Accreditation Report

Cluster "Business Administration" and "Business Administration (Management of Companies in International Markets)"

Kyiv School of Economics

Kyiv, Ukraine

Reference Number IP-1286-1

27th Meeting of the ZEvA Commission for International Affairs on 30 June 2026

Item 04.03

Study Programme	Degree	Programme Duration	Type of Programme	ECTS-Credits	Maximum annual intake
Programme 1: Business Administration	Master	1 year and 10 months	Full-time	90	34
Programme 2: Business Administration (Management of Companies in International Markets)	Master	1 year and 10 months	Full-time	90	20

Accreditation contract signed on: 01 August 2025

Date of site visit: 12 May 2026

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Expert Panel:

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- **Dr. Christine Volkmann,** Professor of Entrepreneurship, Innovation and Transformation UNESCO-Chair of Entrepreneurship and Interculturel Management, Bergisch University of Wuppertal / Germany
- **Mr. Hilger Koenig**, Managing Director, "pro:connect" - Integration durch Bildung & Arbeit e.V., Oldenburg/Germany (Professional Expert)
- **Mr. Jendrik Ehlers**, student of M.Sc. Innovation & Entrepreneurship CEMS MIM, at Escuela Superior de Administración y Dirección de Empresas (ESADE), Spain (Student Expert)

Hanover, 30 June 2026

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

1. Decision of the ZEvA Accreditation Commission (30 June 2026)

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 degree programmes offered by Kyiv School of Economics without conditions for a period of six years:

1. *Business Administration (Master)*
2. *Business Administration (Management of Companies in International Market) (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. Executive Summary of the Experts' Findings

The experts have gained a very positive overall impression of Kyiv School of Economics and the two study programmes that were the subject of the assessment. The experts wish to emphasize that they are impressed by the strong motivation for teaching and studying and the openness for improvement of both teachers and students. The experts find the seemingly strong ambition and spirit at KSE amazing. The experts see that all stakeholders have a strong KSE identification and are dedicated to KSE.

KSE supports those who were forced to go abroad after February 24, 2022 and live there, and wish to return to Ukraine to study at KSE. The university covers the full cost of studying and partly the accommodation in the co-living[1]. The experts appreciate these efforts and motivate KSE - if possible - to continue to do so.

The experts praise that regulation documents are written in English and Ukrainian. This has in their eyes also a future perspective, and that is to attract and welcome more international students after war.

The internal quality assurance system of the university is already very advanced and should be consistently further developed along with the prospective further growth of the KSE Business School.

Both the long-established Master's programme *Business Administration* and the newly introduced Master's programme *Business Administration (Management of Companies in International Markets) [in the self-report also called "International Executive MBA (EMBA)]* show a consistent and plausible curricular structure. The experts are convinced that the programmes provide a qualification at the desired level. They consider the practical relevance of both programmes as very high.

The experts do not see any reasons for conditions.

In some points the experts see room for some further development:

They recommend to the KSE to clarify in the learning outcomes of the international EMBA programme what KSE means by "international". From what the experts learned during the online talks there is a convincing start with a European focus in this programme. If KSE focusses on the market in Europe the experts would recommend to the KSE to underline this in the information about the study programmes (for example also on KSE's website). If KSE then widens the international contents by teaching about the Asian or/and American market framework then KSE could make that clear, too. There is maybe no common framework for Asia and America. So, the term internationalisation would benefit from a stronger clarification.

KSE should in both study programmes reduce the numbers of learning outcomes and write them more concise, also in the Diploma Supplements point 4.2. There seem to be overlaps in the learning

[1] https://university.kse.ua/en/grants

outcomes.

Since KSE itself strongly emphasizes the topic of "AI literacy" and "ethic company outcomes" the experts recommend to the KSE to make these topics even stronger visible in the study programmes since these seem to be umbrella topics of the programmes.

The experts would suggest to more integrate "sustainability" in both programmes.

The experts understand during the online talks that KSE considers the topic "entrepreneurship" and a "managerial mind set" of their students as very important for the two study programmes. Yet, the topic "entrepreneurship" is, so far, merely an elective course. It seems as if students could study the programmes without receiving deeper insight into entrepreneurship. The experts suggest to the KSE to think of entrepreneurship as a cross-sectional topic and therefore KSE could underline it by integrating this even stronger in the course catalogue of both programmes in a more visible way.

The experts find the interdisciplinary capstone project as one of the study programmes special strengths. During the online talks the experts got to know which milestones the capstone project has and who is involved in its assessments (i.e. students writing a "one-pager" about the first idea for a topic, feedback from academic director, pre-defence, assessment committee including academics and practitioners, final defence etc.). The expert recommends a stronger documentation of the capstone project, even on the KSE's website.

KSE should widen its network of companies with which KSE works together for these two programmes, not only from the graduates but also from non-alumni partners, too. KSE's face to face approach seems to work fine at the moment but will probably be too time-intensive in a growing community of external partners. Therefore, the experts recommend to regularly have a sounding board with the partner companies (frequently for example once a year) instead of face-to-face communication only.

The experts understand that KSE wishes to be a Higher Education Institution to be taken seriously in all matters of teaching and learning. Based on the documentation in the self-report and the talks with the teaching staff, the experts find that KSE already manages very well the integration of research in teaching. Although research per se is not a criterion that the experts evaluate in this accreditation procedure they perceived the wish of KSE to get ready for a European, if not international market as an excellent university. The experts discussed the competitiveness of the two study programmes with regard to research. In comparison with other European universities the experts recommend to the KSE to further strengthen the public output of the already very promising possibilities for research.

3. Final Vote of the Expert Panel

3.1 General Aspects

3.1.1 General Recommendations:

- KSE should in both study programmes reduce the numbers of learning outcomes and make them more concise, also in the Diploma Supplements point 4.2.
- Since KSE itself strongly emphasizes the topic of "AI literacy" and "ethic company outcomes" the experts recommend to the KSE to make these topics even more visible in the study programmes since these seem to be umbrella topics of the programmes.
- The experts suggest to integrate "sustainability" even more in both programmes.
- The experts suggest to the KSE to think of entrepreneurship as a cross-sectional topic and therefore KSE could underline it by integrating this even stronger in the course catalogue of both programmes in a more visible way.
- The expert group recommends a stronger documentation of the capstone project, even on the KSE's website.
- KSE should widen its network of companies with which KSE works together for these two programmes, not only from the graduates but also from non-alumni partners, too. Also, the experts recommend to regularly have a sounding board with the partner companies.
- KSE should strengthen the public output of its research.

3.1.2 General Conditions:

- none

3.2 Programme 1: Business Administration (MBA)

3.2.1 Recommendations:

- see 3.1.1

3.2.2 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the Master's programme *Business Administration* for the duration of six years without conditions.

3.3 Programme 2: Business Administration (Management of Companies in International Markets) (EMBA)

3.3.1 Recommendations:

- see 3.1.1
- They recommend to the KSE in the international EMBA programme to clarify in the learning outcomes what KSE means by "international".

3.3.2 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the programme *Business Administration (Management of Companies in International Markets)* for the duration of six years without conditions.

II. Evaluation Report of the Expert Panel

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

The Ukrainian Government shapes and implements higher education policy and development programmes, issues regulatory legal acts on higher education, establishes admission rules for higher education seekers, and ensures compliance with higher education legislation.

The National Agency for Higher Education Quality Assurance (NAQA) establishes criteria in Ukraine for evaluating the quality of educational activities and analyses the quality of educational activities of higher education institutions; conducts accreditation of study programmes and post-accreditation monitoring; inputs information into the Unified State Electronic Database on Education regarding certificates (official decisions) on the accreditation of study programs issued by foreign accreditation agencies.

In August 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 two study programmes in its core field of Economics and Management. For this purpose, the agency assembled a panel of four experts from inside and outside academia, including a student expert.

It is the purpose of the accreditation procedure to assess the quality of the study programmes Business Administration and Business Administration (Management of Companies in International Markets) offered by Kyiv School of Economics against international standards.

The assessment is based on ZEvA's "Assessment Framework for the Evaluation of Study Programmes" as laid out in the "Manual for Evaluation and Certification of Study Programmes". This assessment framework is in part 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' assessment of the self-report submitted by the university and on their findings during the site-visit. It will serve as a basis for ZEvA's Accreditation Commission to decide on the accreditation of the university's study programmes. In the case of a positive decision by the Commission, ZEvA will award its quality seal for a limited time period, after which the university can reapply for accreditation.

2. Governance, Management and Profile of the University

2.1 Organisational Structure and Mission of the University

The Kyiv School of Economics 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 programme 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. In 2007, the University of Houston recognized KSE as its foreign partner university, affirming the quality of KSE's Master's programme in Economic Analysis, which has since remained a cornerstone of the institution. In 2013, KSE introduced a new Master's programme in Business and Financial Economics, which quickly gained popularity.

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.

Initially positioned as a hub for economic education and research in Ukraine, the university'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 as well as 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 in Memory Studies and Public History, Urban Studies and Post-war Reconstruction and Social Psychology were also introduced. Additionally, in 2024, the University established an Engineering School and introduced two new Master's programmes: one in Unmanned Aerial Vehicles and another in Micro- and Nanoelectronics. The year 2024 also saw the introduction of the first Ph.D. programmes in Economics, History and Archaeology, Sociology, Political Science, Computer Science, Mathematics and Public Management and Administration.

In 2022, the Business Education Department was transformed into KSE Graduate Business School, which now operates within the University structure with faculty status. In 2024, KSE GBS expanded its portfolio by introducing the international programme *Business Administration (Management of Companies in International Markets) [in the self-assessment report also called "International Executive MBA (EMBA)]* programme. KSE states during the online talks that its maximum annual intake of students is 34 for the Master's programme *Business Administration* (MBA) and 20 for the newly

introduced *EMBA*.

All in all, at the time of delivering the self-report KSE enrols 1,529 students, comprising 967 Bachelor's students, 535 Master's students, and 27 PhD students. The programmes show a strong international profile: all Bachelor's programmes are taught in English from the second year onwards, and some of the Master's programmes are taught in English only from the start. The university collaborates with various partner universities internationally, among them Higher Education Institutions in Europe, Canada and the USA.

KSE research activities focus strongly on the field of Economics, as well as Sociology and Political Science.

KSE summarizes its mission as follows (see self-report, page 5):

"KSE Graduate Business School, operating with faculty status within the University, pursues a focused mission within this broader framework: to transform Ukrainian management experience into global leadership practice by developing world-class leaders who combine entrepreneurial and technological thinking with the ability to navigate uncertainty, scale businesses, and create sustainable value for organisations and society in Ukraine and internationally. The School's vision is to be recognised among the premier business schools in Central and Eastern Europe as the European centre developing the next generation of leaders for Ukraine's recovery, security, and economic growth, while contributing unique insights on leadership in turbulent, transforming economies to global business education."

2.2 Student Mobility, Recognition and Internationalisation

The two Master's programmes that are assessed in this procedure show a strong international profile. The MBA is delivered in English, the EMBA is delivered in Ukrainian and some courses also in English.

Academic mobility is highly encouraged, even though of course significantly impeded by the current conditions. In practice, however, KSE states that executive profile of KSE GBS students means that extended semester-long mobility is rarely feasible, as participants are unable to step away from their professional responsibilities for prolonged periods. KSE GBS therefore prioritises short-term international learning formats as the most appropriate and accessible form of mobility for its audience and is actively expanding this offer.

KSE GBS has 19 international partnerships tailored to the professional interests and development needs of its target students (self-report, appendix 23). Students of KSE GBS also have according to the self-report (see page 13) access to the full range of the University's international partnerships and academic mobility opportunities on equal terms with students of all other faculties.

For example, KSE GBS maintains an ongoing partnership with MIP Politecnico di Milano Graduate School of Business (POLIMI), through which students have annual access to a curated selection of POLIMI courses alongside international students. In 2025, four KSE GBS students participated in online courses, including 'Corporate Entrepreneurship', 'Industry 4.0', 'Sustainability and Circular Economy', 'Going to the Luxury Market', and 'Big Data and Artificial Intelligence'. Two students participated on-

site in Milan in the 'Bio-Marketing' course.

KSE GBS is according to the self-report a member of the Global Network for Advanced Management (GNAM), a consortium of leading international business schools. Through this membership, students have access to online and hybrid courses offered by partner institutions worldwide, enabling them to develop competencies in cross-border collaboration and global business management.

KSE has laid down its regulations for the recognition of learning outcomes in Part "4.2. General rules of recognition" of its general Educational Process Guidelines (see self-report, appendix 5). KSE may recognize learning outcomes achieved in formal education or in non-formal settings. The Educational Process Guidelines explicitly stipulate that the recognition procedure is based on the principles set out in the Lisbon Recognition Convention. In case an application for recognition is denied, the applicant has a right to appeal. 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.

On principle, KSE issues a Diploma Supplement upon graduation which is based on the general standard template used in the European Higher Education Area. Sample Diploma Supplements for the two Master's programmes were disclosed to the experts as appendices to the university's self-report.

Experts' Appraisal

The experts consider the criterion of Student Mobility and Internationalisation as fulfilled.

The recognition procedure is in place and based on the principles set out in the Lisbon Recognition Convention and hereby, this formal requirement is fulfilled.

KSE has a wide network of international partners. KSE made clear in its self-report made that the KSE GBS reaches out for international inspiration for its study programmes as well as hiring international expert teachers for the programmes.

The experts praise that the courses in the Master's programme *Business Administration* are taught in English and that there are English courses even in the study programme EMBA. Documents of the core regulations for the programmes are written bilingual in Ukrainian and English.

During the online talks several students and teaching staff were connected via ZOOM while they were abroad. One student was about to prepare for the capstone project in another European country. Hereby, the experts could see that international mobility is actually happening. All students who participated in the online talks were very well able to communicate with the experts in English.

2.3 Equal Opportunities

According to its self-report KSE set out the framework for ensuring a fair, respectful, and inclusive institutional environment for all students, faculty, and staff (see self-report, page 12). The regulations are given in Ukrainian and English.

KSE has developed and published a Gender Equality Plan which was disclosed to the experts as part of the self-report (see 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.

KSE has set up the Prevention of Sexual Exploitation and Abuse Policy (see self-report, appendix 9). The Authorized Focal Point for SEA (Sexual Exploitation and Abuse) is a staff member of the KSE, responsible for accepting applications, collecting evidence, and gathering other materials related to incidents of sexual exploitation and abuse following this Policy. KSE wishes to raise awareness of students, faculty, and staff on issues related to SEA through ongoing training, creating a culture of trust, and zero tolerance for SEA cases.

Also, KSE has the Prevention of Bullying, Mobbing and Harassment Regulations (see self-report, appendix 10). They "define the interpretation of the main terms relating to bullying and mobbing (harassment), the procedure for reviewing reports on incidents of bullying and mobbing (harassment), as well as the implementation of appropriate measures to prevent bullying (harassment) at KSE in accordance with the laws of Ukraine".

KSE is committed to providing equal learning and development opportunities for students with special needs by creating an inclusive environment and offering personalized study plans to support their specific requirements.

As formally stipulated in the university's Educational Process Guidelines (see self-report, appendix 5, 2.4.6), students with special educational needs who require adjustments to the educational process can submit a request to the Study Support Office (SSO). The request is then decided upon by the First Vice-Rector, together with the dean of the faculty and the Academic Director. According to the regulations, the adaptation of the educational process should not have "negative consequences for other students, in particular, adversely affect the fairness of the assessment".

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.

This respect to this criterion KSE emphasizes that faculty hiring follows a merit-based, transparent process governed by the Faculty Hiring Policy (see self-report appendix 6). Student selection for the MBA and the International EMBA is conducted based on professional merit, motivation, and demonstrated leadership experience, without discrimination on grounds of gender, nationality, or background.

Experts' Appraisal

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. After reading the self-report with the annexes and talking to the staff and students the experts have a very good impression of KSE's sincere approach to create equal opportunities for students during the whole study process from the

access to the graduation. Also, the experts praise that KSE uses a framework that aims to create a favourable environment for the development and achievements of all members of the university community.

During the online talks none of the students nor staff members came up with any complaints with regard to this criterion. The experts regard it as fulfilled.

3. Assessment of the Study Programmes

3.1 Common Features and Strategic Dimension of the Programmes

General features

The MBA programme was established in 2015. In 2025 there were 25 students in this programme. The EMBA was launched in 2024 with 8 students. Currently (2025), 7 students are studying this Master's programme.

The two Master's programmes have a common focus on a strong managerial and entrepreneurial background and hence share some core courses in the first study phase but are otherwise clearly distinct from each other in terms of profile and content (cf. the programme-related chapters below for details). The course units in both programmes are relatively small, comprising ECTS between 1,5 and 5. In accordance with national legislation both programmes allow for a choice of electives (at a scope of at least 25% of the total programme volume) (see self-report, page 30).

While the MBA is taught in English only, the EMBA is taught in Ukrainian and some courses in English, too.

Admission to the Programmes

In order to be admitted to the Master's programmes, applicants need at least to have completed their Bachelor's degree.

Admissions take place twice a year, with programme starts in October and March. Official enrolment as degree-seeking students takes place once a year in autumn, in accordance with state regulations.

According to the self-report (see page 24) the target audience for the MBA comprises "business owners, early-stage senior managers, and mid-level managers preparing for their next career transition". The formal admission requirement, as defined by national legislation and the KSE Educational Process Guidelines (Appendix 5), is a Bachelor's degree (NQF Level 6) or higher, with admission conducted competitively. For the MBA programme, KSE GBS additionally requires a minimum of three years of managerial experience. "Applicants need to write a motivation letter why they wish to study one of these programmes. The selection process includes submission of a CV, supporting documents, and a motivation letter, followed by an interview assessing the candidate's understanding of business and economics, as well as English language proficiency (minimum B2/C1 level)." Further information about the admission rules is given by KSE on its website[2].

For the International EMBA KSE states that this Master's programme is "designed for leaders of large Ukrainian businesses seeking to scale their operations internationally or to strengthen their competitive positioning, as well as for senior executives aiming to develop a strategic vision for

[2] see https://kse.ua/kse-event/mba- -admission-campaign/ [internet source opened 13 May 2026 20:30 CET]

international growth. Admission to the International EMBA follows the same formal framework (Appendix 5), with KSE GBS placing particular emphasis on candidates with substantial experience in managing businesses or large organisational units and a demonstrated motivation for international expansion." (see self-report, page 24).

3.2 Intended Learning Outcomes

KSE wants to design the Programme Learning Outcomes (PLO) in both Master's programmes in a way that they ensure graduates to achieve those PLO that are align with the Law of Ukraine "On Higher Education" on the one hand and on the other hand with the Framework for Qualifications of the European Higher Education Area (Level 7, second cycle) in full compliance with the Dublin Descriptors of the QF-EHEA.

Employability is an explicit educational goal of both programmes (see self-report, page 28).

KSE has added samples for diploma supplements for both programmes to the self-report (see appendix 22). In point 4.2 (profile) in the diploma supplements KSE lists the PLOs of the respective programme.

3.2.1 Programme 1 Business Administration (MBA)

In accordance with the Law of Ukraine "On Higher Education," the profile and content of the MBA programme are based on the standard of higher education in the field of knowledge 07 Management and Administration, speciality 073 Management at the Master's level. The objective of the programme is "to transform the culture of doing business in Ukraine by educating competent professionals who understand the value-based dimension of organisational management" (see self-report, page 24):

"The MBA programme develops graduates' general and professional competencies, including skills in strategic planning, risk management, operational and project management, human capital management, and the adaptation of business administration tools to the challenges of the Ukrainian context. The programme is delivered in English with a strong practical orientation. The full list of Programme Learning Outcomes is as follows:

PLO1. Critically evaluate, select, and apply appropriate scientific, methodological, and analytical tools for management in unpredictable conditions.

PLO2. Identify organisational problems and justify effective methods for their solution.

PLO3. Justify, plan, and manage projects; generate entrepreneurial ideas to create competitive advantages and stimulate business (organisational) growth.

PLO4. Plan organisational activities at both strategic and tactical levels.

PLO5. Possess skills in making, justifying, and implementing managerial decisions under uncertainty, considering current legislation, ethical principles, social responsibility, and the evolution of the competitive environment.

PLO6. Organise and conduct effective communication within a team, with representatives of

various professional groups, and in an international context.

PLO7. Possess digital literacy skills and interpret data to improve organisational management efficiency.

PLO8. Communicate effectively in professional and academic environments, conduct negotiations in the state and foreign languages.

PLO9. Demonstrate leadership skills and ability to work in a team, interact with people, influence their behaviour to solve professional tasks, apply fundamental concepts and ethical principles in human capital management, regulate team dynamics.

PLO10. Ensure personal professional development and effective time management.

PLO11. Delegate authority and lead an organisation (or its unit), distribute duties, and define roles and responsibilities within a team.

PLO12. Plan and implement informational, methodological, material, operational, financial and human resource provision of the organisation (unit).

PLO13. Identify risks and make well-grounded decisions, including data-driven ones, in complex, risky, and uncertain situations.

PLO14. Analyse the impact of macro and micro environment on the organisation and manage it as an integrated system.

PLO15. Design effective management systems for organisations and apply behavioural modification methods to improve organisational performance.

PLO16. Structure and systematise practical business management experience, including best global practices.

PLO17. Analyse and integrate international tools and practices of business process management.

PLO18. Invent innovative approaches to maintain sustainability and increase organisational competitive advantage.

PLO19. Analyse key principles of competitiveness in European and global contexts and apply them for Ukrainian business development.

PLO20. Build financial models and evaluate project profitability."

In the self-report KSE describes how the PLOs can also fulfil the Dublin Descriptors (see pages 27/28).

In the area of knowledge and understanding, graduates of the MBA programme acquire specialised conceptual knowledge in management and strategic leadership. This is achieved through the integration of theoretical coursework with research assignments, case analysis, and simulation exercises (MBA: PLOs 1, 4, 12, 16, 20).

In the area of applying knowledge and understanding, graduates demonstrate the ability to apply analytical tools, digital technologies, and evidence-based approaches to solve complex managerial

problems in new or unfamiliar environments. MBA graduates demonstrate entrepreneurial initiative and the ability to lead innovative projects (PLOs 3, 12, 14, 18).

In the area of making judgements, graduates of both programmes are prepared to make and justify managerial decisions under uncertainty, integrating ethical, legal, and social considerations. This is supported by leadership development modules, reflective practice, and career coaching (MBA: PLOs 5, 9, 13, 14).

In the area of communication, MBA graduates acquire skills in executive communication, negotiation, and team leadership within professional and international contexts (PLOs 6, 8, 9, 11).

In the area of learning skills, the MBA programme emphasises continuous personal and professional development, self-management, and lifelong learning (MBA: PLO 10).

3.2.2 Programme 2 Business Administration (Management of Companies in International Market) (EMBA

Also, the profile and content of the International EMBA programme are based on the same national standard (field of knowledge 07, speciality 073) and are designed to meet the specific needs of business owners and senior executives preparing for competition in the global business environment. According to the self-report the" objective of the programme is to transform the culture of Ukrainian business on an international scale by educating competent professionals who understand the value-based dimension of managing business processes" (see self-report, page 26):

"The International EMBA develops both specialised and professional competencies, including skills in strategy development and execution, understanding and serving global customers, managing operations and finance of a global enterprise, creating economic, financial, and social value, and ethically leading a diverse workforce. The programme is delivered in English and Ukrainian. The full list of Programme Learning Outcomes is as follows:

PLO1. Critically analyse management situations, identify problems, and design effective organisational management systems.

PLO2. Develop, justify, and implement managerial decisions in accordance with legal requirements, ethical principles, and social responsibility.

PLO3. Plan and implement organisational development strategies, including strategic and tactical planning in an international context.

PLO4. Develop and manage projects, entrepreneurial initiatives, and organisational resources.

PLO5. Apply quantitative, financial, and economic tools to support managerial decision-making.

PLO6. Utilise digital technologies, information systems, and data analysis tools, including artificial intelligence, in management processes.

PLO7. Communicate and collaborate effectively in professional, intercultural, and multinational environments.

PLO8. Demonstrate leadership, manage teams, delegate responsibilities, and implement organisational change.

PLO9. Manage human capital with consideration of cultural diversity, inclusivity, and psychological aspects of personnel management.

PLO10. Adhere to ethical standards and corporate governance principles in an international business environment.

PLO11. Analyse the global, geopolitical, and macroeconomic environment, including the European context.

PLO12. Develop and implement strategies for entering international markets and working with global clients.

PLO13. Make managerial decisions under high uncertainty, crises, and risks, including those related to the consequences of war.

PLO14. Plan personal professional development, practise self-management, and engage in lifelong learning."

For the EMBA programme KSE refers to the Dublin Descriptors as follows:

In the area of knowledge and understanding, graduates of the EMBA acquire specialised conceptual knowledge in management, strategic leadership, and global business dynamics and emerging technologies. This is achieved through the integration of theoretical coursework with research assignments, case analysis, and simulation exercises (International EMBA: PLOs 1, 3, 4, 5, 6, 11, 12).

In the area of applying knowledge and understanding, graduates demonstrate the ability to apply analytical tools, digital technologies, and evidence-based approaches to solve complex managerial problems in new or unfamiliar environments. International EMBA graduates demonstrate readiness to operate in global and multicultural contexts and to design market-entry strategies (PLOs 3, 4, 6, 7, 12).

In the area of making judgements, graduates of both programmes are prepared to make and justify managerial decisions under uncertainty, integrating ethical, legal, and social considerations. This is supported by leadership development modules, reflective practice, and career coaching (International EMBA: PLOs 2, 8, 10, 13).

In the area of communication, International EMBA graduates develop the ability to communicate effectively in multicultural and multinational environments and to lead with influence across cultural boundaries (PLOs 7, 8, 9).

In the area of learning skills, the EMBA programme emphasises continuous personal and professional development, self-management, and lifelong learning (International EMBA: PLO 14).

Experts' Appraisal

The experts consider the practical relevance of both Master's programmes as very high.

The admission rules are very well explained and clear. Prospective students will find information about the rules on KSE's website (https://kse.ua/kse-event/mba-_-admission-campaign/). The information about the EMBA will be found in Ukrainian only.

The experts recommend – if this is legally possible in the Ukraine – that KSE should in both study programmes reduce the numbers of learning outcomes and write them more concise, especially in the Diploma Supplements point 4.2.. According to the experts' opinions there seem to be overlaps in the learning outcomes. A list of general PLOs does not necessarily give an employer the information which competences a graduate has. Considering the positions that KSE thinks of for the graduates of these programmes (see examples in the self-report, page 28), KSE should explain in a nutshell what the graduates' profile is after having successfully studied the Master's programmes.

The experts also recommend for the newly launched international EMBA programme that KSE should clarify what is meant by "international". From what the experts learned during the online talks there is a convincing start with a European focus in this programme. If KSE focusses on the market in Europe the experts recommend to the KSE to underline this in the information about the study programme (for example also on KSE's website). If KSE then widens the international contents by teaching about the Asian or/and American market framework then it could make that clear, too. There is maybe no common framework for Asia and America. Thus, the term internationalisation would benefit from a stronger clarification.

3.3 Concept and Structure of the Study Programmes

Both programmes include mandatory courses, elective courses (at least 25%), a mandatory internship (which is a legal demand in Ukraine), and finally at the end of each programme a Master's Thesis (i.e. the Capstone Project) with which the students completed their studying.

At the beginning of both programmes KSE organises a two-day Bootcamp before the first term starts. The Bootcamp is a non-credit introductory component. It is designed to "orient students, establish group dynamics, and introduce the programme's educational philosophy. The Bootcamp includes an introduction to academic standards and integrity requirements, an overview of assessment methods and the coaching programme, community-building activities, and initial leadership self-assessment exercises" (see self-report, page 30).

Both programmes include an internship. Since most students are active in senior management positions already, the internship can be fulfilled through the recognition of the students' current professional activities (see self-report, page 37). Nevertheless, the "internship syllabus defines specific learning outcomes – including the development of managerial competencies in a real organisational context, the application of programme knowledge to concrete business challenges, and the production of a structured internship report – against which recognised professional experience is evaluated. Students whose current employment does not meet these criteria are supported in identifying appropriate internship placements through the School's network of partner organisations."

3.3.1 Programme 1 Business Administration (MBA)

In addition to the mandatory courses, MBA students are offered a choice of elective courses totalling 26.5 ECTS credits. For the internship MBA students gain 12,5 ECTS and for their Master's Thesis (i.e. the Capstone Project) they get 22 ECTS.

The MBA curriculum is organised around three strategic modules – Leading Values, Leading Ideas, and Leading Execution. None of them require according to KSE prerequisites or prior knowledge of specific subjects. "Under this carousel structure, students from multiple active cohorts attend mandatory courses simultaneously, forming a single combined study group. This allows students to begin their studies with any available module depending on their entry period, enhances peer learning through the diversity of professional backgrounds and entry points, and ensures pedagogically viable group sizes even when individual cohort enrolment is modest." (see self-report, page 31).

Since October 2025, the MBA programme has been offered in two study formats: online (weekly evening classes) and hybrid weekend (on-campus classes every second weekend). KSE has observed that, so far, all students have opted for the hybrid weekend format.

The following description of the study course structure is taken from the self-report, pages 31/32):

"First year of studies

Term I (Fall–Winter): Bootcamp, followed by Module 1, Leading Values: Financial Accounting; Risk Management. First-year electives are also available from this term.

Term II (Winter–Spring) – Module 1, Leading Values (continued): Strategic Management.

Term III (Spring) – Module 2, Leading Ideas: Managerial Economics.

Term IV (Summer) – Module 2, Leading Ideas (continued): Macroeconomics; Strategic Marketing.

Elective courses in the first year include, among others: Managerial Accounting, Organisational Development, Entrepreneurship in the Digital Age, Building Personal Wealth, Mastering Presentation Design and Pitching, Mastering Digital Leadership, Organisational Behaviour, Career Coaching, Innovation Management, Financial Decision-Making, and Design Thinking and Creativity.

Second year of studies

Term V (Fall–Winter) – Module 3, Leading Execution: Operations Management; Leadership in Organisations; Project Management.

Terms V–VII (Fall–Spring): Capstone Project Preparation.

Term VII (Spring): Internship.

Elective courses in the second year include, among others: Behavioural Economics for Managerial Decision Making, Lean Marketplace Intensive, How To Become a Board Member, Applied Business Use of AI, Introduction to Lean, Beyond Strategy: What It Really Takes to Run a Company, Negotiations and

Strategy – from Preparation and Analysis to Execution and After-Action Review, Business Transformation, Military & Philosophy Underpinnings of Business Strategy, Strategic Sales, Pitching: How to Sell and Inspire with your Ideas, Balancing Act: Mindfulness for Executives, Leader as Coach, Strategy Execution Architecture, Digital Transformation, and Business Analytics for Managers."

The lengths of the terms differ between 10 and 13 weeks.

KSE gives an overview of all courses in the self-report. Here is an excerpt of the mandatory courses:

№	Study course	Year	Term	ECTS credit
			Mandatory course (MC)	
MC 1	Financial Accounting	I	1	3
MC 2	Risk Management	I	1	3
MC 3	Strategic Management	I	2	5
MC 4	Managerial Economics	I	3	2.5
MC 5	Macroeconomics	I	4	2.5
MC 6	Strategic Marketing	I	4	4
MC 7	Operations Management	II	5	3
MC 8	Leadership in Organisations	II	5	3
MC 9	Project Management	II	5	3
	Total ECTS credits for the mandatory course			29
			Internship	
IN.1	Internship	II	7	12.5
	Total for Internship, ECTS			12.5
			Final assessment	
MT	Master's Thesis (Capstone Project)	II	5-7	22
	The total amount of credits for all mandatory parts of the study program			63.5

3.3.2 Programme 2 Business Administration (Management of Companies in International Market) (EMBA)

International EMBA students are offered electives totalling 22.5 ECTS credits. They gain 10 ECTS for the internship and 20 ECTS for their Master's Thesis (i.e. the Capstone Project).

The International EMBA curriculum is according to KSE organised around four thematic modules – Context, Strategy and Marketing, Enterprise, and Leadership – complemented by electives.

The following description of the study course structure is taken from the self-report, pages 32/33):

"First year of studies

Term I (Fall–Winter): Bootcamp, followed by School-funded preparatory English-language courses

designed to strengthen students' English proficiency so that they can engage more effectively with course materials and successfully progress through the programme. First-year electives are also available from this term.

Term II (Winter) – Module 1, Context: Geopolitics and Global Markets; Business and Global Stakeholders.

Term III (Spring–Summer) – Module 2, Strategy and Marketing: Global Strategy; Global Market Entry Strategies; Understanding and Serving Global Customers.

Term IV (Summer) – Module 3, Enterprise: Economics of Managerial Decision-Making; Financial Management and Value Creation.

Elective courses in the first year include: Risk Management, Art and Creativity at the Intersection with Entrepreneurship, and Customer Experience as a Competitive Advantage.

Second year of studies

Term V (Fall) – Module 3, Enterprise (continued): Operations Strategy with Future in Mind.

Term VI (Fall) – Module 4, Leadership: Organisation Culture and Change Management; Leadership and Diverse Workforce; Corporate Governance and Business Ethics.

Term VII (Winter–Spring): Internship.

Terms III–VIII (Summer–Spring): Capstone Project Preparation.

Elective courses in the second year include, among others: Quality and Productivity in a Global Enterprise, Strategic Communication for International Audiences, Applied Business Use of AI, Studying Region – Asia, Enterprise Financial Strategy, Executive Coaching, Business Psychology for Top Managers, Behavioural Economics for Managerial Decision Making, and How to Become a Board Member."

Each term has a different number of weeks between 5 and 15 weeks.

KSE gives an overview of all courses in the self-report. Here is an excerpt of the mandatory courses:

№	Study course	Year	Term	ECTS credits
			Mandatory course (MC)	
MC 1	Geopolitics and Global Markets	I	2	3.5
MC 2	Business and Global Stakeholders	I	2	3
MC 3	Global Strategy	I	3	5
MC 4	Global Market Entry Strategies	I	3	3
MC 5	Understanding and Serving Global Customers	I	3	2.5
MC 6	Economics of Managerial Decision-Making	I	4	3.5
MC 7	Financial Management and Value Creation	I	4	4
MC 8	Operations Strategy with Future in Mind	II	5	4
MC 9	Organisation Culture and Change Management	II	6	3
MC 10	Leadership and Diverse Workforce	II	6	3
MC 11	Corporate Governance and Business Ethics	II	6	3
	Total ECTS credits for the mandatory course			37.5
			Internship	
IN 1	Internship	II	7	10
	Total for Internship, ECTS			10
			Final assessment	
MT	Master's Thesis (Capstone Project)	II	3-8	20
	The total amount of credits for all mandatory parts of the study program			67.5

Experts' Appraisal

From the experts' point of view, the curricular structure of the two programmes is plausible with regard to their respective intended learning outcomes and graduate profiles. KSE GBS manages to strike a good balance between theory and professional practice. The programmes embrace flexible learning paths. KSE recognises competences that are gained outside formal curricula.

Since KSE itself strongly emphasizes the topic of "AI literacy" and "ethic company outcomes" the experts recommend to the KSE to make these topics even stronger visible in the study programmes since these seem to be umbrella topics of the programmes.

The experts would suggest to more integrate "sustainability" in both programmes.

The experts understand during the online talks that KSE considers the topic "entrepreneurship" and a "managerial mind set" of their students as very important for the two study programmes. Yet, the topic "entrepreneurship" is, so far, merely an elective course. Is seems, as if students could study the programmes without receiving deeper insight into entrepreneurship. The experts suggest to the KSE to think of entrepreneurship as a cross-sectional topic and therefore KSE could underline it by integrating this even stronger in the course catalogue of both programmes in a more visible way.

For the students' internships and projects KSE would benefit from a wide network of partners / employers. During the talks with different KSE stakeholders including an external stakeholder (employer) the experts got the impression that the co-operation external partners for the two Master's programme consist either of the students' companies or KSE's graduates. The experts recommend to the KSE to widen its network of companies with which KSE works together for these two programmes, not only from the graduates but also from non-alumni partners, too. KSE's face to face approach seems to work fine at the moment but will probably be too time-intensive in a growing community of external partners. Therefore, the experts recommend to regularly have a sounding board with the partner companies (frequently for example once a year), instead of face-to-face communication only.

The experts find the interdisciplinary capstone project as one of the study programmes special strengths. During the online talks the experts got to know which milestones the capstone project has and who is involved in its assessments (i.e. students writing a "one-pager" about the first idea for a topic, feedback from academic director, pre-defence, assessment committee including academics and practitioners, final defence etc.). The experts recommend a stronger documentation of the capstone project, even on the KSE's website. They think that a stronger visibility of the capstone project could attract even more students and practitioners.

3.4 Methods of Teaching and Student Assessment

The didactic approach taken by KSE is described in detail in the university's self-report (see pages 33 – 36). The principles of student-centeredness and competence-orientation are key to this approach. In particular, the emphasis is on developing the students' capacity for analytical and critical thinking, communication skills, teamwork and leadership skills. Significant attention is paid to the ethical aspects of economic activity and social responsibility as an integral part of training modern professionals.

In line with this general concept, KSE takes care to apply teaching methods which actively involve students in the learning process, as e.g. lectures and interactive lectures, case studies, group work and team projects, discussions, debates, workshops, and intensive seminars, simulations and games, Blended learning, e-learning, and mobile learning , hands-on exercises, analytical tools, and modelling, Guest speakers and expert sessions, individual reflective, analytical, and project-based assignments, Independent study and self-directed learning, Continuous and summative assessment as a learning method. The methods provide according to KSE a balanced combination of conceptual learning, practical application, teamwork, leadership development, and ethical reasoning, aligned with the Programme Learning Outcomes. The individual needs and interests of students are tended to as best as possible, as, for example, by means of elective classes and career counselling with the Academic Directors.

The course syllabi contain detailed information on the methods of teaching and assessment applied in each course.

Throughout the curriculum, research-related skills are developed in individual courses through case analyses requiring structured data interpretation, individual analytical assignments based on students'

own organisational contexts, business case writing, and group business analyses. Projects may be worked on individually or in groups and may focus either on research tasks or on real-world business scenarios. At Master's level, however, there is a stronger emphasis on the application of research methods and the development of research proposals.

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.

The capstone project requires students to conduct a structured analysis of a real, complex management problem in their own or a chosen organisation. It involves problem definition, literature review, data collection, application of qualitative and quantitative tools, evaluation of alternatives, and the formulation of evidence-based recommendations with a clear implementation plan. Students may work individually or in pairs of up to two persons.

Experts' Appraisal

The experts commend KSE on the large variety of teaching and assessment methods applied in the two Master's programmes. The formative assessment approach should be especially highlighted, as it enables a close monitoring of the students' academic progress and general development. The workload induced by the numerous and continuous assessment events appears to be manageable for students, in spite of certain peaks. The students in the online talks made clear that they could manage.

The overall didactic concept underlying the programmes is well in line with the intended learning outcomes and relies on state-of-the art and innovative teaching and assessment methods.

3.5 Teaching Faculty

Recruitment

KSE has provided comprehensive information on the teaching faculty involved in the two study programmes, including the CVs of the core teaching staff (see self-report appendix 21). In addition to full-time faculty, KSE GBS engages part-time, adjunct, visiting, and guest lecturers – both domestic and international. Most lecturers teach not only in one, but in both programmes. Also, the experts got the opportunity to talk to the Academic Directors of the programmes and other members of faculty in the course of the online talks.

Additional information was given on KSE's policy for staff recruitment and staff development. KSE has a faculty hiring policy (see self-report, appendix 6). Its principles of the competition are based on openness, transparency, equality, and impartiality to find the most qualified and motivated employees. The competitive process includes document review, interview, English language and professional skills assessments, a trial lecture evaluated by Academic Directors and students, and a final decision by the University Senate (see self-report, page 17).

For the MBA and EMBA KSE applies enhanced faculty profile requirements: "Faculty members are expected to hold an MBA, Master's degree, PhD, or DBA from an accredited, internationally recognised institution; to have at least seven years of experience in senior leadership roles and at least 15 years

of overall professional experience; and to demonstrate practical expertise relevant to the global and Ukrainian business context. Fluency in English is mandatory." (see self-report, page 17).

Pedagogic Qualifications and Professional development

The Academic Directors of the respective programmes provide each incoming faculty member with guidance on programme context, student profile, expected learning outcomes, and teaching standards prior to the commencement of their course. For faculty with significant professional experience but limited teaching background, the Academic Director provides ongoing recommendations on teaching methods and assessment approaches throughout the course. At the faculty and staff development level, Academic Directors have participated in international professional development programmes, including the Human-Centred Design programme at Harvard Business School and the International Teachers Programme (ITP) at Stockholm School of Economics (see self-report, page 13).

Faculty sufficiency and coverage

The current teaching team for both programmes comprises approximately 20 faculty members. The faculty combines research-active academics and practice-oriented professionals.

Mandatory courses are delivered by eight faculty members in the MBA and 13 in the International EMBA, with each elective course taught by one or more instructors. The composition of the teaching staff ensures the coverage of the programmes' core and elective courses across management, strategy, finance, leadership, organisational behaviour, marketing, economics, and related fields.

Research Activity and Scholarly Engagement

According to the self-report KSE Graduate Business School faculty members involved in both programmes have over the past six years "contributed peer-reviewed publications, policy outputs, case studies, and applied research spanning strategy, innovation, finance, resilience, and management education in Ukraine and internationally." (see self-report, page 18). Writing this, KSE refers to the faculty's CVs.

Experts' Appraisal

The experts were very impressed by the highly ambitious, competent and dynamic team of KSE faculty they encountered during the online talks. The enhanced faculty profile requirements and the collegial guidance in all matters of teaching development ensure a high quality of the teaching. The university actively supports and facilitates the continuous professional development of its teaching faculty.

During the talks the experts have also gained the impression that relationships between students and lecturers are marked by a high level of trust and close communication.

The members of faculty in these two programmes are active researchers, yet, from what the experts could see, few have publications in highly ranked, peer-reviewed journals. Based on the documentation in the self-report and the talks with the teaching staff, the experts find that KSE already manages the integration of research in teaching very well. Although research per se is not a criterion

that the experts evaluate in this accreditation procedure, they perceived the wish of KSE to get ready for a European, if not international market as an excellent university. The experts discussed the competitiveness of the two study programmes with regard to research. In comparison with other European universities the experts motivate KSE to further strengthen the public output of the already very promising possibilities for research.

3.6 Infrastructure, Resources and Student Support

Infrastructure and Technical Equipment

KSE moved to a new campus in Kyiv in 2021 in order to create a modern learning environment for a growing number of students. The university has described the facilities on campus in its self-report (see page 19 and 20) and has provided a guided video tour specifically for the expert panel.

KSE GBS currently operates from the Dragon Capital Building, which features modern classrooms equipped with multimedia tools, laptops, and video cameras for various educational purposes. 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 order to provide maximum safety for students, several classrooms were set up in underground shelters. The campus also features recreational spaces for students, as well as meeting spaces for student clubs and self-government activities.

An uninterrupted power supply system is also in place to ensure continuity of the learning process in the event of energy disruptions.

To support the educational process and virtual communication with students, the University has established a corporate messenger, the Moodle platform and personal student accounts. Zoom and Google Meet are used for online and hybrid sessions. Students also have access to a Python-based text-to-speech tool developed by the School to enable audio access to learning materials.

Library

Students have according to the self-report (see page 20) "access to a scientific library containing authoritative English-language textbooks and academic materials. The School provides access to an extensive range of academic databases and digital research tools available to the entire KSE community. These include JSTOR; the Research4Life platform, which provides access to peer-reviewed academic and professional content through specialised portals – Hinari, AGORA, OARE, ARDI, and GOALI; and RapidILL, a service enabling users to obtain articles from over 500 libraries worldwide within 24 hours. The University is a member of the EIFL Consortium, through which licensed electronic resources are available free of charge or at significant discounts, and which has negotiated waived article processing charges in several academic journals. The University is also a member of the State Scientific and Technical Library of Ukraine Consortium (https://dntb.gov.ua/en/)."

Student Support Services

The KSE students have a wide spectrum of support and advisory services at their disposal. 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 International Affairs Manager 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. In addition to that, 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. The Student Development and Alumni Relations office also monitors students' needs for professional development and organizes events to enhance their career opportunities.

KSE offers confidential psychological counselling to all students free of charge.

In all questions concerning their academic studies, students can turn to their lecturers or to the Academic Directors of their programmes. There are also supporting tutorials offered by student tutors for certain fundamental subjects like Mathematics, English or Microeconomics.

However, given that MBA and International EMBA students are experienced professionals, their expectations and support needs are distinct from those of students enrolled in other University programmes. In response to this, and in pursuit of consistently high NPS scores, the School has developed a dedicated support structure tailored to its students' profiles.

According to the self-report KSE GBS is currently undergoing a structural transformation of its organisational model: "The former Service and Support Unit is being reorganised into two specialised units: the Academic Programs Implementation and Student Services Unit, responsible for the delivery and student support of the MBA and the International EMBA programmes; and the Executive Education Programs Delivery and Learner Services Unit, responsible for open, corporate, and short-term programmes. Student support for the MBA and the International EMBA is consolidated within a single unit: each programme retains its dedicated programme manager and coordinator, who provide administrative support and communication throughout the educational process.

Academic Directors provide direct academic support, including regular individual meetings with students, ongoing monitoring of academic progress, and access to career or executive coaching within the programme framework." (see self-report, page 21).

For the workload planning, KSE GBS takes into account the professional commitments of the programmes' students (see self-report, page 37). The scheduling avoids running two courses simultaneously and ensures at least one to two weeks between examinations. Syllabi are made

available one month before the course starts. The learning materials are made available at least two weeks in advance, with clear reading instructions for each session. As an additional support measure, selected reading materials are also made available in audio format. Given the profile of KSE Graduate Business School students, this provides greater flexibility and facilitates engagement with course content during commuting and other time-constrained periods of the working day.

Experts' Appraisal

Based on the video material and the additional information given, the experts conclude that KSE provides excellent conditions for studying, working and if necessary, also living on its campus.

This was also confirmed by the students during the online talks. In-class teaching for the on-campus classes every second weekend is kept up as best as possible while warranting maximum safety for students, even though the limited number of shelters significantly impedes an efficient scheduling and organization of classes across all study programmes.

Students are generally enabled and supported very well by their lecturers and by the administrative staff of KSE. Learning groups are relatively small, which makes it easier for lecturers to tend to individual students' needs. Students are further supported in their academic progress by means of additional individual advice from the Academic Directors.

3.7 Quality Assurance

KSE has established an internal quality assurance system as a set of principles, 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. The university's quality assurance procedures are formally regulated in a policy which was included in the self-report (see appendix 4), along with sample questionnaires for course evaluation and other regular surveys.

Within KSE GBS, quality assurance is overseen by the Quality Assurance and Continuous Improvement Unit. The system operates on a continuous improvement cycle (PDCA) including both internal and external quality assurance components. The unit works in close coordination with the Academic Directors.

For each study programme, KSE appoints an Academic Director who bears 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.

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.

The quality assurance cycle of teaching and learning at KSE is monitored by means of several instruments. According to the self-report the results of these processes are systematically analysed and translated into concrete improvement measures, which are communicated to all relevant stakeholders (see self-report, page 14):

- at the programme level (through annual programme reviews and feedback on the capstone experience); and beyond graduation (through alumni surveys assessing the practical relevance and career impact of the programme)
- during each course (through interim questionnaires and end-of-course surveys covering teaching quality, organisational support, and workload).
- through in-depth interviews with students KSE trys to identify systemic issues in programme delivery;
- additionally, there are post-course feedback meetings between Academic Directors, Programme Managers, and faculty members as well as monthly virtual meetings between the Academic Director and students;
- and alumni surveys.

Stakeholder Involvement

According to the self-report (see page 11) decisions regarding the development of study programmes and educational activities are taken collectively, with the involvement of multiple stakeholder groups, such as the Quality Assurance and Continuous Improvement Unit, the Academic Directors and programme management teams as well as students.

External feedback is given by employers and partner organisations. Also, NAQA is involved and the KSE International Academic Board and members of the international academic community.

Experts' Appraisal

Although the Academic Directors additionally to numerous tasks have the load of being responsible for the quality assurance of their respective programmes, the experts are convinced that KSE's internal quality assurance system helps to guarantee a very good quality for teaching and learning. The university takes a professional and comprehensive approach to quality assurance, supported by state-of-the art monitoring tools which allow for in-depth analyses. The regular satisfaction surveys conducted by the university address the perspectives of all relevant stakeholders and cover a wide spectrum of aspects impacting the quality of teaching and learning.

The online talks with students and teaching staff confirmed that improvement measures are taken in response to stakeholder feedback or low student performance, leading to closed PDCA cycles.

3.8 Transparency and Public Information

As already outlined above, 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. After graduation, students get a state-recognised Master's degree diploma and a diploma supplement containing information about the students' personal achievements as well as the information on the general profile of the study programme (see self-report, appendix 22).

The KSE website and the institutional websites of the programmes contain basic information in Ukrainian and English on the Master's programmes MBA and EMBA. The profile and thematic focus of each programme is outlined in a few sentences or as a short list of bullet points, and a survey of the curriculum is available 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.

Experts' Appraisal

KSE publishes information about their activities, including programmes in a clear, accurate, objective, up-to date and readily accessible way.

The experts are impressed by the strong motivation for teaching and studying and the openness for improvement of both teachers and students. The experts find the seemingly strong ambition and spirit at KSE amazing. The experts see that all stakeholders have a strong KSE identification and are dedicated to KSE. From the talks with the programmes students the experts got to know that the students strongly benefit from the results of their study projects.

From the documents provided by KSE, the internet research and the online talks with different groups the experts are convinced that sufficient public information is given. The stakeholders that are involved in the teaching and learning processes at KSE are well informed and that communication in general works well.

Appendix

Statement of the University in Response to the Expert Report

KSE Graduate Business School at Kyiv School of Economics sincerely appreciates the thorough evaluation and constructive recommendations provided by the Expert Panel in the accreditation report for the programmes Business Administration (MBA) and Business Administration (Management of Companies in International Markets) (International EMBA). We are grateful to ZEvA for organising this procedure and for assembling a highly qualified expert panel.

We particularly value that the Panel engaged deeply with the programmes and their context, and that it recognised not only the formal quality and curricular structure of the programmes, but also the culture and spirit of KSE. For a School that is growing rapidly under exceptionally challenging circumstances, such qualified external feedback is genuinely useful.

Further development of the internal quality assurance system

KSE appreciates the Panel's recognition that the University's internal quality assurance system is already very advanced. We fully agree that it should continue to develop consistently in line with the prospective further growth of KSE Graduate Business School.

To support this development, KSE GBS has established a dedicated accreditation and research development function. Its role is to support international quality assurance processes, study relevant practices in business and management education, and help the School translate external peer feedback into programme and institutional development. This work also includes active participation in the learning opportunities, professional events, and peer exchanges offered by the international organisations of which the School has been a member since 2022.

Following the online visit, KSE GBS held an internal discussion with the Head of the Graduate Business School, Academic Directors, Programme Managers, and relevant administrative staff to review the observations and recommendations shared by the Expert Panel. The School values this external professional perspective and regards it as an important contribution to the further development of both programmes.

Clarification of the International EMBA focus

KSE appreciates the Panel's recommendation to clarify what is meant by "international" in the context of the International EMBA programme. We agree that this aspect can be made clearer in the programme's learning outcomes, public description, and communication materials.

The International EMBA is not designed as a narrowly region-specific programme focused on one particular market or cultural context. Its purpose is to provide students with analytical frameworks, managerial tools, and decision-making approaches that can be applied to different international markets depending on their business objectives.

Current students of the programme are working with or considering a wide range of markets, including Uzbekistan, the United Kingdom, the United States, the European Union, Argentina, the Philippines, and Türkiye. In some cases, the relevant strategic task is also the opposite: not only the expansion of Ukrainian companies abroad, but also the entry of international businesses into the Ukrainian market.

The School therefore understands the "international" dimension of the programme as the ability to analyse, compare, and enter different markets in a structured way. Students are expected to learn what to measure, what to analyse, and how to assess market conditions, regulatory and institutional environments, customer behaviour, competition, risks, partnerships, and business-model adaptation in different contexts.

KSE GBS has already begun working with the Sales Unit and the Marketing and Communications Unit to clarify this positioning, including on the KSE GBS website and in recruitment-related communications.

Review and reduction of Programme Learning Outcomes

KSE welcomes the recommendation to reduce the number of Programme Learning Outcomes in both programmes and to formulate them more concisely, including in the Diploma Supplements.

The School agrees that the current number of learning outcomes is high and that some of them can be clarified and streamlined. The programme teams will review the learning outcomes to reduce overlaps, improve clarity, and ensure the wording remains aligned with the programmes' academic and professional profiles.

This work will be carried out while maintaining compliance with the national higher education standards applicable to the speciality of Management.

Visibility of AI literacy, ethical and responsible company outcomes, sustainability, entrepreneurship, and managerial mindset

KSE appreciates the Panel's recommendation to make AI literacy and ethical and responsible company outcomes more visible in the study programmes. We agree that these topics are important cross-cutting elements of the programmes and can be reflected more systematically in programme documentation and course materials.

The School also notes the recommendation to more visibly integrate sustainability into both programmes. We understand this recommendation as an invitation to broaden sustainability beyond its financial dimension and to reflect more explicitly its environmental and social dimensions as well. This will be considered during the next review of the course catalogue and programme learning logic.

KSE appreciates the Panel's observation regarding entrepreneurship and a managerial mindset. These are already central to the identity and learning environment of both programmes. In the International EMBA, students are typically experienced managers, founders, or business owners who already bring a strong entrepreneurial and managerial orientation into the classroom. In the MBA programme,

students are also selected for their leadership potential, managerial experience, and readiness to grow into broader organisational roles.

KSE GBS therefore understands its task not as introducing entrepreneurship only through a separate discipline, but as further developing and strengthening this mindset through the overall programme environment. This includes careful student selection, peer learning, interaction with experienced practitioners, networking within the KSE Graduate Business School community, work on live business cases, project-based learning, and the Capstone Project.

The School will take the Panel's recommendation into account by making this cross-sectional dimension more visible in programme documentation, course descriptions, and public communication.

Stronger documentation and public presentation of the Capstone Project

KSE is grateful for the Panel's recognition of the interdisciplinary Capstone Project as one of the special strengths of the MBA and International EMBA programmes.

We agree that the Capstone Project's structure, milestones, and assessment process can be documented and presented more clearly. The School has already started discussing this recommendation with the Marketing and Communications Unit. The planned improvement will include a clearer public description of the Capstone Project, including its purpose, stages, supervision, pre-defence, assessment process, and involvement of academic and practitioner perspectives.

Further development of corporate and external partnerships

KSE appreciates the Panel's recommendation to further widen the network of companies and external partners involved in the two programmes.

The School agrees that, as KSE GBS grows, external engagement should become more structured while preserving the value of direct and trust-based relationships with business partners. KSE GBS will consider formats for more regular engagement with partner companies, including a possible sounding board or regular meetings with relevant external stakeholders.

In parallel, the School will continue improving internal coordination among externally facing units, including corporate partnerships, executive education, sales, marketing and communications, and alumni relations, so that relevant contacts, opportunities, and feedback are shared more systematically across the School.

Public output of research and research-informed teaching

KSE takes note of the Panel's recommendation to further strengthen the public output of the School's research potential.

KSE GBS will consider how to make its intellectual activity and applied research outputs more visible, including through practitioner-oriented publications, case studies, public discussions, faculty outputs, and outputs connected to programme-related projects. This is aligned with the School's broader

intention to strengthen research-informed teaching and to contribute more visibly to business and management practice in Ukraine and internationally.

Closing comment

KSE Graduate Business School highly values the Panel's recommendations and observations. We regard them as constructive and useful guidance for the further development of the MBA and International EMBA programmes. Several recommendations have already been discussed internally and are being taken forward; the remaining recommendations will be considered as part of the next stages of programme review, quality assurance, and institutional development.

Best regards,

Valentyna Sakhno
Head of KSE Graduate Business School