Accreditation Report

Cluster/ Study Programmes

"Public Policy and Governance" (MPPG) and

"Memory Studies and Public History" (MSPH)

Kyiv School of Economics

Reference Number IP-1097-1

24th Meeting of the ZEvA Commission on June 5th, 2025

Item 04.02

Study Programme	Degree	Programme Duration	Type of Programme	ECTS Credits
Public Policy and Governance	Master	1 year 10 months	Full-Time	90
Memory Studies and Public History	Master	1 year 10 months	Full-Time	90

Accreditation contract signed on: July 1st, 2024

Date of site visit: February 4th, 2025

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Hanover, 5th of June, 2025

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

1. Decision of the ZEvA Commission (5th of June, 2025)

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report of 13th of May, 2025.

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

- *Public Policy and Governance (Master)*
- *Memory Studies and Public History (Master)*

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

2. Central Findings and Final Vote of the Expert Panel

2.1 Central Findings of the Experts: Executive Summary

The experts have gained a positive overall impression of Kyiv School of Economics (KSE). The Master's programmes *Public Policy and Governance* and *Memory Studies and Public History* fit in well with the strategy of KSE. The external stakeholders, who the experts had the chance to talk to at the digital site visit, support these programmes.

Both Master's programmes show a consistent and plausible curricular structure. The experts are convinced that they provide qualifications at the desired level.

Students are generally well-supported in all academic and non-academic matters and value the KSE campus as a safe space for studying, working and living.

Nevertheless, the experts give some general recommendations:

The experts recommend to set up an independent official service point which students can address to in cases of harassment.

Also, the experts recommend KSE to take measures to ensure a gender balanced faculty body, for instance by an institutionalized gender equality strategy and planning. In its processes of planning and designing programmes and decisions KSE should take the diversity of staff and groups of students into account.

The quality system and loops seem to work well, although it seemed to be less stringently managed. From the experts' point of view KSE would benefit from even clearer process patterns and structures to create evidence as a basis for its quality assurance in order to win even more process robustness.

The internal quality assurance system of the university is already well developed, regarding the observation of quantitative data, as was demonstrated to the experts during the online talks. The experts appreciate a seemingly good communication between the students and the teaching staff. The quality evaluations should be consistently further developed along with the prospective further growth of the university. In the eyes of the experts KSE should formalize more the students' participation.

The experts understand that KSE is in close contact to the employment market which in the cases of these study programmes *Public Policy and Governance* and *Memory Studies and Public History* are as well private companies as partly also state institutions, such as the Ministry of Economy of Ukraine and the Ministry of Education and Science. The experts value that KSE through its network gains access to current questions and topics for their teaching and research. This leads also to a good chance for the graduates to fit to the employers' requirements. The experts highlight to KSE to continue ensuring that the research is independent in the light of academic freedom and that the selection of academic topics is guided by KSE.

For the study programme *Public Policy and Governance,* the experts recommend that KSE should aim for a higher target for student mobility.

The course syllabus is regarded as fully satisfactory in its current format, but the course catalogue should be extended to cover the competences regarding legal foundations, for instance fundamentals in European Law, administration and constitutional law. Also, KSE should widen the scope and include pluralistic economic perspectives.

For the study programme *Memory Studies and Public History,* the expert group understands the motivation to launch this programme for the employment market like for example Non-Profit Organizations, museums, art and academia. The course syllabus is regarded as fully satisfactory in its current format, but the course catalogues should be extended to strengthen the competences regarding the field of digital humanities (AI, Python, text mining, technical writing and the competence to set up video games etc.).

KSE should also strengthen international perspectives. The expert group sees a lot of different possibilities for the students regarding internships, also outside KSE network (for instance in the UNESCO).

For this study programme the experts recommend to increase the share of full-time staff.

2.2 Final Vote of the Experts

2.2.1 General Recommendations

- The experts recommend to set up an independent official service point which students can address to in cases of harassment.
- KSE should implement the gender equality plan by institutionalizing a gender balanced faculty body (students and staff).
- KSE should formalize more the students' participation in the university's quality assurance.
- The experts recommend KSE to ensure that the research is independent in the light of academic freedom and that the selection of academic topics is guided by KSE.

2.2.2 General Conditions

none

2.3 Programme 1 Public Policy and Governance

2.3.1 Recommendations

- KSE should aim for a higher target for student mobility.
- KSE should add courses or content to the curriculum in order to give students competences
  - regarding legal foundations, for instance fundamentals in European Law, administration and constitutional law and also,
  - to widen the scope and include pluralistic economic perspectives.

2.3.2 Recommendation to the ZEvA Commission

The expert group recommends the accreditation of the programme *Public Policy and Governance* for the duration of six years without conditions.

2.4 Programme 2 Memory Studies and Public History

2.4.1 Recommendations

- KSE should add courses or content to the curriculum in order to give students competences
- that strengthen the field of digital humanities (AI, Python, text mining etc.)
- strengthen international perspectives.
- KSE should increase cooperations with international partners and inform students about the different possibilities for internships, also outside KSE network (for instance the UNESCO).
- KSE should increase the share of full-time staff.

2.4.2 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme *Memory Studies and Public History* 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

In June 2024, the Kyiv School of Economics (hereinafter called "KSE") commissioned the Central Evaluation and Accreditation Agency Hanover (ZEvA) with the external quality assessment and international accreditation of its Master programmes in *Public Policy and Governance* and *Memory Studies and Public History*. For this purpose, the agency assembled a panel of four experts from inside and outside academia, including a student expert.

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

This report is based on the experts' desktop validation of the university's self-report and on the outcomes of the talks with faculty, staff and students of KSE on February 4, 2025. Due to the current traveling restrictions in the Ukraine, the talks had to be conducted online. In order to give the experts an impression of the general facilities on the KSE campus in Kyiv, the university produced a 15-minute guided video tour as a supplement to the self-report.

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. Introduction: Profile and Mission of the University

The University "Kyiv School of Economics" (KSE) is a private institution that has its roots in the establishment of a Master's programme in Economics, taught in English, in 1996. This programme 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.

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, the Master's programme in *Public Policy and Governance* was also introduced. This is one of the two programmes that are accredited in this external international quality assessment.

Since 2021, KSE has launched a wide range of new study programmes, for example further undergraduate programmes in Psychology, Law, Artificial Intelligence, Cybersecurity and Applied Mathematics.

As a response to the challenges faced by Ukraine and in order to prepare a strong workforce for post-war reconstruction, new Master's programmes in *Memory Studies and Public History*, *Urban Development and Post-War Reconstruction* and *Social Psychology* were introduced in 2023. Additionally, in 2024, the University established an Engineering School and introduced two new Master's programmes in the field of technology and engineering. 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 at KSE.

All in all, KSE now counts approximately 600 undergraduate students and around 470 Master's 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 already from the start. The university collaborates with various partner universities in Europe, Canada and the USA, particularly with the University of Houston.

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

3. Assessment of the Study Programmes

3.1 General Aspects

The study programmes *Public Policy and Governance* and *Memory Studies and Public History* are designed at level 7 of the National Qualifications Framework of Ukraine.

The following chart shows how many students were and are enrolled currently and in the past years:

Study Program:	Total Number of Students					Female Students			
	minus 4 2020	minus 3 2021	minus 2 2022	minus 1 2023	Current year	minus 4 2020	minus 3 2021	minus 2 2022	minus 1 2023
Public Policy and Governance	96	62	68	102	102	52	20	31	49
Memory Studies and Public History				18	29				11

3.1.1 Intended Learning Outcomes

The intended learning outcomes (ILOs) of the study programmes are laid out in the official "programme profiles" which KSE generates for all its programmes as an introductory chapter to the course catalogue. These survey chapters contain a detailed description of the central aims and contents of each programme and outline the most important methods of teaching and assessment applied.

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

As a general rule, the ILOS are designed along the lines of the national Ukrainian standards for the Bachelor and Master level, although the university has the freedom to stipulate some individual ILOs in addition to those pre-defined by law. As required by the standards, the ILOs are closely aligned with the descriptors laid out in the Qualifications Framework for the European Higher Education Area.

The KSE website does not describe the ILOs or the programme profiles in detail, but provides surveys of the curricula for more information about the programme contents.

More information on the ILOs of the two programmes assessed herein can be found in the programme-related chapters below.

3.1.2 Experts' Appraisal

The experts find that the intended learning outcomes of all programmes are in line with the general requirements for Bachelor's and Master's programmes in the European Higher Education Area: they adequately reflect the qualification level of the graduates as well as the main goals of higher education

reflected in the Qualifications Framework (academic qualifications, personal development, employability, democratic citizenship).

3.1.3 Structure and Content of the Study Programmes

3.1.3.1 General Features

The Masters' programmes are divided into trimesters, each of which covers specific disciplines that correspond to the programme's learning outcomes. The programmes have a logical sequence, starting from basic core courses to more specialized ones, which allows the students to gradually improve their knowledge and skills.

The programme includes lectures, practical classes, seminars, laboratory work, self-study, group projects, case studies, and internships. This diversity of learning forms contributes to the development of theoretical knowledge and its practical application. Both programmes allow for a choice of electives. The elective component is regularly updated to reflect student requests and trends in Ukraine and globally and include a mandatory internship which is credited with 15 ECTS credits.

Both programmes are completed with a Master's thesis.

The students are selected based on their first university degree (Bachelor or equivalent) and the results of the so-called Unified (Professional) Entrance Exam, a centralized national procedure for assessing the readiness of applicants to obtain a Master's degree.

3.1.3.2 Course Catalogues

KSE has submitted course catalogues for the two study programmes as an appendix to the self-report.

Each course catalogue includes syllabi for all mandatory course units, elective courses and for the internships.

The syllabi include all information as recommended in the ECTS Users' Guide, as, for instance, detailed descriptions of contents, aims and intended learning outcomes, the student workload and number of credits awarded, course prerequisites, the learning activities and methods of teaching and assessment as well as lists of recommended reading. The syllabi for the internships outline the procedure of organizing an internship, which includes the conclusion of an agreement, the development of an individual internship plan and the appointment of a mentor at the internship base. The evaluation procedure for the internship is also briefly summarized.

3.1.3.3 Internationalisation, Recognition and Mobility

The university supports academic mobility and encourages students who may wish to study abroad or engage in exchange programmes or fulfil their internships at international companies or organizations, ensuring that their credits can be carried forward. Of courses, the students' ability to do so are significantly impeded by the current conditions.

KSE offers various opportunities for student mobility by collaborating with partner universities abroad and by participating in exchange programmes like Erasmus+. In Appendix 18 to its self-report KSE lists

partner universities with signed Cooperation Agreements: The University of Huston, The University of Bari Aldo Moro, The OHIO State University, Columbus, OHIO (USA), Bocconi University, Milano (Italy) and The University of Massachusetts Amherst (USA).

KSE has laid down its regulations for the recognition of learning outcomes in Part 4 of its general Educational Process Guidelines. KSE may recognize learning outcomes achieved in formal education or in non-formal settings. The recognition of learning outcomes is carried out by the academic director of the study programme.

The Academic Process Guidelines (see Appendix 5 to the self-report, 4.2. General rules of recognition) explicitly stipulate that the recognition procedure is based on the principles set out in the Lisbon Recognition Convention. If, during the review, the academic director finds that there are no learning outcomes that can be recognized, he/she draws up a reasoned conclusion on the refusal. In case an application for recognition is denied, the applicant has a right to appeal.

In particular, KSE explains that this academic year (2024), three students of the Master Memory Studies and Public History were in Poland as part of an academic mobility programme. They spent 4 months in Poland doing an internship at the Bank Gospodarstwa Krajowego (BGK) and taking courses within postgraduate studies in the "Public Management and Policy Design" programme from University of Economics and Human Sciences in Warsaw, University (SWPS) (Poland).

KSE provides a Diploma Supplement upon graduation in Ukrainian and English which is based on the general standard template used in the European Higher Education Area. The two sample Diploma Supplements for the programmes were disclosed to the experts as an appendix to KSE's self-report, appendices 16 and 17.

Experts' Appraisal

The general structures of the study programmes are explained clearly and the experts have come to the overall conclusion that the study programmes show a consistent and plausible curricular structure. All in all, the experts find that there is a good balance between theory and professional practice in this study programme.

The experts praise the diversity of the learning forms, especially the inclusion of a mandatory internship. Especially for the study programme Memory Studies and Public History KSE should inform students about more divers possibilities for internships, also outside KSE network and on international grounds (for instance the UNESCO).

The specific features for the two study programmes will be referred to in the programme-related chapters below.

KSE has had a strong international focus from the beginning, and internationalization is an important part of its current development strategy. A main element of this strategy is to ensure international standards by external quality assessment and international accreditation. The experts encourage KSE to enlarge the number of international partner universities for these programmes.

The experts talk with the students revealed the students' excellent ability to communicate in English.

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

The experts recommend KSE to aim for a higher target for student mobility, especially in the study programme Public Policy and Governance, where the mobility rate is merely 4-6% of the students.

3.1.4 Teaching Faculty

KSE has provided comprehensive information on the teaching faculty involved in two the study programmes, including the CVs of the core teaching staff (see appendix 16). Most lecturers teach not only in one, but two or more of the programmes.

Additional information was given on KSE's policy for staff recruitment and staff development (see appendix 6. 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.

In addition to its faculty and staff, KSE invites experienced practitioners and professors from foreign universities (particularly in the US) as lecturers on a regular basis. Vice versa, KSE faculty members serve as permanent or visiting professors at renowned universities in the USA and Europe, many of them having spent longer periods of their academic education and career abroad. The university continuously encourages the teaching staff to engage in international exchange programmes, internships and research projects.

The members of faculty and the visiting professors involved in the two programmes are either active researchers or experienced practitioners with significant professional and project implementation experience. Apart from the traditional KSE core discipline of Economics, the university has also established a strong foundation in Applied Mathematics and Statistics, from which all students especially those from the Public Policy and Governance programme can benefit.

For the onboarding of new teaching faculty, the university has established an introductory course on the basics of teaching at KSE. The recruitment process also involves a trial lecture to get an impression of the applicants' teaching skills.

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

As a general rule, KSE offers as much in-class teaching as possible, distance learning and online lectures can be provided for instance when the lecturers are teaching from abroad.

Experts' Appraisal

The experts were very impressed by the highly ambitious, competent and dynamic team of KSE faculty they encountered during the online talks. It seems very reasonable to complement this academic basis with professionals from outside academia, as the programmes are meant to open various career paths for graduates beyond academic research.

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 university actively supports and facilitates the continuous professional development of its teaching faculty.

All in all, the students of the programmes benefit from a high level of quality as regards their teaching faculty.

Teaching capacity, however, seems to reach certain limits at times, resulting in a relatively high teaching load for the faculty members and a limited choice of electives. Also, a high burden is placed on the Academic Directors of the programmes who bear a lot of administrative responsibilities in addition to their core tasks in teaching and research. The university is therefore encouraged to continue looking for ways and means of expanding teaching capacity, such as through online guest lectures. In particular, the Academic Directors should be provided with more staff resources to support them in tackling their numerous academic and managerial tasks.

3.1.5 Infrastructure, Resources and Student Support

3.1.5.1 General Infrastructure on Campus

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 and has provided a guided video tour specifically for the expert panel.

The university campus 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.

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

On the Moodle platform, students can access information about each course, including syllabi, lecture notes, electronic learning materials, and video recordings of classes. These resources, created by faculty members, are available for independent study, evaluation, and feedback. Students also have free access to virtual resources such as Rapido, JSTOR, Research4life, and Project Syndicate through Moodle. Additionally, students can use the Coursera educational platform to enrol in additional courses at no cost, and Microsoft applications are provided free of charge. A library in the conventional sense does not exist on the KSE campus.

3.1.5.2 Student Advice and 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.

There are not many graduates from the study programme Memory Studies and Public History yet. However, in other study programmes the team is responsible for maintaining constant contact with alumni, for monitoring their career development and involving them in various initiatives that contribute to the university's further development. Therefor it is to be expected that KSE will establish similar processes for this new study programme and the experts encourage KSE to do so.

The Student Development and Alumni Relations office can monitor 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.

3.1.5.3 Equal Opportunities

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

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

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

Experts’ Appraisal

Based on the video material and the additional information provided, and also on their impressions during the online talks, the experts conclude that KSE provides excellent conditions for studying, working and living on its modern campus. This was also confirmed by the lecturers and students during the online talks.

In-class teaching 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. As outlined on the KSE website students can study the programme either remotely or by attending classes on campus in Kyiv. The building has comfortable classrooms with shelters and generators, so regardless of circumstances, students will be able to continue learning.

Students are generally enabled and supported very well by their lecturers and by the administrative staff of KSE.

Learning groups seem to be 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 mentoring.

The experts appreciate that KSE has committed itself to a policy of ensuring diversity and equal opportunities at all levels. KSE tends to student's special needs during the teaching process. KSE provides psychological support for students in difficult personal situations. Internal displaced persons (IDPs) and veterans and their families are taken care off. KSE should ensure that students in all their diversity are seen, i.e. also those with a maybe disadvantageous handicap. They should be supported in their studies and if needed get helped by slightly adjusted supportive, compensating actions (for example get a longer time to deliver an exam than other students). During the talks with teaching staff and students the experts learned that students with special needs address their issues to the administration or the dean.

Additionally, the experts recommend KSE to set up an independent official service point which students can address to in cases of harassment.

KSE should institutionalize a gender balanced faculty body (students and staff), i.e. address diversity in faculty recruitment and in the processes of finding and taking decisions at the university. Furthermore, the experts recommend KSE to take measures to ensure a gender balanced faculty body, for instance by an institutionalized gender planning. Also, in its processes of planning and designing programmes and decisions KSE should take the diversity of staff and groups of students into account.

3.1.6 Student Learning and Assessment

The didactic approach taken by KSE is described in detail in the university's self-report (page 30). The study courses are in both master study programmes organized in a student-centred way that ensures a consistent competence-based approach from basic to more complex knowledge. KSE takes care to apply active learning methods. KSE's main goal of this didactic approach is not only to convey knowledge but also to stimulate students to develop hard and soft skills, independent thinking, and critical analysis and to address complex problems in the respective fields of the study programmes.

KSE uses interactive teaching methods like group discussions, debates, role-playing games and also, problem-based learning by letting students analyse cases, develop projects and to propose solutions based on their own analysis.

In order to follow the students' educational achievements, the students have continuous assessments and get feedback for their intermediate results. The ongoing assessments consist for example of their

participation in discussions and oral presentations that help students to develop their communication and teamwork skills. Also, quizzes and tests are used as well as practice, project presentation, problem-solving activities, homework assignments, research and class participation, In some courses there are midterm exams. final exam or presentation, etc. are used.

KSE explains the different types of final assessments for its grading system in the self-report, including written exams, testing, individual assignments, essays, presentations, project work, and defense of a master's thesis. The syllabus includes information about exams, requirements for academic integrity, etc.

Purpose of the final exam is to test the individual student's ability to synthesize and apply what they have learned throughout the course. The final exam typically covers a wide range of topics of every course. The exam may include multiple-choice questions, short answer questions, calculation tasks, essay-type questions, case-analysis that require critical and analytical thinking, and problem-solving skill.

Exams may include practical problems that require students to analyse data sets, interpret results. Final exam in the course "Political Regimes and Governance" for example is organized as a multiple-choice test which controls for students' knowledge acquisition at the end of the course, in «Qualitative Research Methods» - Research Statement is demanded whereby students are using qualitative methods that demonstrate their knowledge acquired during the course.

A student is allowed one attempt to retake the final examination in accordance with paragraph 5.3.8.(1) of the KSE Educational Process Guidelines if, based on the results of the final examination, the student has an unsatisfactory grade in the discipline and if such an unsatisfactory grade is the basis for expulsion due to the failure to complete the individual study plan.

Experts' Appraisal

The experts commend KSE on the large variety of teaching and assessment methods and the didactic concept for a student-centred teaching and learning in these programmes which they consider well in line with the intended learning outcomes.

Although the students were not complaining during the site visit the experts got the impression that the workload induced by the numerous and continuous assessments appears to be hard to manage. The experts recommend KSE to evaluate continuously whether the workload is manageable.

KSE writes in the self-report that the MPPG programme "currently lacks a well-developed soft skills block, including essential competencies such as crisis communication, advocacy, coalition building, negotiation, and government relations (GR). Additionally, there are insufficient courses aimed at developing skills in managing people, projects, and processes." The experts encourage KSE in its plans to actively address these issues by introducing elective courses that meet the demand for soft skills and leadership development. These efforts aim to strengthen this crucial component of the programme and better prepare students for practical challenges.

3.1.7 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, along with sample questionnaires for course evaluation and other regular surveys.

The experts received an introduction to the online dashboard used by KSE for the processing, evaluation and interpretation of quality-relevant data.

The quality of teaching and learning at KSE is monitored by means of several instruments:

- Moodle-based anonymous surveys for course evaluation (end-of-class evaluation for each course, partly complemented by mid-term evaluation),
- continuous analysis of data on student success and achievement,
- annual surveys focusing on the students' overall satisfaction with their programme,
- regular surveys to monitor students' satisfaction with their learning environment, resources and infrastructure as well as services provided by KSE,
- alumni surveys,
- oral or written feedback from employers and partner organizations.

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.

Experts' Appraisal

The university takes a general professional and comprehensive approach to quality assurance, supported by state-of-the art monitoring tools which allow for in-depth analysis. The experts are impressed by the dashboard as a quantitative measurement system implemented at KSE which is

already well developed, regarding the observation of quantitative data, as was demonstrated to the experts during the online talks. 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 experts see positively a seemingly good communication between the students and the teaching staff.

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 "Plan-Do-Check-Act"-cycles. However, KSE should inform students about evaluation results on a more standardized basis. From the experts' point of view KSE would benefit from even clearer process patterns and structures to create evidence as a basis for its quality assurance in order to win even more process robustness.

Especially the experts recommend a more formalized students' participation in all decision taking processes and also, for instance in the enhancement of the university's quality system.

3.1.8 Transparency and Public Information

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

The programme profiles are shown in the Diploma Supplements.

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

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

Experts' Appraisal

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

Although the website links to the curriculum of the study programmes from which the courses can be seen, the university should include extended information on the intended learning outcomes, structure, aims and contents of the study programmes. This will give external persons a more detailed insight to the programmes which can have a positive effect for the students.

3.2 Programme 1: Public Policy and Governance (Master)

3.2.1 Intended Learning Outcomes

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

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

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

In the introductory chapter to the course handbook ("programme profile"), the aims of the Master's programme in *Public Policy and Governance* are described as follows: *Preparing competent, proactive and innovative professionals who are able to influence the formation and implementation of public policy at the national and international levels.*

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

PLO01. Know the theoretical and applied principles of development and analysis of public policy, basics and technologies of management decision-making.
PLO02. Solve complex problems of public management and administration, taking into account the requirements of the law, identify legal conflicts and problems, and develop draft regulations to eliminate them.
PLO03. Know the basic principles of national security and be able to prevent and neutralize challenges and threats to the national interests of Ukraine within their professional competence.
PLO04. Use modern statistical methods, models, digital technologies, and specialized software to solve complex problems of public management and administration.
PLO05. Identify priority areas for the implementation of electronic governance and the development of digital democracy.
PLO06. Effectively manage innovations, resources, risks, projects, changes, quality, apply modern models, approaches and technologies, international experience in the design and reorganization of management and organizational structures.
PLO07. Ability to develop national/regional policy documents on the development of public administration, using system analysis and an integrated approach, as well as teamwork methods.
PLO08. Ability to communicate effectively, provide arguments to support your position, use modern information and communication technologies in the field of public administration and management on the basis of social responsibility, legal and ethical standards.
PLO09. Communicate in a foreign language on professional topics, discuss public administration issues and research results.

PLO10. Represent public administration bodies and other public sector organizations and present the results of their activities to professionals and the general public.

PLO11. Develop reasonable management decisions management decisions taking into account the issues of European and Euro-Atlantic integration, considering the objectives, existing legal, time and resource restrictions, and assessing the political, social, economic and environmental consequences of decision options.

PLO12. Plan and implement scientific and applied research in the field of public management and administration, including analysis of problems, setting goals and objectives, selection and use of theoretical and empirical research methods, analysis of its results, formulation of reasonable conclusions.

In general, KSE states that the program's study courses, internships, employer relations and focus on in-demand competencies all contribute to increasing the graduates' employability. This is reflected in several key aspects of the program:

- *the programme includes courses that help to develop the skills necessary to perform professional functions in state authorities, local governments, think tanks, research institutions, non-governmental organizations and other structures.*
- *practice-oriented courses and assignments, including case studies, project work, and simulations of management situations, prepare students for real-world challenges in the workplace.*
- *preparing students to work with modern information and communication technologies, as well as to make informed decisions taking into account the issues of European and Euro-Atlantic integration, increases their attractiveness to employers.*
- *the programme actively cooperates with state authorities, local governments, non-governmental organizations and think tanks, which not only provides opportunities for internships and practices, but also helps to establish connections between students and potential employers.*

Experts' Appraisal

From the experts' point of view, the intended learning outcomes are formulated in a detailed and precise manner and fully match the actual profiles of the programme. The intended learning outcomes are closely aligned with the taxonomies of the Qualifications Framework for the European Higher Education Area.

It becomes clear from the descriptions that the programmes enable both the ability of critical thinking and a thorough preparation for the demands of the labour market. As was mentioned during the on-site talks by the graduates and the external stakeholders (employers, cooperating institutions) graduates of the Master's programme meet the demands on labour market.

Due to their schedules, students are not only to gain the skill sets mentioned in the Intended Learning Outcomes, but also develop good self-management skills.

3.2.2 Structure and Content of the Study Programme

The master's programme *Public Policy and Governance* comprises one year and 10 months. The structure and content are described in the self-report as follows:

First year of studies

Term I (Fall) divided into modules and contains only mandatory courses:
- *Introduction to Scientific Research (4 credit points)*
- *Fundamentals of Public Policy 1 (4)*
- *Microeconomics (3)*
- *Macroeconomics (4)*

Term II (Spring) is also divided into modules and contains only mandatory courses:
- *Quantitative Research Methods (4)*
- *Qualitative Research Methods (4)*
- *European Integration I (4)*

Term III (Summer) is also divided into modules and contains only mandatory courses:
- *Ethics and Integrity in Public Sector (3)*
- *Political Regimes and Governance (5)*
- *Fundamentals of Public Policy 2 (3)*

Elective courses in the first year. In this year students could choose between the following courses: Fundamentals of Budgeting Process, Political Negotiations, Digital Transformation of Democracy and Governance, Analysis of Agri-Food Markets and Policy. Also, students could choose several courses from all other study programs.

Second year of studies

Terms IV-VI

- *European Integration II (3)*
- *Research Workshop 1 (3)*
- *Research Workshop 2 (3)*

Elective courses in the second year. In this year students could choose between the following courses: Data Analysis and Visualization in R, Big Issues of the Contemporary World: Historical Analogies and Political Implication, Information Security and Disinformation Counteraction, Public Communications in Times of Prosperity and War, Government Relations, Civil Service and Good Governance, Leadership: Understanding Oneself and People through Challenges, Fundamentals of Legislative Drafting, Political Negotiations. Also, students could choose several courses from all other study programs.

In order to increase the graduates' employability KSE added an internship (5 credit points) to the structure and content of this study programme.

As a final exam at the end of their studies the students write a Master's Thesis (15 credit points).

For more details KSE refers to the curriculum table in the self-report.

Experts' Appraisal

The overall profile and design of the course syllabus of the Masters programme is regarded as fully satisfactory in its current format with regard to a good balance of mandatory and elective courses and is thus enabling student-centred learning.

The experts highlight particularly the regular research workshops and internship as a core element and key asset of the programme. Students receive state-of-the-art training in applying quantitative and qualitative research methods. They also develop their academic writing and presentation skills and by this, they are well prepared for a career as researchers and analysts. The elective courses allow for individual specialization in line with the students' research interests.

The credits awarded for the different components of the curriculum correspond to the course requirements, as far as the experts can see.

As already mentioned, employers and institutions that received students for an internship confirmed that the graduates have excellent career prospects in the Ukraine. The experts do not doubt that the programme meets its central objective of preparing students for the national labour market and for further study.

From the experts' point of view, the overall structure and content of the study programme is well-considered and convincing. Nevertheless, the experts recommend that the course catalogue should be extended to cover the competences regarding legal foundations, for instance fundamentals in European Law, administration and constitutional law. Also, KSE should widen the scope and include pluralistic economic perspectives, to ensure that students develop a differentiated understanding of economics.

3.2.3 Teaching Faculty

Please refer to Chapter 3.1.4 for details.

3.2.4 Infrastructure, Resources and Student Support

Please refer to Chapter 3.1.5 for details.

3.2.5 Student Learning and Assessment

Please refer to Chapter 3.1.6 for details.

3.2.6 Quality Assurance

Please refer to Chapter 3.1.7 for details.

3.2.7 Transparency and Public Information

Please refer to Chapter 3.1.8 for details.

3.3 Programme 2: Memory Studies and Public History

3.3.1 Intended Learning Outcomes

In the introductory chapter to the course handbook ("programme profile"), the aims of the Master's programme in *Memory Studies and Public History* are described as follows:

The primary goal of the Master's programme in Memory Studies and Public History is to empower students with advanced interdisciplinary knowledge and practical skills essential for critically engaging with historical narratives, collective memory, and their impact on contemporary society. This programme prepares professionals to scrutinize how history is memorialized, portrayed, and employed in public discourse, education, and cultural heritage. Graduates will possess the capability to design and execute influential public history projects, participate in historical policy-making, and cultivate a comprehensive comprehension of Ukraine's intricate past in both national and global contexts.

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

PLO 01. Analyse theoretical and methodological problems of modern historical science and critically evaluate the state of the problem and the results of recent research.
PLO 02. Review, comment on, and annotate scientific, popular science, educational, and journalistic texts related to history and archaeology.
PLO 03. Develop and implement historical and interdisciplinary projects, considering modern methodological approaches.
PLO 04. Apply modern digital tools and technologies in professional activities in history and archaeology for searching, preserving, and processing information, including conducting research and implementing educational and innovative projects.
PLO 05. Plan and conduct scientific research in history and archaeology, formulate and test hypotheses, select research methods, analyse results, and justify conclusions.
PLO 06. Conduct expert evaluations of historical, archaeological, and cultural monuments for their protection and possible future use.
PLO 07. Clearly and unambiguously communicate personal knowledge, conclusions, and arguments on historical or archaeological issues to specialists and non-specialists, including learners.
PLO 08. Expand the relevant source base by introducing archival sources into scientific circulation, working with museum collections, and participating in scientific and archaeological expeditions, among other activities.
PLO 09. Engage in teaching activities in higher education institutions based on modern educational technologies, as well as principles and practices of European countries.
PLO 10. Understand the modern context and key problems and challenges related to historical memory and public history in the contemporary world, and be able to analyse the impact of historical narratives on public discourse, memorial policies, reconciliation processes, and changes in national identities.
PLO 11. Produce original media content to disseminate knowledge about the past publicly.
PLO 12. Communicate effectively and present research results in writing and orally, including scientific articles, reports, and presentations.

The learning outcomes include that students of the study programme are capable of critically assessing the state and challenges of current research in historical science, systematically expanding the updated source base by introducing archival sources into scholarly circulation, working with museum collections, participating in scientific and archaeological expeditions, and more, while utilizing modern digital tools and technologies for searching, preserving, and processing information.

Students are expected to create their *own scientific, journalistic, and media products on contemporary Ukrainian and global issues. They demonstrate the ability to make socially significant decisions and form judgments that will positively impact historical science, historical memory, and Ukrainian statehood.*

KSE encourages students to generating new knowledge by the conduct of scientific research on understudied phenomena and processes in the field of public history. They test hypotheses, select research methods, analyse their results, and substantiate innovative conclusions.

3.3.1.1 Experts' Appraisal

The experts fully understand and support KSE's motivation to launch the *Memory Studies and Public History* programme. In their eyes also, there is a need for graduates in Non-Profit Organizations, museums, art and academia who have the knowledge and competences in the field of memory studies and history as well as the skills to research, have the knowledge about technical writing and may also to create and communicate via new media, such as for example video games. The intended learning outcomes are aligned with the taxonomies of the Qualifications Framework for the European Higher Education Area.

The experts recommend that KSE strengthens the field of digital humanities (AI, programming for instance in Python, text mining etc.). KSE should also strengthen international perspectives and encourage students to additionally deal with other cultural contexts than the history of Ukraine.

From the experts' point of view, the intended learning outcomes are formulated in a very detailed, yet precise manner and all in all match the actual profile of the programme.

3.3.2 Structure and Content of the Study Programme

The 90-credit Master's programme in *Memory Studies and Public History* comprises one year and 10 months.

As for the requirements for admission to the program, KSE states that they are quite general and do not contain any specifics. In particular, applicants with a bachelor's or master's degree in any previous field of study can enter the history programme in response to the national and local university rules. At the same time, unlike the *Public Policy and Governance* program, the selection for the *Memory Studies and Public History* programme, in accordance with national rules, is based on a special examination that applicants take at the KSE University. The University approves and publishes the exam programme.

The syllabus comprises courses for gaining theoretical knowledge, the ability for critical analysis, and practical application (see self-report, page 21).

In the initial study period, students learn to understand the theoretical foundations and methodologies in memory studies and public history. Therefore, among others courses about comprehensive historical research and analysis of memory culture are offered.

In addition to theoretical knowledge, the programme emphasizes practical skills, in courses where students learn to work with large datasets, visualize information, and conduct critical analyses of historical events.

The second phase of the programme is designed to deepen research skills and the practical application of knowledge. Through seminars, research projects, internships, and the writing and defence of the master's thesis, students get the opportunity to gain not only competences in research approaches but also abilities for communication, public speaking, and project management skills.

The profile of this study programme can be summarized as follows:

Content of study programme's mandatory part

First year of studies, term I (fall):

MC.01 Memory Studies: Concepts, Theories, Methods (4 credit points)

MC.02 Working with Historical Sources (4)

MC.03 Public History (4)

MC.04 Decolonization and Representation of Memory in Popular Culture (4)

Term II (spring)

MC.05 History of the USSR (4)

MC.06 Data Visualization and Analysis (3)

MC.07Social and History Anthropology (3)

Term III (summer)

MC.08 Cultural Heritage: Preservation and Development (3)

MC.09 Oral History (3)

MC.10 Issues in Public Memorialization of War: Who Gets or Tell History? (3)

MC.11 Post Soviet as a (Post)Colonial: Races, Ethnicity and Identity in Soviet and Post-Soviet Societies (3)

In the second year of studies students have following courses:

MC.13 Research Workshop (3)

MC.14 Popular Culture, Politics and Identity (3)

MC.12 Approaches to Writing History (3)

In order to increase the graduates' employability KSE added an internship (6 credit points) to the structure and content of this study programme.

Elective courses account for approximately 23 ECTS credits and allow students to tailor their education according to their specific interests and shape their individual learning path. These courses enable students to explore specialized topics or more comprehensive ones, such as commemorative practices, religion and memory, etc.

As a final assessment at the end of their studies the students deliver a final project (14 credit points). The total amount of credits for the mandatory component are 67 credit points. Additionally, the students choose from different elective courses.

In order to support the students' progress and success KSE with continuously carries out regular assessments, gives systematic feedback, and performs formative evaluation integrated throughout each term of the studies. This approach allows students to track their progress in achieving the ILO, identify their weaknesses, and adjust their learning strategies. KSE's experience in other study programmes shows that integrated assessment and feedback process significantly influences students' successful programme completion.

3.3.2.1 Experts' Appraisal

The experts fully embrace the overall profile and concept of the study programme. With regard to the intended learning outcomes, the curriculum is designed in a convincing and plausible way, offering a good balance of mandatory and elective courses and thus enabling student-centred learning. The entry qualifications of the students are considered.

The experts have no doubt that the study programme effectively prepares students for careers in segments of the labour market.

The internship will fulfil a key function of enhancing the employability of the future graduates. Employers and institutions that are expecting to received students for an internship confirmed during the on-line talks that the students are welcome to get practical experiences for their future work. Students are going to receive state-of-the-art training.

The elective courses allow for individual specialization in line with the students' research interests.

The credits awarded for the different components of the curriculum correspond to the course requirements, as far as the experts can see. For details concerning the assessment please also see more information and the experts' appraisal in 3.1.6.

From the experts' point of view, the overall structure and content of the study programme is well-considered and convincing. Yet, experts recommend that KSE strengthens the field of digital humanities in the syllabus (i. e. AI, programming for instance in Phython, text mining etc.). KSE should furthermore also strengthen international perspectives and encourage students to additionally deal with other cultural contexts than the history of Ukraine.

3.3.3 Teaching Faculty

Additionally, to professors and lecturers, KSE involves according to its self-report *historians-researchers, historians with experience in advising government and local authorities, public engagement, and the preservation of cultural heritage enhances the practical focus of the program, equipping specialists with the expertise to address real-world challenges*.

The experts support the involvement of experienced practitioners, yet they recommend to increase the share of full-time staff in order to guarantee the quality and continuity of the professional teaching staff.

Please, also refer to the Chapter 3.1.4 for general information and the experts' appraisal of the teaching faculty.

3.3.4 Infrastructure, Resources and Student Support

Please refer to Chapter 3.1.5 for details.

3.3.5 Student Learning and Assessment

Please refer to Chapter 3.1.6 for details.

3.3.6 Quality Assurance

Please refer to Chapter 3.1.7 for details.

3.3.7 Transparency and Public Information

Please refer to Chapter 3.1.8 for details.

Appendix

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

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

1. To set up an independent official service point which students can address to in cases of harassment (Chapters 2.1., 2.2. and 3.1.5)

KSE pays attention to the issue of preventing harassment in the educational environment, supports the idea of creating a safe space for all members of the academic community, and fosters a culture of zero tolerance for harassment. Accordingly, KSE has already approved anti-harassment policies , is actively implementing an awareness-raising campaign, has appointed an anti-harassment coordinator, and has developed clear guidelines for reporting cases of unacceptable behaviour.

2. Implementation the gender equality plan by institutionalizing a gender balanced faculty body (students and staff) (Chapters 2.1., 2.2. and 3.1.5)

KSE appreciates the experts' attention to the implementation of the gender balance policy. We strive to ensure gender balance in the university's institutional processes, but we also take into account professionalism as a criterion for personnel selection and policy formation, as well as external factors such as war, migration, demographic crisis, and social instability.

At the institutional level, KSE will conduct monitoring studies on gender balance, to form an evidence base for decision-making regarding gender equality policy.

3. To formalize more the students' participation in the university's quality assurance (Chapter 2.2.)

KSE is grateful to the experts both for the high assessment of the quality assurance system and for the recommendations for its further improvement. We are currently analysing the monitoring processes at the university and plan to ensure their consistency and independence. The university plans to publish structured reports annually, which will summarise the main findings of quality assurance, key changes in programmes and in the organisation of the educational process, demonstrate the reasons for such changes, and outline the expected results.

4. The quality evaluations should be consistently further developed (Chapter 2.1.)

KSE is grateful to the experts for the recommendation to strengthen the formalisation of student participation in quality assurance processes and considers this recommendation relevant and fully consistent with the university's plans for further development. Currently, KSE is monitoring existing processes, analysing the state of the system, and preparing to improve and implement systematic processes through the central quality assurance office, which will start operating from the next academic year. In this context, the possibility of creating institutional processes for involving students in quality assurance, systematising feedback, and regularly informing and discussing monitoring results with students is being considered.

5. Transparency in programme profiles, contents, and requirements (Chapter 3.1.8.)

KSE acknowledges the need for greater transparency in programme descriptions and commits to enhancing the clarity of website materials and documentation within the next academic year. Our website will provide more detailed information on the programme content, structure, and intended learning outcomes, as well as additional opportunities offered by KSE for the personal and professional development of students.

6. To continue ensuring that the research is independent in the light of academic freedom (Chapters 2.1., 2.2.)

KSE values the experts' high evaluation of the study programme content and the concept of applied research in master's theses. We are aware that the university should ensure academic freedom and independence in the choice of research areas, topics, and concepts. In this context, we affirm that research within the programmes has always been carried out in accordance with the principles of academic freedom and academic integrity, and we plan to continue following this policy in the future.

7. KSE should aim for a higher target for student mobility (Chapters 2.1. and 3.1.3.)

In general, KSE has managed to double the number of international academic mobility programmes over the past six months.

We have started implementing projects in the field of academic mobility (KA171) within the framework of the EU Erasmus+ grant programme (together with the University of Tartu, Estonia, and Sciences Po, France), as well as the DAAD programme and bilateral partnership programmes.

In March 2025, we signed an agreement to implement a double degree programme with the University of Chicago, USA.

We are also awaiting the results of grant applications for academic mobility, including those under the Erasmus+ programme.

We plan to increase the number of students participating in international academic mobility programmes to 10% in the 2025–2026 academic year.

8. Staff resources to support them in tackling their numerous academic and managerial tasks (Chapter 3.1.4.)

KSE will provide additional administrative support to Academic Directors to help them manage their academic and managerial responsibilities. Deans can strengthen faculty teams with managers within the faculty budget, and academic directors can have more personal assistants. Additionally, the Dean and Vice-Deans will take on the responsibilities of onboarding and explaining key policies and procedures to new faculty members. Vice-Deans will oversee faculty professional development, organize training, and facilitate specialized workshops. HR recruiters will be responsible for faculty searches and the initial resume screening process. Moreover, the International Office, led by the Vice-Rector for International Relations, will handle all administrative aspects of international partnerships,

allowing Academic Directors to focus solely on the content of exchange programmes, dual degree arrangements, and recognition processes.

Regarding the expansion of academic resources in study programmes, KSE already implements a policy of inviting guest lecturers. For example, there are about 2–3 elective courses at the MPPG and about 10–15 guest lecturers across the faculties. Guest lecturers offer various forms of learning activities for students, including workshops. We also regularly cooperate with practitioners to deliver guest lectures within existing courses.

9. To evaluate continuously the student's workload (Chapter 3.1.6.)

KSE appreciates the experts' attention to the issue of student workload. We agree on the importance of a balanced approach that prevents student overload. In response to the experts' recommendation, KSE will continue to monitor and evaluate ways to ensure an optimal balance of students' workload. A special item about workload is planned to be included in the student feedback form.

10. The course catalogue should be extended (Chapters 2.1. and 3.2.2.)

KSE is grateful for the focus on study programme content and appreciates the recommendations for its further improvement. In the next iteration of the study programme, we plan to increase the number of economics courses (micro and macro), while reducing the number of students in practical economics classes. We expect that this will create conditions for expanding the range of study content. We also plan to supplement the curriculum with law courses, in particular, "Individuals, Communities, and the State: Understanding Liberal Democracies." Students will be encouraged to expand their knowledge through non-formal education, including the organisation of a discussion law club to enhance their understanding of the legal framework in the field of public administration. In addition, the elective course catalogue has been significantly expanded to include: International Development and State Capacity; Rebuilding After Disaster and Conflict: Comparative Approaches; How to Build and Manage a Digital Government?; How to Build and Manage a Digital State?; Rebuilding Europe after World War II: Institutional Origins of Postwar Peace; and National Security Strategy.

11. To strengthens the field of digital humanities and international perspectives on the MSPH study programme (Chapters 2.1., 2.4.1., 3.3.1. and 3.3.2.)

We are grateful to the experts for their recommendations. Indeed, KSE is planning to develop the field of culture, in particular through the newly created Culture and Memory Centre. This will allow for deeper integration of cultural studies, especially interdisciplinary approaches to the analysis of cultural heritage, identity, and historical memory.

As for digital humanities, we are considering the following steps: developing a course on Digital Methods in the Social Sciences and Humanities, focusing on digital ethnography, mapping, and social media; partnering with KSE's technical departments to conduct joint projects at the intersection of the humanities and AI; creating a module on digital methods for memory studies, covering work with open archives, memory mapping, digital reconstruction of events and spaces, and public policy analysis. This

area will also be strengthened through the CIVICA programme, as well as through integration into joint research initiatives with European universities.

12. To increase the share of full-time staff (Chapters 2.1., 2.4.1. and 3.3.3.)

KSE appreciates the attention of experts to the faculty and is constantly looking for highly qualified lecturers. Currently, some faculty members are undergoing onboarding, in particular to teach a course on European integration. The university targets to have 100% full-time faculty to cover the mandatory courses of the study programme.

Best regards,

Mykola Trehub, DSc

Vice-Rector of the Kyiv School of Economics