Accreditation Report

Cluster "Management"

State University of Trade and Economics

Kyiv, Ukraine

Reference Number IP-0978-1

22nd Meeting of the ZEvA Commission on November 5, 2024

Item 4.08

Study Programme	Degree	Programme Duration	Type of Programme	ECTS Credits
Antitrust Management	Bachelor	4 years	Full-time	240
Human Resource Management	Bachelor	4 years	Full-time	240
Industrial Management	Bachelor	4 years	Full-time	240
Trade Management	Bachelor	4 years	Full-time	240
Business Management	Bachelor	4 years	Full-time	240
Management of Tourism, Hotel and Restaurant Business	Bachelor	4 years	Full-time	240
Management of Foreign Economic Activity	Bachelor	4 years	Full-time	240
International Management	Bachelor	4 years	Full-time	240

Accreditation contract signed on: November 2, 2023

Date of site visit: June 13-14, 2024

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Expert Panel:

- **Prof. Dr. Dr. h.c. Dipl. Wirt.-Ing. Hans-Dietrich Haasis**, University Bremen, Faculty of Business Studies and Economics
- **Prof. Dr. Rupert Holzapfel**, City University of Applied Sciences Bremen, International Tourism Economics and Management
- **Prof Dr. Thomas Hermann**, University of Applied Management Studies, Mannheim, General Business Management
- **Prof. Dr. Zeynep Bilgin Wührer**, Johannes Kepler University Linz, Institute of Retailing, Sales and Marketing
- **Dr. Ievgen Ryzhenko** (Didactic Manager at Festo Ukraine); representative of the profession
- **Ms. Patrizia Jarosczinsky-Bartzel** (University of Chemnitz); student expert

Hanover, 15/10/2024

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

1. Decision of the ZEvA Accreditation Commission (November 5, 2024)

The ZEvA Commission follows the experts' report and recommendations and takes note of the universities' statement in response. Based on all relevant documents, the Commission concludes that all conditions proposed by the experts need to be maintained, as no proof of fulfilment has yet been provided.

The Commission decides to accredit the following Bachelor's programmes offered by the State University of Trade and Economics Kyiv:

- *Antitrust Management*
- *Human Resource Management*
- *Industrial Management*
- *Trade Management*
- *Business Management*
- *Management of Tourism, Hotel and Restaurant Business*
- *Management of Foreign Economic Activity*
- *International Management*

The accreditation is awarded under the following general conditions:

1. *The university needs to take adequate measures to raise the general academic level of the Bachelor's theses.*
2. *A course on research methodologies and academic writing in Business Management has to be introduced as a mandatory component in all study programmes.*
3. *The university's regulations for academic mobility have to include more details on the procedure applied in case an application for recognition is denied. In particular, it needs to be clearly stipulated that the university has to provide substantiated reasons for non-recognition, as required by the Lisbon Convention.*
4. *The university has to provide adequate formal proof that the monitoring of student workload is an integral part of the internal quality assurance system.*

All conditions have to be fulfilled within a period of 12 months. Failure to comply with the conditions in due time will result in withdrawal of the accreditation.

The accreditation of the study programmes is valid for a period of six years.

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

2. Central Findings and Final Vote of the Expert Panel

2.1 Central Findings of the Experts: Executive Summary

The experts have gained the overall impression that SUTE provides a solid and highly practice-oriented undergraduate education in all eight Bachelor programmes that were assessed. Students obtain all knowledge and competences they need for future employment in their field and benefit from highly qualified and experienced teaching faculty. In spite of very difficult circumstances, the university is managing very well in maintaining teaching activities in times of war by providing a functional digital learning environment.

The experts have also found room for improvement regarding a number of aspects. Most importantly, the academic level of the final theses needs to be raised. To this end, students should receive a more intense and systematic training in scientific methods in order to apply them in the context of the final thesis. At present, the practical, profession-related aspects appear too dominant in the programmes compared to the academic research element.

In this context the experts would also like to encourage the faculty members to use more international reference literature in class and to further intensify their own international research and publication activities, ideally in collaboration with partners abroad.

The curricula of the eight study programmes show strong overlaps. There are only few core courses distinguishing one speciality from the other, and those educational components mostly set in relatively late in the programme. The experts therefore recommend further sharpening the programme profiles, which may also be achieved by offering a more limited range of electives in each programme. As regards the elective part of the curricula, the university should generally provide more orientation for students by strongly reducing the number of options in line with the programme profiles.

In addition, the experts have identified potential for optimization as regards the course descriptions and the current practices of student assessment. Also, individual programmes and courses should be updated by including new, current topics.

2.2 General Aspects

2.2.1 General Recommendations:

- The intended learning outcomes of all programmes should be formulated in a more concrete and palpable, less generic way. The university should generally take increased efforts to further sharpen the academic profiles of the programmes and draw out their specific features and aims more clearly in the programme descriptions.
- The experts recommend substantially increasing the use of international reference literature in class. The reading lists in the course syllabi should be updated accordingly, preferably by adopting an internationally established citation system. This applies especially to courses or

programmes labelled explicitly as "international". In order for students to gain wider access to international sources, the university library should subscribe to platforms like SpringerLink, Emerald or EBSCOhost.

- Faculty members should be continuously encouraged and motivated to get involved in international research activities. One priority goal should be increasing the number of publications in internationally renowned, highly ranked scientific journals (A+, A or B journals). In particular, publications together with Western European colleagues should become more frequent.
- The pool of electives should be substantially reduced in all study programmes.
- The experts recommend updating the courses in Marketing and International Marketing Management.
- The course syllabi should be thoroughly updated and checked for editorial errors. The experts also recommend using a standard template for the course descriptions across all departments. In addition, there should be descriptions for the practical internships, too.
- Foreign language classes should be offered at different levels from the beginning, as the students' entrance qualifications may vary in this respect.
- Courses relating to quantitative methods and mathematical tools should play a more prominent role in the curricula.
- The experts strongly recommend refraining from applying multiple choice exams, especially in a remote learning setting.

2.2.2 General Conditions:

- The university needs to take adequate measures to raise the general academic level of the Bachelor's theses.
- A course on research methodologies and academic writing in Business Management has to be introduced as a mandatory component in all study programmes.
- The university's regulations for academic mobility have to include more details on the procedure applied in case an application for recognition is denied. In particular, it needs to be clearly stipulated that the university has to provide substantiated reasons for non-recognition, as required by the Lisbon Convention.
- The university has to provide adequate formal proof that the monitoring of student workload is an integral part of the internal quality assurance system.

2.3 Programme 1: Antitrust Management

2.3.1 Specific Recommendations:

- The experts very strongly recommend introducing a course in Game Theory into the programme. The university should also consider including a course on the topic of corruption.
- The department should aim at establishing good relations with the European Commission Department for Competition and at inviting representatives of this institution for online lectures.

2.3.2 Specific Conditions:

- None.

2.3.3 Recommendation to the ZEvA Commission:

The experts recommend the accreditation of the Bachelor's programme in Antitrust Management for the duration of six years with the conditions given above.

2.4 Programme 2: Human Resource Management

2.4.1 Specific Recommendations:

- Current themes and hot topics in the field of HR Management (especially ethical aspects) should be integrated into the programme, as e.g. HR Analytics, Sustainable Human Resource Management, Diversity Management, Business Ethics, Gender and Equality.
- Microeconomics should be taught before Macroeconomics in the programme.
- If possible, the practical internships should be offered earlier in the curriculum.
- At least one course in the first semester should focus on elementary business economics topics.
- Courses on Evidence Based Consultancy or Management Consulting might be integrated into the programme.

2.4.2 Specific Conditions:

- None.

2.4.3 Recommendation to the ZEvA Commission:

The experts recommend the accreditation of the Bachelor's programme in Human Resource Management for the duration of six years with the conditions given above.

2.5 Programme 3: Industrial Management

2.5.1 Specific Recommendations:

- The university should consider switching some of the fundamental courses in Business and Economics. Microeconomics should be taught before Macroeconomics. Also, students should first learn about the fundamentals of Accounting before moving on to courses on Finance, and similarly first about the basics of Management and then about issues of Organization.

2.5.2 Specific Conditions:

- None.

2.5.3 Recommendation to the ZEvA Commission:

The experts recommend the accreditation of the Bachelor's programme in Industrial Management for the duration of six years with the conditions given above.

2.6 Programme 4: Trade Management

2.6.1 Specific Recommendations:

- None.

2.6.2 Specific Conditions:

- None.

2.6.3 Recommendation to the ZEvA Commission:

The experts recommend the accreditation of the Bachelor's programme in Trade Management for the duration of six years with the conditions given above.

2.7 Programme 5: Business Management

2.7.1 Specific Recommendations:

- The experts strongly recommend introducing a course on Sustainability Management into the curriculum.

2.7.2 Specific Conditions:

- None.

2.7.3 **Recommendation to the ZEvA Commission:**

The experts recommend the accreditation of the Bachelor's programme in Business Management for the duration of six years with the conditions given above.

2.8 Programme 6: Management of Tourism, Hotel and Restaurant Business

2.8.1 **Specific Recommendations:**

- None.

2.8.2 **Specific Conditions:**

- None.

2.8.3 **Recommendation to the ZEvA Commission:**

The experts recommend the accreditation of the Bachelor's programme in Management of Tourism, Hotel and Restaurant Business for the duration of six years with the conditions given above.

2.9 Programme 7: Management of Foreign Economic Activity

2.9.1 **Specific Recommendations:**

- None.

2.9.2 **Specific Conditions:**

- None.

2.9.3 **Recommendation to the ZEvA Commission:**

The experts recommend the accreditation of the Bachelor's programme in Management of Foreign Economic Activity for the duration of six years with the conditions given above.

2.10 Programme 8: International Management

2.10.1 **Specific Recommendations:**

- The experts recommend including a compulsory course on Consumer Behaviour into the programme.

2.10.2 **Specific Conditions:**

- None.

2.10.3 **Recommendation to the ZEvA Commission:**

The experts recommend the accreditation of the Bachelor's programme in International Management for the duration of six years with the conditions given above.

II. Evaluation Report of the Expert Panel

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

In the autumn of 2023, the *State University of Trade and Economics* in Kyiv/Ukraine commissioned the *Central Evaluation and Accreditation Agency Hanover* (ZEvA) with the external quality assessment and international accreditation of eight Bachelor's programmes in the field of Management and Economics. For this purpose, the agency assembled a panel of six 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 in June 2024. Due to the ongoing military conflict in Ukraine, the talks were conducted online. Prior to the site visit, Dr. Ievgen Ryzhenko in his function as a member of the expert panel paid an on-site visit to the university campus in Kyiv and reported his central findings and impressions to his fellow experts and the ZEvA staff.

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 State University of Trade and Economics (hereinafter called SUTE) currently enrols around 18.000 students in six faculties and employs more than 600 academic staff. The roots of the institution date back as far as the year 1946. Since then, the university has been renamed and reformed several times, until it received its current name, status and organizational structure in the year 2022. The university campus is located in Kyiv.

From the beginning, the focus of SUTE has been on teaching and research in the fields of Economics and Management. Still today, these disciplines lie at the core of the institutional profile. In addition to that, the university offers study programmes from a broad range of other fields typically offered at classical universities, including Sociology, Political Science, Law, Psychology, Linguistics and Computer Science. SUTE has obtained national accreditation for about 90% of its study programmes, including the eight Bachelor programmes that are the subject of this report.

According to the development strategy for the period 2017-2030, SUTE's prime mission is to offer "*elite education for modern and future generations based on acceptance of traditions and innovations in order to ensure sustainable development of Ukraine. The strategic aim [...] is a European innovation university model building based on advancing development of educational, scientific activity, harmonious personality development, high competitiveness in the country and in the world.*"

The strategic priorities listed in the strategy paper include further integration of the university into the global, and particularly European, educational area and scientific community, intensifying scientific research activities, facilitating digitalisation and internationalisation at all levels and continuously improving the internal quality management system, as well as the quality of teaching and learning.

3. Assessment of the Study Programmes

3.1 General Aspects

3.1.1 Intended Learning Outcomes

For each programme of the cluster, the general profile and the intended learning outcomes are outlined in the self-report. There is also a more strongly formalized list of ILOs for every programme, which are closely (but not exclusively) based on the national educational standards for undergraduate programmes in the respective subject discipline. These programme-related ILOs are listed in the Diploma Supplement. General information about the programme profiles and the ILOs is also available on the SUTE website.

There are strong overlaps between the ILOs of the eight Bachelor's programmes, especially as regards the more generic, non-academic competencies to be acquired. These include communication skills, democratic citizenship and the competence to conduct research under guidance.

Further details on the ILOs of the individual programmes will be given in the programme-related chapters below.

3.1.1.1 Experts' Appraisal

The experts come to the overall conclusion that the intended learning outcomes of the study programmes are transparently described and are generally in line with the taxonomies of the Framework of Qualifications for the European Higher Education Area (Bachelor level). Personal development, soft skills, active citizenship and academic aspects are equally touched upon in the descriptions of the ILOs. The employment prospects for graduates are clearly and plausibly described in the self-report.

In spite of this positive overall impression, the experts would like to encourage the university to formulate the ILOs in a more palpable, less generic way. The experts are aware of the fact that the university needs to adhere to national standards in the design of the ILOs, and have also understood that some specific ILOs have already been formulated for each programme, but this opportunity should be taken to a larger extent if possible. All in all, the university should take increased efforts to further sharpen the academic profiles of the programmes (also in comparison to similar programmes at other universities) and draw out their specific features and aims more clearly in the programme descriptions.

Furthermore, the contents of the study programmes do not always fully live up to the intended learning outcomes. This issue will be discussed in more detail in the following chapter.

3.1.2 Programme Design and Curriculum

3.1.2.1 General Structural Features

For admission to the programmes, students need to possess the general university entrance qualification, as well as minimum scores in a number of subjects in the External Independent Assessment.

All eight Bachelor's programmes comprise a total of 240 ECTS credits, which (in full-time mode) are to be obtained within the period of just under four years. In part-time mode, the study period is four years and five months. The general teaching language is Ukrainian, with the exception of the programme "Management of Foreign Economic Activity", where students may choose between English or Ukrainian. Also, individual courses/modules may be taught in English.

The standard curricula comprise 60 ECTS credits per academic year, each individual course amounting to a minimum of 6 ECTS credits (with only a few exceptions of educational units smaller than that). In line with the national Ukrainian standards, at least 25% of the curricula (i.e. 60 ECTS credits) consist of elective courses that may be freely chosen by the students.

Besides the theory-based classes, all programmes include at least two practical internship placements, as well as foreign language training and a final thesis. The scope of the practical programme component varies, ranging from 9 to 24 ECTS credits, depending on the programme. The thesis is always credited with 9 ECTS credits.

As a general rule, the first year of studies is mainly dedicated to compulsory classes on the fundamentals of the subject discipline, as well as general introductory courses in other fields, as e.g. Philosophy, Sociology or IT. With further progression through the programme, theory-based training continues, with an increasing number of elective options for students. Practical internships are usually scheduled relatively late in the programme, i.e. one in the sixth semester and a "pre-diploma" internship in the final semester, respectively.

On principle, students may choose electives from the entire course catalogue of the university (currently comprising ca. 1.300 courses), although a list of recommended electives is provided for each study programme to give students some guidance in designing their individual study trajectory. Recommended courses are usually those that impart relevant professional competences to the students.

3.1.2.2 Course Catalogues

There are course syllabi for all study programmes of the cluster, which are made available to the students via the internal university platform. The syllabi are authored by the responsible faculty members of the department and are approved by the academic council of the faculty. A general template for the syllabi does not seem to exist, as there is some variation between them as regards layout, structure and content.

The majority of the syllabi include a detailed description of the teaching content and the intended learning outcomes of the course, as well as information on the calculated student workload for each part of the course, the type of formative and summative assessment and the applied assessment criteria. Lists of recommended reference literature are also provided.

To the experts' knowledge, there are no course descriptions for the practical internships, but only for the theory-based courses.

3.1.2.3 Internationalisation, Recognition and Mobility

The university takes various measures to promote the internationalisation of its study programmes. Besides enabling student and staff mobility (which, of course, is currently a particularly difficult endeavour), this includes offering classes in English and internationalising course contents wherever possible.

As for mobility, students may take part in structured mobility programmes like Erasmus+ or spend a period of study at one of SUTE's partner universities. Current partner institutions are all located in Europe, as e.g. Poland, Germany, France, Finland or Spain.

Recognition of prior formal, informal or non-formal learning is possible based on Ukrainian legislation and the institutional regulations of SUTE. The university has developed separate regulations for the recognition of prior non-formal and informal learning and for academic mobility, i.e. the recognition of knowledge and skills obtained at other universities.

3.1.2.4 Research Element of the Programmes

The students of the educational programmes are actively involved in research activities, as e.g. in the context of diverse scientific events like round tables, scientific competitions or conferences that are organized by the university every year. The university also regularly publishes several scientific magazines to which students can contribute, too.

The final Bachelor theses are mostly (but not in all cases) written in collaboration with enterprises of business and industry, based on the contents and outcomes of prior practical internships, particularly the final "pre-diploma" internship. Representatives of companies can also act as heads of the examination committee during the defence of the thesis, as, for example, in the programmes "International Management" and "Industrial Management".

All theses are checked for plagiarism and the use of Artificial Intelligence. The University actively promotes measures to comply with the principles of academic integrity. In particular, various events are organized, the page on the official website is constantly updated, and the faculty deans, together with the educational programme directors, conduct explanatory work among students and monitor the students' compliance with the principles of academic integrity.

3.1.2.5 Experts' Appraisal

All in all, the experts conclude that the eight study programmes succeed very well in preparing the students for a first working position mainly on the national labour market, but also for careers in international contexts. In addition to achieving the central goal of employability, the students are also prepared to join and shape the democracies of the European Community as active and engaged citizens. This was also impressively demonstrated to the experts in the course of the online interviews with some of the students.

Another particularly positive aspect is the multidisciplinary approach taken especially in the initial phase of study, which allows students to broaden their general horizons.

Students obtain fundamental knowledge of their chosen subject, as well as soft skills. They also get a chance to develop their individual competence profile by means of the **elective courses**. The experts appreciate the high degree of freedom and flexibility, but still recommend putting a certain limit to the multitude of options in order to provide students with a bit more orientation and structure and to maintain a coherent qualification profile. The lists of recommended courses provided by the departments are already a very sensible measure to take in this context, but still the number of choices remains a bit too extensive. In any case, transparent information on the electives should always be made available to the general public on the university website.

The **course contents** sometimes appear very "traditional" and could therefore do with an integration of current topics as e.g. New Work or Sustainability (cf. programme-related chapters below for details).

The experts especially recommend an update of the courses in Marketing and International Marketing Management, which are compulsory units in several programmes of the cluster.

In the Marketing course, the following changes may be considered:

- The topic "marketing characteristics of consumer markets" should be directly followed by a chapter on business markets;
- The topic of segmentation should be separated from the consumer markets chapter. It should be discussed as a topic of its own and should focus also on target marketing and positioning;
- The topic "product life cycle" should be directly followed by the chapter on "new product development processes";
- The topic of "pricing" should incorporate the three basic pricing strategies;
- When discussing the topic "marketing communication mix", advertising should be highlighted as a separate chapter.

Furthermore, the course on International Marketing Management should be revised as follows:

- The discussion of general marketing topics should not go too much into detail. There should generally be a stronger focus in the course on market expectations, market needs and important topics in international marketing, instead of analysis and strategic marketing;
- A detailed chapter on market entry modes should be added;
- A new chapter on product management processes should be added;

- Useful links providing information on statistics and trends in world markets should be added to the syllabus, as e.g. https://globaledge.msu.edu/.

By and large, majority of the **course syllabi** contain all necessary information, even though in some cases central aspects need to be added, as e.g. the intended learning outcomes. Generally, the course descriptions should be more strongly standardized across all departments, for example by means of a template.

The experts also recommend updating the syllabi in several respects: this applies to the reading lists and reference literature (cf. below for details), but also to the accuracy of course titles (occasionally the same syllabus runs under two different titles, as, for example, in the courses "Marketing" and "Marketing 2"). Editorial errors like misspellings should be removed systematically.

The university should also make sure that the syllabi of all compulsory and elective courses for each programme are published on the department websites.

In addition to that, descriptions including contents and intended learning outcomes should be provided for the practical internships, too, as they are fully credited, integral parts of the curriculum.

In terms of **internationalisation**, the experts still see room for further improvement in a number of ways. Especially, more international textbooks and articles should be used as a reference. At present, the course descriptions give the impression that the overwhelming majority of cited sources are Ukrainian textbooks, papers or journal articles, as well as special compilations assembled by the lecturers themselves. Hence, the experts recommend substantially increasing the use of international literature. Along with that, the reading lists in the course syllabi should be thoroughly updated, preferably by adopting an internationally established citation system. This applies especially to courses or programmes labelled as "international". Concurrently, it should be ensured that students gain access to international sources to a greater extent. Provided the necessary funds are available, the university library should therefore subscribe to international platforms with a wide coverage, as e.g. SpringerLink, Emerald or EBSCOhost.

In addition, faculty members should be continuously encouraged and motivated to get involved in international research activities. One priority goal should be increasing the number of publications in internationally renowned, highly ranked scientific journals (A+, A or B journals). In particular, publications together with Western European colleagues should become more frequent, for the mutual benefit of all involved.

It seems worthwhile to further increase general cooperation with international partners. In some realms, a relatively advanced level of cooperation seems to have been achieved already (as, for instance, in the field of Hotel and Tourism Management), whereas there seems to be room for development in others, as e.g. in the field of Antitrust Management. SUTE should also consider inviting more lecturers from abroad both on a long-term and short-term basis to further promote the internationalisation of teaching and research, provided the general political situation allows for that.

With a view to the internationalisation goals, the experts commend the university on integrating compulsory English language classes into the curricula. However, it may be advisable to offer courses

at different levels from the beginning, as the students' entrance qualifications may vary in this respect. In this context, the experts would like to stress that they were very impressed by the students' high communicative skills demonstrated during the online talks.

Based on the documents provided, the experts do not yet regard the university's regulations for the recognition of prior learning as fully in line with the stipulations of the Lisbon Convention. In particular, as opposed to the regulations relating to non-formal and informal learning, the regulations for academic mobility do not say what happens in case recognition is denied. For example, it is nowhere stipulated that the university has to provide substantiated reasons for non-recognition, or whether students have a right to appeal against a rejection of recognition. From the experts' point of view, such details have to be included in the regulations as a condition to accreditation.

As far as **research methods** are concerned, the experts see a clear need for further development in order to ensure that the students receive an academic qualification at Bachelor's level. The experts have gained the general impression that all eight programmes are strongly practice-oriented, paying a lot of attention to employability and professional qualifications, whereas the basic methods of scientific research seem to be underrepresented in the curricula. For example, there is no course in any of the programmes that imparts fundamental competences in academic writing and research methodology. This is especially problematic with a view to the final theses, for which no general standards or supporting guidelines are provided either. Even though students are supervised by the university in writing their thesis, the experts are in doubt whether they will be able to demonstrate the methodical skills usually required for this task.

Furthermore, it needs to be ensured that the theses themselves live up to general academic standards as regards theoretical foundation and methodology. In the course of the assessment procedure the experts have gained the impression that this is not always the case. Generally, the theses should be clearly identifiable as academic work that goes beyond the level of internship reports or comparable documents.

The experts therefore conclude that the accreditation of the study programmes should be subject to the condition that a sufficient academic quality of the final theses is generally ensured by means of adequate measures. For example, a supportive guideline for students might be developed which contains detailed instructions on scientific standards and requirements.

The experts also see the necessity of introducing a mandatory course on research methodology and academic writing in business management into all curricula.

The university is generally encouraged to focus more strongly on quantitative methods and mathematical tools, and to describe this transparently in the description of programmes and courses.

The experts support the faculty of SUTE in its fight against plagiarism. To this end, an upgrade of the applied software should be considered in the near future.

3.1.3 Teaching Faculty

CVs of the core teaching faculty at SUTE were submitted to the experts along with the self-report. The exact teaching responsibilities of the lecturers within the study programmes were also made transparent by means of survey tables.

All staff members teaching in the programmes possess an academic qualification at least at Ph.D. level. Each member of the academic staff at SUTE is expected to conduct research actively and continuously. The university organizes numerous scientific events and publishes three scientific journals.

In addition to their research activities, all lecturers receive regular didactic training for further professional development. The university facilitates this through scientific and methodological seminars, conferences, and round tables as well as internships and in-house trainings. The Curriculum and Instruction Department of the university can provide assistance and advice on these matters.

Apart from the university faculty, practitioners from outside the university are frequently involved in teaching, too. This includes representatives of cooperating local or national enterprises or organizations, but also guest lecturers from abroad who are invited for (online) lectures on a regular basis.

Also, representatives of cooperating business companies and institutions take a strong impact on the design of the final theses and may also play an important part in evaluating these theses as Heads of the Examination Commission. Generally speaking, the university is in continuous close exchange with external partners from inside and outside Ukraine. The practitioners are actively involved in the design, quality assurance and further development of the programmes, too.

3.1.3.1 Experts' Appraisal

The experts were generally very impressed by the teaching faculty's qualifications and competences, which also became apparent in the course of the online talks. As far as the experts can see, all programmes have a sufficient number of highly qualified teaching staff at their disposal. Especially the lecturers of the younger generation also displayed an excellent command of the English language. Nevertheless, as outlined already, it would be a good idea to invite lecturers from abroad as frequently as possible to enhance the students' international experience and horizon. As physical mobility is not possible at present, online guest lectures would be a viable alternative.

The experts particularly appreciate the possibility of internships for faculty members, as well as their obligation to undergo continuous didactic training. The university is strongly encouraged to continue on this path.

Considering the strongly practice-oriented profile of the study programmes, the close involvement of non-academic professionals into teaching, assessment and quality assurance is highly commendable. The experts got the general impression of a strong network between the university faculty and their external stakeholders.

3.1.4 Infrastructure, Resources and Student Support

3.1.4.1 General Infrastructure on Campus

As already outlined above, Dr. Ryzhenko as the Ukrainian member of the expert panel paid an on-site visit to the SUTE campus a few weeks prior to the online talks in order to gain an impression of the premises. The guided tour included, for instance, the university library, computer classes and lecture halls, as well as sports and recreational facilities for students.

In total, there are nine academic buildings, 30 specialized research laboratories, more than 50 computer classes and six co-working spaces on campus. The library currently stocks over one million printed sources, more than 5.000 electronic sources and about 200 periodicals.

In spite of the restrictions caused by the ongoing military conflict in Ukraine, SUTE currently conducts as much in-class teaching as possible. For the security of staff and students, shelters are available on campus which are fully furnished and equipped with all necessary technology. SUTE also provides several on-campus dormitories, one of them hosting more than 500 students.

3.1.4.2 Student Advice and Support Services

The Social Service and the Centre of Pedagogical and Psychological Research at SUTE provide social support for students and academic staff alike. The psychological service provides round-the-clock psychological assistance and consultations. Students can also receive medical aid and treatment on campus.

The International Relations Office assists both national and incoming international students in all questions concerning academic mobility and exchange. The university also holds a Career Development Center that advises students on their internship placements and possible future career paths.

There is a student self-government council at SUTE which represents the interests of all students and ensures the protection of their rights.

For advice in all academic matters, students can turn to their lecturers or to the guarantors of their study programmes.

3.1.4.3 Equal Opportunities

SUTE has nominated a Commissioner for Gender Policy who coordinates all activities for ensuring gender equality. A Gender Equality Action Plan has been set up for the years 2022-2024.

SUTE has committed itself to the goal of inclusive education and has integrated operational regulations for this into its general “Regulations on the Organisation of the Educational Process for Students”. These include the provision of a barrier-free building infrastructure, but also the adaptation of educational materials and methods to the needs of students with different physical impairments.

Students with special educational needs also have the option of studying based on an individual curriculum.

3.1.4.4 Experts' Appraisal

Based on the guided tour of the SUTE campus in Kyiv and its photographic documentation, the experts conclude that the university provides a high-quality learning environment for its students. Part of the buildings are newly renovated, and there is state-of-the-art IT equipment available, which provides a solid infrastructure for remote teaching and learning.

The campus is very well adapted to the needs of disabled students, staff and visitors, as e.g. by providing wheelchair accessibility to buildings. Also, students have excellent facilities for sports, leisure and self-directed study at their disposal.

The library meets the standards of a university library, but should take special care to provide sufficient access to high-quality international scientific journals (cf. Chapter 3.1.2.5 of this report).

SUTE provides a wide range of student support and advisory services which fully meet the accreditation standards. There is a students' directory which students may draw on for detailed information on all available services.

The university takes measures to ensure equal opportunities for students with special needs. Also, gender equality is aimed at on all levels, including procedures for staff recruitment.

3.1.5 Student Learning and Assessment

In all programmes of the cluster, a strong emphasis is placed on creating a close link between theory and practice. Hence, theoretical lectures are usually closely intertwined with classes taught by professionals of the respective subject discipline, including experts from abroad. Also, the mandatory internships that are part of each programme serve to facilitate the transfer between theory and practice.

While the majority of the theory-based classes still seem to build on the classical lecture or seminar format, other teaching methods are also discernible in the course descriptions. For instance, the course on teambuilding also includes several practical group exercises in line with the topic and goals of the course.

The applied forms of assessment for each course are stipulated in the syllabi. In most of the courses, students are continuously assessed throughout the semester by means of several smaller tasks, but there may also be a final examination in addition to that. In the theory-based core courses, types of assessment vary between written tests, quizzes, oral examinations, short essays and reports, small (group) projects, case studies, presentations and other formats.

The practical internships are not only there for the practical application of theoretical knowledge, but also lead up to the final thesis, especially the pre-diploma internships in the last year which mostly deliver the topics for the theses.

The experts learned in the course of the assessment procedure that the current practice of teaching and assessment is not always in line with the picture drawn by the course descriptions and the self-report. As so many classes need to be conducted online, didactic methods of course have to be adapted accordingly. Also, the experts learned that student assessment is mostly conducted based on written examinations, particularly multiple choice exams.

3.1.5.1 Experts' Appraisal

The experts appreciate the high degree of digitalization in teaching and assessment that SUTE has already achieved. Especially in the current exceptional situation, this is a real asset for the university which allows it to continue fulfilling its role and function.

Considering that such a large part of teaching is presently happening online and communication between lecturers and students is generally impeded, it seems understandable to the experts that lecturers are increasingly resorting to multiple choice examinations. However, the experts strongly recommend refraining from this practice, as from a didactical point of view there are many arguments against it, especially in a remote learning setting. As far as this is possible under the given circumstances, the university should continue to apply the good mixture of assessment methods reflected in the course descriptions, as, for example, oral exams, team projects and presentations.

Otherwise, the experts find that SUTE is taking an adequate didactic approach which is based on a plausible alignment of intended learning outcomes with the applied methods of teaching and assessment. The experts especially appreciate the strong involvement of high-profile professionals in the teaching process.

3.1.6 **Quality Assurance**

SUTE has developed a full-fledged internal quality assurance system which is described in the self-report of the university. The system is process-based, integrating the provisions of the ISO 9001 norm (as confirmed by a certificate) as well as the national regulatory framework for higher education.

SUTE has stipulated the most central aims and values underlying the QA system in a quality policy, which is included in the self-report. Among these aims and values are, for example, the integration of the university into the international education and research system, an effective connection with the labour market and development of competitive educational programmes as well as a continuous improvement of educational quality.

To this end, the university applies a number of tools, particularly written surveys among staff, students and graduates. This includes regular course evaluation via a standardised online questionnaire, which

also provides the option for additional comments and suggestions from the students' side.

Also, there are more general surveys to determine the students' degree of satisfaction with their programmes and learning process, the teaching and assessment methods, the overall learning environment, the student support and advisory services and the performance of lecturers.

Furthermore, students are represented on the Academic Board of the university, where they are directly involved in the approval and continuous improvement of educational programmes.

Surveys are also conducted among the teaching faculty to identify their needs, as e.g. for certain technical equipment.

The outcomes of all surveys are forwarded to the responsible staff at the central university administration or to the directors of the study programmes, who may initiate measures for improvement if deemed necessary.

The graduates' career paths are systematically monitored by means of surveys, too. In addition to that, graduates are asked about their overall satisfaction with the study process at SUTE and about the competences they acquired during their studies.

There is also an alumni association through which graduates keep in touch with SUTE and with each other. Graduates are frequently involved in events that promote the career development of students (master classes, open lectures, presentations, workshops etc.) and contribute to the development and continuous enhancement of study programmes.

Professional practitioners are closely involved in the quality assurance of teaching and learning. In all departments, there is regular close exchange with labour market representatives. Professionals are regularly and frequently involved as lecturers and participate in the assessment of the final theses.

3.1.6.1 Experts' Appraisal

Based on all information provided, the experts conclude that SUTE has created a comprehensive and functional internal system of quality assurance in teaching and learning which is in line with the requirements of the ESG. The active inclusion and participation of various internal and external stakeholders in quality assurance (particularly students and labour market representatives) should be especially highlighted.

By means of written surveys the university collects a large amount of data for the monitoring of educational quality, covering a wide range of relevant criteria and topics. However, the provided material does not show that student workload (at course level and/or programme level) is regularly monitored and, if necessary, adjusted. The university explained that the issue of student workload was a standard topic touched upon in annual meetings between the programme directors and the students or in regular meetings of the university administration with the students. In addition, the lecturers picked up on the topic in individually designed oral or written surveys at the end of each semester.

The experts appreciate these measures, but nevertheless see the need for further formal proof that workload monitoring is conducted in a systematic manner as an integral part of the internal quality assurance system. From the experts' point of view this should be a condition to accreditation.

3.1.7 Transparency and Public Information

According to the SUTE Regulations on the Organisation of the Educational Process, students have free access to course descriptions at all times. All formal regulations relating to the study process and to assessment procedures are also published and freely accessible.

As outlined above, the departments provide some guidance and advice to students in their selection of elective courses, as e.g. by providing lists of recommended electives.

3.1.7.1 Experts' Appraisal

From the experts' point of view, the university provides transparent information to its students as regards their courses, programmes and exam regulations. In case the high degree of freedom for students as regards the choice of electives is maintained, the university should consider providing more comprehensive guidance and counselling to students in this respect.

3.2 Programme 1: Antitrust Management

3.2.1 Intended Learning Outcomes

The Bachelor's programme in Antitrust Management was launched in 1997 at the initiative of the Ukrainian Antimonolopy Committee. To date, there is no comparable study programme offered at any other Ukrainian university. Over the last four years, the programme annually enrolled about 20-30 students.

In the **self-report** (p. 14), the goals and profile of the programme are outlined as follows:

The purpose of this EP is the development of modern managerial thinking and a system of special knowledge and skills in the field of antimonopoly regulation, making effective managerial decisions regarding the implementation of antimonopoly and competition policy at the level of individual enterprises, markets, and the national economy. […] At the same time, the content of this EP provides for the acquisition, along with professional competencies, of skills that prepare students for active citizenship and support their personal development which include communication skills, leadership, the ability to take responsibility and work in critical conditions, the ability to adjust conflicts, working in a team, managing one's time, understanding the importance of deadlines, the ability to think logically and systematically, creativity and others, [as] defined in programme outcomes and competencies.

Graduates of the programme are typically employed in the Antimonopoly Committee of Ukraine or in other state authorities, as well as enterprises or public organisations. In these positions, they may focus, for example, on market research, strategic development, or policy and compliance issues.

The **Diploma Supplement** lists the following intended learning outcomes for the programme:

1.To know one's rights and responsibilities as a member of society, to be aware of the civil society values, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

2. To preserve moral, cultural, and scientific values and multiply the society achievements, to use various types and forms of motor activity to lead a healthy lifestyle.

3. To demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership, as well as knowledge and understanding of the patterns of functioning and development of markets, the place and role of economic competition in their regulation.

4. To demonstrate the skills of identifying problems and justifying management decisions, in particular, understanding the content and mastering the methods of managing competitive processes in general and in the field of implementing antimonopoly and competition policy in particular, to develop effective competitive strategies.

5. To describe the content of the functional spheres of the organization's activity, justify the competitive behavior and specific managerial decisions of business entities on the market and the regulatory activity of the bodies implementing the antimonopoly and competition policy of the state.

6. To demonstrate the skills of searching, collecting and analyzing information, calculating indicators to substantiate management decisions.

7. To demonstrate organizational design skills.

8. To apply management methods to ensure the effectiveness of the organization's activities

9. To demonstrate interaction, leadership, and teamwork skills.

10. To have the skills to justify effective tools for motivating the organization's personnel.

11. To demonstrate the skills of situation analysis and communication in various areas of the organization's activities, including with various social groups in the process of developing and implementing management decisions in the field of antimonopoly and competition policy.

12. To assess the legal, social, and economic consequences of the organization's functioning, in particular, establish the legal compliance of the business entity's market actions with current legislation.

13. To communicate orally and in writing in national and foreign languages.

14. To identify the causes of stress, adapt yourself and team members to a stressful situation, find means to neutralize it.

15. To demonstrate the ability to act socially responsibly and socially conscious on the basis of ethical considerations (motives), respect for diversity and interculturality.

16. To demonstrate the skills of independent work, flexible thinking, openness to new knowledge, be critical and self- critical

17. To carry out research individually and / or in a group under the guidance of a leader.

3.2.1.1 Experts' Appraisal

The experts regard the intended learning outcomes of the programme as clear, detailed and transparent.

Otherwise cf. the general assessment of the learning outcomes in Chapter 3.1 of this report.

3.2.2 **Programme Design and Curriculum**

About 150 out of the 240 ECTS credits awarded make up the mandatory part of the Bachelor's programme in Antitrust Management. The elective part comprises a total of 66 ECTS credits which may be obtained throughout the entire course of study, with between one and three elective courses per semester.

Besides the more general educational courses (as e.g. Philosophy or foreign language classes), students take compulsory courses in Macroeconomics, Organizational Theory, Business Law, Microeconomics, Management, Fundamentals of Entrepreneurship, Economics and Finance of the Enterprise, Marketing, Strategic Management, Public Administration and Project Management. In the third year of study, further core courses deal with the subjects of Antitrust Regulation, Competition Law and Management of Public Procurement. In addition, there are two six-credit internships in semesters number six and eight, respectively, as well as the final thesis comprising 9 ECTS credits. The students absolve these practical phases at the Antimonopoly Committee of Ukraine or its territorial branches, where they also collect and analyse information and data in preparation for the final thesis. Accordingly, the chairperson of the examination committee for the defence of the thesis is always a representative of the ACU.

Throughout the programme, theory-based lectures are closely intertwined with master classes taught by practitioners working in the Antimonopoly Committee of Ukraine, as well as invited foreign practitioners from Europe and the USA, who share the latest technologies of antimonopoly activity.

The list of electives that the department recommends to students of this programme includes courses on Life Safety, Brand Management, Accounting, Budgetary Law, Public Service, State Regulation of the Economy, Contract Law, Research and Regulation of the Consumer Market, Public Sector Economics, Economic History, Econometrics, Protection of Consumer Rights, Statistics, Modern Economic Theories, Social Choice Theory, Commodity Studies, Ukrainian Language (for specific purposes), Innovation Management, Finance, Money and Credit.

3.2.2.1 Experts' Appraisal

The experts have gained the overall impression that the curriculum of the programme in Antitrust Management is well-designed and provides an interesting combination of Management Science and Economics Topics. The curricular structure takes the students' entrance qualifications into account and enables students to achieve their intended learning outcomes within the given time frame.

There is a good balance between theory-based and practical elements in the programme (notwithstanding the general critical aspects described above with reference to the entire cluster of programmes). The quality of the programme benefits especially from the constant close exchange with the Antimonopoly Committee and the Ukrainian Ministry of Economy. By and large, the curriculum seems well aligned with the intended learning outcomes, even though the experts would like to give the following recommendations for further development:

Firstly, the experts very strongly recommend introducing a course in Game Theory into the programme, as they consider it an indispensable methodological discipline in Economics. For instance, in order to describe and explain the strategies of companies, the instrument of Game Theory is needed. Ideally, the course should also pick up on some research results from the field of Behavioural Economics/Behavioural Game Theory.

Furthermore, the experts also missed the topic of corruption (and the fight against it) in the curriculum, which should be of particularly high relevance for this programme, too. The university should therefore consider integrating this topic into the programme contents.

For all other aspects, cf. the general assessment in Chapter 3.1.

3.2.3 Teaching Faculty

The general assessment of this criterion and the experts' recommendations as outlined in Chapter 3.1 fully apply.

For the programme in Antitrust Management, the department should particularly aim at establishing good relations with the European Commission Department for Competition[1] and at inviting representatives of this institution for online lectures.

3.3 Programme 2: Human Resource Management

3.3.1 Intended Learning Outcomes

In recent years, the Bachelor's programme in Human Resource Management enrolled an average of

[1] https://commission.europa.eu/about-european-commission/departments-and-executive-agencies/competition_en

about 40 students per year. The programme was launched in the year 2008 with a view to the needs of the Ukrainian labour market, as well as international developments in the field.

According to the **self-report** (p. 19), the purpose of the programme is "*the training of highly qualified specialists capable on the basis of mastering basic management concepts and principles to carry out professional activities aimed at forming an effective personnel management system and its functional subsystems, solve management problems and problems of effective HR management of modern business organizations and ensure the adoption of effective personnel decisions in conditions of digitalization business processes*".

Graduates are to find work in management positions in international and national companies, in trade and industry, in personnel and recruitment agencies, in IT companies and government agencies or in public and charitable organizations. Their professional focus may be, for example, on staff recruitment and development, development of strategies and policies in the field of HR, employee motivation and adaptation systems or the formation of effective project teams. Possible professional positions of graduates include HR manager, employer brand development specialist, professional employment analyst, expert in the regulation of social and labour relations, expert on working conditions, vocational consultant, labour market analysis specialist, career guidance specialist or administrative assistant.

The **Diploma Supplement** contains the following list of Intended Learning Outcomes:

1.To know one's rights and responsibilities as a member of society, to be aware of the civil society values, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

2. To preserve moral, cultural, and scientific values and multiply the society achievements, to use various types and forms of motor activity to lead a healthy lifestyle.

3. To demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

4. To demonstrate skills in identifying problems and justifying management decisions.

5. To describe the content of the organization functional areas.

6. To demonstrate the skills of searching, collecting and analyzing information, calculating indicators to substantiate management decisions.

7. To demonstrate organizational design skills.

8. To apply management methods to ensure the effectiveness of the organization's activities.

9. To demonstrate interaction, leadership, and teamwork skills.

10. To have the skills to justify effective tools for motivating the organization's personnel.

11. To demonstrate skills in situation analysis and communication in various areas of the activities of the organization.

12. To assess the legal, social and economic consequences of the organization's functioning.

13. To communicate orally and in writing in national and foreign languages.

14. To identify the causes of stress, adapt yourself and team members to a stressful situation, find means to neutralize it.

15. To demonstrate the ability to act socially responsibly and socially conscious on the basis of ethical considerations (motives), respect for diversity and interculturality.

16. To demonstrate the skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical.

17. To carry out research individually and/or in a group under the guidance of a leader.

18. To use various forms of oratory, conflict resolution methods and the psychology of business communication in HR management.

19. To apply modern recruiting technologies in organizations of various types and spheres of activity and to attract competent specialists to form teams and to organize their interaction in a VUCA environment.

20. To form effective social and labor relations in the organization based on the principles of labor standardization, the use of modern information technologies and the improvement of the staff working life quality.

3.3.1.1 Experts' Appraisal

From the experts' point of view, the intended learning outcomes of the programmes are well-described, and the different career options for graduates have been made transparent.

For all other aspects, cf. the general assessment in Chapter 3.1.

3.3.2 **Programme Design and Curriculum**

The curriculum of the programme in Human Resource Management comprises 22 mandatory courses with an overall scope of 153 ECTS credits. A total of 78 credits is obtained in the elective part of the programme, which includes two internships (3 and 6 credits, respectively). The internships are usually absolved in enterprises of business and industry. The final thesis comprises 9 ECTS credit points.

The programme starts with more general educational classes (Philosophy, Law, Sociology etc.) and moves on to fundamental courses in Microeconomics, Macroeconomics, Management, Accounting and Marketing, amongst others. In the final year, there is an additional practice-oriented Business Simulation course.

As in the other programmes, a recommended list of electives is provided by the department which comprises a large number of courses from all subject disciplines offered at SUTE. From the second semester onwards, students can pick between one and three electives per semester.

3.3.2.1 Experts' Appraisal

In the experts' opinion, the course descriptions for the programme are very detailed and provide and excellent insight into the contents of each educational component. Both theoretical and practical aspects seem to be adequately represented in the curriculum, and the programme especially teaches the students how to think across academic disciplines, introducing them to a wide range of fields besides the core courses on Management and Economics. The experts strongly appreciate this comparatively "broad" curricular approach

However, it seems to the experts that the curricular structure and the contents are not yet fully in line with the intended learning outcomes of the programme. Most importantly, there are relatively few compulsory courses on the core topic of HR, and the first course on this topic appears in the curriculum as late as the 6th semester. Out of more than 20 mandatory courses, only 7 seem to tackle the field of HR directly, and of these only two seem to be management-oriented. Scientific methods seem to be taught only once in the context of a statistics course, but to the experts' knowledge there are no specific courses on HR management related methods.

Therefore, as for the other programmes of the cluster, the experts see the need to enhance the curriculum by a course in research methodologies and academic writing in Business Management.

Furthermore, the experts would like to give the following recommendations for the further development of the programme:

- Current themes and hot topics in the field of HR Management (especially ethical aspects) should be integrated into the programme, as e.g. HR Analytics, Sustainable Human Resource Management, Diversity Management, Business Ethics, Gender and Equality.
- Microeconomics should be taught before Macroeconomics in the programme, not only because important macroeconomic theories have a foundation in microeconomics but also because a more economic perspective on HR, Personnel Economics, employs the basic instruments of Microeconomics.
- If possible, the practical internships should be offered earlier in the curriculum, as this was also a wish communicated by the students in the online talks.
- The range of subject disciplines touched upon in the first semester seems almost too broad. At least one course in the first semester should focus on elementary business economics topics.
- Courses on Evidence Based Consultancy or Management Consulting might also be integrated into the programme.

3.3.3 **Teaching Faculty**

The experts learned during the online talks that there are currently no visiting lecturers from other universities due to the ongoing military conflict. However, there are some online lectures held by professional practitioners from abroad. In the future, more online lecturers may be invited from Central Europe (Poland, Germany), Western Europe (France) and Southern Europe (Italy, Spain).

As mentioned above, the SUTE faculty should aim at increasing the number of publications in highly ranked international journals. In the realm of Human Resource Management, for instance, one could aim at journals like the *Academy of Management Review, Human Resource Management Review, Human Resource Management Journal, Journal of Labor Economics, Management Review – Socioeconomic Studies* etc.

3.4 Programme 3: Industrial Management

3.4.1 Intended Learning Outcomes

The undergraduate programme in Industrial Management was launched in 2019 and currently enrols 19 students, with only slight variations of student numbers since the start of the programme.

As described in the **self-report** (p. 24), the purpose of the programme is to "*train specialists who, on the basis of mastering basic management concepts and principles, are able to carry out professional activities aimed at forming an effective management system in the light and food industry and the processes that ensure it, to carry out research and analysis of its functioning in order to make effective management decisions, to ensure the safety of light and food industry goods, quality management of light and food industry products etc.*"

Graduates can be employed in the light and food industries or other enterprises, typically holding positions such as production director, production manager, team leader (research, design organisation), production rationalisation consultant, specialist in business efficiency and production rationalisation, project and programme manager in the field of material production, production rationalisation consultant, production rationalisation specialist, specialist analyst in product research, product quality control inspector or industrial trader.

The **Diploma Supplement** contains the following official list of Intended Learning Outcomes:

1.To know one's rights and responsibilities as a member of society, to be aware of the civil society values, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

2.To preserve moral, cultural, and scientific values and multiply the society achievements, to use various types and forms of motor activity to lead a healthy lifestyle.

3.To demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

4.To demonstrate skills in identifying problems and justifying management decisions.

5.To describe the content of the organization functional areas.

6.To demonstrate the skills of searching, collecting and analyzing information, calculating indicators to substantiate management decisions.

7.To demonstrate organizational design skills.

8.To apply management methods to ensure the effectiveness of the organization's activities.

9.To demonstrate interaction, leadership, and teamwork skills.

10.To have the skills to justify effective tools for motivating the organization's personnel

11.To demonstrate skills in situation analysis and communication in various areas of the activities of the organization.

12.To assess the legal, social and economic consequences of the organization's functioning.

13.To communicate orally and in writing in national and foreign languages.

14.To identify the causes of stress, adapt yourself and team members to a stressful situation, find means to neutralize it.

15.To demonstrate the ability to act socially responsibly and socially conscious on the basis of ethical considerations (motives), respect for diversity and interculturality.

16.To demonstrate the skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical

17.To carry out research individually and/or in a group under the guidance of a leader.

18. To demonstrate the ability to develop proposals regarding the composition and content of management tasks for industrial enterprises, using modern information technologies.

3.4.1.1 Experts' Appraisal

Cf. general assessment of the criterion in Chapter 3.1 of this report.

3.4.2 **Programme Design and Curriculum**

The study programme in Industrial Management comprises mandatory courses with an overall scope of 138 ECTS credits. A total of 84 credits is obtained in the elective part of the programme, which includes one 3-credit internship in the sixth semester and the six-credit pre-diploma internship in the eighth semester, which usually has a strong influence on the students' choice of topic for their thesis. The internships are usually absolved in enterprises of business and industry.

As in the other programmes, students receive foreign language training throughout the first two years of study.

The final thesis comprises 9 ECTS credit points.

The programme starts with more general educational classes (Philosophy, Law, Sociology etc.) and moves on to fundamental courses in Microeconomics, Macroeconomics, Management, Accounting, Logistics, Industrial Economics and Marketing, amongst others. In the final year, there is an additional practice-oriented Business Simulation course.

3.4.2.1 Experts' Appraisal

The experts repeat the recommendation already formulated above for the programme in Human Resource Management that the university should consider switching some of the fundamental courses in Business and Economics. As mentioned already, Microeconomics should be taught before Macroeconomics. Also, students should first learn about the fundamentals of Accounting before moving on to courses on Finance, and similarly first about the basics of Management and then about issues of Organization.

Otherwise, the general assessment of this criterion contained in Chapter 3.1 fully applies.

3.5 Programme 4: Trade Management

3.5.1 Intended Learning Outcomes

The field of Trade Management has been taught at SUTE since 1993, i.e. the current Bachelor's programme has had several predecessors dedicated to this speciality. Since the launch of the Bachelor's programme student numbers have revolved around an average of about 30 per year.

According to the **self-report** (p. 29), it is the purpose of the programme "*to train specialists who, on the basis of mastering basic management concepts and principles, can carry out professional activities aimed at forming an effective management system in trade enterprises, ensuring the adoption of effective management decisions in accordance with the new culture of consumer behaviour and taking into account the current trends in digitalization of trade.*" In terms of employability, the programme is oriented towards the requirements of enterprises of the wholesale and retail sector trade, where graduates may work as managers, administrative assistants, trade inspectors, supply (sales) organizers or brokers.

The **Diploma Supplement** for the programme lists the Intended Learning Outcomes as follows:

1. To know one's rights and responsibilities as a member of society, to be aware of the civil society values, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

2. To preserve moral, cultural, and scientific values and multiply the society achievements, to use various types and forms of motor activity to lead a healthy lifestyle.

3. To demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

4. To demonstrate skills in identifying problems and justifying management decisions.

5. To describe the content of the organization functional areas.

6. To demonstrate the skills of searching, collecting and analyzing information, calculating indicators to substantiate management decisions.

7. To demonstrate organizational design skills.

8 .To apply management methods to ensure the effectiveness of the organization's activities.

9 .To demonstrate interaction, leadership, and teamwork skills.

10 .To have the skills to justify effective tools for motivating the organization's personnel

11 To demonstrate skills in situation analysis and communication in various areas of the activities of the organization.

12. To assess the legal, social and economic consequences of the organization's functioning.

13. To communicate orally and in writing in national and foreign languages.

14. To identify the causes of stress, adapt yourself and team members to a stressful situation, find means to neutralize it.

15. To demonstrate the ability to act socially responsibly and socially conscious on the basis of ethical considerations (motives), respect for diversity and interculturality.

16. To demonstrate the skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical.

17 .To carry out research individually and/or in a group under the guidance of a leader.

18 .To organize basic and accessary processes in trade organizations and to ensure their improvement

19. To form the range and quality of food products and non-food products and evaluate the quality of products to ensure the efficiency of their circulation and consumption.

20. To collect and process information in the process of making strategic decisions in trade organizations.

21. To use methodical and practical approaches to the product categories formation, select means and methods of category management at various stages of the process of managing product categories in trade organizations.

3.5.1.1 Experts' Appraisal

The general assessment of this criterion conducted in Chapter 3.1 fully applies here, with no additional comments or recommendations.

3.5.2 **Programme Design and Curriculum**

The structure and contents of the study programme in Trade Management show very strong overlaps with those of the other programmes of the cluster, especially with Industrial Management. Differences or particularities mainly lie in a few individual mandatory courses as e.g. Commodity Science, E-Trade or Organization of Trade which are no compulsory components in the other programmes and are scheduled for the sixth semester or later.

Mandatory courses have an overall scope of 162 ECTS credits; the elective part comprises 60 credits. Also, students absolve one three-credit internship in the sixth semester and the six-credit pre-diploma internship in the eighth semester, which usually has a strong influence on the students' choice of topic for their thesis. The internships are usually absolved in enterprises of business and industry.

The final thesis comprises 9 ECTS credit points.

3.5.2.1 Experts' Appraisal

By and large, the experts conclude that the programme is in line with the requirements of accreditation as regards the contents and curriculum. The general assessment of this criterion contained in Chapter 3.1 of this report applies accordingly. However, with a view to the strong overlaps the programme shows with the related programmes in the cluster, the experts would like to repeat their recommendation to sharpen the programme profile and include more elements that make it more clearly distinct from the neighbouring disciplines.

3.6 Programme 5: Business Management

3.6.1 Intended Learning Outcomes

The Bachelor's programme in Business Management is one of the core undergraduate programmes of the university, with average enrolment numbers being about 2-3 times higher than in most of the other programmes of this cluster. In recent years, the focus of the programme has shifted more towards small and medium-sized enterprises to meet the changing needs of the Ukrainian labour market.

According to the **self-report** (p. 34), the goal of the programme is "*to train specialists who, based on the mastery of basic management concepts and principles, can carry out professional activities in business management aimed at the formation of an effective management system in a turbulent external environment in order to make effective management decisions*". Graduates may, for example, work as analysts or as managers in the departments of research, development, production and operations.

The Intended Learning Outcomes given in the **Diploma Supplement** are as follows:

1. To know one's rights and responsibilities as a member of society, to be aware of the values of civil society, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

2. To preserve moral, cultural, and scientific values and multiply the achievements of society, to use various types and forms of motor activity to lead a healthy lifestyle.

3. To demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

4. To demonstrate skills in identifying problems and justifying management decisions.

5. To describe the content of the functional areas of the organization.

6. To demonstrate the skills of information's searching, collecting and analyzing, indicators' calculating to substantiate management decisions.

7. To demonstrate organizational design skills.

8. To apply management methods to ensure the effectiveness of the organization's activities.

9. To demonstrate interaction, leadership, and teamwork skills.

10. To obtain the skills to justify effective tools for organization's personnel motivating.

11. To demonstrate the skills of situation's analysis and communication's implementation in various areas of the organization.

12. To assess the legal, social and economic consequences of the organization's functioning.

13. To communicate orally and in writing form in national and foreign languages.

14. To identify the causes of stress, to adapt yourself and team members to a stressful situation, to find means to neutralize it.

15. To demonstrate the ability to act socially responsibly and conscious on the basis of ethical considerations (motives), respect for diversity and interculturality.

16. To demonstrate the skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical.

17. To carry out research individually and/or in a group under the guidance of a leader.

18. To demonstrate the ability to analyze and calculate economic and non-economic indicators of the enterprise.

19. To demonstrate the ability to design innovative processes (formation of target indicators, planning, organizational structure, stimulation, control).

20. To demonstrate the ability to develop plans and strategies for business creation and development in difficult conditions of the environment.

3.6.1.1 Experts' Appraisal

The general assessment of this criterion conducted in Chapter 3.1 fully applies here, with no additional comments or recommendations.

3.6.2 **Programme Design and Curriculum**

The programme on Business Management includes mandatory components at the scope of 168 ECTS credits. This includes foreign language training, two internships as described for the other programmes above, the Business Simulation course in the final year and a 9-credit thesis.

In addition, students may obtain 72 credits by studying elective educational components. As in all other programmes, a long list of recommended electives is provided by the department.

Core courses that seem to contribute most to the particular profile of the programme are, for instance, Risk Management, Business Planning, Strategic Business Management or Management of Innovations. All of these courses are studied from the sixth semester onwards, i.e. at a relatively late stage in the programme.

3.6.2.1 Experts' Appraisal

The experts find that the programme is in line with the requirements of accreditation as regards the contents and curriculum and is apt for students to achieve the intended learning outcomes. The general assessment of this criterion contained in Chapter 3.1 of this report applies accordingly.

The experts would like to formulate the additional strong recommendation to introduce a course on Sustainability Management into the curriculum, as this topic is now of such high relevance for the discipline.

3.7 Programme 6: Management of Tourism, Hotel and Restaurant Business

3.7.1 Intended Learning Outcomes

SUTE has been educating experts in the field of tourism and hospitality since the early 1990s. Hence, the Bachelor's programme in Tourism, Hotel and Restaurant Business was preceded by a number of similar programmes throughout the years, until it took on its current form and title in 2022. At present, 45 students are enrolled in the programme.

According to the **self-report** (p. 39) the aim of the programme is to "*train experts with strategic thinking, universal soft and hard competencies, who can solve practical problems and specialized tasks, characterized by complexity and uncertainty of conditions, in the field of management of organizations and their divisions, including tourism, hotel and restaurant business*". Graduates may be employed in hotel and restaurant chains and tourism companies, holding positions as (leading) managers in tourism, the hotel and restaurant business or in municipal or governmental bodies, as well as administration, logistics, supply, sales or HR.

The **Diploma Supplement** contains the following list of ILOs:

1. Know the rights and responsibilities as a member of society, be aware of the values of civil society, the rule of law, human and civil rights and freedoms in Ukraine.

2. Preserve moral, cultural, scientific values and increase the achievements of society, use different types and forms of physical activity to lead a healthy lifestyle.

3. Demonstrate knowledge of theories, methods and functions of management, modern concepts of leadership.

4. Demonstrate skills to identify problems and justify management decisions.

5. Describe the content of the functional areas of the organization.

6. Identify skills of search, collection and analysis of information, calculation of indicators to justify management decisions.

7. Demonstrate organizational design skills.

8. Apply management methods to ensure the effectiveness of the organization, in particular tourism, hotel and restaurant businesses.

9. Demonstrate skills of interaction, leadership, teamwork.

10. Have the skills to justify effective tools to motivate the staff of the organization.

11. Demonstrate the skills of situation analysis and communication in various areas of the organization, including tourism, hotel and restaurant businesses.

12. Assess the legal, social and economic consequences of the organization, including tourism, hotel and restaurant businesses.

13. Communicate orally and in writing in the state and foreign languages

14. Identify the causes of stress, adapt yourself and team members to a stressful situation, find ways to neutralize it.

15. Demonstrate the ability to act socially responsibly and socially consciously on the basis of ethical considerations (motives), respect for diversity and interculturalism.

16. Demonstrate skills of independent work, flexible thinking, openness to new knowledge, be critical and self-critical.

17. Perform research individually and / or in a group under the guidance of a leader.

18. Demonstrate information technology skills in the management of tourism, hotel and restaurant businesses.

3.7.1.1 Experts' Appraisal

The general assessment of this criterion conducted in Chapter 3.1 fully applies here, with no additional comments or recommendations.

3.7.2 **Programme Design and Curriculum**

In terms of structure and content, the programme "Management of Tourism, Hotel and Restaurant Business" shows some slight deviations from the usual structure described for the other programmes above. For instance, the practical component takes up some more space in the curriculum, amounting to 24 (instead of the usual 9) ECTS credits. In total, there are four 6-credit internships, i.e. one per year.

The theory-based components of the curriculum amount to 147 credits, and students can choose electives comprising a total of 60 credits. The thesis is credited with 9 ECTS credits.

Another difference to the other programmes of the cluster lies in the fact that the core classes which determine the specific programme profile are taught from an early stage, starting with the very first semester and then continuing on throughout the programme. Such courses are, for instance, Hotel Business, Organization of Tourism, Restaurant Business, Hospitality and Tourism Management, or Economy of Tourism/Hotels and Restaurants. The self-report also mentions a course on Hospitality and Tourism Marketing, for which, however, no course description was provided.

Due to the higher number of classes on the core topics of the programme, the number of courses from other disciplinary fields is relatively low compared to the other programmes of the cluster. There is also additional language training in the third year with special focus on the needs of the speciality.

3.7.2.1 Experts' Appraisal

The experts are convinced by the overall programme concept, which is well-aligned with its intended learning outcomes. The students benefit especially from the regular, continuous practical training they receive during the entire course of study, as well as the large number of courses specifically designed for their speciality. However, as in the other programmes, more emphasis needs to be placed on scientific methods and tools in order to provide a qualification at Bachelor's level.

For all other aspects of this criterion, the general assessment in Chapter 3.1 applies accordingly.

3.8 Programme 7: Management of Foreign Economic Activity

3.8.1 Intended Learning Outcomes

The Bachelor's programme in "Management of Foreign Economic Activity" currently enrols around 50 students. According to the self-report (p. 45), it aims at preparing "*highly qualified specialists through an optimal combination of managerial, economic and legal components, which enables graduates to make and implement managerial decisions in the field of foreign economic activity, related to planning, organization of foreign economic operations, formation of enterprise development strategies, access to foreign sales markets; the knowledge base formation of students for practical activities in the field of foreign economic activities management*."

The self-report mentions the following current job opportunities for graduates: foreign economic activity manager, export manager, procurement/supply manager, E-commerce manager, service business foreign economic activity manager, customs clearance agent/broker, category manager of foreign economic activity, commercial/trade agent, authorised import/export agent, specialised analyst of a foreign economic activity entity. Graduates may work for state or municipal authorities, in the banking sector, in customs or in international business companies.

According to the **Diploma Supplement**, the official Intended Learning Outcomes of the programme are as follows:

1. To know the rights and responsibilities as a member of society, to realize the values of civil society, the rule of law, human and civil rights and freedoms in Ukraine.

2. To preserve moral, cultural, scientific values and increase the achievements of society, use different types and forms of physical activity to lead a healthy lifestyle.

3. To acknowledge theory, methods and functions of management and modern concepts of leadership.

4. To be able to identify problems and justify management decisions.

5. To describe the content of the functional areas of the organization.

6. To have the ability of search, collection and analysis of information, calculation of indicators for justifying management decisions.

7. To have ability to organizational design skills.

8. To apply management methods to ensure the effectiveness of the organization

9. To acknowledge skills of interaction, leadership and teamwork

10. To have skills to justify effective tools and motivate the staff of the organization.

11. To be able to apply the skills of situation analysis and communication in various areas of the organization.

12. To assess the legal, social and economic consequences of the organization.

13. To communicate orally and in written in the state and foreign languages.

14. To identify the causes of stress, adapt yourself and team members to a stressful situation and find ways to solve it.

15. To be able to act socially responsibly and socially consciously based on ethical considerations (motives), respect for diversity and interculturality.

16. To be able to independent work, flexible thinking, openness to new knowledge, to be critical and self- critical.

17. To have skills for making a research individually and / or in a group under the guidance of a leader.

18. To define and substantiate the strategy of entering the foreign market, to negotiate with contractors, to deal with contracts and accompany their implementation.

19. To identify and allocate costs, risks and responsibilities of the parties in accordance with the terms of the contract.

20. To be able to declare goods, to place in different customs regimes, to estimate customs value, customs payments and price assessment in foreign trade transactions.

3.8.1.1 Experts' Appraisal

The general assessment of this criterion conducted in Chapter 3.1 fully applies here, with no additional comments or recommendations.

3.8.2 Programme Design and Curriculum

Within the curriculum, 162 credits are allocated to the mandatory educational units and 60 credits to the optional units that students may freely select. In addition, two compulsory internship placements have to be absolved in the sixth and the eighth semester, respectively. Students can spend their internships in industrial companies or other institutions, as e.g. the Ukrainian Chamber of Commerce and Industry.

The students receive extensive foreign language training throughout the entire programme, also with a view to the particular needs of the speciality. In the other courses (or at least part of them) students can choose between Ukrainian or English as a teaching language.

The strongly international profile of the programme is further underpinned by mandatory courses such as World Market of Goods and Services, International Trade and Economic Law, International Credit Markets, Organisation of Foreign Trade Operations, International Logistics and International Marketing Management.

3.8.2.1 Experts' Appraisal

The experts find that the programme qualifies the students very well for a career in export-oriented business or similar contexts. The high emphasis put on foreign language training and international aspects of the discipline is particularly convincing and prepares the students thoroughly for working abroad or in international surroundings. However, as mentioned above, this internationality should also be adequately reflected in the reference literature used in class.

Apart from the critical aspects already mentioned (strong practice-orientation at the cost of scientific-methodological training; some room for optimization regarding the sequence/chronological order of courses), the experts consider the curricular design in line with the ILOs and the accreditation requirements.

3.9 Programme 8: International Management

3.9.1 Intended Learning Outcomes

The programme in International Management currently enrols about 90 students. It is a relatively new programme, launched for the first time in the year 2020.

The self-report (p. 51) describes the central aim of the programme as "*train[ing] highly qualified specialists in the area of international companies, multinationals, international financial and economic organisations, including the formation of theoretical knowledge and practical skills of students for further specialisation and profiling in international management through the optimal combination of economic, managerial and legal education in international management in the context of high competition and a dynamic environment. The programme is primarily focused on training highly qualified managers for fast-growing domestic and international companies, as well as researchers of modern international management with analytical, leadership and cross-cultural skills and a global entrepreneurial instinct.*"

Graduates have employment prospects in international companies, transnational corporations, international financial, economic and governmental organisations, state and local governments, and non-governmental organisations. They are to take up leading positions which may relate to corporate governance, asset management, marketing, business performance, production rationalisation, intellectual property and innovation, project management, social and corporate responsibility, as well as research and development.

In the **Diploma Supplement** the intended learning outcomes of the programme are summarized as follows:

1. To know the rights and responsibilities as a member of society, to realize the values of civil society, the rule of law, human and civil rights and freedoms in Ukraine.

2. To preserve moral, cultural, scientific values and increase the achievements of society, use different types and forms of physical activity to lead a healthy lifestyle.

3. To acknowledge theory, methods and functions of management and modern concepts of leadership.

4. To be able to identify problems and justify management decisions.

5. To describe the content of the functional areas of the organization.

6. To have the ability of search, collection and analysis of information, calculation of indicators for justifying management decisions.

7. To have ability to organizational design skills.

8. To apply management methods to ensure the effectiveness of the organization.

9. To acknowledge skills of interaction, leadership and teamwork.

10. To have skills to justify effective tools and motivate the staff of the organization.

11. To be able to apply the skills of situation analysis and communication in various areas of the organization.

12. To assess the legal, social and economic consequences of the organization.

13. To communicate orally and in written in the state and foreign languages.

14. To identify the causes of stress, adapt yourself and team members to a stressful situation and find ways to solve it.

15. To be able to act socially responsibly and socially consciously based on ethical considerations (motives), respect for diversity and interculturality.

16. To be able to independent work, flexible thinking, openness to new knowledge, to be critical and self- critical.

17. To have skills for making a research individually and / or in a group under the guidance of a leader.

18. Make choices and conduct economic activities in accordance with the priorities of sustainable development.

19. Use the latest approaches of international management to conduct financial and economic activities based on the financial statement analysis; prepare analytical reports on the performance of an international company.

20. Apply knowledge in the sphere of management to realise the interests of subjects at the level of economy, enterprises and projects.

21. Evaluate the role of macroeconomic entities, processes, phenomena and models in ensuring the effective functioning of the national economy, its sectors and markets in the context of globalisation.

22. Demonstrate a market-oriented outlook, effectively apply management methodology to implement optimal economic decisions by international business entities.

3.9.1.1 Experts' Appraisal

The general assessment of this criterion conducted in Chapter 3.1 fully applies here, with no additional comments or recommendations.

3.9.2 **Programme Design and Curriculum**

The curriculum of the programme in International Management consists of 22 subject disciplines, two practical training internships, the practical Business Simulation course and the Bachelor's thesis as compulsory elements. The elective part of the programme comprises a total of 60 ECTS credits. Foreign language training is provided throughout the first five semesters, at a scope of 30 ECTS credits.

The programme provides a combination of managerial, financial, economic and legal training. Core courses include, for instance, Transnationalization of Business, International Economic Activity of Ukraine, International Economic Law and International Corporate Management. These classes are scheduled from the third semester onwards, whereas the first year of study is dedicated to more basic introductions to Economics, Management, Mathematics/Statistics, complemented by units from other disciplines such as Law, Philosophy and Ecology.

3.9.2.1 Experts' Appraisal

Apart from the more critical aspects already mentioned above, the experts have gained a positive overall impression of the structure and content of the curriculum. Even though it is very close in content to the programme "Management of Foreign Economic Activity", it provides a different, slightly more general qualification profile. The experts are confident that the intended learning outcomes of the programme can be achieved.

With a view to the Consumer Rights Law newly enacted in July 2023, the experts recommend including a compulsory course on Consumer Behaviour into the programme. Generally, the topic of consumer behaviour and consumer rights should be touched upon in all Bachelor programmes discussed here.

Appendix

1. Statement of the University in Response to the Expert Report (18/10/2024)

State University of Trade and Economics (hereinafter - SUTE) expresses gratitude to ZEvA experts and employees for the detailed examination of the educational programmes in Management.

At the same time, the University administration would like to express certain explanations regarding the remarks made in the Accreditation Report:

1. At SUTE, credits are recognized for students who:

   - enter after the previous level of higher education, resume after dismissal;
   - transfer from other universities or other educational programs;
   - participated in academic mobility programs;
   - obtained some study results under non-formal or informal education.

For students enrolled on the basis of previous education, the University automatically recognizes the credits obtained in the previous educational program. The main document for that is a Supplement to the Diploma. The maximum amount of recognition is determined by the Standards of Higher Education. In particular, for the bachelors in “Management” it is 120 ECTS credits on the basis of the “Junior Bachelor” degree, and 60 ECTS credits on the basis of the “Professional Junior Bachelor” degree.

For students who are resumed after dismissal or transferred from other universities or educational programs, SUTE recognizes credits in accordance with the academic transcript. If some number of credits cannot be recognized they are classified as ‘academic difference’ which must be covered during the first semester in SUTE. The maximum amount of academic difference is 20 ECTS credits. If the amount of academic difference is greater, the student is offered to resume or transfer to a lower (previous) year of study.

For participants in academic mobility programs, SUTE recognizes credits in accordance with certificates issued by the relevant university. The maximum amount of recognized credits depends on the type of academic mobility and its duration. It usually does not exceed 60 ECTS credits.

In order to recognize the results of non-formal/informal learning, the University establishes a subject committee. The latter investigates the submitted documents, compares the results obtained by a student with those prescribed by the educational program and decides on the compliance/inconsistency of the declared results. The total amount of recognized credits should not exceed 25% of the total volume of the educational program.

Detailed procedures for recognition and appeals are described in the Regulations on the Educational Process Organization, the Regulations on the Procedure for Exercising the Right to Academic Mobility at SUTE and the Regulations on Recognition of Learning Results in Non-formal / Informal Education.

2. SUTE monitors students' study load through oral surveys. However, considering the Agency's proposals the relevant question will be added to the Survey of Satisfaction with the educational process at SUTE.

3. Following the proposal of experts, SUTE has already:

   - changed the plagiarism checking software from UNICHECK to Strikeplagiarism since September 2024;
   - changed the structural and logical scheme of some disciplines teaching; in particular, Microeconomics is taught before Macroeconomics, and Accounting precedes Economics of an Enterprise.

SUTE will consider other proposals and comments of ZEvA expert group during the further implementation of educational programs.

Sincerely,

Rector Anatolii MAZARAKI.