

Accreditation Report



Master's Programme

"Social Psychology"

Kyiv School of Economics

Kyiv, Ukraine

Reference Number IP-1243-1

26th Meeting of the ZEvA Commission on 10 March 2026

Item 04.02

Study Programme	Degree	Programme Duration	Type of Programme	ECTS Credits
Social Psychology	Master	1 year, 10 months	Full-Time	90

Accreditation contract signed on: 29 April 2025

Date of site visit: 21 October 2025

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Expert Panel:

- **Prof. Dr. Olena Chuiko**, Professor of Psychology, Faculty of Psychology, Department of Social Rehabilitation and Social Pedagogy, Taras Shevchenko National University of Kyiv, Ukraine
- **Prof. Dr. Erika Spieß**, Professor of Economic Psychology, Ludwig-Maximilians-University Munich, Department of Psychology/Germany
- **Ms. Meike Beenken**, Senior Manager Sustainability Services, PricewaterhouseCoopers GmbH, Hamburg, Germany (professional expert)
- **Mr. Ali Zülfikar Simsek**, student of Psychology of Intercultural Relations (M.SC.) at ISCTE - University Institute of Lisbon/Portugal (student expert)

Hanover, 10 March 2026

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

1. Decision of the ZEvA Commission 10 March 2026

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report of 22 January 2026.

The ZEvA Commission decides to accredit the following degree programme offered by Kyiv School of Economics without conditions for a period of six years:

- *Social Psychology (Master)*

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

2. Central Findings and Final Vote of the Expert Panel

2.1 Central Findings of the Experts: Executive Summary

The experts have gained a positive overall impression of Kyiv School of Economics (KSE). The Master's programme *Social Psychology* which was launched in 2023 fits in well with the strategy of KSE to provide future skills that are needed to meet the labour market needs.

The high relevance of this study programme to both the university and broader societal needs stands out. The study programme addresses an important niche in Social Psychology, providing both students and the wider community with valuable knowledge and expertise. This relevance is particularly notable given the current socio-political climate, where psychological understanding is crucial for addressing societal challenges. Additionally, KSE's commitment to maintaining a positive impact extends beyond academics, fostering societal resilience during challenging times.

KSE has demonstrated outstanding commitment to the safety and well-being of both its staff and students. The university has been one of the few institutions that has successfully continued classes and meetings despite external disruptions. The KSE space itself provides a safe environment, both physically and mentally, offering a refuge for all members of the KSE community. This includes access to shelters for air raids, providing a secure space during emergencies, and uninterrupted operations even under challenging circumstances. The university also provides extensive psychological support, with access to professional counselling and mental health services. This holistic approach underscores KSE's role as a reliable, secure institution in turbulent times.

KSE is not just focused on maintaining its current success but is actively planning for the future. The vision for growth aims to make KSE an even more relevant institution in the coming years, with a focus on expanding its influence and impact. This forward-thinking attitude is exemplified by the continuous efforts to enhance programme offerings, integrate cutting-edge research, and align with evolving societal needs. There is a clear commitment to long-term growth and ensuring that KSE remains at the forefront of education and research in social psychology.

The programme is notably flexible, which allows it to adapt to rapidly changing external circumstances. This adaptability is crucial for maintaining its relevance over time and ensuring that it remains responsive to societal needs. Whether it's shifting the focus of research or adjusting course delivery methods, KSE has shown that it can pivot when needed, providing a strong foundation for students in a world that is constantly evolving.

A strong team-building atmosphere is evident within the faculty, which fosters a collaborative and supportive environment for both staff and students. Faculty members seem well-connected and in tune with one another, which contributes to a positive and productive academic experience. This cohesiveness is reflected in the strong student-faculty relationships, which are essential for providing high-quality education and mentorship.

The infrastructure and student care at KSE are exemplary. There is a profound focus on building

meaningful relationships with students, making them feel valued and supported. This student-first approach creates an encouraging and positive learning environment, where students feel motivated to succeed and are given the tools to do so. Faculty members are deeply engaged with students, demonstrating a genuine commitment to their academic and personal growth.

KSE offers robust support systems, ensuring that students have access to the resources they need to overcome challenges and succeed. The programme maintains high academic standards while also providing students with second chances when needed, which helps them stay on track. Students are highly motivated to network and engage in deep learning, showing that they are not just seeking a degree but are committed to acquiring knowledge and practical skills. This level of engagement speaks to the program's ability to foster a strong sense of community and academic excellence.

The university places a strong emphasis on quality assurance, ensuring that the programme remains of high standard. Through quantitative evaluation, KSE is able to make data-driven decisions that contribute to continuous improvement. The institution has multiple channels in place to address potential quality issues and has demonstrated responsiveness when challenges arise. This proactive approach to quality ensures that the programme remains relevant and effective in meeting both academic and societal needs.

KSE has compared different national and international programmes in order to find this programme's specific learning goals in a deep understanding of the Ukrainian context, interdisciplinary approach, an English-speaking environment and a closeness to economic and management competencies that are the original strength of KSE.

The Master's programme shows a consistent and plausible curricular structure. The experts are convinced that it provides a qualification at the desired level. A few recommendations were given as can be seen in chapter 2.2.1 in this accreditation report.

2.2 Final Vote of the Experts

2.2.1 Recommendations:

- The experts recommend KSE to define whether the study programme is more research-oriented or applied. This distinction should be explicitly communicated in the curriculum to manage students' expectations and provide clearer direction for their studies.
- The experts recommend strongly to ensure that all Intended Learning Outcomes are thoroughly addressed in the courses. Therefore, a matrix that links the Intended Learning Outcomes to the curriculum would contribute to a more streamlined and efficient learning experience for students, helping them to navigate their studies with a clear sense of progression.
- KSE should improve to clarify its communication channels and communication routes. It is commendable that communication from KSE to students is consistently clear and effective.
- KSE should communicate to the students the scheduling of electives which will allow them to make more informed choices when selecting courses.

- The experts recommend additions to the curriculum:
 - KSE should add more foundational courses in statistics and in Social Psychology, particularly for those who might not have a strong background in these subjects.
 - KSE should incorporating relevant legal requirements into the curriculum in order to ensure that students are well-prepared to meet the professional standards of their field and can effectively navigate the legal landscape of psychology in Ukraine.
 - KSE should add a dedicated course on cultural psychology that includes topics like Culture and diversity, Adaptation outcomes, Contact theory and Negotiation psychology.
- To ensure the quality of the programme KSE should invite more lecturers who have the title of a professor.
- KSE should ensure that the faculty size and expertise remain in balance with the program’s needs when the number of students increases significantly.

2.2.2 **Conditions:**

none

2.2.3 **Recommendation to the ZEvA Commission:**

The expert group recommends the accreditation of the Master’s programme in *Social Psychology* for **the duration of six years without any conditions.**

II Evaluation Report of the Expert Panel

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

II. Evaluation Report of the Expert Panel

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

In April 2025, the Kyiv School of Economics (hereinafter called “KSE”) commissioned the Central Evaluation and Accreditation Agency Hanover (ZEvA) with the external quality assessment and international accreditation of its newly launched Master’s programme in *Social Psychology*. For this purpose, the agency assembled a panel of four experts from inside and outside academia, including a student expert.

The assessment was conducted according to the criteria laid out in the “ZEvA Manual for the External Assessment of Study Programmes”. This assessment framework is fundamentally based on the “European Standards and Guidelines for Quality Assurance in Higher Education (ESG)” (ENQA 2015), the “Framework for Qualifications for the European Higher Education Area” (2005) and the “ECTS Users’ Guide” (European Communities, 2015).

This report is based on the experts’ desktop validation of the university’s self-report and on the outcomes of the talks with faculty, staff and students of KSE on October 21, 2025. Due to the current traveling restrictions, the talks had to be conducted online. Yet, one of the professors, Prof. Dr. Olena Chuiko, visited KSE in order to see the premises in person. She reported her impressions to the expert panel on 20th of October, 2025, and submitted a presentation with data and photographs that she had taken on KSE’s campus on 10th of October, 2025. Furthermore, to give all experts an impression of the general facilities on the KSE campus in Kiev, the university produced a 15-minute guided video tour as a supplement to the self-report. The complex of buildings has a total area of 13878 m².

The accreditation report serves as a basis for the ZEvA Commission to decide on the accreditation of the study programme, and as a source of information for the Ukrainian authorities and the general public as regards the quality and the accreditation status of this study programme.

2. Profile and Mission of the University

The University “Kyiv School of Economics” is a private institution that has its roots in the establishment of a Master’s programme in Economics, taught in English, in 1996. This program was launched by the Economic Education and Research Consortium (EERC) and the Eurasia Foundation at Kyiv-Mohyla Academy. EERC’s mission was to enhance economic education and research capacity in post-socialist countries.

In 2006, the Master’s program in Economics evolved further when EERC left Kyiv-Mohyla Academy and became an independent institution now known as the Kyiv School of Economics (KSE). Since then, KSE has expanded into a group of companies involved in educational, scientific, and analytical activities while actively contributing to Ukraine’s higher education system and society.

Apart from the university, the Kyiv School of Economics now comprises the KSE Institute (a research institution and think tank), as well as the KSE Foundation which financially supports the university’s educational endeavours by actively securing grants and donations which foster the development of the university’s infrastructure and create new opportunities for students and faculty.

KSE is governed by a Board of Directors, which has fiduciary duty for the KSE and legal responsibility for all major decisions. In addition to the Board of Directors, KSE has two advisory boards: the International Academic Board and the International Advisory Board for the Research Network. The purpose of these groups of scholars is according to KSE’s self-report to provide advice on and evaluation of the academic integrity of KSE programmatic operations to donors and staff, each group examining its respective operations.

Initially positioned as a hub for economic education and research in Ukraine, the KSE’s first programmes were focused on economics, specifically Economic Analysis and Business and Financial Economics. To complement these, a Master’s programme in Public Policy and Governance was also introduced.

Since 2021, KSE has launched a wide range of new study programmes, for example further undergraduate programmes in Psychology, Law, Artificial Intelligence, Cybersecurity and Applied Mathematics. As a response to the challenges faced by Ukraine and in order to prepare a strong workforce for post-war reconstruction, new Master’s programmes were introduced, for example in Memory Studies and Public History, Urban Studies and Post-War Reconstruction and the Masters’ programme in Social Psychology, that is to be accredited in this procedure. Additionally, in 2024, the University established an Engineering School and introduced two new Master’s programmes in the field of technology and engineering. Also, in 2024 the first Ph.D. programmes in Economics, History and Archaeology, Sociology, Political Science, Computer Science, Mathematics and Public Management and Administration were introduced at KSE.

Currently, as of August 2025, more than 1000 students study on the Bachelor’s programmes and 277 students study on the master’s programmes. KSE expects to grow its numbers of students significantly during the years to come.

3. Assessment of the Study Programme

3.1 Brief Outline of the Study Programme

The study programme *Social Psychology* is designed at level 7 of the National Qualifications Framework of Ukraine. Upon graduation, students receive a Master's degree.

The programme is directed at graduates in psychology, sociology, pedagogy, public administration, and related fields who aspire to work in research, social policy, NGOs, or the education sector. Particular emphasis KSE places on recruiting motivated candidates with a civic engagement profile and experience in community work, education, communications and public policy.

Applicants for the Master's degree are typically pursuing their studies directly after completing their Bachelor's degree. However, KSE states that it is common for students who already have a Master's degree and professional experience to pursue a Master's degree in another field. Such practices are observed in the educational programmes at KSE, where working professionals seek new knowledge, additional skills, or retraining.

This study programme enrolled 44 students in 2023 (24 female students), 57 students in 2024 (25 female), 95 students in 2025 (57 female). There are no graduates from this programme in 2025 so far.

3.2 Intended Learning Outcomes

The intended learning outcomes (ILOs) of the study programme are laid out in the introductory chapter to the course catalogue. It contains an outline of the central aims, goals and contents of the programme, as well as the most important methods of teaching and assessment applied.

In addition to that, the intended learning outcomes are listed in the Diploma Supplement that is issued upon graduation.

The KSE website does not describe the ILOs or the programme profile in detail, but provides a survey of the curriculum for more information about the programme contents.

In detail, the programme's learning outcomes (that KSE abbreviates with "PLOs") are defined as follows:

PLO01. Search, process and analyze professionally important knowledge from various sources using modern information and communication technologies.

PLO02. Be able to organize and conduct psychological research using valid and reliable methods.

PLO03. Generalize empirical data and formulate theoretical conclusions.

PLO04. Make a psychological forecast regarding the development of the individual, groups, organizations.

PLO05. Develop programs of socio-psychological interventions (training, psychotherapy, counseling, etc.), to conduct them in individual and group work, to assess their quality.

PLO06. Develop educational materials and educational programs, to implement them, to receive feedback, to assess their quality.

PLO07. Present research results in an accessible and reasoned manner in written and oral forms, to participate in professional discussions.

PLO08. Assess the degree of complexity of activity tasks and make decisions about seeking help or improving qualifications.

PLO09. Resolve ethical dilemmas based on the law, ethical principles and universal human values.

PLO10. Summarize the results of one's own scientific research in the form of scientific reports of various forms (theses, articles, reports, presentations).

PLO11. Evaluate achievements and determine and argue the prospects of one's own scientific work.

Program-specific learning outcomes

PLO12. Be able to use specialized software for processing and analyzing psychological data (programming languages, statistical packages).

PLO13. Conduct socio-psychological research, including interdisciplinary research, and analyze the results obtained using multidimensional methods.

PLO14. Create communication (media and information) campaigns with an understanding of the needs of the audience.

PLO15. Provide socio-psychological support and consultation for the implementation of reforms and significant changes, including behavioral ones.

PLO16. Organize departments for personnel search, development and support, provide consultations for organizations.

In addition to the list of ILOs, the programme's aims and profile are described in more detail in the introductory chapter to the course catalogue (Appendix 15 to KSE's self-report).

According to this synopsis, the program aims to *"Training competent, proactive and innovative professionals in the field of social psychology, capable of in-depth analysis of social phenomena, identification of patterns of interaction between the individual and society, diagnosis, prevention and correction of socio-psychological problems at the individual, group and social levels, as well as scientifically based and ethically responsible practical activities in various social contexts."*

Experts' Appraisal

The experts consider that the intended learning outcomes and competences of the study programme could benefit from an even greater clarity regarding the qualification goals (PLOs) and the overall course profile. In particular, it would be beneficial to clearly define whether the programme is more research-oriented or applied. This distinction should be explicitly communicated in the curriculum to

manage students' expectations and provide clearer direction for their studies.¹ One potential improvement could be considering a programme title like "Applied Social Psychology," which would better reflect the program's focus on practical applications and its alignment with real-world issues and outcomes.²

The rationale for launching the study programme and the general programme's profile become sufficiently clear in the description of the aims and intended learning outcomes.

The experts confirm that the descriptions of the PLOs are in line with the master level as stipulated in the Framework of Qualifications for the European Higher Education Area and with Level 7 of the European Qualifications Framework. KSE has described these in detail in its self-report (see pages 53 and 54). Knowledge acquisition, application of knowledge/transferrable skills, problem solving skills, communicative skills and general personal development are all recognisable elements of the PLOs, just as the ability to take on leadership roles and to take decisions in complex, multidisciplinary contexts and situations.

The experts find that the programme is notably flexible, which allows it to adapt to rapidly changing external circumstances. This adaptability is crucial for maintaining its relevance over time and ensuring that it remains responsive to societal needs. Whether it's shifting the focus of research or adjusting course delivery methods, KSE has shown that it can pivot when needed, providing a strong foundation for students in a world that is constantly evolving.

The fields of employment for graduates mentioned in the programme profile seem plausible to the experts and were supported in the talks with some external stakeholders of the study programme (partners/employers) during the site visit.

3.3 Concept and Structure of the Study Programme

3.3.1 Curricular Structure

The programme comprises 90 ECTS credits which are obtained within the period of one year and ten months. The calculated student workload for each academic year is 60 ECTS credits, with one credit

¹ KSE answers to this recommendation in an email on 4th November, 2025 by sending a PLO-Course-Matrix to "clearly demonstrates how each course contributes to achieving the program's learning outcomes..."

² KSE answers to this recommendation in an email on 4th November, 2025: "We appreciate the suggestion to rename the program to Applied Social Psychology, but we believe the current title Social Psychology best reflects its comprehensive nature, allowing graduates to pursue both academic and applied career paths. While, the program team will continue to monitor the relevance and effectiveness of the program structure and content, as well as track updates in the legal regulation of the psychology profession in Ukraine. The outcomes of this monitoring will be used to discuss and implement necessary curriculum adjustments to ensure ongoing compliance with national legislation, professional standards and student's needs."

equalling an average of 30 academic hours.

The study program is divided into trimesters, each of which covers specific disciplines that correspond to the program learning outcomes (see self-report Page 59). The programme has a logical sequence, starting from basic core courses to more specialized ones.

The individual course units comprise between one and a maximum of four ECTS credits each, the internship five ECTS and the master's thesis 15 ECTS. Credits are awarded based on students' successful completion of course objectives and learning outcomes (see self-report page 58), i.e. either credits for achieved learning outcomes or assessment-based credits (see self-report page 58).

In addition to the mandatory courses the programme consists of elective courses at a scope of 25,6% because students are offered a choice of courses with a total of 23 ECTS credits. Students can choose elective courses from the entire course pool of the university according to their individual interests. However, 17 out of the offered elective classes need to be related to the core discipline of the study programme Social Psychology. Beyond that students can create their individual learning paths in accordance with their personal and professional interests.

3.3.2 Course Catalogue

KSE has submitted a course catalogue for the study programme as an appendix to the self-report. Apart from the introductory chapter already mentioned above, the course catalogue includes syllabi for all mandatory, for the internships and the elective course units that are especially listed from the field of Social Psychology.

The syllabi that were disclosed to the experts include all information as recommended in the ECTS Users' Guide, as, for instance, detailed descriptions of contents, aims and intended learning outcomes, the student workload and number of credits awarded, course prerequisites, the learning activities and methods of teaching and assessment as well as lists of recommended reading.

The syllabi for the internship outlines the prerequisites, the background and course rationale and the course aim and learning outcomes. The assessment form and methods are a "reflective journal documenting the application of theoretical knowledge in practice". Evaluation of practice is based on the student's self-report and the feedback of the mentor. The evaluation of the internship is non-differentiated (pass/fail). KSE has in the syllabi explicitly given cases for an unsatisfactory grade (failing).

The table for the mandatory courses is as follows (see course catalogue Social Psychology, appendix 15):

<i>No</i>	<i>Mandatory course</i>	<i>Number of ECTS credits</i>
MC.01	Introduction to social psychology	3
MC.02	Methods of socio-psychological research	4

MC.03	Social psychology for war-time practitioners	3
MC.04	Social determinants of mental health of individuals and communities	2
MC.05	Group Processes and Intergroup Relations	3
MC.06	Mathematical statistics and data analysis in psychology - 1	3
MC.07	Power, hierarchy and social class	3
MC.08	Beliefs, prejudices and stereotypes	3
MC.09	Academic writing	3
MC.10	Mathematical statistics and data analysis in psychology - 2	3
MC.11	Behavioral change strategies	3
MC.12	Political behavior	3
MC.13	Colonial and post-colonial consciousness	2
MC.14	Teaching and training skills	3
MC.15	Psychology in management	3
MC.16	Social psychology in communications	3
	Internship	
INT 1	Internship	5
	Final assessment	
FA 1	Master's Thesis	15
FA 2	Qualification Exam	0
	<i>The total amount of credits for the mandatory courses, ECTS</i>	67

In addition to the mandatory courses students choose elective courses including at least 17 ECTS credits from the elective courses of the study programme as follows (3 ECTS credits each):

- EC 1 English for Professional and Study Purpose
- EC 2 Government Relations
- EC 3 American Psychological Association (APA) Standards for Scientific Publications
- EC 4 Basic on AI in Psychology
- EC 5 Economic Psychology and consumer behaviour
- EC 6 Ethics of scientific research in psychology
- EC 7 Gender studies
- EC 8 Mental health and well-being in a social context
- EC 9 Methodological and ethical aspects of behavioural genetics and sociogenomics

- EC 10 Migration Psychology
- EC 11 Organizational Psychology and Personnel Psychology
- EC 12 Political marketing
- EC 13 Psychology of leadership and influence
- EC 14 Psychology of masses, communities and large groups
- EC 15 Social identity theory_ingroup, outgroup
- EC 16 Social Psychology and Postwar Recovery
- EC 17 Socio- psychological interventions
- EC 18 Theory of collective and intergenerational trauma
- EC 19 Trauma Informed communication_ethics and practice
- EC 20 War Ethics

3.3.3 **Internationalisation, Recognition and Mobility**

Academic mobility is generally highly encouraged by KSE. Some courses of this programme are taught in English.

KSE offers various opportunities for student mobility by collaborating with partner universities abroad and by participating in exchange programmes like Erasmus+. KSE maintains over 60 formalized international partnerships with leading higher education institutions in the United States, the European Union, Canada, the United Kingdom, and other countries worldwide. In Appendix 19 to its self-report KSE lists partner universities with signed Cooperation Agreements.

The focus in this accreditation procedure is on the study programme. Yet, it can be mentioned that KSE is *an active participant in international grant programmes and networks, currently implementing over 20 large-scale international projects. These include grants from EU programmes such as Horizon Europe and Erasmus+, the Swedish Institute, the German Academic Exchange Service (DAAD), the British Academy, US foundations, and projects funded by institutional partners (GWU, University of Pittsburgh), among others* (see appendix 19).

KSE enables academic mobility by ensuring that credits earned can be transferred or recognized by other institutions within the European Higher Education Area (EHEA). KSE has laid down its regulations for the recognition of learning outcomes in Part 4 of its general Educational Process Guidelines. KSE may recognize learning outcomes achieved in formal education or in non-formal settings. The Academic Process Guidelines (see Appendix 5 to the self-report, 4.2. General rules of recognition) explicitly stipulate that the recognition procedure is based on the principles set out in the Lisbon Recognition Convention.³ If, during the review, the academic director finds that there are no learning outcomes that can be recognized, he/she draws up a reasoned conclusion on the refusal. In case an application for recognition is denied, the applicant has a right to appeal.

³ That KSE is also bound to restrictive national recognition rules concerning documents from the Russian-occupied areas of the Ukraine goes without saying and is nothing that KSE can change.

In principle, KSE provides a Diploma Supplement upon graduation which is based on the general standard template used in the European Higher Education Area. A Sample Diploma Supplements for the programme was disclosed to the experts as appendix 17 to KSE's self-report.

3.3.4 **Experts' Appraisal**

The Master's programme shows a consistent and plausible curricular structure. The experts are convinced that it provides a qualification at the desired level.

To ensure that all Program Learning Outcomes (PLOs) are thoroughly addressed, it would be valuable to link these outcomes directly to specific courses within the curriculum. This not only guarantees comprehensive coverage of all necessary content but also allows for a clear allocation of topics across courses, ensuring that no content is unintentionally repeated. This kind of matrix will contribute to a more streamlined and efficient learning experience for students, helping them to navigate their studies with a clear sense of progression.

Some students have expressed interest in more foundational courses in statistics, particularly for those who might not have a strong background in the subject. Offering a more comprehensive statistics course could help level the playing field and ensure that all students are well-prepared for advanced coursework and research. Additionally, there is interest in extending the Social Psychology course to cover more in-depth topics, allowing students to explore the field more comprehensively and gain a deeper understanding of key concepts.

Given the recent updates to Ukrainian psychology regulations, it is essential to integrate these legal considerations into the programme. Incorporating relevant legal requirements into the curriculum will ensure that students are well-prepared to meet the professional standards of their field and can effectively navigate the legal landscape of psychology in Ukraine. This would also ensure that the program remains fully aligned with national and international standards.

The expert group recommends introducing a dedicated course on cultural psychology. This course could explore crucial topics such as:

- Culture and diversity
- Adaptation outcomes
- Contact theory
- Negotiation psychology

These topics are highly relevant in today's globalized world and would significantly enrich the programme's content. A deeper focus on cultural diversity and related themes would also prepare students to address pressing societal issues in their professional practice and research.

During the on-line talks with the teaching staff and lecturers the experts heard about creative teaching and learning methods that they find very inspiring, like interviews and role-playing. The experts also praise the assessment methods, including exams, midterm tests project presentations, participation in discussions, care analyses and group work (see self-report page 58), adequate for this programme.

KSE has had a strong international focus from the beginning, and internationalization is an important part of its current development strategy. A main element of this strategy is to ensure international standards by external quality assessment and international accreditation.

The experts find that KSE's rules for recognition and mobility are in line with the Lisbon Convention and the general European standards.

3.4 Teaching Faculty

KSE has provided comprehensive information on the teaching faculty involved in the study programme, including the CVs of the core teaching staff (see self-report pages 38/39 and Appendix 16).

Additional information was given on KSE's policy for faculty development, that consists of

- information to all university faculty members about available professional development programmes, research projects, internships, and academic exchanges
- personal and professional development by undergoing advanced training
- faculty onboarding, including information about technical support for online and offline classes
- support in research activities.

Thus, KSE plans for faculty development that leads to advancing research capabilities and enhancing teaching techniques.

Also, the experts got the opportunity to talk to the Academic Director of the programme and many other members of faculty partly in person and all in the course of the online talks.

For the onboarding of new teaching faculty, the university has established an introductory course on the basics of teaching at KSE. During this course, lecturers understand the approaches to creating a course syllabus, get acquainted with different teaching methods, explore communication styles and interaction patterns with different departments, managers, coordinators, and students at KSE.

KSE's faculty hiring policy is grounded in principles of openness, transparency, equality and impartiality to attract the most qualified and motivated staff. The recruitment process also involves a trial lecture to get an impression of the applicants' teaching skills.

All faculty members receive information about available professional development programmes, research projects, internships, and academic exchanges they can participate in.

3.4.1 Experts' Appraisal

The experts can see that the management team of KSE is agile, strong, and committed to the university and its programmes. They are convinced that KSE has appointed qualified teaching faculty for the programme. All lecturers hold appropriate academic qualifications as well as the necessary level of English that is required for this programme. The onboarding course for new lecturers seems to be very good practice.

In the course of the online talks, the experts have also gained the impression that the programme benefits from a highly motivated team in the administration and organisation departments, thereby supporting the smooth functioning of the programme. The seemingly open communication between students and KSE staff adds to the positive overall impression of the experts.

To ensure the quality of the programme KSE should invite more lecturers who have the title of a professor.

As the program expands, particularly with the growing number of students, it is crucial to ensure that the faculty size and expertise remain in balance with the program's needs. A sustainable faculty-to-student ratio would allow for more personalized interactions between professors and students, enhancing the academic experience. This would also provide students with valuable mentoring opportunities, fostering both academic growth and professional development. Maintaining the faculty's stability and expertise as the program scales will be key to preserving the quality and integrity of the education offered.⁴

3.5 Infrastructure, Resources and Student Support

3.5.1 General Infrastructure on Campus

The university has described the facilities on campus in its self-report and has provided a guided video tour specifically for the expert panel. One expert travelled to Kiev and visited KSE's campus.

KSE's campus features modern classrooms equipped with multimedia tools, laptops, and video cameras for various educational purposes (see self-report page 40). There are several study rooms for independent learning, including one with freely accessible computer equipment, all of which are available to students at any time. In addition, KSE has installed multifunctional devices for educational use on each floor of the university. The campus also features recreational spaces for students, as well as meeting spaces for student clubs and self-government activities.

To support the educational process and virtual communication with students, the University has established a corporate messenger, the Moodle platform and personal student accounts.

On the Moodle platform, students can access information about each course, including syllabi, lecture notes, electronic learning materials, and video recordings of classes. These resources, created by faculty members, are available for independent study, evaluation, and feedback. KSE has according to its self-report an institutional capacity to support high-quality education through robust access to leading digital library resources for both students and faculty. Currently, the university provides access

⁴ KSE answers to this recommendation in an email on 4th November, 2025: *"We fully share the experts' concern about maintaining an appropriate faculty-to-student ratio. Efforts are already underway to expand the teaching staff and enhance its quality through new hires and professional development initiatives. This will ensure sustainability, personalized student support, and continuity of academic expertise."*

to two key electronic databases: JSTOR and APA PsycNet. Additionally, students can visit a small library with books on campus.

In order to provide maximum safety for students, several classrooms were set up in underground shelters (see self-report page 73).

Students and faculty with children can use a dedicated Child-care Room.

A modern event hall is available, also for students to organize initiatives and events. According to the self-report (see page 40) students generate many ideas and initiatives at KSE, actively participating in existing ones and creating their own. KSE hosts students' clubs that welcome new members, among others the KSE Cybersecurity Club, the Discussion Club "2082", the Volunteer Club "Together", the Investment Club, the KSE Corporate Club, KSE Art Club, KSE Sport Club.

A specific office is provided for student self-government activities, and a communal mini-kitchen with necessary appliances for storing and heating meals is available, too.

3.5.2 **Student Advice and Support Services**

The KSE students are offered a wide spectrum of support and advisory services. In all non-academic matters, they may turn to the central Study Support Office (SSO). The SSO is responsible for coordinating core processes throughout the student life cycle (student enrolment, assessment, graduation and recognition). Also, the SSO takes care of central organizational processes like the scheduling of classes or the moderation of the Moodle learning platform.

The Academic Director ensures a high-quality implementation of the study programme and facilitate communication between students and faculty members of the program to address issues related to the educational process.

The study programme coordinator provides consultative and coordinating support to students on matters of international academic mobility, formulates proposals for academic exchange programs and supports the selection process of candidates for participation in these programmes and the preparation of relevant documents.

The staff of the Student Development and Alumni Relations Office support students in matters of integration, social and psychological well-being and professional development. This includes assisting students in obtaining academic grants and in finding accommodation.

There are no graduates from the programme yet. However, in other study programmes the team is responsible for maintaining constant contact with alumni, for monitoring their career development and involving them in various initiatives that contribute to the university's further development. Therefore, it is to be expected that KSE will establish similar processes for this new study programme.

The *Student Development and Alumni Relations office* can monitor students' needs for professional development and organizes events to enhance their career opportunities.

KSE writes about financial support for students through academic grants, academic grant "come back home" and scholarships (see self-report page 43).

KSE offers confidential psychological counselling to all students and employees free of charge and the university guarantees complete anonymity of all services provided.

In all questions concerning their academic studies, students can turn to their lecturers or to the Academic Directors of their programmes.

3.5.3 **Equal Opportunities**

KSE has developed and published a *Gender Equality Plan* which was disclosed to the experts as part of the self-report (appendix 7). This strategic document covers a wide spectrum of thematic areas relevant for creating gender equality, as e.g. creating flexible working conditions for staff, incorporating gender perspectives into decision-making processes, staff recruitment and staff development, as well as accounting for aspects of gender in research and the design of curricula. As part of the policy KSE also commits itself to collecting relevant data and to generating regular progress reports in order to monitor the university's progress in achieving its gender equality goals.

The selection process for academic staff at KSE is based on openness, transparency, equality, and impartiality to identify the most qualified and motivated candidates.

KSE is committed to create a safe and healthy workplace for all staff members, and particularly for vulnerable individuals. This includes implementing measures to protect against exploitation, abuse, and any form of harm and maintaining a safe environment to work (see self-report page 45).

As formally stipulated in the university's Academic Process Guidelines, students with special educational needs who require adjustments to the educational process can submit a request to the Study Support Office. The request is then decided upon by the First Vice-Rector, together with the dean of the faculty and the Academic Director.

A special childcare room is available on the KSE campus. Students taking care of small children or other family members can be granted temporary academic leave.

3.5.4 **Experts' Appraisal**

Based on the personal visit on campus by one expert, her photo-material and her narration to the other experts, KSE's video material and the additional information provided, and on their impressions during the online site visit, the experts conclude that KSE provides excellent conditions for studying, working and living on its modern campus. This was also confirmed by the lecturers and students during the online talks.

The infrastructure and student care at KSE are exemplary. The experts find that KSE has demonstrated outstanding commitment to the safety and well-being of both its staff and students. The building has comfortable classrooms with shelters and generators, so regardless of circumstances, students will be able to continue learning. Therefore, the university has been one of the few institutions that has successfully continued classes and meetings despite external disruptions. In-class teaching is kept up as best as possible while warranting maximum safety for students and employees, even though the limited number of shelters significantly impedes an efficient scheduling and organization of classes

across all study programmes.

KSE has begun to renovate the campus and moreover, also to build a new campus. Students of the study programme Urban Studies and Post-war Reconstruction were involved in planning the extended learning environment.

That KSE offers students and staff access to psychological support is outstanding. This holistic approach underscores KSE's role as a reliable, secure institution in turbulent times.

The experts evaluate that students and faculty have sufficient access to digital library resources.

Students are generally supported very well by their lecturers and by the administrative staff of KSE. KSE offers robust support systems, ensuring that students have access to the resources they need to overcome challenges and succeed. A strong team-building atmosphere is evident within the faculty, which fosters a collaborative and supportive environment for both staff and students. Faculty members seem well-connected and in tune with one another, which contributes to a positive and productive academic experience. This cohesiveness is reflected in the strong student-faculty relationships, which are essential for providing high-quality education and mentorship.

The experts appreciate that KSE has committed itself to a policy of ensuring diversity and equal opportunities at all levels. This also includes tending to student's special needs during the teaching process.

The experts can see that KSE is not just focused on maintaining its current success but is actively planning for the future. The vision for growth aims to make KSE an even more relevant institution in the coming years, with a focus on expanding its influence and impact. This forward-thinking attitude is exemplified by the continuous efforts to enhance programme offerings, integrate cutting-edge research, and align with evolving societal needs. There is a clear commitment to long-term growth and ensuring that KSE remains at the forefront of education and research in social psychology.

The number of students has increased significantly since this programme started. KSE should ensure that the benefit students gain from small learning groups and the possibility of individual support is maintained in spite of the higher number of students.

3.6 Student Learning and Assessment

The didactic approach taken by KSE is described in detail in the university's self-report (page 67 f.). The general didactic approach of the study programme is based on the following principles:

- *Student-centered approach*
- *Problem-based learning*
- *Interactive teaching methods*
- *Research approach*
- *Comprehensive interdisciplinary approach*
- *Emphasis on the development of practical skills*

Thus, the programme is focused on the needs of students, providing them with the opportunity to

develop their personal knowledge, skills and competences at their own pace and in accordance with their professional interests. Teachers use teaching methods that promote active participation of students in the learning process, including interactive lectures, seminars, discussions and teamwork.

KSE takes care to apply active learning methods that are problem-based, i.e. which focus on developing skills to solve real-world problems.

According to KSE's self-report the study programme Social Psychology offers students international perspectives through its curriculum, teaching methods, research focus, and opportunities for global engagement. Also, KSE holds open lectures, workshops, summer school and other events from international lecturers and experts in various fields.

The assessments also add to the students' learning. For ongoing assessment in this study programme, quizzes and tests, practice, project presentation, discussion, problem-solving activities, homework assignments, research, class participation, midterm exam, exam or presentation, etc. are used (see self-report page 70). The program uses various forms of assessment, including written exams, testing, individual assignments, essays, presentations, project work, and defense of a master's thesis.

In this programme Test-Teach-Tests (TTT) are taken that allow students identifying and purposefully overcoming gaps in knowledge: *In the first stage, students perform a diagnostic task (test), which allows them to identify the level of mastery of the material and identify areas of difficulty. The second stage (teach) involves a targeted explanation or elaboration of difficult points, adapted to the identified needs. Final testing (test) allows you to check the level of knowledge acquisition after the intervention. The method contributes not only to a deeper understanding of the educational material, but also to the development of self-control, reflection and self-study skills.*

Internships are usually assessed by means of self-reports in which students reflect on their professional development and the knowledge and skills they acquired in the course of the internship (see self-report, Appendix 15, mandatory courses "internship").

3.6.1 Experts' Appraisal

The experts commend KSE on the large variety of teaching and assessment methods and the didactic concept for a student-centred teaching and learning in this programme which they consider well in line with the intended learning outcomes. When talking to the teaching staff the experts were positively impressed by the creativity of some lecturer's teaching methods.

The programme maintains high academic standards while also providing students with second chances when needed, which helps them stay on track.

3.7 Quality Assurance

KSE has established an internal quality assurance system as a set of principles, cyclical and sequential procedures and measures which ensure the effectiveness of educational and administrative processes that directly affect the quality of study programmes and the achievement of student learning outcomes. KSE's quality assurance procedures are formally regulated in a policy which was included in

the self-report, along with sample questionnaires for course evaluation and other regular surveys (see appendix 4).

KSE describes the quality system in detail in its self-report (see page 30):

In the analysis/checking stage, the evaluation of results and process monitoring are conducted to determine the conformity of actual results to the established goals and expectations. At KSE, this includes:

- *Conducting regular student surveys;*
- *Analysing student success and achievement result (Average grade point average (GPA), % of unsatisfactory grades, dynamics of unsatisfactory grades in a particular course, number of students with GPA 91+, % of dropouts after a particular semester);*
- *Maintaining feedback from alumni, and other stakeholders regarding the content of education and University activities.*

For each study programme, KSE appoints an Academic Director who has the main responsibility for the quality assurance and enhancement of the programme. The outcomes of course evaluation and alumni surveys as well as indicators of student performance are made accessible to the Academic Directors, who analyse the data and decide upon measures for improvement if necessary. This may include updating the curriculum, adjusting the distribution of student workload or modifying teaching and assessment methods.

The Academic Directors are also responsible for ensuring the programme's staff resources, for evaluating the performance of the teaching staff and for generating the course syllabi. Furthermore, they exchange with students in the context of oral feedback sessions and focus group meetings.

In 6.5.2 of the Quality assurance policy and procedures (appendix 4) it says: *The Academic Director may provide recommendations for improving the work of the faculty member and offer appropriate tools. The faculty member takes into account the recommendations provided by the Academic Director, who then analyzes the implementation of these recommendations.*

The outcomes of surveys that relate to university-wide issues beyond the programme level are analysed by the KSE leadership board and the heads of the relevant administrative departments.

Strict adherence to the principle of academic integrity is an important part of KSE's quality assurance policy, resulting in a number of measures as e.g. compulsory instruction of students on academic integrity issues or plagiarism checks. KSE has also set up a separate policy on Academic Integrity and includes explicit references to this topic in all course syllabi.

3.7.1 Experts' Appraisal

The experts have read KSE's description of the quality assurance system in the self-report. The experts have also been looking at the alumni survey and the students' surveys questionnaires about the course, about the study programme, about the university and the quality of the educational process (appendix

10– 14 to the self-report). They have talked to students and external stakeholder about improvements for the programme.

The expert group evaluates that KSE places a strong emphasis on quality assurance, ensuring that the programme remains of high standard. Through quantitative evaluation, KSE is able to make data-driven decisions that contribute to continuous improvement. The institution has multiple channels in place to address potential quality issues and has demonstrated responsiveness when challenges arise. This proactive approach to quality ensures that the programme remains relevant and effective in meeting both academic and societal needs.

The well-established and solid cycle of quality assurance in the programme ensures various and fast avenues of feedback. The online talks with students, teaching staff and external stakeholder confirmed that adequate measures are taken to continuously monitor the quality of the programme. Furthermore, the expert group has perceived a high level of satisfaction among the students with the way the programme has been run so far. The PDCA cycles seems to be closed.

After having talked to the university's leadership board the experts understand that a very high quality of learning and teaching as well as a good reputation among students and external stakeholder is one of the key motivations for the actions at KSE. Therefore, the experts would like to encourage KSE to stick to this aim, even if the number of students should increase significantly as planned.

3.8 Transparency and Public Information

KSE informs students in several ways that the university describe in detail in its self-report (see page 48).

KSE offers course catalogues for all its study programmes, each containing detailed course syllabi and an introductory summary of the programme profile. All course catalogues are available to the students via the Moodle platform.

The KSE website contains basic information in Ukrainian and (partly) in English on all Bachelor and Master programmes offered by the university. The profile and thematic focus of the programme is outlined in a few sentences, and a survey of the curriculum is available in Ukrainian for download.

Faculty and students can refer to the Academic Process Guidelines for all university-wide regulations regarding the educational process, student assessment, graduation and recognition issues.

3.8.1 Experts' Appraisal

The experts commend that KSE has a Learning Management System (LMS) for their staff, lecturers and students. The talks with different groups at KSE show that they are well informed and that communication in general works well.

During the on-line visit students told that they would get information in many different ways and sometime wondered which information is given through which communication channel. It is commendable that digital and personal communication from KSE to students is consistently clear and effective. Students would benefit from having a dedicated person they can reach out to for questions,

ensuring that support is readily available. This open line of communication plays a crucial role in maintaining a smooth academic experience and ensuring that students feel informed and supported throughout their studies.

For students who are balancing full-time jobs alongside their studies, it would be helpful to have more transparency about the scheduling of electives. Many students are unable to attend morning lectures, so knowing which electives are scheduled at what times in advance will allow them to make more informed choices when selecting courses. Providing this information early on can help students plan their schedules more effectively, ensuring they can take the courses that align with their academic and professional goals.

Appendix

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

ZEVA received the statement of KSE to the report on 22 January 2026

On behalf of the Kyiv School of Economics (KSE), we sincerely appreciate the thorough evaluation and constructive recommendations in the accreditation report. Below, we outline our response to the key recommendations and the steps we plan to take to address them shortly.

1. Clarification of the Programme Profile (Research-oriented or Applied) (Chapters 2.2; 3.2)

Kyiv School of Economics takes into account the experts' recommendation to more clearly articulate the academic versus professional orientation of the study programme in order to manage students' expectations more effectively. Based on the experts' evaluation and student feedback, the programme will conduct structured consultations with key stakeholders to further clarify its overall focus, content, structure, and course sequencing.

As a result, the applied orientation of the programme will be communicated more explicitly, while the research dimension will be preserved through a dedicated research skills minor for students who wish to pursue a stronger academic or research-oriented pathway.

In addition, the University plans to refine the public communication of the study programme during the recruitment phase in order to provide prospective students with a clearer understanding of the programme's profile, structure, learning logic, and expected study workload. This will support applicants in assessing the alignment between their academic interests and the intended learning outcomes of the programme, as well as in evaluating the feasibility of combining their studies with professional or personal commitments.

2. Systematic Coverage of Programme Learning Outcomes (Chapters 2.2; 3.3)

Kyiv School of Economics fully agrees with the experts' recommendation regarding the need to ensure a systematic and comprehensive integration of all Intended Learning Outcomes (ILOs) into the content and structure of the programme's courses.

To implement this recommendation, the KSE has already developed and introduced a mapping matrix linking the programme's Intended Learning Outcomes with individual courses. During the review of the study programme, the matrix will serve as the important tool for understanding the coherence and structure of the programme. This tool will allow for a clear demonstration of how individual courses contribute to the achievement of programme learning outcomes and will be a navigation for students, facilitating a clearer understanding of the programme structure, interconnections between courses, and the overall logic of the learning pathway.

3. Strengthening Foundational Training in Statistics and Social Psychology (Chapters 2.2; 3.3.4)

Kyiv School of Economics takes into account the experts' recommendation, as well as additional student feedback, and acknowledges the need to strengthen the programme's foundational

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1 Statement of the University in Response to the Expert Report

preparation in research methods, particularly statistics, and to further deepen the core content in social psychology.

In order to address differences in students' prior academic backgrounds, the programme plans to introduce an additional diagnostic entry assessment aimed at identifying students' levels of preparedness and specific learning needs. Based on the results, differentiated support measures will be implemented, including additional courses in statistics and research methods, intensive learning modules, and targeted individual learning tasks designed to level foundational knowledge.

Furthermore, in response to the experts' recommendation, the programme plans to review and, where appropriate, expand the content of the core Introduction to Social Psychology course to ensure more in-depth coverage of key theoretical concepts and a more comprehensive understanding of the discipline.

4. Integration of Relevant Legal Requirements into the Curriculum (*Chapters 2.2; 3.3.4*)

Kyiv School of Economics agrees with the experts that relevant legal aspects of the professional psychology practice in Ukraine should be appropriately reflected in the curriculum.

In response to this recommendation, the University plans to conduct a systematic review of the content of study materials to ensure that applicable national legal requirements and professional regulations are adequately integrated, in line with the profile of the Social Psychology programme. Legal aspects related to professional practice, research ethics, data protection, and institutional and organizational contexts will be addressed within existing courses and, where appropriate, through dedicated course modules.

5. Introduction of a Dedicated Course in Cultural Psychology (*Chapters 2.2; 3.3.4*)

KSE recognises the importance of strengthening the focus of the study programme on cultural psychology and related topics, including culture and diversity, adaptation outcomes, contact theory, and negotiation psychology. These topics are partially covered in the materials of other courses, for example, Group Processes and Intergroup Relations, Psychology of Migration, Psychology of Dialogue.

However the programme team acknowledges that a deeper and systematic engagement in cultural diversity and intercultural interaction would significantly enrich the programme content. At the same time, it is considered essential that the teaching of these topics is grounded on strong understanding of the national context, local realities, and cultural specificities, which is particularly relevant for the Ukrainian and broader regional context.

At present, the programme team is actively in the process of deep search for recruitment of academic staff with strong expertise in cultural psychology, migration processes, and intercultural interaction, combined with a solid understanding of the Ukrainian context. There are several options currently under consideration: the introduction of a dedicated course in cultural psychology or the structured integration of relevant topics into existing courses.

6. Ensuring a Balance Between Student Numbers and Faculty Capacity and Strengthening the Academic Profile of the Teaching Staff (*Chapters 2.2; 3.4.1; 3.5.4*)

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1 Statement of the University in Response to the Expert Report

The University continuously works on strengthening the core teaching staff of the programme, including through the recruitment of additional faculty members and invited experts. These efforts are aimed at maintaining academic quality and ensuring a sustainable faculty-to-student ratio as the programme develops. In particular, during the 2025-2026 academic year, ten new lecturers were hired.

In addition to faculty-led academic support, the programme plans to introduce a peer mentoring scheme involving senior students, particularly those engaged in academic grant schemes. Peer mentoring is envisaged as a complementary support mechanism designed to enhance personalised academic guidance, support students' adaptation to programme requirements, foster academic and professional skill development, and contribute to the formation of a strong programme-level student community.

7. Optimisation of Communication Channels (*Chapters 2.2; 3.8.1*)

Kyiv School of Economics acknowledges the experts' recommendation regarding the need to further clarify communication channels and communication routes and appreciates the positive assessment that communication from KSE to students is generally effective.

At the same time, the University is currently undergoing a phase of intensive institutional growth and transformation, including the establishment of new structural units with expanded functions and newly introduced processes. In this context, KSE aims to ensure a shared and unified understanding of communication channels, responsibilities, and tools among all participants in the educational process. Planned measures include a clearer delineation of formal communication routes, consolidation of key information channels, and increased transparency regarding where and how different types of information are communicated. These steps are expected to further enhance the consistency and effectiveness of communication as the institutional structure continues to evolve.

8. Improving the Transparency of the Schedule for Elective Courses (*Chapters 2.2; 3.8.1*)

Kyiv School of Economics acknowledges the experts' recommendation concerning the need for greater transparency in the scheduling of elective courses, particularly for students who combine their studies with full-time employment.

In response, the course selection mechanism for the upcoming term has already been adjusted before the 2nd term election during the current academic year. The selection process was organised in several stages, allowing students first to express their course preferences and subsequently to revise their choices based on a preliminary schedule. The University plans to monitor the effectiveness of this revised mechanism and to further refine it where necessary, with the aim of improving transparency, supporting informed student decision-making, and ensuring better alignment between elective choices and schedule feasibility.

Best regards,

Mykola Trehub, Dr.Sc

Vice-Rector of the Kyiv School of Economics