Accreditation Report

Management (Bachelor/Master)

Private joint-stock company "Higher Education Institution Interregional Academy of Personnel Management (IAPM)"

Reference Number IP-1250-1

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

Item 04.08

Study Programme[1]	Location	Degree	Programme Duration	Type of Programme
Management	1,2,3,4,5,6,7	Bachelor	3 years and 10 months	Full-time/part-time
Management	1,2,8	Master	1 year and 6 months	Full-time/part-time

Study Locations:

1. Educational and Scientific Institute of Management, Economics and Business of IAPM, Kyiv, Department of Business Management
2. North Ukrainian Institute named after Heroes Krut of IAPM (Chernihiv), Department of Personnel Management, Labour Economics and Public Administration
3. Volyn Vyacheslav Lipinski Institute of IAPM, Department of Economics and Management
4. Danube branch of the IAPM, Department of Economics and Management
5. Kharkiv Institute of IAPM, Department of Management
6. Kherson Institute of IAPM, Department of Management and Economics
7. Yagotyn Institute of IAPM, Department of Economics, Finance and Management
8. Central Ukrainian Institute of IAPM, Department of Economics and Personnel Management

Accreditation contract signed on: 04.06.2025

Date of site visit: 18 February 2026

Contact Person at the higher education institution:

- Prof. Dr. Georgii Lopatenko, Analytical Centre of Education Quality

ZEvA programme officer: Dr. Barbara Haferkorn

[1] As the Bachelor's programmes all follow the same structure, they will be covered collectively here. Any differences between the various campuses will be addressed separately in the relevant sections. The same applies to the Master's programmes.

Expert Panel:

- Prof. Dr. Klaus Fischer, International Management, recently retired from Fachhochschule für die Wirtschaft, Hanover
- Prof. Dr. Ronald Glasberg, International Management and Innovation, SRH University Berlin
- Ievgen Ryzhenko, Didactic Manager, Festo Ukraine (as expert from the profession)
- Haroon Metro, student at Leibniz University, Hanover (student expert)

Hanover, 06 July 2026

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

1. Decision of the ZEvA Accreditation Commission (date)

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

The ZEvA Commission decides to accredit the following study programmes offered by the Interregional Academy of Personnel Management (IAPM) without conditions for a period of six years:

1. *Management (Bachelor), Educational and Scientific Institute of Management, Economics and Business of IAPM, Kyiv, Department of Business Administration*
2. *Management (Bachelor), North Ukrainian Institute named after Heroes Krut of IAPM (Chernihiv), Department of Personnel Management, Labour Economics and Public Administration*
3. *Management (Bachelor), Volyn Vyacheslav Lipinski Institute of IAPM, Department of Economics and Management*
4. *Management (Bachelor), Danube branch of the IAPM, Department of Economics and Management;*
5. *Management (Bachelor), Kharkiv Institute of IAPM, Department of Management*
6. *Management (Bachelor), Kherson Institute of IAPM, Department of Management and Economics*
7. *Management (Bachelor), Yagotyn Institute of IAPM, Department of Economics, Finance and Management*
8. *Management (Master), Educational and Scientific Institute of Management, Economics and Business of IAPM, Kyiv, Department of Business Administration*
9. *Management (Master), North Ukrainian Institute named after Heroes Krut of IAPM (Chernihiv), Department of Personnel Management, Labour Economics and Public Administration;*
10. *Management (Master), Central Ukrainian Institute of IAPM, Department of Economics and Personnel Management*

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

2. Executive Summary of the Experts' Findings

The experts agree that the programmes[2] are well suited to achieving the stated objectives overall. Particular emphasis is placed on practical training, such as case studies. Elective modules, accounting for 25% of the degree programmes, enable students to customise their studies according to their interests. However, the experts recommend intensifying English language training by offering language training and modules taught in English to promote employability.

The staffing levels at the different study locations appear to be appropriate, both quantitatively and qualitatively, for implementing the programme concepts. The university has appropriate hiring processes in place and supports further training and research carried out by teaching staff.

During discussions with students and graduates, participants expressed their high level of satisfaction with the advice and support provided by the university, confirming that the programmes are manageable.

The university's quality management system includes regular surveys on courses, workload, and overall student satisfaction. Graduates and other stakeholders, such as employers, are also invited to participate in these surveys. The procedures and regulations regarding applications, teaching and assessments are transparent and well documented.

The experts appreciate the measures taken by the academy to ensure the continuity of teaching and learning, as well as safety, during wartime. These include relocations (from Kherson to Chernivtsi), online delivery via Zoom/Google Meet, and the e-learning system (in Kharkiv and northern Ukraine, where necessary). The academy is also praised for its high degree of flexibility in teaching and assessments in response to changing situations (e.g. air raid alerts and displaced students). However, experts recommend enhancing the comparability of assessment forms and results in such cases wherever possible.

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3. Final Vote of the Expert Panel

3.1 General Aspects

3.1.1 General Recommendations:

- The experts recommend intensifying English language training by offering language trainings and modules taught in English language.
- The experts recommend taking measures to improve comparability of assessment methods and results, if assessment forms need to be applied flexible.

3.2 Management (Bachelor)

3.2.1 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the following study programmes for the duration of six years without conditions:

- Management (Bachelor), Educational and Scientific Institute of Management, Economics and Business of IAPM, Kyiv, Department of Business Management
- Management (Bachelor), North Ukrainian Institute named after Heroes Krut of IAPM (Chernihiv), Department of Personnel Management, Labour Economics and Public Administration
- Management (Bachelor), Volyn Vyacheslav Lipinski Institute of IAPM, Department of Economics and Management
- Management (Bachelor), Danube branch of the IAPM, Department of Economics and Management;
- Management (Bachelor), Kharkiv Institute of IAPM, Department of Management
- Management (Bachelor), Kherson Institute of IAPM, Department of Management and Economics
- Management (Bachelor), Yagotyn Institute of IAPM, Department of Economics, Finance and Management

3.3 Management (Master)

3.3.1 Recommendation to the ZEvA Commission for International Affairs:

The expert group recommends the accreditation of the following study programmes for the duration of six years without conditions:

- Management (Master), Educational and Scientific Institute of Management, Economics and Business of IAPM, Kyiv, Department of Business Management

- Management (Master), North Ukrainian Institute named after Heroes Krut of IAPM (Chernihiv), Department of Personnel Management, Labour Economics and Public Administration;
- Management (Master), Central Ukrainian Institute of IAPM, Department of Economics and Personnel Management

II. Evaluation Report of the Expert Panel

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

It is the purpose of the accreditation procedure to assess the quality of the study programmes Management (Bachelor/Master) offered by Interregional Academy of Personnel Management (IAPM) (at the study locations listed on page 1) against international standards. The assessment is based on ZEvA's "Assessment Framework for the Evaluation of Study Programmes" as laid out in the "Manual for Evaluation and Certification of Study Programmes". This assessment framework is in part based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework for Qualifications for the European Higher Education Area" (2005) and the "ECTS Users' Guide" (European Communities, 2015).

This report is based on the experts' assessment of the self-report submitted by the university and on their findings during the site-visit. It will serve as a basis for ZEvA's Accreditation Commission to decide on the accreditation of the university's study programmes. In the case of a positive decision by the Commission, ZEvA will award its quality seal for a limited time period, after which the university can reapply for accreditation.

2. Governance, Management and Profile of the University

Organizational Structure and Mission of the University

According to the self-report the Interregional Academy of Personnel Management (IAPM) was founded in 1989 as Ukraine's first non-state higher education institution. By the early 1990s, IAPM had obtained its first licences to carry out educational activities, and by the early 2000s it had become the largest non-state higher education institution in Ukraine. Throughout the 2000s, the institution successfully underwent state accreditation for all its programmes.

Initially, IAPM was based in Kyiv, where the Academy's main educational and research complex was established. Over time, the institution began expanding its network of regional branches across the country. The Academy's regional presence is now implemented through the structure of the All-Ukrainian University, a network of regional units constituting the largest decentralised system of higher education institutions in the country. This network comprises 15 institutes situated in major Ukrainian cities and 11 colleges. This structure enables the Academy to deliver educational services in a flexible and accessible manner, ensuring inclusivity and wide geographical coverage.

Currently, educational and research activities are implemented across 80 academic departments within the Academy. Over 1,600 academic and teaching staff are involved in delivering instruction and conducting scientific research. The primary academic focus of the Academy spans a wide range of disciplines, with particular emphasis on Management and Administration, Law, Social and Behavioural Sciences, Information Technology, Humanities, and Services. As of 2025, IAPM has a student body of over 13,700 and offers 133 bachelor's degree programmes, 99 master's degree programmes, and 11 PhD programmes.

According to the self-report (Vol. I, p.6 f) IAPM's mission is *"to provide high-quality, accessible, and competitive education aimed at preparing professionals capable of effectively applying their knowledge in the context of modern society, a market economy, and the European Higher Education Area. The Academy strives to shape educated, socially responsible individuals who possess professional competencies, patriotism, ethical principles, and the ability for continuous self-development.*

The Academy pursues its mission by focusing on the following strategic goals:

● *Formation of a sociocultural and motivational environment at the Academy that promotes the professional growth of academic staff and employees, ensures high-quality education, acquisition of new competences, and their transfer to students; dynamic development of research and innovation.*

● *Development of the Academy's regulatory and legal framework for the implementation of the Law of Ukraine "On Higher Education", achievement of academic, organizational, and financial autonomy, democratization of the governance system, and improvement of social protection for students, academic staff, and employees.*

● *Formation of an institutional model based on the integration of education, research, and innovation, ensuring the Academy's integration into the international scientific and educational space.*

● *Development of the material, technical, financial, and resource support for the educational and*

research process at the Academy."

As described in the self-report (vol. I, p. 14f) The Academic Council is responsible for making strategic decisions regarding the establishment, updating, and closure of study programmes. It also approves the content and learning outcomes of these programmes.

The university administration oversees strategic decisions related to the financial aspects of study programmes, ensures appropriate conditions for teaching and learning, and makes decisions concerning the staffing of these programmes.

A programme manager at the university is a full-time employee who holds an academic degree and/or an academic title in a field relevant or related to the study programme's specialty or possesses significant experience in the field that aligns with the study programme's profile. The programme manager plays a direct role in ensuring the quality of education within the study programme. They teach within the study programme, coordinate the development and the updating of the curriculum, oversee the content of individual courses to ensure the formation of competencies and the achievement of programme learning outcomes, and communicate with external and internal stakeholders involved in the programme's implementation.

Heads of departments are responsible for decisions regarding the distribution of teaching workloads, monitoring the quality of teaching within courses, providing methodological support. They oversee staffing, coordinate the work of academic staff, ensure that faculty members meet the requirements of national legislation, form examination boards, and initiate the revision of course content in line with evolving academic standards and labour market demands.

Academic staff are directly involved in delivering instruction and mentoring students. In addition to their teaching duties, they actively contribute to the ongoing improvement of study programmes, implement modern teaching methods, and participate in self-assessment processes and institutional surveys aimed at evaluating the quality of education.

Student Mobility and Internationalisation

IAPM submitted their "Strategy for Internationalisation," "Regulations on the academic Mobility" and cooperation agreements with universities in Poland, Turkey and Latvia.

According to the self-report, IAPM's most active international cooperation is with Poland. Among other countries are Georgia, Thailand, Lithuania and France. The Academy runs professional development and scientific internship programmes with partner institutions and organises joint international conferences, roundtables and similar events.

The Department of International Cooperation plays a central role in coordinating international contacts, establishing sustainable partnerships with foreign higher education institutions and organisations and is responsible for organising academic mobility for students and staff. Complementing these efforts, the Centre for Coordination of Scientific Publications and International Projects focuses on promoting scientific activity at an international level.

The Institute of International Education delivers study programmes for foreign citizens and supports the integration of international students into the Academy's academic and social environment. The Institute also assists in implementing and expanding English-language education.

The Center for the Organisation of Scientific Work and Innovations in the Educational Process further contributes to the internationalisation agenda by focusing on modernising learning content and implementing innovative teaching and research practices. The Centre also facilitates participation in international research networks.

According to the "Regulations on the Academic Mobility" "Comparison of the content of educational components and the amount of academic workload completed in accordance with the academic mobility agreement is carried out by comparing the learning outcomes achieved at the partner institution and the learning outcomes planned by the educational (educational and professional) programme of the Academy."

Recognition of prior non-formal or informal education is possible up to 25 % of the educational programme and is stipulated in the "Regulations on the recognition of Learning Outcomes obtained through non-formal and/or informal Education".

Equal Opportunities

IAPM claims to be committed to promoting equality, diversity and inclusion among its students and staff. To this end, it has developed and implemented a comprehensive anti-harassment and discrimination policy, emphasising the creation of an inclusive and welcoming environment for all (https://sustainability.maup.com.ua/assets/files/policy-of-edi-at-the-iapm-1.pdf).

To ensure the practical implementation of this policy, the Academy has developed the following policies, which have been approved by the Academic Council:

- Policy of Non-Discrimination: https://sustainability.maup.com.ua/assets/files/policy-of-non-discrimination.pdf
- Non-Discriminatory Admissions Policy: https://sustainability.maup.com.ua/assets/files/non-discriminatory-admissions-policy(1).pdf
- Policy on Students with Disabilities: https://sustainability.maup.com.ua/assets/files/policy-on-students-with-disabilities.pdf
- Policy on the recruitment of staff and lecturers from underrepresented groups: https://sustainability.maup.com.ua/assets/files/policy-of-recruitment-of-staff-and-lecturers-for-underrepresented-groups-in-the-interregional-academy-of-personnel-management.pdf
- Gender equality policy: https://sustainability.maup.com.ua/assets/files/gender-equality-policy.pdf
- Maternity and Paternity Policy: https://sustainability.maup.com.ua/assets/files/maternity-and-paternity-policy.pdf
- Policy for the protection of persons reporting discrimination: https://sustainability.maup.com.ua/assets/files/policy-for-the-protection-of-persons-

reporting-discrimination.pdf

Experts' Appraisal

The university provided information about its mission and profile, as well as documentation about key processes relating to the student lifecycle (e.g. admission, assessments, recognition of learning outcomes) and information about national and international collaborations. Policies to promoting equality and diversity are in place. Students with special needs may get compensation for disadvantages during the assessment process.

The experts acknowledge that the university is endeavouring to maintain a degree of internationalisation through partnerships (mostly) with neighbouring countries. During the online talks it was reported that students' opportunities for mobility are currently restricted by the war and the number of incoming students dropped significantly. The university hopes to be able to resume and expand these activities once the war has ended.

3. Quality Assurance

The university described their quality assurance system and provided their “Regulations on the System of internal quality Assurance” as well as examples of questionnaires and survey results for students’ and employers’ surveys.

General Procedures and Underlying Regulations

According to the self-report, the quality assurance (QA) system at the Interregional Academy of Personnel Management (IAPM) is governed by a comprehensive set of internal regulations, notably the "Regulations on Internal Higher Education Quality Assurance System at the IAPM" and the "Regulations on the Organization of the Educational Process." These documents are publicly accessible and ensure that all QA activities are transparent and systematically managed. The QA system is aligned with both the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and Ukrainian national legislation. Key principles include autonomy, academic freedom, academic integrity, transparency, student-centeredness, and systematic management. The QA structure operates on five interrelated levels, ranging from student initiative groups to the highest strategic bodies such as the Supervisory Board and Academic Council.

Responsibilities and Stakeholder Involvement

Responsibilities within the QA system are clearly outlined. The Academic Council is responsible for strategic decisions regarding study programmes, while the university administration oversees financial and staffing matters. Programme managers, who are qualified academics, coordinate curriculum development, monitor course content, and facilitate communication with stakeholders. Department heads manage teaching workloads and ensure compliance with standards. Academic staff are involved in teaching, mentoring, and continuous programme improvement. Students and graduates provide feedback through surveys and participate in QA groups and governance bodies, with at least 10% student representation in academic councils. Employers are engaged through the Employers’ Council, contributing to curriculum development, internships, and final assessments. External experts and graduates also participate in programme reviews, ensuring a broad stakeholder base in QA processes.

Applied Instruments and Methods

According to the self-report IAPM employs a variety of instruments and methods to assure and enhance quality:

- Programmes are designed and updated based on national and international standards, labour market analysis, and stakeholder input. A project team, led by a programme manager, conducts benchmarking and consults stakeholders before submitting programmes for multi-stage expert review (internal, external, and institutional).Continuous Monitoring: Systematic monitoring of programme content, teaching methods, resource allocation, and learning outcomes is conducted. Internal audits and performance evaluations are performed at all structural levels.
- Regular anonymous surveys of students, graduates, and employers assess satisfaction, teaching quality, and programme relevance.

- A rating system assesses academic staff and student performance, informing professional development and incentives.
- Staff are required to participate in lifelong learning and internships, with free courses provided for faculty.
- QA policies, procedures, and outcomes are published on the Academy's website.

Quality Assurance of the Programmes: Evaluation Results, Conclusions Drawn, and Measures Taken in Response

According to the self-report the QA system aims to ensure that programmes' evaluation is ongoing and responsive to stakeholder feedback. Key findings from recent evaluations include high levels of student and employer satisfaction, but also highlighted areas for improvement, such as the need for more practical training and enhanced digital competencies. In response, the Academy revised bachelor's and master's programmes in management in 2025, introducing new courses (e.g., "Business Design and Start-up Creation," "Digital Marketing in Management") and updating existing ones to include more practical case studies and digital content. Recommendations from academic reviewers and employers were systematically incorporated, such as expanding project management modules and integrating IT analytics tools. Student and graduate feedback led to the inclusion of more real-world business scenarios and digital marketing content. Employer input resulted in the addition of competencies related to project management, public communication, and international business. The QA process also identified challenges, such as limited academic mobility due to external factors and the impact of remote learning on practical skills. The Academy is addressing these by enhancing internationalization, supporting language learning, and expanding partnerships for practical training. All changes and improvements are documented and communicated transparently, ensuring that the QA system remains dynamic and stakeholder-driven.

Experts' Appraisal

The experts agree that the Quality Management System is transparent and evidence-based. It ensures the continuous improvement of educational quality by means of systematic planning, stakeholder engagement, regular monitoring and responsive measures.

The academy's system includes regular surveys on courses, workload, and overall student satisfaction. Graduates and other stakeholders, including regional employers, are also invited to participate in the surveys.

4. Assessment of the Study Programmes

4.1 Common Features and Strategic Dimension of the Programmes

Bachelor's and Master's programmes offer flexible study formats (full-time and part-time). The content and structures are designed to balance theoretical knowledge, practical skills, and personal development.

4.2 Intended Learning Outcomes

4.2.1 Management (Bachelor)

The intended learning outcomes of the Bachelor's programmes are designed to ensure that graduates possess a comprehensive foundation in management theory and practice, equipping them for effective performance in dynamic organizational environments. The programmes emphasize the ability to understand and apply management principles, methods, and leadership approaches to enhance organizational efficiency and sustainability. Graduates are expected to identify and solve managerial problems, justify decisions using analytical data, and utilize organizational design and project management tools to achieve both strategic and operational objectives.

A strong focus is placed on developing analytical, research, and communication skills. Students learn to collect, process, and interpret information, conduct situational and strategic analyses, and assess the legal, social, and economic aspects of business activities. They are trained to prepare and present analytical reports, substantiate strategic directions, and communicate effectively in both Ukrainian and foreign languages. The programmes also foster the ability to initiate, develop, and implement business projects and start-ups, emphasizing innovation, competitiveness, and business analytics.

Additionally, the programmes cultivate social responsibility, ethical awareness, and civic consciousness. Graduates understand the values of civil society, the rule of law, and human rights, and are prepared to act with integrity and respect for diversity. Teamwork, personnel motivation, leadership, stress management, and psychological well-being are also integral components. The programmes encourage independence, adaptability, and lifelong learning, ensuring that graduates are capable of critical and self-critical thinking, openness to innovation, and continuous professional growth. Overall, the intended learning outcomes guarantee that graduates are competent, reflective, and responsible managers, ready to contribute to organizational success and societal development.

According to the submitted example of a Diploma Supplement the intended learning outcomes of the study programmes are the following:

"4.2 Programme profile

4.2.1 Focus of the study programme

The programme combines general and specialized education in the field of management, providing students with comprehensive knowledge and practical skills for effective decision-making and

organizational development. It ensures mastery of:

- *key paradigms, principles, and historical foundations of management;*
- *modern concepts of systemic, situational, adaptive, crisis, innovative, and project management;*
- *methods and technologies of managerial decision-making in business and administration;*
- *approaches to personnel management based on social responsibility and ethical principles;*
- *practical tools for implementing management functions, including marketing research, economic diagnostics, forecasting and planning, organizational design, motivation, control, and evaluation of managerial effectiveness.*

4.2.2. Programme learning outcomes

1. Know one's rights and responsibilities as a member of society; understand the values of civil society, the rule of law, and human and civil rights and freedoms in Ukraine.

2. Preserve moral, cultural, and scientific values and contribute to the achievements of society; use various types and forms of physical activity to maintain a healthy lifestyle.

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

4. Demonstrate the ability to identify problems and justify managerial decisions.

5. Describe the content of the functional areas of an organization's activities.

6. Demonstrate skills in searching for, collecting, and analysing information, and calculating indicators to justify managerial decisions.

7. Demonstrate skills in organizational design.

8. Apply management methods to ensure the effective operation of an organization.

9. Demonstrate teamwork, leadership, and collaboration skills.

10. Possess skills in substantiating effective tools for motivating an organization's personnel.

11. Demonstrate the ability to analyse situations and communicate effectively across various areas of organizational activity.

12. Evaluate the legal, social, and economic implications of an organization's operations.

13. Communicate effectively in oral and written form in the state and foreign languages.

14. Identify causes of stress, adapt oneself and team members to stressful situations, and find ways to neutralize them.

15. Demonstrate the ability to act in a socially responsible and civic-minded manner, guided by ethical considerations, and show respect for diversity and multiculturalism.

16. Demonstrate self-directed work skills, flexible thinking, openness to new knowledge, and the ability

to be critical and self-critical.

17. Conduct research individually and/or in a group under the supervision of a leader.

18. Demonstrate skills in analysing the effectiveness of management of operational, marketing, foreign economic activity of the enterprise, justify the directions of its future development for the preparation and presentation of analytical reports.

19. Demonstrate the ability to initiate, develop and implement business projects and start-ups using the principles of project management, methods of strategic analysis and business intelligence to ensure the competitiveness of the organization."

4.2.2 Management (Master)

The intended learning outcomes of the Master's programmes in Management are structured to provide graduates with advanced theoretical and practical competencies, enabling them to act as effective leaders and decision-makers in complex and uncertain business environments. The programmes ensure that graduates can critically comprehend, select, and apply advanced scientific, methodological, and analytical tools for organizational management, and address multifaceted managerial challenges in both national and international contexts.

Graduates are prepared to design and implement effective management systems, justify and lead projects, and develop innovative entrepreneurial ideas to enhance organizational competitiveness and sustainability. The programmes emphasize strategic and tactical planning, informed decision-making, and the ability to operate responsibly under unpredictable conditions. Ethical considerations, corporate social responsibility, and adherence to current legislation are integral to managerial decision-making.

Advanced communication and teamwork skills are developed, enabling graduates to organize effective interaction within multidisciplinary and multicultural teams, maintain productive professional relationships, and influence others to achieve collective goals. The programmes also equip graduates with the ability to apply modern information technologies, specialized software, and information systems in management and business processes. Resource management, change management, and adaptation to digital transformations are key competencies, with a focus on intellectual property rights.

A distinctive feature of the programmes is their emphasis on innovation, leadership, and self-development. Graduates are capable of generating profit from ideas and intellectual knowledge through innovation and entrepreneurship, while assessing risks and opportunities in the innovation economy. Project management, quality management, and strategic management technologies are central to achieving organizational objectives. These intended learning outcomes are meant to ensure that graduates are forward-thinking, competent, and responsible professionals, capable of leading organizations through transformation, fostering innovation, and contributing to sustainable economic development.

According to the submitted example Diploma Supplement the intended learning outcomes of the study programmes are the following:

"4.2 Programme profile

4.2.1. Focus of the study programme

The programme covers the specific features and priorities of organizations operating in various sectors of the modern, rapidly changing environment. It provides students with knowledge of the theory and practice of strategic and tactical management of organizational development, as well as an understanding of the professional activities of specialists in business management — serving as a foundation for the successful growth and competitiveness of enterprises.

Successful completion of the programme ensures that graduates acquire both fundamental and professionally oriented knowledge and skills, enabling them to identify and address complex tasks and problems in the fields of management and business, or in research and innovation contexts characterised by uncertainty of conditions and requirements.

4.2.2. Programme learning outcomes

1. To critically comprehend, select and use the necessary scientific, methodological and analytical tools for management in unpredictable conditions.

2. Identify problems in the organization and justify methods of solving them.

3. Design effective enterprise and business management systems.

4. Justify and manage projects, generate entrepreneurial ideas.

5. Plan the organization's activities in strategic and tactical terms.

6. Have the skills to make, justify and ensure the implementation of management decisions in unpredictable conditions, taking into account the requirements of current legislation, ethical considerations and social responsibility.

7. Organise and carry out effective communications within the team, with representatives of different professional groups and in the international context.

8. Apply specialised software and information systems to solve organizational and business management problems.

9. To be able to communicate in professional and scientific circles in the state and foreign languages.

10. Demonstrate leadership skills and the ability to work in a team, interact with people, influence their behaviour to solve professional problems.

11. Ensure personal professional development and time management.

12. To be able to delegate authority and management of the organization (unit).

13. To be able to plan and implement information, methodological, material, financial and personnel support of the organization (unit), business.

14. Initiate and implement changes to the management system and business model of the organization in accordance with digital changes in the environment and compliance with intellectual property rights.

15. Demonstrate the ability to succeed in making a profit from ideas and intellectual knowledge through innovation, using the potential of the innovation economy, taking into account potential threats and risks.

16. Demonstrate project management skills, quality management methods and strategic management technologies to achieve organizational goals."

Experts' Appraisal

The experts state that submitted intended learning outcomes and competencies of the programmes adequately reflect the Bachelor's and Master's qualification level, respectively. The learning outcomes equally address academic research skills as well as specific knowledge and typical key competencies, such as communication and team skills. Furthermore, the future employability of graduates is taken into account. The objectives of the study programmes are laid out and published.

While the programmes already include elements of digital technologies and business analytics, the experts recommend continuously updating the intended learning outcomes and course content to reflect developments in artificial intelligence, data-driven decision-making, and digital transformation processes that increasingly shape modern management practice.

4.3 Concept and Structure of the Study Programmes

4.3.1 Management (Bachelor)

The Bachelor's programmes in Management at IAPM span eight semesters (3 years and 10 months), comprising 240 ECTS credits. The curriculum is divided into compulsory (177 ECTS) and elective (at least 60 ECTS) components, with electives representing at least 25% of the total workload. The programmes include internships (12 ECTS) and a Bachelor's thesis (7 ECTS), ensuring both practical experience and research skills development. Courses are distributed evenly across semesters, balancing lectures, seminars, practical sessions, and independent study. The ECTS system is rigorously applied, and students select electives from approved catalogues, allowing for individual academic trajectories.

According to the self-report the Bachelor's curriculum provides a comprehensive foundation in management theory and practice. Core courses cover management, economics, mathematics, law, marketing, finance, business planning, project management, and digital technologies. The programmes are student-centred and practice-oriented, integrating theoretical knowledge with practical assignments, business simulations, and case studies. Learning outcomes focus on analytical, communication, teamwork, leadership, and ethical competencies. Students are trained to apply

management methods, conduct strategic and situational analyses, and initiate business projects and start-ups. The curriculum is regularly updated based on feedback from students, graduates, employers, and academic experts, ensuring alignment with labour market needs and contemporary professional standards.

The following table from the self-reports illustrates the structure of the study programmes:

Educational Units and Courses	Semester	Form of Examination/Assessment	Workload (hours)		ECTS-credits
			Contact Time	Self-Study Time	
Compulsory Courses					
Academic studies	1	pass/fail	34	56	3
History and culture of Ukraine	1	exam	52	68	4
Foreign language	1,2,3,4	exam, pass/fail	126	234	12
Modern Ukrainian language	1	exam	52	68	4
Higher mathematics	1	pass/fail	52	68	4
Philosophy	1	exam	52	68	4
Economic theory	1	pass/fail	50	70	4
Introduction to the specialty "Management"	1	exam	50	70	4
Physical education	2	pass/fail	52	68	4
Jurisprudence	2	pass/fail	52	68	4
Microeconomics	2	exam	68	82	5
History of management	2	exam	68	82	5
Theory of organizations	2	exam	68	82	5
Probability theory	2	pass/fail	52	68	4
Statistics	3	exam	50	70	4
Fundamentals of academic writing	3	pass/fail	34	56	3
Digital technologies in management	4	pass/fail	30	60	3
Management	3,4	exam, pass/fail, research project	112	128	8
Finance, money and credit	3	exam	36	54	3
Macroeconomics	3	exam	52	68	4
Economics of the enterprise	4	exam	56	64	4
Marketing	4	exam	36	54	3
Management of foreign economic activity	5	exam	52	68	4
HR management	5	exam	34	56	3
Business planning and start-up creation	5	exam	74	76	5
Accounting and audit	5	exam	34	56	3
Fundamentals of entrepreneurial activity	6	exam	48	72	4
Investing	6	exam	48	72	4
Social responsibility of business	6	pass/fail	42	48	3

Leadership and communications	6	exam	42	48	3
Business analytics	6	exam	42	48	3
Fundamentals of business management	7	exam, research project	72	78	5
Self-management	6	pass/fail	42	48	3
Motivational management	7	exam	42	48	3
Operational management	7	exam	60	60	4
Logistics management	7	pass/fail	34	56	3
Fundamentals of project management	8	exam	40	80	4
Strategic management of the enterprise	8	exam	34	56	3
Fundamentals of scientific research in management	8	exam	34	56	3
Elective Courses					
Elective courses from the course catalogue for the appropriate number of credits	3-8	pass/fail	720	1080	60
*Basic military training (theoretical part) / **Additional elective course from the course catalogue	3	pass/fail	60	30	3
Internships					
Internship	2	pass/fail	-	120	4
Professional internship	3	pass/fail	-	120	4
Research internship	4	pass/fail	-	120	4
Thesis and Certification Exam					
Thesis	8	defense	-	210	7
Total					240

* - EC is mandatory for inclusion in the individual curricula of students for whom it is provided by law.
** - elective component for students who are not required to undergo basic military training.

4.3.2 Management (Master)

The Master's programmes in Management last three semesters (1 year and 6 months), totalling 90 ECTS credits. The curriculum consists of compulsory courses (67 ECTS) in advanced management topics, elective courses (23 ECTS), a professional and research internship (9 ECTS), and a Master's thesis (15 ECTS). The structure supports a progression from foundational to specialised and research-oriented learning, with a greater emphasis on independent and collaborative work. The ECTS framework ensures transparent workload calculation and supports academic mobility.

According to the self-report, the Master's curriculum is characterised by its innovative and international orientation, focusing on strategic thinking, change management, digital transformation, and entrepreneurship. Compulsory courses include strategic management, project management, innovation and investment management, risk management, change management, intellectual property, and research methodology. Electives allow for further specialization. Intended learning outcomes emphasise the ability to apply advanced analytical tools, manage innovation, lead teams, and operate in multicultural environments. The programmes include research projects, case studies,

and public presentations, culminating in the defence of an original Master's thesis. The curriculum is regularly updated through benchmarking with leading institutions and stakeholder feedback, ensuring its relevance and responsiveness to evolving professional demands.

The following table from the self-reports illustrates the structure of the study programmes:

Educational Units and Courses	Term	Form of Examination/Assessment	Workload (hours)		ECTS-credits
			Contact Time	Self-Study Time	
Compulsory Courses					
Foreign language in professional activity	1	exam	34	56	3
Information systems and technologies in management	1	exam	34	56	3
Research methodology and academic integrity	1	pass/fail	34	56	3
Diagnostics and modelling of economic processes	1	pass/fail	34	56	3
Management of intellectual property	1	exam	40	80	4
Innovation and investment management	1	exam	52	68	4
Staff coaching	1	pass/fail	34	56	3
Strategic management	1	exam	52	68	4
Project management	2	exam	52	98	5
Business management	2	exam / research project	52	98	5
Risk management	3	pass/fail	34	56	3
Change management	3	pass/fail	34	56	3
Elective Courses					
Elective courses from the course catalogue for the appropriate number of credits	2	pass/fail	-	-	23
Internships					
Professional and research internship	3	pass/fail		270	9
Thesis and Certification Exam					
Thesis	3	defense		450	15
Total					90

Experts' Appraisal

In the experts' view, the programmes are overall well suited to achieving the stated objectives. However, they would like to recommend that, in addition to the 12 ECTS ("Foreign Language") in the Bachelor's programmes and the 3 ECTS ("Foreign Language in Professional Activity"), English language training should be intensified by increasing the amount of training and introducing modules taught in English. This seems advisable, since English is the language of management, and alignment with the intended learning outcomes, graduates' employability as well as the programmes' attractivity for incoming students will benefit.

The experts encourage the university to further strengthen its involvement of employers and industry practitioners in the development and periodic review of the curricula. Particular attention could be

paid to competency requirements in business analytics, digital transformation, project management and international business environments.

Particular emphasis is placed on practical training (e.g. case-studies). Elective modules, which make up 25% of the degree programmes, allow students to tailor their studies to their own interests.

4.4 Teaching Faculty

The academy submitted information on the teaching staff (Annex "statistics on Staff and Students") at each location as well as CV's. According to the statistics the number of teaching staff at the different location is as follows:

	Professors	Assistant Professors	Practitioners	Senior Lecturers	Lecturers
Kyiv	6	12	1		
Chernihiv	1	6		3	
Volyn	5	8		5	
Danube	2	11			3
Kharkiv	2	12		1	
Kherson	5	10			
Yagotyn		11		5	1
Central Ukraine	4	6			

According to the self-report the teaching faculty at IAPM is selected through a transparent, competitive process governed by the institution's regulations and aligned with national legislation. Vacant academic positions—including heads of departments, professors, associate professors, senior lecturers, and lecturers—are publicly announced on the university's website. Candidates must possess a complete higher education and meet the professional and qualification requirements stipulated by Ukrainian law and the specific vacancy. The selection process involves a preliminary review of applications, assessment of professional qualifications, trial lectures or practical classes, and a final decision made by secret ballot within the relevant academic council. Appointments are formalised by the President of the Academy or the director of the respective structural unit, with contracts typically lasting from one to five years.

The faculty is composed of highly qualified academics, most of whom hold doctoral or PhD degrees and have significant teaching and research experience. Heads of departments and professors generally possess the academic title of professor and a doctoral degree, while associate professors and senior lecturers are required to hold at least a PhD or master's degree. The professional competence of the

teaching staff is further validated by their scientific publications, practical work experience, and active engagement in research. All faculty members are required to undergo regular professional development, including internships at other universities or participation in certified online courses, in accordance with national regulations mandating professional development at least once every five years. IAPM's faculty is actively involved in research, as evidenced by their participation in national and international conferences and their publications in reputable journals indexed in databases such as Scopus and Web of Science.

The Academy employs a formal ranking system to evaluate the performance of academic staff and departments. This system, which is integral to the institution's quality assurance and management processes, assesses educational, research, organizational, and international activities. The results are published annually and are used to inform decisions regarding bonuses, allowances, and honorary titles, thereby incentivizing continuous improvement and professional growth.

IAPM places a strong emphasis on lifelong learning and professional development for its faculty. The Institute of Adult Education offers a wide range of certificate programmes and targeted professional development courses, which are provided free of charge to academic staff. These programmes are designed to ensure that faculty qualifications remain current and aligned with evolving academic and labour market demands.

Experts' Appraisal

The staffing levels are well suited, in both quantitative and qualitative terms, to implementing the programmes' concepts. The experts acknowledge that the university supports research carried out by teaching staff and provides staff development regularly.

The experts state that the process of hiring staff is competitive, transparent and well documented.

4.5 Infrastructure, Resources and Student Support

Infrastructure

IAPM provided information about all of their study locations. According to the self-report IAPM provides a modern and well-equipped physical infrastructure. Teaching and learning activities are conducted in classrooms furnished with multimedia technology, as well as in specialised training halls designed for management students. In addition to scheduled classes, students have access to dedicated workspaces that facilitate independent study. The Academy's decentralised structure, with 15 institutes and 11 colleges across Ukraine, ensures broad geographical accessibility and inclusivity. The physical campus is designed to be barrier-free, featuring ramps and adapted entrances to accommodate students with disabilities, and staff support is available to facilitate mobility.

Teaching and Learning Environment/ Information Technology (IT)

According to the self-report IAPM integrates advanced information technology throughout its educational processes. Computer laboratories are equipped with modern PCs, internet access, and essential software for data analysis, including Excel and SPSS. Wi-Fi is available throughout campus

buildings, ensuring continuous connectivity. The Academy employs its own Learning Management System (LMS), such as Moodle or Google Workspace, to deliver digital learning content and facilitate communication. Each student has access to a personalised electronic cabinet containing learning materials, schedules, and essential information. An archive of lectures and presentations is maintained to support flexible and asynchronous learning. Digital learning tools and distance learning technologies are fully integrated, enabling the institution to adapt to remote or blended learning formats when necessary, such as during periods of conflict or for students displaced by external circumstances.

Library

The library system at IAPM is comprehensive and accessible, supporting both physical and digital learning needs. The on-site collection comprises over 160,000 volumes, complemented by well-furnished reading rooms. The electronic library provides access to textbooks, methodological materials, test collections, and a wide range of academic resources. Students benefit from access to major scientific databases, including Scopus, Web of Science, and the Vernadsky National Library of Ukraine, ensuring they remain informed about current research developments. The Yaroslav the Wise International Library and Information Centre further enhances access to international academic resources and supports the integration of the academic community into the global educational and scientific space.

Student Support Services

IAPM offers a robust and well-structured system of student support services, addressing academic, psychological, career, and international needs. Academic advising is provided by group curators, teaching staff, and programme managers, assisting students with course selection and the development of individual study plans. The Academic Office organises the educational process and is highly rated by students for its effectiveness and accessibility. The Psychological Service delivers individual and group consultations, developmental and preventive programmes, and mental health support tailored to students' needs. Career development and employment support are coordinated by the Centre for Organization of Internships, Student Employment, and Alumni Relations, which organises job fairs, provides job search guidance, and facilitates internships. International students and participants in academic mobility programmes receive assistance from the Institute of International Education, which offers guidance on diploma recognition, international internships, and study abroad opportunities. The Academy is committed to inclusivity, offering personalised learning pathways and adapted assessment methods for students with disabilities, as well as ensuring all support services are accessible and responsive to individual needs.

Experts' Appraisal

Based on the available information, as well as talks with students and staff, the experts concluded that the facilities at all study locations are adequate for the programmes on offer. Regarding the provision of specialist literature, this was discussed with the university management, students and teaching staff during meetings, and the experts concluded that it is sufficient to achieve the learning objectives.

During discussions with students and graduates, participants expressed their high level of satisfaction

with the advice and support provided by the university. Students and graduates reported that lecturers are approachable and easy to contact, and that they feel very well advised and supported at the academy.

4.6 Methods of Teaching and Student Assessment

Admission to the Programmes

The academy described their Admission Criteria and Processes and Provided the relevant documents.

Bachelor's Programmes in Management

Admission to the Bachelor's programmes is governed by annually updated Rules of Admission, developed in accordance with national regulations and the Ministry of Education and Science of Ukraine. Applicants are typically required to have completed general secondary education. Entry is primarily based on the results of the National Multisubject Test (NMT), which assesses proficiency in Ukrainian Language, Mathematics, History of Ukraine, and one elective subject.

Applications are submitted electronically via the national admissions portal. The Unified State Electronic Database on Education compiles ranking lists based on NMT scores and regional coefficients. Admission recommendations for state-funded places are made according to these rankings.

Master's Programmes in Management

Admission to the Master's programmes in Management is also regulated by annually revised Rules of Admission, in line with national procedures. Candidates must hold a Bachelor’s degree (in Management or another specialty) or a Master’s degree in another field.

Applicants are required to pass two standardised examinations: The Unified Entrance Examination (UEE), which includes a general educational competence test and a foreign language component, and the Unified Professional Entrance Examination (UPEE), which assesses readiness for advanced study in management. The application process is conducted electronically.

Student Assessment

According to the self-report the assessment system for all study programmes is governed by a formal regulation that is meant to ensure transparency, objectivity, and alignment with intended learning outcomes. The system is designed to evaluate students' knowledge, skills, and competencies through a combination of formative (ongoing) and summative (final) assessments, applying the European Credit Transfer and Accumulation System (ECTS) grading scale.

Bachelor's Programmes Assessment

In the Bachelor's programmes, assessment focuses on foundational knowledge, the application of basic skills, and the gradual progression towards more advanced topics. Assessment methods include written and oral exams, quizzes, practical assignments, presentations, group work, and written projects. Ongoing assessment is conducted throughout the semester via oral questioning, written

tests, computer-based assessments, and presentations during seminars and practical classes. The results of these assessments are recorded in the course gradebook and announced at the final class of the course.

Final assessment may take the form of a pass/fail evaluation or an exam. For pass/fail courses, the final grade is based on the cumulative points earned for all activities. For courses with an exam, up to 60 points can be earned during the semester, with an additional 40 points available in the final exam. The final grade is the sum of these points. The assessment of practical skills and competencies is achieved through case studies, group projects, and internships. The Bachelor's thesis, which is a significant component of the programme, is assessed through the defence of an independent research project.

Students who do not achieve a passing grade (below 60 points) may retake the assessment up to two times. The first retake is conducted by the course instructor, while the second is overseen by a commission. Students with special needs or those in distance learning may request adapted assessment methods.

Master's Programmes Assessment

Assessment in the Master's programmes build on the principles established at the Bachelor's level but places greater emphasis on advanced knowledge, independent research, and the ability to solve complex problems. In addition to the methods used in the Bachelor's programmes, Master's students are assessed through analytical essays, research projects, public presentations, and case defences. The assessment of internships focuses on students' performance in real-life professional settings, including practical actions, communication, and ethical conduct.

A central component of the Master's programme is the Master's thesis, which requires students to conduct original research under faculty supervision. The thesis is evaluated for its academic rigor, originality, and contribution to the field. Public defence of the thesis is mandatory and forms a significant part of the final assessment.

Transparency and Appeals

The assessment process is designed to be transparent and fair. Students are provided with exam programmes and assessment criteria in advance, and all relevant materials are published on the Academy's digital platforms. If a student disagrees with their grade, they may submit an appeal on the day results are announced. Appeals are reviewed by a commission that includes faculty, department heads, and student representatives. The commission examines the assessment materials and may uphold or revise the grade based on established criteria.

Teaching Methods

The teaching methods employed in the study programmes are designed to foster both foundational and advanced competencies, ensuring that students acquire theoretical knowledge, practical skills, and research abilities appropriate to their level of study. The approach is student-cantered, practice-oriented, and aligned with contemporary educational standards.

Bachelor's Programmes

At the Bachelor's level, teaching methods focus on building a solid foundation in management principles and gradually introducing students to more complex concepts. The curriculum is structured to progress from introductory courses to specialised topics, with a strong emphasis on guided learning and skill development.

- Lectures are used to introduce core concepts, theories, and principles. These sessions are often enhanced with multimedia presentations and interactive questioning to engage students and clarify complex material.
- Seminars and Tutorials provide opportunities for in-depth discussion, problem-solving, and critical analysis. Students participate in group discussions, presentations, and exercises that promote active learning.
- Practical Sessions are integral, allowing students to apply theoretical knowledge through hands-on activities, case studies, and business games. These methods help bridge the gap between theory and practice.
- Research Projects are introduced to develop basic inquiry and problem-solving skills. Students engage in small-scale research, such as market surveys and SWOT analyses, and complete a Bachelor's thesis that involves independent research under faculty supervision.
- Internships offer real-world experience, enabling students to apply their learning in professional settings and develop workplace competencies.

Assignments and projects are designed to be manageable, with clear objectives and regular feedback. The teaching staff provides significant guidance, ensuring that students build confidence as they master foundational skills. The alignment of teaching methods with intended learning outcomes is systematically ensured, with each method contributing to the development of specific competencies such as communication, teamwork, critical thinking, and ethical awareness.

Master's Programmes

The Master's programmes build upon the foundation established at the Bachelor's level, emphasizing advanced knowledge, independent research, and the ability to solve complex problems. Teaching methods are more specialised and research-oriented, fostering analytical and leadership skills.

- Specialised Lectures often feature guest speakers and focus on advanced topics, providing deep insights into contemporary management issues.
- Seminars encourage critical discussion and analysis of current trends, with students expected to actively contribute and engage in debate.
- Case Studies and Problem-Based Learning are central, requiring students to apply advanced knowledge to real-world scenarios. Group work is emphasised, promoting collaboration and the development of communication skills.
- Research Activities are a core component. Students undertake independent research projects, culminating in a Master's thesis that demonstrates their ability to conduct original research and contribute to academic discourse. The curriculum includes a dedicated course on research methodology and academic integrity.

- Internships at the Master's level are designed to deepen professional experience and support research activities, particularly in preparation for the thesis.
- Academic Clubs and Conferences provide additional opportunities for engagement with current issues in management, innovation, and entrepreneurship.

Throughout all programmes, teaching methods are selected to align with the complexity of content and the desired learning outcomes. The approach is flexible, allowing instructors to adapt methods to the needs of each course and cohort. The integration of practical assignments, research, and stakeholder engagement ensures that graduates are well-prepared for professional and academic challenges.

Experts' Appraisal

The experts agree that the academy relies on transparent national admissions systems, including clear descriptions of NMT-based admissions, electronic application workflows, ranking lists, quotas, and timelines. Alignment with the Ukrainian legal framework and the EHEA context suggests procedural clarity for entry quality.

The experts consider the teaching methods and examination formats available to be suited to assessing the achievement of learning objectives. The programmes show a good balance of theory-based input and practical phases. A variety of teaching and examination formats are available in both study programmes. The regulations governing examination procedures have been presented and appear overall transparent and appropriate.

The students and graduates of Bachelor's and Master' study programmes taking part in the online talks confirmed that the programmes' workloads are manageable. They particularly highlighted the availability of online and blended-learning options, which enable individual students currently living abroad due to the war in Ukraine to continue their studies.

Overall, the university has succeeded in creating a modern learning environment that is very well suited to the subject matter.

However, due to the otherwise positive flexibility in delivering the courses (on-site or online) the assessment methods seem to be applied with a similar degree of flexibility. While this may be positive for some students, for example those studying abroad, it may result in a lack of comparability of exam results between groups of students. Experts recommend bearing this in mind and ensuring a balanced mix of transparent, consistent examination formats and consideration for students in special circumstances (e.g. those living abroad due to war).

4.7 Transparency and Public Information

According to the self-report The Interregional Academy of Personnel Management (IAPM) employs a comprehensive and multi-layered approach to ensuring transparency across all aspects of its operations. This commitment is embedded in institutional regulations, quality assurance processes, governance structures, and stakeholder engagement mechanisms.

All core regulations and policies—including those governing admissions, quality assurance, programme development, and staff recruitment—are published on the official IAPM website.

Assessment criteria, grading scales, and exam formats are clearly defined and communicated to students at the beginning of each course. Detailed information is included in course syllabi and published on digital platforms. Students are informed in advance about exam programmes and have access to all relevant materials. If a student disagrees with an assessment, there is a formal, transparent appeals process involving a commission with student representation.

The results of the annual ranking of academic staff and departments are made public at open meetings of the Academic Council and are accessible to all relevant parties.

Admission rules for both Bachelor's and Master's programmes are developed annually in accordance with national regulations and are published online. The application process is conducted electronically, with clear timelines, requirements, and ranking criteria. Lists of recommended applicants are published, and all procedures are designed to be fair and accessible.

IAPM has implemented comprehensive policies on equality, diversity, and inclusion, all of which are publicly available. These policies ensure that all procedures—from admissions to staff recruitment—are conducted transparently and without discrimination.

Experts' Appraisal

The experts confirm that students, potential applicants and the general public have access to all necessary information and documentation regarding the study programmes

Appendix

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

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Приватне акціонерне товариство
«Вищий навчальний заклад
«МІЖРЕГІОНАЛЬНА
АКАДЕМІЯ УПРАВЛІННЯ
ПЕРСОНАЛОМ»

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Central Evaluation and
Accreditation Agency Hanover
Lilienthalstraße 1, 30179
Hannover, Germany

On behalf of the Private Joint-Stock Company "Higher Education Institution "Interregional Academy of Personnel Management", I would like to express our sincere gratitude to the members of the ZEvA expert panel for conducting the evaluation of our study programmes within the 'Management' cluster, and for the valuable recommendations aimed at improving the quality of the educational process. These recommendations will be taken into account in the further implementation and development of the study programmes.

With this letter, I confirm that the Private Joint-Stock Company "Higher Education Institution "Interregional Academy of Personnel Management" has no objections to the expert report.

President Rostyslav Shchokin

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