinates, control and regulate operative actions.
 - 8) analyse and set professional tasks using computer technologies, search for new information in modern printed and internet sources, using adequate searching engines, methods and systems.
- Making judgements
- 1) The ability to analyse and set professional tasks using computer technologies, search for new information in modern printed and internet sources, using adequate searching engines, methods and systems,
 - 2) determine the peculiarities of economic and financial mechanism of business entities in tourism industry: Analyse and manage potential resources, scope of activities, financial results of tourism enterprises and justify tourism enterprises investment activity
 - 3) correctly determine factors and consequences of macroeconomic development of business systems according to the goals and priorities of economic policy in travel industry, correctly analyse causes and progress of business processes, make grounded decisions on economic problems,
 - 4) Analyse functional, sectoral and territorial structure of a tourist-recreational complex, the development of tourist-recreational regions, to collect, process, Analyse and classify information about tourism, summarize domestic and foreign experience in issues of tourism and recreational activity,
 - 5) Analyse and formulate a professional task using computer technologies, find new information contained in various print and electronic sources using appropriate search methods and systems,
 - 6) Identify tourism documents and use them properly.
- Communication skills
- 1) respect individual and cultural variety,
 - 2) act according to principles of social responsibility and consciousness,
 - 3) Speak state and foreign languages at the level sufficient to perform professional duties,
 - 4) use skills of productive communication with the consumers of tourism services,
 - 5) substantiate effectively one's own views while solving professional tasks,
 - 6) contact experts of tourism business and other branches of economy,

7) choose the most adequate information media and channels of communication with consumers and business partners, to express own thoughts and believes in clear, logic and consistent manner, argue, discuss business, support harmonious network of private and business contacts, resist manipulations, overcome the barriers in communication.

- Learning skills

- 1) manage own education with the aim of self-realization in professional tourism area
- 2) think broadly about alternative principles and methods of professional tasks discharge
- 3) stand own ground concerning professional tasks discharge
- 4) define problematic situations and offer ways of their solution
- 5) carry out professional tasks in extreme situations and force majeure circumstances
- 6) make reasonable decisions and bear personal responsibilities for results of professional activities.”

2.6.2 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	42	93	4.5
2	Foreign Language	1, 2	Tests, essay, oral presentation	112	248	12
3	Statistics	5	Tests, essay	42	93	4.5
4	Ecology	1	Tests	56	94	5
5	Second Foreign Language	3-8	Tests	258	117	12.5
6	Information Systems and Technologies	1	Tests	58	92	5
7	Foreign Language for Specific Purposes	3-7	Tests, essay, oral presentation	187	473	22
8	Tourism Geography (tourist country studies, tourist resources of	2	Tests, tasks	84	156	8

	Ukraine)					
	Total 1.1			839	1366	73.5
1.2. Courses of Professional Training						
9	Organization of Tourism: Fundamentals of Hospitality Industry	2	Tests, tasks	56	94	5
10	Organization of Tourism: History of Tourism	1	Tests, tasks, essay	42	93	4.5
11	Organization of Tourism: Excursion Science. Organization of Excursion Activities	3	Tests, tasks, essay	42	93	4.5
12	Economics and Pricing in Tourism	5	Tests, tasks	42	93	4.5
13	Quality Management of Goods and Services in the Hospitality Industry	6	Tests, tasks, essay	42	93	4.5
14	Tourism Management	8	Tests, tasks, essay Course paper	42	93 30	4.5 1
15	Technologies of Tourism Activities	5, 7	Tests, tasks, Course paper	84	186 30	9 1
16	Recreation and Leisure Studies	3	Tests, tasks	42	93	4.5
17	Fundamentals of Economics	2	Tests, tasks, essay	42	93	4.5
18	Advertising and PR in Tourism	7	Tests, tasks	42	93	4.5
19	Information Systems and Technologies in Tourism	2	Tests	56	94	5
20	Marketing in Tourism and Hospitality Industry	4	Tests, tasks, essay	42	93	4.5
21	Management of Tourism, Hotel and Restaurant Business	3	Tests, tasks, essay	56	79	4.5
22	Legal Regulation of Tourist Activity	7	Tests, tasks	42	93	4.5
23	Accounting in Tourism	5	Tests, tasks	28	62	3

3	and Hospitality Industry					
2 4	Economic Bases of International Tourism and Hospitality Industry	8	Tests, essay	28	62	3
2 5	Insurance Business	7	Tests, tasks	28	62	3
2 6	Introduction to Specialty: Practical Training	1	Tests, essay	28	62	3
2 7	Professional Training	6	Tests, tasks, report	-	135	4.5
2 8	Professional Training (Internship)	8	Tests, essay, report	-	270	9
	Total 1.2			784	2096	96
	Total Mandatory Courses			1623	3462	169.5
2. Elective courses						
2.1. Courses of General training**						
2 9	Elective course 1					
2 9. 1	Principles of Psychology	2	Tests, essay, presentation	42	108	5
2 9. 2	Philosophy	2	Essay, oral presentation	42	108	5
2 9. 3	Sociology	2	Essay, presentation	42	108	5
2 9. 4	Political Science	2	Essay, presentation	42	108	5
	Elective course 1 to be chosen by the student			42	108	5
3 0	Elective course 2					
3 0. 1	Ethics and Aesthetics	4	Essay, presentation	42	108	5
3 0.	Psychology of Conducting Negotiations	4	Tests, essay, oral presentation	42	108	5

2						
3 0. 3	Sales Psychology	4	Tests, essay, presentation	42	108	5
3 0. 4	Advanced Study of Foreign Language	4	Tests, essay, presentation	42	108	5
	Elective course 2 to be chosen by the student			42	108	5
3 1	Elective course 3					
3 1. 1	Self-management	6	Essay, presentation	22	68	3
3 1. 2	Basics of Computer Science	6	Test, essay	22	68	3
3 1. 3	Leadership and Group Dynamics	6	Essay, tests	22	68	3
3 1. 4	Business Planning	6	Test, essay, presentation, case	22	68	3
	Elective course 3 to be chosen by the student			22	68	3
	Total 2.1 to be chosen by the student			106	284	13
2.2. Courses of Professional Training***						
3 2	Technology Sales of a Tourist Product	3	Tests, essay, presentation	56	94	5
3 3	Fundamentals of Entrepreneurship	3	Tests, essay, presentation	56	94	5
3 4	Innovative Technologies in Tourism	4	Tests, essay, presentation	42	108	5
3 5	Statistics of International Tourism	4	Tests, essay, presentation	42	108	5
3 6	Etiquette and Basics of International Protocol	8	Tests, essay, presentation	56	124	6
3 7	Psychology of Interpersonal Communication in	8	Tests, essay, presentation	56	124	6

	Tourism					
3 8	Programme Tour Operating Activity	7	Tests, essay, presentation	42	108	5
3 9	Organization of Hotel and Restaurant Business: Equipment of Hotel and Restaurant Facilities	7	Tests, essay	42	108	5
4 0	Trade Fairs and Exhibitions in Tourism	8	Tests, essay, presentation	42	108	5
4 1	Management of International Business Competitiveness	8	Tests, essay	42	108	5
4 2	Entrepreneurship (Peculiarities of Restaurant Business Organization)	3	Tests, essay, presentation	56	94	5
4 3	Organization of Mass Events and Leisure	8	Tests, essay	56	94	5
4 4	Organization of Inbound Tourism	8	Tests, essay	28	122	5
4 5	International Quality Standards in Service Sector	8	Tests, essay	28	122	5
4 6	Fundamentals of Intercultural Communication	5	Tests, tasks, cases, presentations	56	124	6
4 7	Green Tourism	5	Tests, essay, presentation	56	124	6
4 8	Psychology in Tourism Management	8	Tests, essay, presentation	28	122	6
	Total 2.2			434	932	47
	Total electives to be chosen by the student					60
	Total mandatory and electives					229.5
	Final Examination in Speciality	8			45	1,5
	Final Examination in English	6			45	1.5
	Bachelor's Thesis	8			225	7,5
	Total			2219	4706	240

*One ECTS credit = 30 academic hours.

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

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

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 169,5 credit points
- Elective courses: 60 credit points
- Internship: 16,5 credit points
- Final Examination in English and “Speciality”: 3 credit points
- Bachelor’s thesis: 7,5 credit points

2.6.3 Expert’s Appraisal

In general, the panel concludes that the programmes successfully prepares graduates for the local labour market. The combined use of theoretical input and practical application through lectures, seminars, independent research work and the compulsory internship provides students with the necessary skills and networking opportunities to foster their careers. The tightly knight support web for students surely contributes to the quality of student learning.

The panel congratulates ANU on the inclusion of international elements in teaching content and external guest lecturers and encourages the university, to further strengthen these developments. It was mentioned, that students use the software “Amadeus” to calculate retail prices, profits and booking rates. The panel recommends to seize the current digitalization of teaching and learning in order to enhance the integration of international academic discourses even further.

2.7 **Management (Business Administration) (Master)**

The Master’s programme “Management (Business Administration)” was introduced in 2009 at ANU.

The self-report states: “The mission of the study programme “Master of Business Administration” is to provide educational services to the international level aimed at the formation of professional competencies in business management, promote career growth in both Ukrainian and international companies, motivate personal growth, allow to reach the European level of organization the business processes in companies and improve the efficiency of business.” Graduates are to find jobs with nationally and internationally active businesses, start their own enterprises or improve their career prospects both in Ukraine and abroad.

2.7.1 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) content and basic provisions of humanitarian and fundamental disciplines to the extent required to master general professional economic courses and use their methods in their chosen profession;

- 2) trends of development of modern science, research methods and techniques;
 - 3) major theoretical issues of innovation as source and mean of implementing strategic changes within an organization;
 - 4) theoretical foundations, basic concepts and fundamental tools of financial management, control of movement of an organization's financial resources;
 - 5) methods and models for analysis of status and trends of the environment of an enterprise, the main methodological assumptions and methodological approaches to the choice and development of a strategy for a company;
 - 6) the theoretical and methodological principles of strategic management, methods for the effective application of research results to create marketing strategies and management organization based on the modern approaches and concepts;
 - 7) methods and techniques of developing, implementation and controlling of business project and evaluating their effectiveness;
 - 8) the theoretical and practical foundations of management of innovation product, implementation the principles of innovation management in the strategic planning of the innovation process to create commercially successful products and brands.
- Application of knowledge and understanding
 - 1) use professional knowledge and practical skills for strategic planning and organization their company's marketing activity in a changing competitive environment; study and analyse the main characteristics of macro and micro environments, market indicators in conditions of the economic instability;
 - 2) analyse an enterprise's major economic, financial and marketing indicators for development of programmes aimed to improve the effectiveness of activities on domestic and foreign markets through innovative technology;
 - 3) use knowledge and practical skills to analyse the business portfolio of a company, developing business strategies and business plans, bringing to market commercially successful products and brands, making effective business solutions.
 - Making judgements
 - 1) integrate knowledge of humanitarian, socio-economic and professional disciplines to formulate goals and objectives based on the results of the strategic and competitive analysis of a company (organization), develop strategic measures to implement the goals and objectives;
 - 2) make decisions under conditions of limited or incomplete information;
 - 3) realize economic and social outcomes of their decisions, implement into business activity the principles of social-ethical marketing, corporate social responsibility for sustainable development of companies and society.
 - Communication skills
 - 1) effectively present and defend their own ideas, concepts, suggestions, both orally and in written form;

- 2) present, to argue and to defend their own concepts and views in discussion with opponents;
 - 3) deliver information, ideas, problems and solutions, clearly and unambiguously, to both specialist and non-specialist audiences, promote their ideas in their organization and beyond;
 - 4) use communication and management skills to improve efficiency and achieve the objectives of their organizational unit (department) and the enterprise (organization).
- Learning skills
- 1) independently and creatively work out theoretical and practical material;
 - 2) independently find important sources of information for educational, research and professional needs;
 - 3) to produce, process, summarize, analyse and present information in accordance with specific goal;
 - 4) carry out research on the basis of information technology;
 - 5) submit results of their research in the form of scientific articles and conferences reports;
 - 6) develop obtained learning skills for continuing their study in a manner that may be largely self-directed and autonomous;
 - 7) determine the direction and stages of lifelong learning, improve their own professional skills."

2.7.2 Curriculum

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

No	Courses	Semester	Form of Examination, Course Paper	Workload (hours)		ECTS credits*
				Contact Time	Self-Study Time	
1. Mandatory courses						
1.1. Core courses						
1	Business Economics	1	Essay, tasks	40	80	4
2	Marketing Management	2	Essay, presentation, tests, Course paper	40	110	5
3	Business Law	1	Essay, presentation	40	80	4
4	Microeconomics and Macroeconomics	1	Tests, essay	40	80	4
5	Management	1	Tests, essay	40	80	4

6	Business Planning	4	Essay, tasks, presentation Course paper	40	110	5
Total 1.1				240	540	26
1.2. Professional courses and practical training						
1	Business Strategy	3	Essay, Presentation	40	80	4
2	Financial Management	3	Essay, tasks	40	80	4
3	Human Resources Management	2	Essay, presentation	40	80	4
4	Business Analytics	4	Essay, tasks	40	80	4
5	Project Management	3	Tests, essay, presentation	40	80	4
Total 1.2				200	400	20
Total Mandatory courses				440	940	46
2. Elective courses**						
Professionally oriented and practical training courses						
1	Modern Marketing Technologies and Sales Management	2	Essay, Presentation	40	80	4
2	Consumer Behaviour	2	Essay, Presentation	40	80	4
3	Business Negotiations Technologies	1	Oral presentation	30	60	3
4	Effective Business Communications	1	Essay, tests	30	60	3
5	Industrial Marketing	2	Essay, Presentation	40	80	4
6	Marketing of Services	2	Presentation	40	80	4
7	International Business	2	Essay, Presentation	40	80	4
8	Corporative Culture	2	Essay	30	60	3
9	Development of Creative Thinking	1	Essay, Presentation	30	60	3
10	Time Management	1	Oral presentation	30	60	3
11	Business Process Modelling	3	Essay, tasks	40	80	4
12	Oratory	1	Oral presentation	30	60	3
13	Management of Competitiveness	4	Essay, Presentation	40	80	4
14	Investment Management and Risk Management	3	Essay, tasks	40	80	4
15	Fundraising	3	Essay, Presentation	40	80	4
16	Leadership in Organisations	2	Essay, tasks	40	80	4

17	Brand Management	3	Essay, Presentation	40	80	4
18	Personal Development Technologies	1	Essay, Presentation	30	60	3
19	Business Etiquette and International Protocol	2	Essay, Presentation	30	60	3
20	Management of Changes	3	Essay, tasks	40	80	4
21	Innovative Development of the Enterprise	4	Essay, Presentation	40	80	4
	Total elective courses to be chosen by the student			440	880	50
	Total mandatory and electives					96
	Internship					6
	Master's thesis					18
	Total					120

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 44 credit points
- Elective courses: 50 credit points
- Course paper: 2 credit points
- Internship: 6 credit points
- Master's thesis: 18 credit points

2.7.3 Experts' Appraisal

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

The panel recommends to seize the current digitalization of teaching and learning in order to enhance the integration of international academic discourses even further. The curriculum would benefit from a general update of the teaching content. Digitalization and artificial intelligence should be strengthened as teaching content.

The panel congratulates ANU on the inclusion of international elements. MBA students can graduate from a double degree, conducted jointly with the University of Economics in Bratislava (Slovakia), the Highest Business School of the National Louis University (Poland) or the Higher School of Labour Safety Management (Poland).

2.8 Management of Educational Institution (Master)

The Master's programme "Management of Educational Institution" was introduced in 2013 at ANU. It was updated according to national legislative standards in 2019.

The self-report states: "The mission of the Management of Educational Institution study programme (Master's Degree) is training a new generation of highly competitive heads of educational institutions with a strategic way of thinking, who has a systematic vision of management problems, professional knowledge in the field of management of various types educational institutions, able to predict the development of educational institutions, identify and solve complex management problems and practical problems using innovative management tools and techniques." As mentioned above, the programme focuses on the regional and national labour market. Graduates are to find jobs as legislators, senior civil servants, managers or teachers of higher education institutions. They shall be employed in research institutions, university departments, as well as in enterprises, institutions and organizations.

Most students are already employed in the relevant fields while studying the Master's programme.

2.8.1 Intended Learning Outcomes

According to the documentation, graduates shall be able to:

- „Knowledge and understanding
 - 1) The content and basic provisions of legal, financial and economic aspects of management of educational institutions.
 - 2) Fundamental principles of management of educational organizations, as well as their construction and development; General characteristics of strategic management of an educational institution and the role of its head in a modern market economy in the context of globalization.
 - 3) Theoretical and methodological framework for the management of the statutory activities of educational institutions and the educational process.
 - 4) Theoretical foundations of corporate and communicative culture of an educational institution, teacher's skills.
 - 5) Methodological approaches, technological support of the educational process at an educational institution
- Application of knowledge and understanding
 - 1) use professional knowledge and practical skills in educational institutions management for the planning and organization of management activity of the head of an educational institution, strategic management of the institution; to implement a variety of techniques and technologies of management activity in practice.
 - 2) implement sufficiently broad operational, research, educational and applied (administrative, research, educational, consultative and so on) functions, for various fields of managerial and pedagogical activities in Ukraine in accordance with the educational and qualification characteristics.

- 3) use knowledge and skills in designing a positive educational area, taking into account innovative education development, 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) use knowledge of legal, financial and economic aspects of management of educational institutions, corporate management, as well as practical skills in strategic management in education, techniques of management activity in order to analyse the opportunities and professionalism of the teaching staff and determine the latest technologies of organization of the educational process at an educational institution aimed at training competitive specialists;
 - 2) collect and analyse information for development and substantiation of management measures regarding the development of an educational institution and assuring an effective educational process at an educational institution;
 - 3) use professionally oriented knowledge and practical skills in management of educational institutions in order to perform practical tasks in order to achieve the educational goals and to assure strategic development of an educational institution.
 - 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, speechcraft, 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) work out theoretical and practical material independently and creatively;
 - 2) find independently important sources of information for educational, research and

professional needs;

3) produce, process, summarize, analyse 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.”

2.8.2 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	Human Resources Management. Conflict Management in Education	1	Essay, test, oral presentation, case study	56	94	5
5	Strategic Management in Education	1	Tests, tasks, Course paper	56	154	7
6	Legal, Financial and Economic Fundamentals of Educational Institution Management	2	Essay, test, presentation, case study	48	102	5
7	Sociology and Psychology of Educational Institution Management	2	Tests, tasks, answers	48	117	5,5
8	The Specifics of Managing an Educational Institution of Various Types	2	Tests, tasks	48	102	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	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 presentation	28	62	3
15	Psychological Counseling in Education	1	Tests, answers, oral presentation, case study, role-playing game	28	62	3
16	Cutting-Edge Techniques in Education and Management	2	Tests, essay, oral presentation	36	99	4,5
17	Communication in Professional Activity	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

*One ECTS credit = 30 academic hours

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

Credit points are distributed throughout the programme as follows:

- Mandatory courses: 43,5 credit points
 - Including course paper: 1 credit point
- Elective courses: 22,5 credit points
- Internship: 9 credit points
- Master's thesis: 15 credit points

2.8.3 Experts' Appraisal

In general, the panel concludes that the programme successfully prepares graduates for the local labour market, especially in the realm of academia. The combined use of theoretical input and practical application through lectures, seminars, independent research work and the compulsory internship provides students with the necessary skills and networking opportunities to foster their careers. The tightly knit support web for students surely contributes to the quality of student learning. The inclusion of students in current research projects of the teaching body surely contributes to their level of expertise.

The panel recommends to seize the current digitalization of teaching and learning in order to enhance the integration of international academic discourses even further. Case studies should be analysed more frequently in the curriculum.

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 equalling 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 0,5-16 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 panel recommends to offer workshops on publications in international journals, on empirical research methods and on quality assurance as a means to foster the professional development of teaching staff.

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 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 high 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 Corel

Draw. 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, EBSCO, [Open textbook library](#) , [qPDF Drive](#), [qFree Ebooks.net](#) or [AIS eLibrary](#) 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 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. Access to "Business Source Elite" and "Springer Link" is recommended. Concerning software, the panel recommends to obtain licenses for staff and students of the programme "Oracle".

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, the panel applauds the additional psychological counselling offered in light of the pandemic by the Department of Innovation and Technologies on Pedagogical and Psychological Activities.

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, members of ANU stated that they were approached by the Ukrainian national accreditation agency. ANU members were interviewed about their quality assurance processes.

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

Moreover, the experts recommend introducing a 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.

Students confirmed that their workload was generally adequate and manageable. In one case, the workload was reduced after critical feedback in evaluations. Employers confirmed that they are in regular exchange with the university management about the teaching content. They stated that their suggestions, such as the implementation of more practical training or a course on advertising technology were included into the curricula swiftly.

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-1826-2

Study programmes:

Bachelor's level

**Marketing
Finance, Banking and Insurance
Entrepreneurship, Trade and Exchange Activities
Management
Tourism**

Master's level

**Marketing
Finance, Banking and Insurance
Entrepreneurship, Trade and Exchange Activities
Management
Management (Business Administration)
Management (Management of Educational Institution)**

Introductory provisions

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

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

The answers to the experts' comments and recommendations

General Recommendations:

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

ANU has concluded a number of memorandums with companies and organizations that actively operate beyond the Ukrainian market. These are national companies that operate in foreign markets as exporters, perform various types of work on contract basis with foreign

partners, develop foreign direct investments and have their subsidiaries and branches abroad. For example, there are JSC “Dnipro aggregate plant”; “Metal-kurier” LTD; “IAD” LTD; “EPAM Systems” LTD; “Ukrainian informational technologies” LTD; “Yuzhny Mashinbuilding Plant named after A.M. Makarov”, Novomoskovsk Knitting Factory LLC (trademark GIULIA), which supplies its products to the domestic market and the markets of Austria, Germany, USA, England, Ireland, Kazakhstan, Moldova, Belarus, Russia, Lithuania, Spain and others; INTERPIPE Novomoskovsk pipe plant is a manufacturer of enamel ware, which is exported to Germany, the Czech Republic, Greece, Bulgaria, Russia, Turkmenistan, Azerbaijan, Uzbekistan, Moldova, Belarus, the Baltic States and Africa and other. Students who study in the Marketing, Management, Business administration, Entrepreneurship, Trade and Exchange Activities, Finance, Banking and Insurance bachelor’s and master’s programmes undergo practical training at the named above and other companies operating in foreign markets. In the future, ANU is going to further develop this area, namely by signing cooperation agreements with companies whose activities reach beyond the Ukrainian market and first of all will focus on establish closer cooperative relationships with foreign companies.

Also, it is worth mentioning that students of Tourism study programme take summer internships in international companies, like Prestige Deluxe Hotel Aquapark Club (Golden Sands, Bulgaria), BBStaff (Turkey) and others. The ANU jointly with Department of International Tourism, Hotel & Restaurant Business and Foreign Language Training has signed a cooperation agreement with Faculty of Management in University of Presov, Presov, Slovakia https://duan.edu.ua/images/staff/departments/tourism/Files/Agreement_Presov.pdf, which offers vocational training in Tourism and Hospitality, and the Secondary Vocational School of Hotek Services and Business, Zvolen, Slovakia https://duan.edu.ua/images/staff/departments/tourism/Files/Agreement_Zvolen.pdf. Moreover, now the department is on the way to sign the Memorandum of Understanding with Washington State University and we are discussing the Global Virtual Programme for students in Tourism and Hospitality for the autumn semester of 2021-2022 academic year with Professor Dipra Jha, Washington State University, in which at least 30 of students in Tourism and Hotel & Restaurant Business will participate <https://www.facebook.com/Tourism.UAN>.

Students who study in the Management of Educational Institution programme can study the experience of managing foreign universities due to close contacts between ANU and foreign HEIs such as University of Wales Trinity Saint David (UK), International Black Sea University (Georgia), Humanitas University (Poland), University of Rijeka (Croatia), University of Occupational Safety Management in Katowice (Poland), Aydin University (Turkey, Istanbul) and other. The study of foreign experience in university management will continue and develop in the future.

➤ Internationalization

▪ Introducing summer schools as a further mobility format

In the framework of cooperation with the Poznan University of Technology (Memorandum of 04.04.2017), ANU students of the study programme Entrepreneurship, Trade and Exchange activities had the opportunity to:

- study in the format of summer schools (Poznan University of Technology, Poland);
 - take part in an international research ‘Problems of Employment of Graduates of Higher Education Institutions’ together with the higher educational institutions of Germany and Poland.
- At the same time, after the removal of quarantine restrictions, to increase the international mobility of students, it is planned to discuss the possibility of summer school organization at Alfred Nobel University.

The introducing of summer schools in international mobility programs is in the nearest future plans. During negotiations between the management of the Department of International Marketing with partners from the Faculty of Economics and Business, University of Rijeka (Croatia), an invitation to ANU students was received to take part in the summer school “International Environment and European Integration”, which will be held in July 2021 online.

Students of study programmes Management, Business Administration and Management of Educational Institution participate in summer schools and internships abroad:

- 2 students took part in the “UBB-FSEGA Summer School of International Management and Marketing 2017”, conducted by the Faculty of Economics and Business Administration of the University of Cluj Babes-Boyaia from July 31 to August 5, 2017 (Cluj-Napoca, Romania),
- 6 students took part in the III International Summer School “Logistics & Marketing” (April 16-20, 2018).
- foreign internship of 2nd year student Kirongozi Paula from Nigeria

It is planned to establish the International Summer School at Alfred Nobel University from 2022-2023 academic year.

The Department of International Tourism, Hotel & Restaurant Business and Foreign Language Training has not yet started offering own summer school programmes, however, our students take summer internships in the resort areas abroad. Though the tourism industry still does not welcome a lot of migrant workers in the period of recovery, three of our Tourism students are currently working in Germany, Cyprus and Turkey. This summer our second-year student Artem Yerokhin is going to participate in the summer internship in France.

➤ **Curricula:**

▪ **Implementing IT-skills as:**

- **Use of data analysis programmes (Excel, SAP)**
- **Market analysis**
- **Computer sciences, data science, data analysis**

While studying in ANU, the students use programmes for data analysis, in particular:

- Bachelor’s level: programme MS Excel in the courses ‘Organization of Trade’ for the analysis of the range of goods; ‘Sales Techniques and Customer Involvement’ for the analysis of sales volume; ‘Economics of Trade’ for the analysis of inventories of commercial enterprises; ‘Entrepreneurship’ course in which students, using IT skills, develop a business plan;
- Master’s level: SAP programme to control the procurement processes, to optimize the warehousing operations, to modernize logistics; and Bitrix24 which is collaboration platform that optimizes business processes and includes 5 main tools: CRM, Tasks and Projects, Contact Centre, Websites, Communications.

Market analysis is carried out constantly in the framework of many courses (Marketing Management, Marketing Research, Strategic Marketing, Banking Business, Monetary Policy, Financial System, Electronic Financial Services, Investment Analysis, Insurance Business and others), when writing the Bachelor’s and Master’s thesis, using the YouControl platform, to which the students of the University have free access. Market analysis is used by students to identify general trends, prospects for development in the study of different groups of products. Knowledge of computer sciences, data science, data analysis is implemented in the study of exchange activities (for the analysis of price quotations, in technical analysis, for price forecasting) and in the study of advertising activities in business (advertisements, advertising videos).

In 2020, PhD Iren Pavlyshyn (Poznan University of Technology, Poland) conducted a three-hour business simulation on the educational platform ‘Revas’ for the students of the study programmes Entrepreneurship, Trade and Exchange Activities, Management, Marketing, and Business Administration.

In 2021-2022 academic year, to increase the information competence of future specialists in entrepreneurship, trade and exchange activities, we introduced the elective course ‘Entrepreneurship: 1C’ (bachelor’s level). On this course students study the software product (1C) for accounting and management accounting in commercial organizations, as well as for the formation of statistical and tax reporting.

The ANU provides for the acquisition and constant updating of IT skills in accordance with the needs of the labor market: students study new versions and new functionality of Excel,

especially financial functions, study and apply an Analysis Package and Package Solver. We plan to use the SAP business process modeling programme in the near future.

Since the last academic year, new courses have been introduced into the programmes curricula, which are taught by practitioners from the Department of Computer Science, in particular, students will gain skills in working with Python for data analysis, working with HTML pages and API, unloading databases using SQL, knowledge of Artificial Intelligence and Machine Learning. The University going to widely develop this area in the future, taking into account the recommendations of ZEvA experts.

➤ **Infrastructure – Resources:**

- **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. Starting from the 2021/2022 academic year to increase the readiness of students to work with English literature, the number of credits for learning English increases from the first year of study in all study programmes (from 10 to 16 ECTS). Moreover, the Rectorate decision made it obligatory for all study programmes to include MOOCs related to the course of study into the curricula and recommend them to students, as well as update the resources for each course in accordance with ZEvA recommendations.

The students have the opportunity to choose elective courses that are taught in English, which involves the work of students with primary sources (textbooks and other materials). The teachers of all departments are constantly updating and expanding the list of references for courses in English, which includes both textbooks and scientific sittings, monographs, dissertations, reviews of the world's leading analytical companies.

➤ **Teaching and assessment**

- **Checking the used literature regularly on actuality**

Every year in syllabi, when creating a list of literature, teachers update current literature. The sources used should be no older than 5 years. To do this, they work with library catalogues of both the University's catalogues and electronic catalogues of leading libraries in Ukraine and abroad. This process is also overseen by the Department of Didactics of Alfred Nobel University.

➤ **Internship:**

The experts' recommendations regarding the improvement of the internship will be taken into account by the departments after a detailed study and discussion.

- **Either connecting the different phases of practical experience to each other through a recurrent thematic question.**

When developing study programmes, attention was paid to ensure that different types of internships were logically interconnected, especially on master's programmes. At the practical training students collect, process and analyze information about the enterprise, make a report and presentation. After they discuss and adjust further actions for writing a master's thesis. During pre-diploma internship, students use analytical data and test their proposals on the analyzed companies, which is reflected in the internship report, scientific papers and master's thesis.

Internships at the bachelor's degree are also interrelated: in the first year students get

acquainted with the study programme, the peculiarities of university education, the principles of academic integrity etc., discuss the prospects of the profession, in the third year the internship is devoted to the study of the work of the banking system as the basis of the state economy, in the fourth year the internship provide the opportunity to apply the acquired knowledge and skills in real life and daily activities of the enterprise.

Thus, all types of practical training at the above-mentioned study programmes are closely interconnected in line with intended learning outcomes that are determined for each study programme. Each type of practical training aimed for the development of practical experience in accordance with the relevant year of study and acquired competencies. The practical experience of students is expanded by different types of practical training to develop competencies and practical skills in different companies, business enterprises and organizations.

- **Or designing the internship to one coherent experience of at least eight weeks.**

This recommendation will be discussed regarding master's programs and considered the possibility of replacing two internships of 4 weeks each for one comprehensive internship lasting 8 weeks, taking into account the goals and objectives of the internship, as well as the wishes and capabilities of the companies where students are doing internships.

- **Seizing the current digitalization of teaching and learning to enhance the integration of international academic discourses even further.**

The use of modern digital technologies has significantly expanded the participation of foreign professors and speakers in the study process. The digitalization of teaching and learning will be used and implemented further to enhance the integration of international academic discourses by involvement foreign professors and speakers.

➤ **Teaching staff**

- **Hiring more full professors.**

To improve the teaching staff of the study programmes, the recommendation will be taken into account.

- **Offering workshops on publications in international journals, on empirical research methods and on quality assurance as a means to foster the professional development of teaching staff.**

This expert recommendation is very important and we fully agree with it. It should be noted that in ANU considerable attention is paid to the research component of the development of the teaching staff. Workshops on publication in international journal, empirical research methods and quality assurance as a means of promoting the professional development of faculty are held both at the university and department levels. Thus, the ANU faculty staff took part in International seminar "European quality standards of higher education in the context of international accreditation" April 12, 2021. These activities will be actively pursued in the future.

➤ **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 increase the readiness of students to work with English literature, starting from the 2021/2022 academic year, the number of credits for learning English increases from the first

year of study in all study programmes (from 10 to 16 ECTS).

The students have the opportunity to choose those elective courses that are taught in English, which involves the work of students with primary sources (textbooks and other materials).

Teachers are constantly updating and expanding the list of references for each discipline in English, which includes both textbooks and scientific publications, monographs, dissertations, reviews of the world's leading analytical companies. The requirements for the work of students emphasize that the sources used should be no older than 5 years.

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

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

- **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.

- **Enabling access to “Business Source Elite” and “Springer Link”**
- **Obtaining licenses for staff and students of the software “Oracle”.**

The possibility to get access “Business Source Elite” EBSCO and “Springer Link” is under the discussion now. As well as the possibility to obtain licenses for staff and students of the programme “Oracle”.

➤ **General conditions**

- **Developing a coherent and binding concept in case students are unable to participate in the scheduled exams and thus take the exam at a later point in time. In general, all rescheduled exams should assess at the same competencies and knowledge as the original exams.**

According to the Regulation on the Organization of the Educational Process at Alfred Nobel University, there are regulated rules that allow to create equal conditions for assessing the knowledge of students who take exams at the appointed time and those who take exams later for various reasons.

The Regulation includes the following points: all students take scheduled exams with the same exam tasks, which creates equal conditions and makes the results of exams comparable; students are acquainted in advance with clearly described assessment criteria; for students who for various reasons could not pass the exam on schedule, other exam tasks are developed, which in their structure and complexity are identical to the planned task. Thus, all exams assess the same competencies and knowledge.

Study Programmes

Recommendations, Conditions and Experts' Appraisal

Marketing (Bachelor, Master)

- **Introducing digital marketing, online market research, platform economics and digital transformation of businesses into the curriculum.**

ANU pays great attention to the modern aspects of training marketers in the context of digitalization challenges. In 2018-2019 an elective course Internet Marketing was offered to students and enjoyed great interest. In 2021-2022 according to the proposals of stakeholders (employers and graduates), Internet Marketing was included into the curriculum as mandatory course. It focuses on study marketing communication strategies in the internet; promotion of goods and services in social media; developing internet advertising; creating web site and landing page; WEB analytics search engine optimization etc. In 2021-2022, students are offered the elective course Social Media Marketing. In the future, it is planned to develop at the basis of course Internet Marketing a new comprehensive course Digital Marketing and introduce it into the curriculum. During the teaching of the Marketing Research course, attention is paid to online marketing research. Students conduct such research themselves, through Google forms, on social media and among selected respondents. Also we are aware the importance of Platform economics as well as Digital transformation of businesses and invite students to study relevant courses on the platform Coursera and other (for example free courses Digital transformation <https://www.classcentral.com/course/bcg-uva-darden-digital-transformation-10484> and Platform Strategy for Business <https://www.classcentral.com/course/edx-platform-strategy-for-business-8220>), before it will be introduced in the curriculum.

- **Making electronic resources available and using them also after the pandemic.**

Electronic technologies based on programmes for online teaching and assessment such as ZOOM, Google class etc., and electronic resources electronic resources both created by teachers and external, for example Open textbook library <https://open.umn.edu/opentext-books/books>, PDF Drive <https://www.pdfdrive.com/>, Free Ebooks.net <https://www.free-ebooks.net/advertising>, AIS eLibrary <https://aisel.aisnet.org/> and other are available to students at permanent basis and become an important part of teaching and learning process after the pandemic.

- **Introducing two areas of specialisation; one branch could focus on marketing in Ukraine, the other one on international marketing.**

The Department of Marketing highly appreciated this undoubtedly an interesting and promising recommendation. The needs of the labor market and the opinion of students and applicants will be studied regarding the introduction of two suggested areas of specializations in Marketing. Also, taking into account the rapid internationalization of national enterprises, associated with the EU-Ukraine Association, courses in International Economic Relations and International Marketing are already offered to all students. A number of elective courses are also offered that allow them to study certain aspects of the international activities of companies and international marketing in more depth (for example PR in International Relations, International Management, Foreign Economic Activities of Enterprise).

Marketing (Bachelor)

➤ **Updating all literature sources on a regular basis. This accounts especially for literature in Ukrainian.**

In accordance with the requirements that can ensure a quality of education in Marketing, for the study of all courses included in the curriculum, teachers recommend to students modern sources of mandatory and recommended literature both in Ukrainian and English. These are textbooks, scientific books and articles in scientific and professional journals, as well as Internet sources. As a rule, literature sources are not older than 5 years. But at the same time, teachers offer students sources of literature published earlier. As for Marketing, these are the classic works of E. Jerome McCarthy, Theodore Levitt and many others. In addition, we offer students books and articles published in previous years, which contain important and relevant today concepts, statements, justifications and facts regarding the development of marketing in Ukraine. The classic literature on mathematics, statistics etc. from previous years is also used. We will definitely take into account the recommendation of experts updating all literature sources on a regular basis, especially for literature in Ukrainian.

Marketing (Master)

➤ **Paying closer attention to scientific marketing literature and the teaching of modern research methods. Additionally, practically oriented marketing literature should be considered more strongly.**

When teaching modern concepts and approaches of marketing to students of the master's programme, we always pay great attention to scientific marketing literature and modern research methods. For example, the book *Modern Marketing Research: Concepts, Methods, and Cases* by Fred M. Feinberg, Thomas Kinnear, James R. Taylor recently proposed to the master students aroused their great interest and became an incentive for deeper study of Marketing. We continue to offer students modern, practically oriented marketing literature in English and also translated into Ukrainian.

We are also currently considering use of the Similarweb platform (<https://www.similarweb.com/ru/>) for measuring digital metrics and teaching students to perform efficiently digital research, digital marketing and e-commerce.

Finance, Banking and Insurance (Bachelor)

Recommendations:

➤ **Analyzing and discussing annual reports of companies in the banking and insurance sector of other countries.**

Analysis and discussion of annual reports of companies in the banking and insurance sector of other countries takes place within such courses as Financial Analysis, International Financial Reporting Standards, Banking Business and especially within the course Insurance Business. Also analysis and discussion of such reports takes place within the topic Banking Statistics which belongs to the course Banking Business.

Within the course Financial Analysis, when teaching reporting components to the students, the lecturer demonstrates examples of annual reports of foreign companies. When studying the course International Financial Reporting Standards, students compare the annual reports of Ukrainian enterprises, insurance companies or banking institutions with foreign ones. In English-language study programmes, the material is studied on the basis of foreign reports which are compared with Ukrainian one.

Within the topics Regulation of Insurance Activity in Ukraine and in the World, and International Insurance Market, which are the part of the course Insurance Business, the results of the analysis are analyzed and discussed.

Conditions:

- **Awarding an adequate amount of credit points for the delivery of the Bachelor's thesis and its' oral defence and integrating it into the study plan.**

The conditions of the ZEvA Commission will be taken into account when revising the study programme: it is planned to introduce into the curriculum the writing and defence of the Bachelor's thesis. However, this will entail a reduction in credits for professional disciplines of 4 courses, which requires additional adjustments to the curriculum.

Finance, Banking and Insurance (Master)

Recommendations:

- **Introducing forms of assessment to the curriculum which demand a higher workload from the students. In return, the total number of assessments might be reduced.**

The recommendations of the ZEvA Commission on the introduction into the curriculum the assessment forms that require more workload from the students are now considering when preparing syllabi and other methodological material of courses for the next academic year. We strive to use teaching and monitoring methods aimed at developing students' motivation for independent work.

The process of assessing the formation of competencies involves: current assessment (formative assessment); assessment according to certain criteria (criterion-referenced assessment); peer- and self-assessment. Assessment according to certain criteria is based on indicators that describe the result of completing an educational task, and the student can independently assess the level of goal achievement. Assessment according to certain criteria act as feedback and allows students to assess their achievements and gaps in mastering the material, to analyze the reasons. Peer assessment and self-assessment help develop students' metacognitive skills.

The following forms and methods of assessment are envisaged: reports, peer-review of works, group expert assessments, assessment of the ability to write a summary to scientific papers, assessment of the ability to participate in a discussion, to prepare a report, to creatively solve individual and group problems, to carry out project activities, to analyze cases.

- **Analyzing and discussing annual reports of companies in the banking and insurance sector of other countries.**

In the master's programme, the analysis and discussion of reports of companies in the banking and insurance sector of other countries takes place within such courses as Financial Management, Regulation and Supervision of Banking Activities, Insurance Management, Financial Reporting and Accounting in Banks.

When studying the topics Financial Statement Analysis, Cost of Capital, Leverage, Working Capital Management, which are the part of the course Financial Management, students calculate the indicators of domestic enterprises, banking institutions and insurance companies, which are further considered in master's theses, where students compare management techniques, models and features of Ukrainian and foreign companies reports.

Within the course Regulation and Supervision of Banking Activities, students study the theoretical and practical aspects of banking regulation in Ukraine, comparing them with the experience of foreign countries.

Within the course Insurance Management, performing an individual task, students analyze the reports of insurance companies, learn to conduct financial monitoring and study how to manage the company's cash funds carefully.

Within the course Financial Reporting and Accounting in Banks students acquire accounting skills, needed in banking institutions, draw up the reports, compare the methods and principles of foreign banking institutions reports.

Entrepreneurship, Trade and Exchange Activities (Bachelor)

Recommendations:

- **Emphasizing Trade Theory and Foreign Exchange Exposure in the curriculum.**

The recommendation provided by ZEvA experts will be considered in the updated study programme Entrepreneurship, Trade and Exchange Activities (bachelor's level) within the courses: Enterprise's Foreign Economic Activity, and Exchange Activities by introducing certain topics.

Conditions:

- **Awarding an adequate amount of credit points for the delivery of the Bachelor's thesis and its' oral defence and integrating it into the study plan.**

This condition has already been met. The final certification of bachelors of the study programme Entrepreneurship, Trade and Exchange Activity is carried out in the form of public defence of the bachelor's thesis. Bachelor's thesis is included in the study programme in the amount of 225 hours/7.5 credits; the students entering from 2020 onward should defend their thesis.

Entrepreneurship, Trade and Exchange Activities (Master)

Recommendations:

- **Emphasizing Trade Theory and Foreign Exchange Exposure in the curriculum.**

In the study programme Entrepreneurship, Trade and Exchange Activities (master's level) the theory of world trade (mercantilism, neo-mercantilism, the theory of absolute advantages, the theory of comparative advantage, the theory of factor endowment) and foreign exchange exposure are considered within the course World Trade.

Management (Bachelor)

Recommendations:

- **Increasing the number of credits points for the Bachelor's thesis.**

The University has a procedure for monitoring the student workload, according to which the redistribution of credits between the components of the program is carried out. The decision on the redistribution of credits is made based on the results of determining the workload for each module and the time spent preparing for the defence of the bachelor's thesis. Based on the results of data analysis, appropriate changes will be made to the programme for the next

academic year.

Experts' Appraisal

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

The use of modern digital technologies has significantly expanded the participation of foreign professors and speakers in the study process. The digitalization of teaching and learning will be used and implemented further to enhance the integration of international academic discourses by involvement foreign professors and speakers via the digital tools:

- Google Classroom as Learning Management System for all courses;
- learningapps.org platform for performing various tasks in the following disciplines: "Crisis Management", "Business Administration (Project Management)", "Business Administration (Innovation Management)", "Management and Administration (Operational Management)", "Management and Administration" (Management), "Staff development and evaluation", "Staff evaluation", "Introduction to the specialty".
- wordwall.net platform to perform various tasks in the disciplines "Thinking Design in Business", "Innovative entrepreneurship and management of startup projects", "Management and administration (Business planning and management of startups)"
- online board Miro for classes in the disciplines of Crisis Management, "Business Administration (Project Management)", "Business Administration (Innovation Management)", "Management and Administration (Operational Management)", "Management and Administration" (Change Management) "Personnel Development and Evaluation", "Personnel Evaluation", "Introduction to the Specialty", "Design Thinking in Business", "Innovative Entrepreneurship and Startup Project Management", "Management and Administration (Business Planning and Startup Management)"

Elements of distance learning technologies are used in the study of disciplines "Crisis Management", "Business Administration (Project Management)", "Business Administration (Innovation Management)", "Management and Administration (Operational Management)", "Management and Administration (Management)", "Staff Development and Evaluation", "Personnel Evaluation", "Introduction to the specialty", "Design-thinking in business", "Innovative entrepreneurship and management of startup projects", "Management and administration (Business planning and management of startups)" on Edmodo platform.

Tourism

Experts' Appraisal

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

Due to online studies under pandemic, the Department of International Tourism, Hotel & Restaurant Business and Foreign Language Training was able to organise many virtual lectures with speakers from both Ukraine and Tourism international community.

In 2020-2021 academic year, we had online lectures and workshops with foreign speakers: Ukrainian students Max Zorin and Nikita Tarasov graduates of the School of Hospitality restaurant business in Thonon-les-Bains, France, telebridge PARIS-DNIPRO (Nov 2020), two workshops on the restaurant management and the cuisine by Nikita Tarasov, chef of Michelin restaurant Alain Ducasse on Seine, the Ducasse sur Seine, Paris, France (March 2021, April 2021), lecture by Olha Velikorodnaya 'Emotional secrets of colour and hotel restaurant segment', Moscow, Russia (March 2021), two lectures on Tourism in China by Gérard

Beduneau and Wi Ling, Paris, France (The main features of Chinese civilization and its tourist attraction - March 2021, Tourist attractiveness and gastronomic uniqueness of China - April 2021), lecture by Jacques Barhélémé 'Necessary adaptations of the hotel business, tourism and restaurant sector to post-covid period', Toulouse, France (May 2021), lecture by Nicolas Garnier 'The universe of Calvados', Tenschebre-Bocage, France (May 2021). There were workshops and lectures by Ukrainianf Tourism and Hospitality business representatives: Ivan Liptuga, Head of National Tourism Organization of Ukraine (Nov 2020), Elena Malakhova, head of the regional office of Tez-Tour (Nov 2020), Yaroslav Yaroshenko - historian, archaeologist, one of the founders of the First City School of Guides (Feb 2021), two workshops by Ksenia Skrypnyk, Front Office Manager Axelhof Boutique Hotel and others. They were invited to give lectures either withing the frameworks of the courses on Management, Marketing or Technologies of Tourism Activities, of as guest speakers in the meetings of the student club "Travel Guide Ukraine".

We continue working on that and are now developing the Global Virtual Programme for students in Tourism and Hospitality for the autumn semester of 2021-2022 academic year with Professor Dipra Jha, Washington State University, in which at least 30 of our students in Tourism and Hotel & Restaurant Business will participate within the framework of Memorandum of Understanding between Washington State University and Alfred Nobel University <https://www.facebook.com/Tourism.UAN>. We look forward to achieving new vision of the programme in Tourism and/or new courses from the speaker in the industry from the USA and Europe.

In our mandatory courses Information Systems and Technologies, Information Systems and Technologies in Tourism and Technologies of Tourism Activities we teach students in tourism to operate different applications, and invite guest speakers to conduct workshops. The last one, for example, was conducted in May 2021 in the class of Information Systems and Technologies by Anastasia Storozhuk, a specialist at the Simply Contact International Outsourcing Contact Center, who was explaining the class on "Reservation systems".

In the course of Information Systems and Technologies, students in Tourism acquire full set of skills in using data analysis programmes such as Word, Excel and ACCESS. Also, Amadeus is taught. Moreover, Viktoriia Yemelianova, Practicing Lecturer, Deputy Director in a travel agency Azimut, Dnipro, Ukraine, is teaching the courses of Tourism Management, Technologies of Tourism Activities, Insurance Business, where she sets tasks and teaches how to operate the online booking systems of big tour operators of Ukraine, which are open and free of charge:

- Anex Tour <https://www.anextour.com.ua/>
- Coral Travel <https://www.coraltravel.ua/>
- TEZ Tour <https://www.tez-tour.com/ru/kiiev/?lang=ru&city=msk>
- Join Up <https://joinup.ua/>
- Kompas Tour <https://kompastour.com.ua/>
- TPG <https://www.tpg.ua/>
- Tourist Club <https://tcc.ua/>
- TUI <https://www.tui.ua/>
- Pan Ukraine <https://panukraine.ua/>
- ALF tour operator <https://alf.ua/>
- Pegas Touristik <https://pegast.com.ua/>
- Siesta <https://siesta.kiev.ua/>

In some cases, like with the booking system of tour operator TEZ Tour <https://www.tez-tour.com/ru/kiiev/?lang=ru&city=msk>, Practicing lecturer uses own access to the system to demonstrate the booking activities, calculate the commission. Also, the lecturer uses own password to access the system of IATI <https://agent.iati.ua/> and demonstrate it to students real-time.

Management (Business Administration) (Master)

Recommendations:

- **Updating the curriculum in general along current international academic discourses.**

The MBA programme is oriented on the adult people who already have the Master or Specialist Degree. All enrollees have business experience not less than 2 years. The target audience usually do not have previous economic education so the Curriculum of the MBA Programme focused on the creation of equal conditions and knowledge base for deep study of modern management tools and technologies by all MBA students. The first version of this Programme was developed in collaboration with experts of University of Amsterdam and professors of Alfred Nobel University. The changes in Curriculum are made every 2 years, so according to the modern international academic discourses in MBA programmes we are going to revise Curriculum and to make quality changes:

- ✓ to study international General and Executive MBA Programmes and use the best practice in Curriculum and teaching content;
- ✓ to integrate mandatory and elective courses which will be focused on the improvement of MBA ANU graduates' competitiveness on international market;
- ✓ to include more courses which will develop students' soft-skills (Business-mediation, Ethics, Corporate Responsibility and Sustainability, Business in Digital Environment, etc.);
- ✓ to redesign teaching content and title of some courses, e.g. Innovative Development of the Enterprise will be redesigned in Innovation Management, Development of Creative Thinking will be changed in Design Thinking;
- ✓ to introduce courses devoted to the formation of student's skills in using Big Data

- **Strengthening digitalization and artificial intelligence as teaching content.**

Digitalization is and will continue to be an integral part and of the MBA programme. The strengthening of Artificial Intelligence as teaching content is already beginning in 2021. The 2nd year MBA student (cohort 2019) take part in Business Simulation by Sim.Pepelatz (<http://pepelatz.tilda.ws>) in Spring Semester 2021.

The Business Simulator by Sim.Pepelatz is specially developed artificial intelligence methods, Balance of Detail and Controlled Uncertainty. Business and the market evolve, influencing each other. The balance of profitability model, strategy and business building in a particular environment matter. There are thousands of groups of buyers here, their preferences are blurred and determined by many factors. Pepelatz Analytics Central Toolkit reveals familiarity from a new perspective.

Business Simulator takes place in the International Business School of Alfred Nobel University. 4 groups of MBA students were competitors during two weeks according to the guideline and terms of Business Simulation by Sim.Pepelatz.

The students who took part in the simulator spoke positively about their first experience of participating in Artificial Intelligence Simulator.

We are going to extend this experience for other MBA groups and to provide special event for our graduates to update their skills and to create conditions for networking between MBA cohorts 2011-2021.

In the near future we will continue to use Artificial Intelligence as teaching content, in particular we plan to include Kahoot! Socrative, Grovo, Uqualio.

Management (Management of Educational Institution) (Master)

Recommendations:

- The panel **recommends** to seize the current digitalization of teaching and learning in order to enhance the integration of international academic discourses even further. Case studies **should** be analyzed more frequently in the curriculum

Currently, the case method is already used in next courses: Strategic Management in Education, Human Resources Management. Conflict Management in Education, the Specifics of Managing an Educational Institution of Various Types, Fundraising in Educational Activity. It is planned to use this method more effectively, and this will be more clearly reflected in the syllabi of courses.

Experts' Appraisal

Teaching Faculty

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

The recommendation will be taken into account.

- 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 to the recommendation to recruiting procedure focusing internal resources, we have already extended the scope of job advertisements to national publications and platforms, and social media (Facebook and LinkedIn), so it allows us to invite more PhD, Associate Professors from different regions of Ukraine who correspond to the requirements and are in line with the overall institutional strategy.

- As regards staff development, the experts **applaud** the implementation of an adequate internal professional development system. The panel **recommends** to offer workshops on publications in international journals, on empirical research methods and on quality assurance as a means to foster the professional development of teaching staff.

This expert recommendation is very important and we fully agree with it. It should be noted that in ANU considerable attention is paid to the research component of the development of the teaching staff. Workshops on publication in international journal, empirical research methods and quality assurance as a means of promoting the professional development of faculty are held both at the university and department levels. Thus, the ANU faculty staff took part in International seminar "European quality standards of higher education in the context of international accreditation" April 12, 2021. These activities will be actively pursued in the future.

Infrastructure

- The experts **recommend** further increasing the use of 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.

Teachers are constantly updating and expanding the list of references for each course in English, which includes both textbooks and scientific publications, monographs, dissertations, reviews of the world's leading analytical companies. The recommendation to allocate a certain percentage of tuition fee per person to the enhancement of the library and digital services is important and taking into consideration.

- **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.**

We fully agree that the ANU central library has the great potential for improvement, and making efforts in this. When monitoring the satisfaction of consumers of educational services, students are asked questions related to satisfaction with the library. Answers are carefully analyzed, the reasons for dissatisfaction are identified and measures are taken to eliminate them. It should be noted that during the monitoring, students demonstrated good satisfaction with the library. The library has two reading rooms with a capacity of 100 people, and before the pandemic, these rooms were always full after classes ended. More than 4000 students are subscribers of the library. At the beginning of the academic year, each student receives a set of 6-10 required textbooks per semester. They can get more books from the library, if necessary, by placing an order, or download via the Internet. During the pandemic, the use of the Internet to obtain the necessary literature has increased. It is necessary to find the best combination of the use of electronic resources and printed literature for greater efficiency of the teaching and learning process.

- **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. Access to “Business Source Elite” and “Springer Link” is recommended. Concerning software, the panel recommends to obtain licenses for staff and students of the programme “Oracle”.**

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. The possibility to get access “Business Source Elite” EBSCO and “Springer Link” is under the discussion now. As well as the possibility to obtain licenses for staff and students of the programme “Oracle”.

Quality assurance

- **Moreover, the experts recommend introducing a 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 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-1826-2). The recommendation to adapt the grade scale of questionnaire “Lecturer through the eyes of learners” is very sound and we take it into the consideration. The minimum grade for “satisfactory” will be 7.