Zentrale Evaluations- & Akkreditierungsagentur

Accreditation Report

Programmes

Master of Business Administration
Master of Project and Process Management
Master of Mediation and Conflict Management

offered by

KROK Business School, Ukraine

(Internal Reference Number IP-1285-1)

Study Programmes

Name of the Programme	Degree Awarded	ECTS Credits	Duration of the Program	Type of Programme				
				Distance Learning	Full-Time	Part-Time	Teacher Training	Joint Program
Business Administration	Master	90	1 year and 4 months			X		
Project and Process Management	Master	90	1 year and 4 months			X		
Mediation and Conflict Management	Master	90	1 year and 4 months			X		

Accreditation contract signed on: 23 July 2025

Date of accreditation talks: 4 March 2026

Contact at higher education institution: Professor Olga Karpova, CEO KROK Business School, Karpova@krok.edu.ua

ZEvA project manager: Dr. Alrik Thiem, thiem@zeva.org

Expert Panel

Representation of Higher Education Institutions

- Prof. Dr. Susanne Schmidt, Chair in Business Administration with a focus on International Management, Otto-von-Guericke-University Magdeburg, Germany
- Prof. Dr. Jan Christoph Albrecht, Professor of Business Administration with a focus on Project Management, University of Applied Sciences Dortmund, Germany
- Prof. Dr. John Paul Hayes, Senior Lecturer in Strategy and Responsible Management, School of Business and Law, University of East London, UK

Representation of Professions

- Ms. Hannah Tümpel, Co-Director Master-Programme in "Mediation and Conflict Management (M.A./LL.M.)", Viadrina University of Europe, Frankfurt/Oder, Germany

Representation of Students

- Ms. Milena Kugel, Student in "Sustainable Company Leadership (M.Sc.)", University of Ulm, Germany

Hanover, 8 July 2026

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

1. Decision of the ZEvA Commission

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

The ZEvA Commission decides to accredit the following three study programmes offered by KROK Business School without conditions for a period of six years:

1. Business Administration (Master)

2. Project and Process Management (Master)

3. Mediation and Conflict Management (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 panel commends KROK Business School and the coordinators of the three Master's programmes under consideration here on their design and structure. All three programmes fit well into the strategic profile of KROK University in general and KROK Business School, in particular. The programmes' objectives are well-aligned with societal needs and offer their respective target audiences the possibility to advance their careers and professional networks. The experts are confident that the graduates of these programmes benefit significantly from their studies at KROK Business School, which enjoys a reputation for high-quality training.

Through the accreditation talks, the experts were able to find answers to several questions that initially arose from the self-assessment report. For example, it became apparent that there exist more educational components with a practical focus than it appeared from the report alone. Also, the experts learned that the setting of a traditional business school exerts a positive influence on the Master's programme in Mediation and Conflict Management.

Based on the evidence available, the experts conclude that the three programmes benefit from a well-developed infrastructure, both in terms of the physical campus and the resources provided to students in hard- and software. Due to this infrastructure, hybrid and distance learning models are made possible and seem to be well-working. Teaching faculty on the three programmes are highly motivated and create an inspiring environment for students, not least by showing a high level of flexibility in delivering course material and in adapting to the diverse backgrounds of students. For teaching faculty and staff, KROK University provides sufficient development opportunities.

The quality assurance processes and mechanism at KROK Business School seem to be well-functioning. In particular, the experts emphasize the positive role of advisory boards and close contacts to alumni, who provide a significant share of the impetus for the improvement and development of the educational programmes. The experts welcome KROK University's efforts to further align with standard European practices in terms of educational quality assurance.

No conditions have been issued by the expert reviewers. However, one recommendation has been given for the Master's programme in Business Administration, four recommendations for the Master's programme in Project and Process Management, and two recommendations for the Master's programme in Mediation and Conflict Management.

2.2 General Aspects

2.2.1 Conditions

No general conditions have been issued.

2.2.2 Recommendations

No general recommendations have been issued.

2.3 Master of Business Administration

2.3.1 Recommendation to the ZEvA Commission

The expert group recommends the accreditation of the study programme "Master of Business Administration" for the duration of six years without conditions.

2.3.2 Conditions

No programme-specific conditions have been issued.

2.3.3 Recommendations

For the Master's programme in Business Administration, the experts have issued one recommendation:

1. KROK Business School should continue its efforts to connect to current scientific debates in the literature.

2.4 Master of Project and Process Management

2.4.1 Recommendation to the ZEvA Commission

The expert group recommends the accreditation of the study programme "Master of Project and Process Management" for the duration of six years without conditions.

2.4.2 Conditions

No programme-specific conditions have been issued.

2.4.3 Recommendations

For the Master's programme in Project and Process Management, the experts have issued four recommendations:

1. The role of the internship should be reconsidered.

2. More weight should be given to the Master's thesis.

3. The module "Project and Process Management" should be split in two separate modules, "Project Management" and "Process Management".

4. The ratio between full and associate / assistant professors should be reconsidered.

2.5 Master of Mediation and Conflict Management

2.5.1 Recommendation to the ZEvA Commission

The expert group recommends the accreditation of the study programme "Master of Mediation and Conflict Management" for the duration of six years without conditions.

2.5.2 Conditions

No programme-specific conditions have been issued.

2.5.3 Recommendations

For the Master's programme in Mediation and Conflict Management, the experts have issued two recommendations:

1. KROK Business School should continue its efforts to further increase their international networks to organizations and corporations.

2. KROK Business School should continue its efforts to increase their participation in international mediation competitions.

II. Evaluation Report of the Expert Panel

1. Purpose, Design and Context of the Accreditation Procedure

In April 2025, KROK Business School commissioned the Central Evaluation and Accreditation Agency Hanover (ZEvA) with the external quality assessment and international accreditation of the three Master study programmes in “Business Administration”, “Project and Process Management” and “Mediation and Conflict Management”. For this purpose, the agency assembled a panel of five experts from inside and outside academia, including three experts from institutions of higher education, one professional expert and one 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 institution’s self-assessment report and on the outcomes of the online accreditation talks with faculty, staff and students on 4 March 2026.

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

2. Profile and Mission of the Higher Education Institution

KROK Business School was founded as a subdivision in 2011 by KROK University. KROK University is a private educational institution established in 1992 to offer full-time, part-time, and distance learning formats of study programmes at bachelor and master level. As of July 2025, the University has 2,809 students enrolled across its full-time, part-time, and distance learning programmes. The organizational and legal form of the University is a limited liability company carrying out educational activities in the fields of higher education, professional pre-higher education, and vocational (vocational-technical) education.

KROK University includes the following structural units: the Professional College of KROK University, the Department of Design, the Faculty of Law, the Department of Tourism, the Department of Journalism, the Department of Economics and Finance, the Educational and Scientific Institute of International Education, the Department of Marketing and Behavioural Economics, the Department of Management Technologies, the Educational and Scientific Institute of Security Management, the Educational and Scientific Institute of Information and Communication Technologies, the Educational and Scientific Institute of Psychology, the Educational and Scientific Institute of Medicine, and KROK Business School. The University also has a Postgraduate and Doctoral Studies Department. KROK University trains specialists in Computer Science, Public Health, Social Work and Counselling, Finance, Banking, Insurance and Stock Market, Marketing, Economics and International Economic Relations, Journalism, Law, Psychology, Design, Management, Nursing, and Tourism and Recreation.

As of 2024, KROK University offers 16 bachelor's degree programmes, including finance, banking, insurance and stock market, Marketing, Economics, Tourism, Computer science, UI/UX design and development, Management, Management (English language of instruction), International Business, Organizational Psychology, Extreme and Crisis Psychology, Law, Environmental Design, Graphic Design, Journalism and Nursing, 14 master's degree programmes and 4 doctor's degree programmes.

KROK Business School offers programmes developed for different categories of customers, mainly top managers, business owners, and line managers. The educational programmes submitted for accreditation meet the requirements of the national higher education standards for the specialty "Management" for the second (master's) level of higher education in the field of knowledge "Management and Administration". As of October 2025, the total number of Master's level students enrolled at KROK Business School for the academic years 2024-2026 and 2025-2027 is 71.

The mission of KROK University is "*to create a flexible and innovative educational system for training professionals, personal development, scientific research, and consulting, aligned with the demands of the information society, the needs of international and national labour markets, integrated into the global educational space, and oriented toward democratic values.*"

3. Assessment of the Study Programmes

3.1 Intended Learning Outcomes

3.1.1 Master of Business Administration

The Master of Business Administration (MBA) is a part-time educational-professional programme launched in 2011 by KROK Business School. The overarching goal of the MBA programme is to prepare highly qualified professionals capable of strategic decision-making, innovation, and effective management in volatile and competitive environments. Thus, the programme is primarily designed for business owners, entrepreneurs, and managers seeking advanced competencies in strategic and operational management.

The programme corresponds to Level 7 of the National Qualifications Framework of Ukraine, the second cycle of the Qualifications Framework of the European Higher Education Area (QF-EHEA, Dublin Descriptors), the Higher Education Standard for specialty D3 "Management" by the Ministry of Education and Science of Ukraine and the European Qualifications Framework for Lifelong Learning (EQF).

The Intended Learning Outcomes (ILO) are formulated on the overall programme level and on the individual course level. The programme-level ILOs are aligned with the Higher Education Standard of Ukraine for specialty D3 "Management", the National Qualifications Framework, the Qualifications Framework of the European Higher Education Area (Dublin Descriptors), and international management education standards. In total, the programme includes 13 ILOs:

ILO1. Critically comprehend, select and use the necessary scientific, methodological and analytical tools for management in unpredictable conditions;
ILO2. Identify problems in the organization and justify methods for solving them;
ILO3. Design effective management systems for organizations;
ILO4. Justify and manage projects, generate entrepreneurial ideas;
ILO5. Plan the activities of the organization in strategic and tactical contexts;
ILO6. Possess skills in making, justifying, and implementing managerial decisions under unpredictable conditions, taking into account the requirements of current legislation, ethical considerations and social responsibility;
ILO7. Organize and carry out effective communications within the team, with representatives of different professional groups and in an international context;
ILO8. Apply specialized software and information systems to solve organizational management problems;
ILO9. Be able to communicate in professional and scientific circles in state and foreign languages;
ILO10. Demonstrate leadership skills and ability to work in a team, interact with people, influence their behaviour to solve professional problems;
ILO11. Provide personal professional development and planning of your own time.
ILO12. Be able to delegate authority and manage an organization (or its subdivision);
ILO13. Be able to plan and implement informational, methodological, material, financial, and personnel support for an organization (or its subdivision)

Several examples of how the programme's educational components and its ILOs align with and correspond to the Dublin Descriptors are provided in the University's self-assessment report.

Regarding the aspect of employability, the programme is mainly designed for students who are already employed or own their own businesses. As the self-assessment report clarifies, however, one of the main goals of the programme is to equip graduates with competencies that will enable them to change or enhance their careers, or start, develop, or transform their own businesses.

According to the University, their MBA programme also includes a systematic approach to personal development. The development of civic and personal competencies is implemented through various educational components of the programme. Key competencies students are meant to acquire during their studies include the ability

- for self-development, lifelong learning, and effective self-management;
- to create and organize effective communication in management processes;
- to develop and demonstrate leadership qualities in managing people;
- to conduct communication to reduce conflicts;
- to implement sustainable business strategies considering environmental and social aspects;
- to apply creative approaches and design thinking to solve managerial tasks and create innovative products and services.

The self-assessment report lists educational components that support the acquisition of these competencies.

3.1.2 Master of Project and Process Management

The Master of Project and Process Management corresponds to the second level of higher education within the field of knowledge D3 "Business, Management and Law", specialty D3 "Management". It was launched at KROK Business School in 2022. Prior to that, the study programme in Project Management had been offered by another structural unit of KROK University for about 20 years. With the transfer to KROK Business School, the institution's objective has been to ensure the preservation of a high-quality educational product while also meeting the business education market's need for project managers in small and medium-sized enterprises.

According to the self-assessment report, the study programme is thus best described as a market-driven specialization rather than a traditional "core" programme. Its role within the University's overall profile is to fill the niche for training mid-level managers and owners of small and medium-sized businesses who aspire to become effective change managers. The target audience is exceptionally broad, welcoming career-oriented consumers from the public sector, commercial firms of various activities, global and IT companies, biotechnology companies, non-governmental organizations, educational organizations, medical institutions, investment funds, and organizations involved in export activities. The student profile reflects this diversity, and the programme is delivered in a modular format (two weekends per month) at the school's Kyiv campus. This blended approach of offering both offline and blended online formats provides sufficient flexibility for working professionals.

The philosophical foundation of the programme is built on three elements: Technical, Leadership, and Strategic competence. The Technical pillar is meant to ensure that students master the concrete mechanics of project management, focusing on the preparation of detailed project plans and demonstrating a thorough knowledge of key and supporting plans, including scope, schedule, cost, quality, communications, resources, and procurement. The outcome of this pillar is the ability to develop a project management life cycle based on flexible plans tailored to their specific professional field. The Leadership element aims to cultivate advanced knowledge of project implementation principles such as value, governance, team dynamics, stakeholder engagement, risk management, and effective communication. This pillar is linked with the issue of personal development: students are guided to assess their personal strengths and weaknesses to improve their skills in leading a team and managing others. Finally, the Strategic element connects project execution to the overarching goals of the organization. This involves instilling knowledge of strategic planning, business process management, and the sophisticated project analysis required for large-scale projects and programs. Students learn to apply key project success factors, which include understanding value delivery systems, mastering change management, navigating complexity, investing in active sponsors, and upholding social responsibility and ethics.

According to the University, the overarching goal of the programme is to develop professional project-oriented thinking and integrated competencies in managing projects of various scales, complexity, quality, and duration among middle and senior managers of enterprises and organizations across different business sectors and ownership forms, especially under conditions of macroeconomic instability and global unpredictability. Based on this goal, the programme features 12 ILOs:

ILO1. Critically evaluate, select, and apply scientific, methodological, and analytical tools in project management under unpredictable conditions;
ILO2. Identify organizational problems and justify methods for solving them using project management approaches;
ILO3. Design effective organizational management systems;
ILO4. Justify and manage projects, generate entrepreneurial ideas;
ILO5. Plan organizational activities at strategic and tactical levels using project management tools;
ILO6. Demonstrate skills in decision-making, justification, and implementation of managerial decisions under unpredictable conditions, considering current legislation, ethical considerations, and social responsibility in project and process management;
ILO7. Organize and implement effective communication within teams during project execution, with representatives of various professional groups and in international contexts;
ILO8. Apply specialized software and information systems to solve organizational management tasks;
ILO9. Communicate professionally and academically in both the national and foreign languages;
ILO10. Demonstrate leadership skills and teamwork abilities, interact with people, and influence their behaviour to solve professional tasks in project management;
ILO11. Delegate authority and manage an organization (or its subdivision);
ILO12. Plan project management and ensure informational, methodological, material, financial, and human resource support for an organization (or subdivision) using project management tools.

Several examples of how the programme's educational components and its ILOs align with and correspond to the Dublin Descriptors are provided in the University's self-assessment report. The self-assessment report also provides exhaustive lists of the programme's general competencies and its special / professional competencies. These are also listed in the programme's handbook, which has been provided in the context of this accreditation.

The development of civic and personal competencies is implemented through various educational components of the programme. The University's self-assessment report provides a comprehensive list of corresponding abilities to be acquired by students and the respective educational components (modules) that support this acquisition. For example, the acquisition of the ability to create and organize effective communication in management processes is supported by the modules "Communication Management" and "Organizational Behaviour".

Regarding the aspect of employability, the programme is mainly designed for adults who are already employed or own their own businesses. As the self-assessment report clarifies, however, one of the main goals of the programme is to equip graduates with competencies that enable them to change or improve their careers, start, develop, or redirect their career trajectories.

3.1.3 Master of Mediation and Conflict Management

At KROK University, the Master's Programme in Mediation and Conflict Management (specialty D3 "Management") has been implemented since 2019, when KROK University joined the international project "MEDIATS", which is funded under the ERASMUS+ program of the European Union.[1] One of the main objectives of the MEDIATS project was the development and implementation of Master's programmes in mediation and alternative dispute resolution in several Ukrainian higher education institutions. Currently, three Ukrainian universities involved in the project – KROK University, V. N. Karazin Kharkiv National University, and Yuriy Fedkovych Chernivtsi National University – have developed corresponding Master's programmes. Since then, the programme has become a key element in the strategic development of KROK Business School by supporting the institution's profile as a European-oriented university capable of generating interdisciplinary educational products that integrate management, law, psychology, and sociology.

The self-assessment report of KROK Business School provides exhaustive lists of the programme's general competencies and its special / professional competencies. These are also listed in the programme's handbook, which has been provided in the context of this accreditation. In agreement with these competencies, the programme features 14 Programme Learning Outcomes (PLOs), which are as follows:

PLO 1. Critically evaluate, select, and apply the necessary scientific, methodological, and analytical tools for management in unpredictable conditions;
PLO 2. Identify organizational problems and justify methods for solving them;
PLO 3. Design effective organizational management systems;

[1] See https://mediatsproject.wixsite.com/mediats (last access 17 April 2026).

PLO 4. Justify and manage projects, generate entrepreneurial ideas;

PLO 5. Plan organizational activities at strategic and tactical levels;

PLO 6. Demonstrate skills in decision-making, justification, and implementation of managerial decisions under unpredictable conditions, considering current legislation, ethical considerations, and social responsibility;

PLO 7. Organize and implement effective communication within teams, with representatives of various professional groups, and in international contexts;

PLO 8. Apply specialized software and information systems to solve organizational management tasks;

PLO 9. Demonstrate communication skills in professional and academic settings in both the national and foreign languages;

PLO 10. Demonstrate leadership skills and teamwork abilities, interact with people, and influence their behaviour to solve professional tasks;

PLO 11. Possess skills for personal professional development and time management;

PLO 12. Possess skills in delegating authority and managing an organization (or subdivision);

PLO 13. Plan and implement informational, methodological, material, financial, and human resource support for an organization (or subdivision);

PLO 14. Plan and conduct scientific research, present research results, and prepare them for publication.

According to the University, the programme also includes a systematic approach to personal development. Educational components of the programme cover ethical standards of the mediation profession, the development of emotional competence, inclusivity, human rights, and intercultural tolerance, and practices of mindful communication, group dialogue facilitation, and social peacebuilding. Concrete examples of how the acquisition of such competencies is supported within the programme are provided in the University's self-assessment report.

Regarding the aspect of employability, the programme is mainly designed for students who are already employed or own their own businesses. As the self-assessment report clarifies, however, one of the main goals of the programme is to equip graduates with competencies that will enable them to change or improve their careers. Graduates may work as independent mediators in civil, commercial, family, labour, and international disputes, as facilitators or conflict managers in business, public administration, HR departments, and NGOs, as researchers in the fields of social governance, human rights, and sustainable development, or as instructors in mediation and conflict studies. Graduates of the programme also receive sufficient training to be included in the national register of mediators and work within the pre-trial dispute resolution system in accordance with the Law of Ukraine "On Mediation".[2]

[2] See https://zakon.rada.gov.ua/laws/show/1875-20#n68 (last access 17 April 2026).

3.1.4 Experts' Appraisal

The expert reviewer group confirms that the Intended Learning Outcomes (ILOs), the Programme Learning Outcomes, respectively, of the Master's degree study programmes in

- Business Administration,
- Project and Process Management, and
- Mediation and Conflict Management

offered by KROK Business School are fully aligned with the requirements of the second cycle of the Qualifications Framework of the European Higher Education Area. The set of ILOs reflects comprehensive coverage of the Dublin Descriptors. The expert reviewer group also concludes that the general and special / professional competencies that graduates of each of the three programmes should have acquired are made explicit, reflect the respective overall programme objectives and cover the specified ILOs appropriately. The respective qualification resulting from each of the three programmes is appropriate and clearly communicated in the programmes' official documents. The ILOs also include the future role of graduates in society and the personal development of students with a view to the typical target audiences of the programmes.

3.2 Structure and Content of the Study Programmes

3.2.1 General Aspects

Mobility

The activities of KROK Business School related to organizing academic mobility for students, academic staff, and administrative personnel are regulated by the „Regulations on Academic Mobility for Students, Faculty, and Administrative Staff at KROK University" approved by the Academic Council (Protocol No. 6 dated March 28, 2024). The document has been made available for review purposes. Mobility windows are provided for participation in international scientific-practical conferences and other events and for academic mobility, including opportunities for internships at partner organizations abroad.

KROK Business School maintains strategic partnerships with a number of foreign institutions and business schools. For instance, under the Memorandum of Cooperation with SSBM, the Netherland Business Academy, Kozminsky University, ISC Paris and others, students enrolled in KROK Business School's master's programmes may participate in academic mobility initiatives, knowledge exchange, joint project development, and collaborative programme activities. However, during wartime, the actual use of academic mobility programmes is limited due to security concerns and travel restrictions for many categories of citizens. Thus, alternative formats that substitute for academic mobility are currently running, such as, for instance, the EU-funded virtual exchange project "The Art of Negotiation and Conflict Resolution (Mediation) / ArtNoConflict" (ERASMUS-EDU-2023-VIRT-EXCH).

Recognition of prior learning

The University operates under the "Regulation on the Recognition of Learning Outcomes Achieved through Formal, Non-Formal, and Informal Education (Temporary Regulation on the Procedure for Recognition of Learning Outcomes Achieved in Non-Formal and Informal Education, Rector's Order No. 28-14 dated March 28, 2024)", which has been made available to the experts as part of the accreditation process. This regulation allows students to have previously completed courses recognized if they align with the curriculum and to transfer academic mobility credits. Credit transfer may be carried out through the reallocation of credits earned in other educational programmes and recognition of non-formal and informal learning outcomes. The recognition of credits earned in other programmes is conducted by the head of the academic unit based on documents confirming prior education (e.g., diploma supplement, academic transcript, certificates of professional development, extracts from the academic record or ECTS academic transcripts. The exact procedure for credit transfer in cases of recognition of non-formal and informal learning outcomes is defined by the abovementioned regulation.

3.2.2 Master of Business Administration

Curriculum

The Master's programme in Business Administration complies with the principles of the European Credit Transfer and Accumulation System (ECTS). Credits are awarded based on achieved learning outcomes, which are formulated for each educational component in accordance with the programme's ILOs. The programme consists of three semesters (1 year and 4 months). The total volume of the programme is 90 ECTS credits, including 67 ECTS of mandatory courses and 23 ECTS of elective courses. The elective part must constitute at least 25% of the total ECTS credits. This allows students to build an individual learning trajectory while also reflecting the University's traditions and regional demands.

According to the University, the MBA programme is content-structured, with interrelated educational components organized according to a specific logic of teaching and learning. This primarily applies to components that serve as prerequisites for others. In the first and second semesters, students study business fundamentals (mandatory core courses that provide management and business foundations, analytics, and professional development). The elective block begins in the second semester and continues into the third. In the third semester, students also complete pre-graduation practice and prepare their qualification thesis.

Currently, mandatory courses include "Project and Time Management", "Managerial Economics", "Marketing Management", "Management in Organizations", "Strategic Management", "Business Legal Environment", "Risk Management", "Organizational Behaviour", "Research in Modern Management", "Creative and Innovative Management", "HR Management and Resilience" (3 ECTS each) "Communicative Management" (4 ECTS), "Managerial Accounting and Financial Management" (7 ECTS), and the Internship and Qualification Thesis (23 ECTS total).

Elective components may be studied at KROK University or other higher education institutions (including international ones), in accordance with the academic mobility rights. Based on the defined goals, students may choose a specialized block of educational components – "additional specialty, specialization, or professional focus," which includes professional courses aimed at preparing

competitive specialists, or students select elective components from the University's approved course catalogue based on personal interests and future professional goals. The list of elective courses is formed by the Department of Management and Innovative Development. Currently, elective courses include "Investments, Financial Instruments, Crypto Assets", "Digital Marketing", "Business Analytics", "Public Speaking Mastery", "International Business", "Personal Business Effectiveness", "Negotiation Skills", "Design Thinking", "Procurement and Supplier Management" and "Leadership". For students involved in shaping IT strategies for companies, managers, and executives in information and communication services, there is an option to obtain an MBA with an IT specialization. The provider of specialized IT courses is the international company CIONEER. The full structure of the Master's programme in Business Administration is visualized in Figure 1.

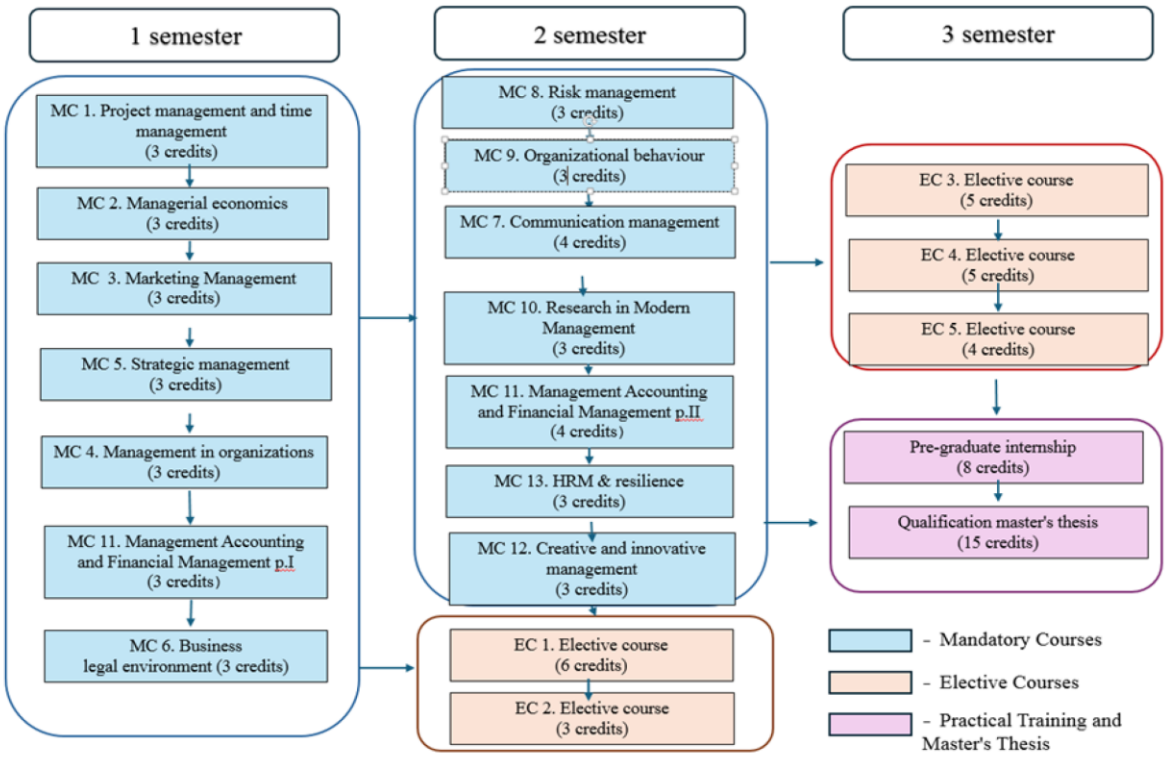

Figure 1. Structure of the Master's in Business Administration (Source: Educational and Professional Programme Handbook)

3.2.3 Master of Project and Process Management

Curriculum

The Master's programme in Project and Process Management complies with the principles of the European Credit Transfer and Accumulation System (ECTS). Credits are awarded based on achieved learning outcomes, which are formulated for each educational component in accordance with the programme's ILOs. The programme consists of three semesters (1 year and 4 months). The first year is dedicated to forming a foundation of general, professional, and practical knowledge. The second

year of study is then dedicated to specialized training and culminates in the completion of a thesis qualification work. The programme's curriculum is based on the recommendations of the PMBOK® Guide of the Project Management Institute.[3]

The total volume of the programme is 90 ECTS credits, including 67 ECTS of mandatory courses and 23 ECTS of elective courses. The elective part must constitute at least 25% of the total ECTS credits. This allows students to build an individual learning trajectory while also reflecting the University's traditions and regional demands. Currently, mandatory courses include "Project and Process Management", "Modelling and Basics of Business Analytics in Projects", "Communicative Management", "Strategic Decision-Making and Business Planning", "Financial Management and Cost Management in Projects", "Contract and Supplier Management", "Project Risk Management", "Agile and LEAN Tools in Project Management", "Research in Modern Management", "Organizational Behaviour" (5 ECTS each) and the Internship and Qualification Thesis (17 ECTS total).

Students are offered different sets of electives. One set focuses on personal and organizational leadership, another set addresses topics related to innovation. Currently, elective courses include "Personal Business Effectiveness", "Presentation Skills Master", "Team Leadership and Team Management", "Project-Oriented Organization and Project Office", "Creative and Innovative Management in Projects", "Design Thinking", "Managing Organizational Changes in Projects and Processes", "Process Management in Projects", "Project Marketing", and "Information Technologies in Project Management".

The full structure of the Master's programme in Project and Process Management is visualized in Figure 2.

[3] See https://www.pmi.org/standards/pmbok (last access 22 April 2026).

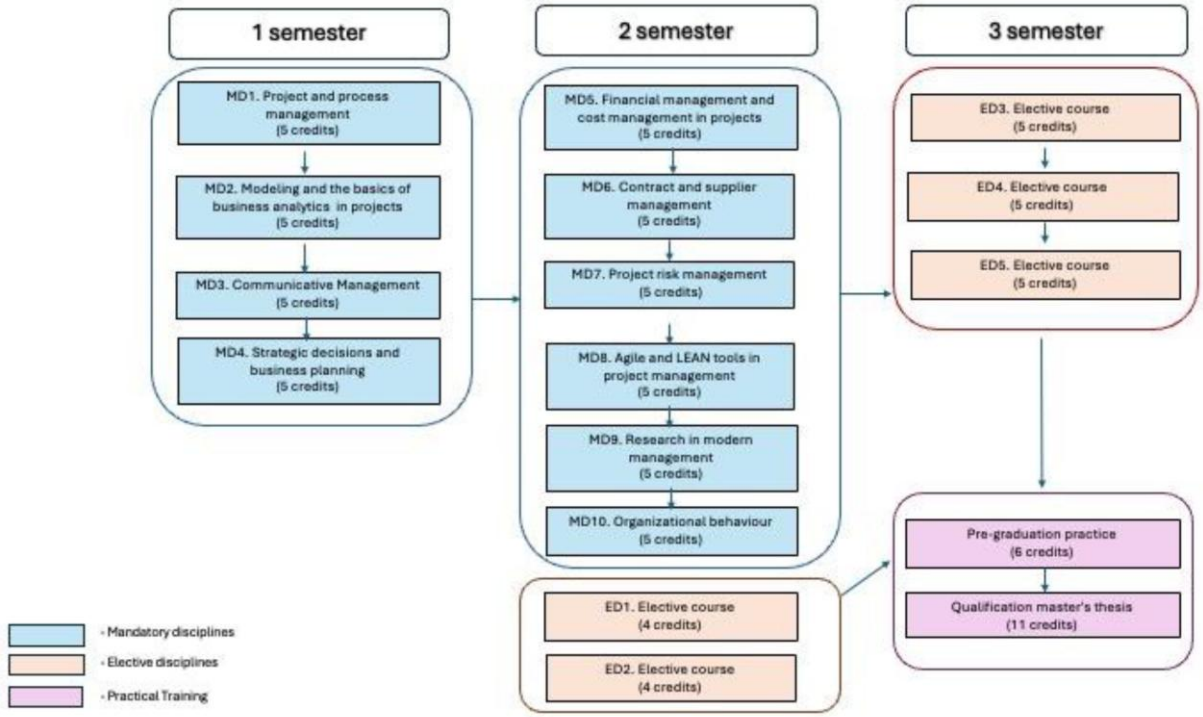

Figure 2. Structure of the Master's in Project and Process Management (Source: Educational and Professional Programme Handbook)

3.2.4 Master of Mediation and Conflict Management

Curriculum

The Master's programme in Mediation and Conflict Management complies with the principles of the European Credit Transfer and Accumulation System (ECTS). Credits are awarded based on achieved learning outcomes, which are formulated for each educational component in accordance with the programme's ILOs. The programme consists of three semesters (1 year and 4 months). The total volume of the programme is 90 ECTS credits, including 67 ECTS of mandatory courses and 23 ECTS of elective courses. The elective part must constitute at least 25% of the total ECTS credits. This allows students to build an individual learning trajectory while also reflecting the University's traditions and regional demands.

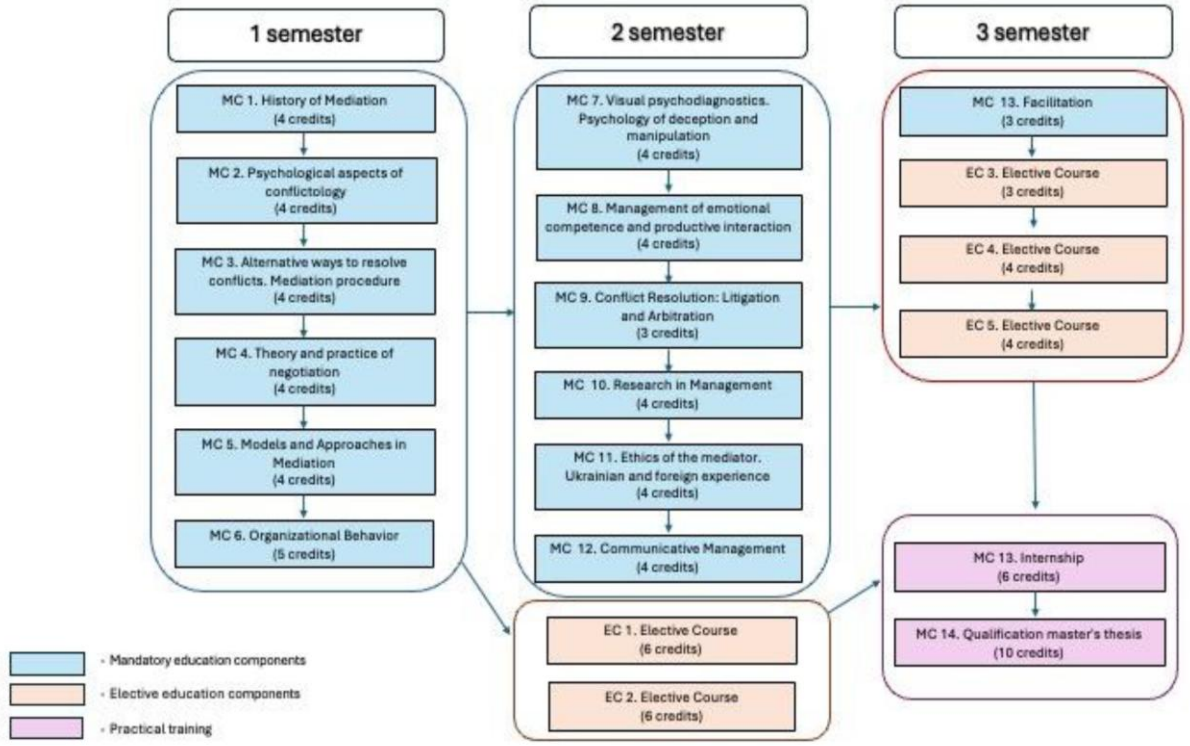

Figure 3. Structure of the Master's in Mediation and Conflict Management (Source: Educational and Professional Programme Handbook)

Currently, mandatory courses include „History of Mediation", „Psychological Aspects of Conflict Studies", „Typology and Diagnostics of Conflicts", „Organizational Behaviour", "Conflict Management", "Models and Approaches in Mediation", "Research in Management", "Ethics of the Mediator. National and International Experience (3 ECTS each), "Negotiation Strategy and Tactics. Techniques and Practices", "Communicative Management", "Facilitation", "Visual Psychodiagnostics. Psychology of Deception and Manipulation" (4 ECTS each) "Alternative Dispute Resolution (5 ECTS)", and the Internship and Qualification Thesis (25 ECTS total).

Elective course offered currently include in block 1 "Business Mediation", "Mediation in Intellectual Property", "Conflict Consulting", "Pre-mediation and Post-mediation", and "Conflict Resolution: Litigation and Arbitration", and in block 2 "Corporate Mediation", "Labour Dispute Mediation", "Restorative Justice", "Family Mediation", and "Marketing in Mediation Practice".

The full structure of the Master's programme in Mediation and Conflict Management is visualized in Figure 3.

3.2.5 Experts' Appraisal

The experts have no doubts that the programme coordinators at KROK Business School have put together three promising study programmes that are well-conceived from a disciplinary perspective and also well-balanced in terms of the individual educational components, both mandatory and elective. The content of the curriculum is appropriate for the second cycle of education according to

the Qualifications Framework for the European Higher Education Area. The curriculum for each programme is structured to progressively build the necessary knowledge, skills, and competencies required to achieve the intended learning outcomes while considering the professional experience many students already bring with them.

The total workload for students is distributed evenly across the three semesters to ensure smooth study progression within a programme's standard duration. Due to the possibility for taking elective courses, various opportunities to shape individual educational trajectories exist for students.

The experts also agree that transparent and adequate regulations and procedures for the recognition of prior learning acquired through formal and non-formal education are in place and that suitable structures and instruments for student mobility exist.

At the same time, the experts see some room for improvement with regard to the structure and content of the study programmes and have thus formulated several recommendations. For the Master's programme in Business Administration, the curriculum could benefit from an even closer connection to current scientific debates in the literature. For the Master's programme in Project and Process Management, the role of the internship should be reconsidered, particularly because the target audience of the programme usually bring with them several years of professional experience already. Instead, more weight should be given to the Master's thesis. In addition, the module "Project and Process Management" should be split in two separate modules, "Project Management" and "Process Management".

3.3 Teaching Faculty

3.3.1 General Aspects

According to the University, the selection of instructors at KROK Business School is conducted through open competition in accordance with the "Procedure for Competitive Selection and Appointment of Academic and Teaching Staff". Section 3 of this document outlines the "Basic Qualification Requirements for Candidates for Vacant Academic Positions" and specifies the conditions for the competitive selection for the positions of lecturer, senior lecturer, associate professor, and professor. A specific requirement is the presence of practical experience in entrepreneurial and/or managerial activities across various business sectors. Also, demo teaching is conducted as an element in the faculty selection process.

At KROK Business School, the number of teaching staff with sufficient pedagogical experience covering all 23 subject areas is 28 individuals, of whom 9 work full-time, 14 are regular part-time staff, and 5 are invited foreign professors. The proportion of teaching staff holding an academic doctoral degree is 74%. The master's programmes are taught by both academic staff with scientific degrees and/or academic titles as well as practitioners and business trainers. The faculty of the Department of Management and Innovative Development includes 9 lecturers employed on a full-time basis. Additionally, lecturers from foreign universities and guest professors are invited.

According to the "Regulations on the Professional Development of Scientific and Teaching Staff", the main components of professional development include advanced training and internships. At KROK

University, the Department of Adult Education is responsible for faculty development. Faculty members regularly participate in seminars, workshops, webinars, trainings, master classes, academic mobility programs, and scientific internships. The University also organizes guest lectures by experts and professional development courses for instructors. Faculty members have completed training on topics including "Stress Resilience and Prevention of Professional Burnout", "SMM in Education as a Superpower of Media Branding", "Digitalization of Education and Work Processes", and "Emotional Intelligence". Further concrete examples of staff development initiatives have been listed by the University in the self-assessment report.

The University also applies various methods of encouragement and motivation for teaching staff, which range from recognition of outstanding lecturers to financial incentives. The "Procedure for Determining the Rating of Academic and Teaching Staff at KROK University" stipulates the details and instruments. For instance, each year during the student initiation ceremony, the best lecturers are awarded the "KROK Star" distinction and top-performing lecturers are recognized with different means of honours (e.g., acknowledgment for many years of service and significant personal contribution to the development of KROK University, honorary diploma for outstanding achievements in professional activities, award for project activities).

3.3.2 Master of Business Administration

The number of qualified teaching staff with sufficient pedagogical experience covering all subject areas is 19 individuals, of whom 8 work full-time, 9 are regular part-time staff, and 3 are invited foreign professors. The proportion of teaching staff holding an academic doctoral degree is 63 %.

3.3.3 Master of Project and Process Management

The number of qualified teaching staff with sufficient pedagogical experience covering all subject areas is 11 individuals, of whom 5 work full-time, 5 are regular part-time staff, and 1 are invited foreign professor. The proportion of teaching staff holding an academic doctoral degree is 72%.

3.3.4 Master of Mediation and Conflict Management

The number of qualified teaching staff with sufficient pedagogical experience covering all subject areas is 14 individuals, of whom 6 work full-time, 5 are regular part-time staff, and 3 are invited foreign professors. The proportion of teaching staff holding an academic doctoral degree is 64%.

3.3.5 Experts' Appraisal

In its self-assessment report, the University has described their procedure for the selection of teaching faculty and staff in sufficient detail. All regulations in this regard have been provided in the context of the accreditation procedure. The CVs of the members of staff centrally involved in the delivery of the three Master's degree programmes have been made available to the expert group. The composition, academic orientation, and qualifications (both academic and professional) of the programmes' teaching staff are fully sufficient for the successful implementation of the programmes. All three

programmes are adequately staffed with academic personnel that comprehensively covers the subject area and the educational components, both mandatory and elective, defined by the curriculum. Faculty publish in journals and other outlets and participate in national and international academic exchanges and conferences. The research conducted by academic staff at KROK Business School is of societal and economic relevance. Opportunities for the professional development of staff are offered and instruments for the professional growth of the University's academic personnel are in place.

For the Master's programme in Project and Process Management, however, the experts recommend that the ratio between full / associate professors and assistant professors should be reconsidered so as to ensure a more suitable distribution of faculty positions.

For the Master's programme in Mediation and Conflict Management, KROK Business School should continue its efforts to further increase their international networks to organizations and corporations. Moreover, more effort should be put into increasing participation in international mediation competitions. Both measures would further enhance the position of the programme and its staff within the international mediation community.

3.4 Infrastructure, Resources and Student Support

3.4.1 General Aspects

All university infrastructure is freely accessible to faculty and students. With a KROK University pass, members of the University have unrestricted access to the campus, including laboratories, conferencing rooms, the library, and the assembly hall. Throughout the campus, there is continuous access to Wi-Fi. Several classrooms at KROK Business School are also equipped with multimedia devices, screens, computers and laptops. In addition, the University provides technical capabilities for hybrid teaching and learning.

The University's Academic Library supports the educational process with more than 100 thousand bibliographic records, analytical descriptions of articles from periodicals, and scientific collections in its database. The reading room offers an electronic catalogue and open access to Wi-Fi. In March 2024, KROK University launched an electronic repository on the DSPACE platform – an open electronic archive of academic texts, scientific materials, and educational resources.[4] For research activities, students and faculty also have access to KROK University's conferences websites[5] and its scientific publications websites.[6] The corporate educational environment "e-KROK" integrates corporate email, Microsoft Office 365, the Moodle distance learning platform, and other University resources. Lecturers have access to the electronic Teacher's Personal Cabinet, while students can use the Student's Personal Cabinet. Technical support is provided by the University's Digitalization Department.

[4] See https://dspace.krok.edu.ua/home (last access 27 April 2026).
[5] See https://conf.krok.edu.ua/index/index/index/index (last access 27 April 2026).
[6] See https://www.krok.edu.ua/ua/vidavnicha-diyalnist (last access 27 April 2026).

According to the University, it invests in creating an inclusive environment for individuals with special educational needs, who can exercise their right to education at the University by utilizing its information, communication, and educational resources, including the "e-KROK" corporate educational environment. Also, a ramp has been constructed at the main entrance, along with slopes for unobstructed movement on the first floor, and a dedicated inclusive restroom equipped on the first floor. In 2021, the University underwent an accessibility assessment of its premises for individuals with special educational needs.[7]

To ensure life safety and physical and mental well-being, the University maintains a medical office, and complies with occupational safety standards. A certified shelter is available for protection during air raid alerts. The Educational and Practical Psychological Center "Step by KROK" offers psychological courses.

The Career Development Center assists with resume writing, interview preparation, job fairs and information on current internships. The International Cooperation Office provides guidance on academic exchange programs and dual degree opportunities and offers support for international students.

3.4.2 Experts' Appraisal

The expert group agrees that the physical and digital infrastructure available to students is modern and fully supports a high-quality learning experience, student learning success and study progress. Most resources are accessible beyond regular class hours, thereby ensuring that students can engage with learning materials at their convenience.

Students also showed a high level of satisfaction with support services during the accreditation talks. The experts reach the conclusion that the academic support services ensure that students of the programmes can concentrate on pursuing their studies successfully. The efforts of KROK Business School to create equal opportunities and unrestricted access for all students are laudable. Adaptive measures and distance learning support is offered to promote equal access to education.

3.5 Student Learning and Assessment

3.5.1 General Aspects

Student Assessment

The organization of the educational process and the assessment of learning outcomes are regulated by the "Regulations on the Organization of the Educational Process at KROK University". To assess the achievement of program learning outcomes in master's programmes, different assessment measures are used, including ongoing and final assessments. The forms of ongoing assessment and the grading system are defined in the syllabus of each course (course syllabi are published on the Moodle

[7] See https://int.krok.edu.ua/en/about/regulatory-documents (last access 27 April 2026).

platform). Ongoing assessment methods include oral and written quizzes, test assignments, case study analysis, presentation preparation, essay writing, and individual tasks. Final assessment includes differentiated credits, examinations, and the defence of the qualification thesis. By completing various ongoing assessment tasks, students accumulate points that are later added to the scores from final assessments, examinations, or differentiated credits.

KROK University seeks to ensure the clarity and transparency of assessment methods and grading criteria for student learning outcomes through the inclusion of relevant information in course syllabi, methodological guidelines for internships, and recommendations for preparing qualification theses. In addition, course instructors explain the assessment procedures. Information about assessments is provided in the respective Student's Handbook of each programme. The student handbooks for the three programmes under consideration here have been made available to the reviewers in the supplementary material of the self-assessment report.

According to the "Regulations on the Organization of the Educational Process at KROK University", the cumulative grading scale at the University ranges from 0 to 100 points. The points earned by students through ongoing and final assessments are converted into the four-point national grading scale (excellent, good, satisfactory, unsatisfactory) and recorded in the electronic academic performance system and the individual study plan of each student. Grades are displayed in students' personal accounts within Office 365.

Details about the academic calendar, the list of educational components studied during the current semester, and the forms of final assessment are communicated to students at the beginning of the semester during organizational meetings with the programme administration. Information about assessment formats and grading criteria for educational components is also provided by academic and teaching staff responsible for delivering the courses. At the start of each course, instructors conduct an introductory session during which they explain the types of assessment, grading criteria, and specifics of each assessment format.

Re-examination policy

Final exams must be taken no later than one month after the end of the course. The instructor is required to check exam papers within 10 days and enter grades into the student's personal account in the information system. Students are allowed two attempts to retake the exam within the established timeframe. After a second unsuccessful attempt, the issue is considered individually with the involvement of the dean and the programme manager. Rules regarding examinations, the list of assessed elements, grading criteria, and the academic integrity policy are published in a programme's Student Handbook and on the University's website. Additionally, the self-assessment report of the University points out that the (re-)examination policy is discussed during the first session of each course.

Appeals policy

KROK University has an official procedure for submitting complaints, conflicts, or appeals, which is described in the "Regulations on the policy and procedures for resolving conflict situations at KROK

University", which is also available on the University's website.[8] The process is as follows: the student submits a written request to the Programme Head or the Head of the Department; a commission is convened within 3 working days to review the situation; the student has the right to be present during the review; the commission's decision is recorded in an official protocol; and if the student disagrees with the decision, he or she has the right to appeal to the University's Appeals Commission.

There are also official procedures for handling complaints and appeals in the event of a conflict between a student and a lecturer. The general framework is guided by the Law of Ukraine "On Higher Education" and internal university regulations. The first step is to seek an informal resolution. If this fails, a formal complaint procedure, which is documented, is initiated. The details of the procedure have been fully described in the University's self-assessment report.

Certification

All graduates receive a diploma that certifies the qualification obtained, including a diploma supplement. A sample of the diploma and the diploma supplement has been provided as part of the self-assessment report. Diploma samples are also provided on the programmes' individual websites (see chapter 3.7)

3.5.2 Master of Business Administration

Student Learning

In the Master of Business Administration programme, classes are conducted in groups of up to 15 – 20 students and thus allow for interactive dialogue, practical simulations, and continuous feedback. The content of the programme, according to the University, emphasizes practical preparation for solving transformation tasks and ensuring competitiveness and profitability of companies under uncertainty. The content and structure of the mandatory courses focus on combining theoretical conceptualization, skill development, and learning through research and experience. For example, the course "Management of Organization" involves research on the readiness of Ukrainian companies to maintain future-oriented organizational strategies and overcome the destructive consequences of war using problem-based learning methods, while the courses "HR Management" and "Organizational Behaviour" involve studying models and tools for designing organizational development through group work with case studies and interviews. The University lists further examples in their self-assessment report.

In addition to the general aspects of student assessment provided above, KROK University also points out that, according to a recent survey of MBA students, 98 percent of respondents find the assessment formats and criteria clear and understandable. The expert reviewer group takes note of this survey.

[8] See https://www.krok.edu.ua/ua/pro-krok/publichna-informatsiya (last access 4 May 2026).

3.5.3 Master of Project and Process Management

Student Learning

The University describes the programme's general didactic approach as an applied learning model that consciously moves away from traditional lecture formats and towards a more interactive framework. Core teaching methods include the case study method, often using real examples from Ukrainian businesses, team-based project simulations and interactive seminars where theoretical concepts are debated and applied to practical scenarios. This is supplemented by workshops and masterclasses from industry practitioners.

The didactic approach is reflected in the methods of assessment. The programme utilizes a portfolio of assessments designed to primarily measure applied skills. For instance, a course module on risk management requires students to devise a comprehensive risk mitigation plan for a complex project. Team projects are assessed on both the final deliverable such as, for instance, a project charter or a business process model, and the team's collaborative process. Other common forms of assessment include individual analytical papers, business case analyses, and presentations to a panel of faculty and industry experts, depending on the intended learning outcomes.

3.5.4 Master of Mediation and Conflict Management

Student Learning

In the Master's programme in Mediation and Conflict Management, classes are conducted in small groups of up to 15 – 18 students and thus allow for interactive dialogue, practical simulations, and continuous feedback. According to the self-assessment report of the University, the programme's learning process is based on the principles of andragogy, interdisciplinarity, practical orientation, and reflective learning. The pedagogical approach encourages active student engagement, aims to develop autonomy, critical thinking, emotional intelligence, and professional reflection, and seeks to ensures knowledge transfer into practice through case studies, projects, supervision, and participation in real mediation cases.

3.5.5 Experts' Appraisal

The expert reviewer group agrees that the main methods of assessment in the Master's programmes in Business Administration, Project and Process Management, and Mediation and Conflict Management align with the specific teaching methods and the intended learning outcomes (ILOs) to ensure that the ILOs can be achieved. The different forms of assessments are suitably designed so as to permit an adequate evaluation of both the knowledge and competencies that students have been expected to acquire in their educational components. Various forms of online learning are also frequently used to support online lectures and interactive exercises.

The reviewers also conclude from the self-assessment report and the accreditation talks that the didactic approach of the programmes provides a solid foundation for students' academic progression and study success.

The transparency and accessibility of regulatory documentation, coupled with an effective system of academic communication, ensure that students are properly informed about examination regulations. The re-examination policy is fair and transparent. This also contributes to the maintenance of academic integrity and organisational consistency throughout the educational process. All necessary documentation of learning success, including an appropriate diploma and diploma supplement, is provided by the University to the graduates of the three programmes.

3.6 Quality Assurance

3.6.1 General Aspects

The main document on the quality and development of the educational process at KROK University and KROK Business School are the "Regulations on the internal quality assurance system for education and educational activities". Additional documents aimed at safeguarding and improving the quality of the educational process are the "Regulations on the organization of the educational process at KROK University", the "Regulations on the development, updating and review of educational programs", and the "Regulations on the professional development of scientific and teaching staff". Particularly the "Regulations on the Organization of the Educational Process at KROK University" outline key procedures of the internal quality assurance system. All these regulations are publicly available on the website of KROK University.[9]

Surveys of students across all three programmes are carried out in accordance with the above-listed procedures and regulations. There are several types of student questionnaires. The "mid-term training course quality assessment" is carried out for courses lasting at least 10 classroom hours, and after the teacher has read 15-25% of all classroom hours allocated for studying the course. The final assessment of the quality of the training course is carried out at the end of the course, before receiving a diploma.

The results of the surveys of students are considered by the administration of KROK Business School. Assessment of teaching skills and quality of teaching applies to all instructors regardless of status and position. The summarized results are used by the School's management to further develop programmes, to incorporate innovations and to improve the resource base. The results of student surveys are made accessible to the Business School management and programme administrators and the results of surveys regarding learning and program quality are publicly available and published on the website of KROK Business School.

The procedures for the development, approval, monitoring, and periodic review of educational programmes are specified by the "Regulations on the Internal Quality Assurance System of Education and Educational Activities" and the "Regulations on the Development, Updating, and Review of Educational Programs at KROK University". According to the latter, the grounds for updating and reviewing educational programmes may include changes in the higher education standards for the relevant specialty or professional standards; changes in the University's development strategy or priorities; conclusions and suggestions from employers during the evaluation of the educational

[9] See https://int.krok.edu.ua/en/about/regulatory-documents (last access 28 April 2026).

programme; results of educational programme quality assessment; recommendations from the National Agency for Higher Education Quality Assurance or independent quality assurance agencies; and recommendations from members of KROK Business School Advisory Boards.

The updating of an educational program is initiated by the programme guarantor. During the update process, proposals from programme developers, instructors involved in the educational process, employers, and students are also incorporated. Changes to the educational programme have to be approved by the Academic Council. The procedure for discussion and updating of educational programmes is conducted annually. The results of public discussions with external stakeholders, including members of the Advisory Boards are published on the University's website. The self-assessment report hyperlinks two examples of such involvements, one for the Master's programme in Mediation and Conflict Management and another for the Master of Business Administration.

3.6.2 Master of Business Administration

According to the University, stakeholder engagement plays a key role in shaping and refining the ILOs of the Master's programme in Business Administration. In particular, the MBA Advisory Board, which is comprised of alumni and industry representatives, has contributed to the evaluation and development of programme content since its establishment in 2018. Other external stakeholders, including the Ukrainian Association for Management Development and Business Education, the Kyiv Chamber of Commerce and Industry, and the League of Insurance Organizations of Ukraine, also participate in annual public discussions that are scheduled in April of each year.

In its self-assessment report, KROK University provides concrete examples of improvements and developments that were based on the results of the survey of the MBA programme. For instance, it was noted that the content of the course "Research in Management" did not sufficiently reflect the rapid digitalization of academic research, including the integration of artificial intelligence (AI). The course content was revised to include AI topics in research and an additional instructor was engaged to support this course.

3.6.3 Master of Project and Process Management

KROK University points out that, according to a recent survey of students enrolled in the Master's programme in "Project and Process Management", 85% of respondents are satisfied with the course content, practical case studies, and instructors of the programme. In response to student feedback, measures to allow students from regional areas to combine online learning with offline formats have been integrated. However, some challenges were also identified, namely the integration of digital tools and access to modern tools for process modelling.

3.6.4 Master of Mediation and Conflict Management

According to KROK University, surveys conducted among students and graduates of the Master's programme in Mediation and Conflict Management have shown a high level of satisfaction with the relevance and practical focus of the curriculum, as well as the professional competence and

engagement of the faculty. At the same time, several areas for improvement were identified. The self-assessment report of the University lists several examples of improvements and developments as proof for the effectiveness of the quality assurance process. For instance, the need for more practical components and real-world mediation experience has been mentioned. In response, more practical exercises and simulations were included in the courses, and the pre-deployment internship was significantly modified and now features a field trip to practice mediator skills. Reacting to the criticism that a closer connection between theory and practical conflict management tools would be needed, the number of classroom hours for the course "Alternative Dispute Resolution. Mediation Procedure", which is one of the main courses for preparing mediators for practical work, was increased; and following the request for international experience and best practices, the programme's curriculum was updated to include more comparative aspects of international mediation, invited guest lecturers, and mobility through the Erasmus+ programme of the European Union.

3.6.5 Experts' Appraisal

The experts have reached the conclusion that a purposeful quality assurance system has been set up by KROK University, which centrally involves external stakeholders, such as the Advisory Boards. The cycle of quality assurance ensures various and efficient avenues of feedback, as indicated, for example, by the changes that have been introduced to the programmes with respect to the increased emphasis on practical training. Thus, the experts agree that adequate measures are taken to continuously monitor the quality of the three programmes. Furthermore, the expert group has perceived a high level of satisfaction during the accreditation talks among the students with the way the programmes have been run so far, which reinforces the survey figures reported by the University in its self-assessment report.

3.7 Transparency and Public Information

3.7.1 General Aspects

KROK Business School publishes information about its educational programmes on its official website at https://bs.krok.edu.ua/en/. This website also contains information about academic, scientific, and extracurricular activities, faculties, and contact details. It is available in Ukrainian and in large parts also in English. All regulatory documents are available at https://int.krok.edu.ua/en/about/regulatory-documents.

The individual study programmes have their own websites at:

- Master of Business Administration
  https://bs.krok.edu.ua/general-mba-ua/
- Master's programme in Project and Process Management
  https://bs.krok.edu.ua/en/master-of-science-in-project-and-process-management/
- Master's programme in Mediation and Conflict Management
  https://bs.krok.edu.ua/en/the-masters-program-in-mediation-and-conflict-management/

3.7.2 Experts' Appraisal

The expert group agrees that KROK Business School maintains an informative website on which staff, students and persons interested in the educational activities of KROK University can obtain extensive information, including selection criteria for educational programmes, programme costs, programme content and programme qualifications.

The individual programme websites of the Master's programmes list the learning outcomes, the teaching methods, provides information about the thesis work and qualification, target audience and graduate employment opportunities, and provides an overview of the course programme and introduces teaching staff and faculty involved in the delivery of the programme. In addition, the results of student and graduate surveys are available.

Appendix

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

The present statement provides (2) a brief response to selected recommendations.

1.Appreciation

KROK University would like to express its sincere appreciation to the expert panel and the ZEvA Accreditation Commission for the comprehensive and constructive evaluation of the Master's programmes in *Business Administration*, *Project and Process Management*, and *Mediation and Conflict Management*.

The University highly values the positive assessment and welcomes the recommendation for accreditation of all programmes for a period of six years without conditions.

2. Response to Recommendations

2.1 Master's Programme in Business Administration

Recommendation:
Further strengthen the connection to current scientific debates in the literature.

University Response:
KROK Business School acknowledges this recommendation and confirms that systematic measures are already in place to ensure access to up-to-date scientific knowledge.

Students, teaching staff, and researchers are provided with access to the **Research4Life (R4L)** platform, including the collections **Hinari, AGORA, ARDI, GOALI, and OARE**, which offer extensive resources in biomedical sciences, agriculture, technology, social sciences, law, and environmental studies.

These resources are actively integrated into teaching, research activities, and curriculum development. In addition, the Business School continuously enhances research-based teaching, supports participation in international academic initiatives, and promotes engagement with contemporary scholarly discourse.

KROK University continues to support KROK Business School faculty participation in international research conferences and encourages production of publications that bridge the gap between applied business solutions and academic research.

2.2. Master of Project and Process Management

Recommendations

1. The role of the internship should be reconsidered.
2. More weight should be given to the Master's thesis.
3. The module "Project and Process Management" should be split in two separate modules, "Project Management" and "Process Management".
4. The ratio between full and associate / assistant professors should be reconsidered.

University Response:

KROK University and KROK Business School appreciates the expert panel's constructive recommendations and has initiated targeted updates to further enhance the programme.

Internship and Master's Thesis
The internship component is being transformed into a **consulting project format**, where students apply project and process tools to real organisational challenges. At the same time, the Master's thesis will be strengthened through deeper analytical and research integration, directly linked to project outcomes.

Structure of the module
In line with the recommendation, the integrated module *"Project and Process Management"* will be **restructured into two separate modules**:

- Advanced Project Management
- Business Process Management (BPM)

At the same time, the programme will maintain a **systemic approach**, ensuring that students understand the interconnection between projects and business processes. In parallel, KROK Business School is expanding its BPM content within the programme and across MBA offerings.

Faculty composition
The Business School is implementing a faculty development plan aimed at increasing the involvement of professors in core modules while maintaining strong practitioner engagement.KROK University will increase the number of full time professors of the Department of Management and Innovative Development from the Academic Year 2026-2027 aiming to change the ration of full time and part-time professors.

Conclusion
These updates aim to strengthen the academic depth, practical relevance, and alignment of the programme with European quality standards (ESG), while preserving its systemic and practice-oriented approach.

2.3. Master of Mediation and Conflict Management

Recommendations

KROK Business School should continue its efforts to further increase their international networks to organizations and corporations.

2. KROK Business School should continue its efforts to increase their participation in international mediation competitions.

University Response:

KROK Business School appreciates the expert panel's recommendation to further strengthen international engagement and participation in mediation competitions.

In response, the Business School is actively exploring opportunities to join leading international initiatives in the field of mediation. In particular:

- KROK Business School is currently evaluating participation in the **ICC International Commercial Mediation Competition**, one of the world's largest academic competitions in international commercial mediation, which annually brings together over 300 students and

coaches, as well as more than 130 professional mediators, academics, and ADR experts from across the globe.

- Viktoriia Polishchuk, Senior Lecturer and certified mediator, has submitted her application to be considered as a judge in this competition.

In addition, KROK Business School is engaging with the **International Academy of Dispute Resolution (INADR)**, which offers open membership for students, faculty, and mediation practitioners, and organizes the **25th INADR International Law School Mediation Tournament**.

The Business School will actively encourage both students and faculty to participate in these and similar international events. At the same time, the University is systematically exploring further opportunities to strengthen the international dimension of the programme through partnerships, competitions, and academic collaboration.

3. Concluding Remarks

KROK University appreciates the expert panel's recognition of the overall quality of the programmes and the absence of conditions. The accreditation process has provided us with a valuable external perspective that aligns with our internal strategy of continuous quality improvement.The recommendations provided by the experts offer a clear and constructive roadmap for our next stage of development

The University remains committed to continuous quality enhancement, further internationalisation, and alignment with the European Standards and Guidelines (ESG).