

Expert's Report on the Accreditation of Study Programmes

at

Alfred Nobel University, Dnipropetrovs'k, Ukraine

1499-xx-1



3rd Meeting of the ZEvA Commission for International Affairs on July 18th, 2016

Bachelor's Programmes (4 years, 240 ECTS)	Master's Programmes (1,5-2 years, 90-120 ECTS)
Philology	Philology
Psychology	Psychology
Law	Law
Economic Cybernetics	Economic Cybernetics
International Economics	International Economics
Enterprise Economics	Enterprise Economics
Marketing	Marketing
Finance and Credit	Finance and Credit
Accounting and Auditing	Accounting and Auditing
Commodity Analysis and Trade	Commodity Analysis and Trade Commodity Analysis and Expertise in Customs
Management	Management and Administration
	Business Administration (MBA)
	Management of Educational Institutions

Accreditation contract signed on: May 28th, 2015

Date of site visit: April 4th-April 8th, 2016

University Contact:

Prof. Irina Taranyenko, Head of International Marketing Department, Alfred Nobel University, Dnipropetrovs'k, Ukraine, tel+38(050)5692194, +38(093)5140459, e-mail: ivtar@ukr.net

ZEvA programme officer: Anja Grube

Table of Contents

Expert Panel:

- Prof. Karl-Heinz Beißner, Ludwigshafen University of Applied Sciences, Professor for Management Accounting and HR Management
- Prof. Richard Frensch, Professor of Economics, University of Regensburg, and Head of the Department of Economics, Institute for East and Southeast European Studies (IOS), Regensburg
- Prof. Gerd Schweizer, Institute of Education Management, Pädagogische Hochschule (University of Education) Ludwigsburg
- Prof. Robert Koch, Professor of Civil Law and Insurance Law, University of Hamburg
- Prof. Jekatherina Lebedewa, Head of the Russian Department, Institute of Translation and Interpreting, University of Heidelberg
- Prof. Uwe Neugebauer, Professor for Business Psychology, Rheinische Fachhochschule Cologne (University of Applied Sciences)
- Olena Koshman, Former Business Finance Manager (Eastern Europe and Central Asia), DuPont Crop Protection, Kiev, Ukraine
- Felix Specht, graduate student of Management and Marketing, Freie Universität Berlin

Hanover, May 25th, 2016

Table of Contents

Table of Contents	I-3
I. Final Vote of the Expert Panel and Decision of the Accreditation Commission.....	I-4
1. Decision of the ZEVA Commission for International Affairs (KIA)	I-4
2. Final Vote of the Expert Panel	I-6
2.1 General Recommendations	I-6
2.2 Programme-Related Recommendations	I-7
2.3 Proposed Conditions	I-8
2.4 Recommendation to the ZEVA Commission for International Affairs	I-9
II. Evaluation Report of the Expert Panel.....	II-1
Introduction: Purpose, Design and Context of the Accreditation Procedure	II-1
1. General Aspects	II-2
1.1 Mission and Profile of the University	II-2
1.2 Internationalisation and Student Mobility.....	II-4
1.3 Teaching Faculty	II-5
1.4 Learning Environment and Student Support System	II-6
1.5 Methods of Teaching and Student Assessment.....	II-7
1.6 Quality Assurance.....	II-9
1.7 Transparency and Public Information.....	II-10
2. Assessment of the Study Programmes	II-11
2.1 Structure and Design of the Study Programmes: General Aspects	II-11
2.2 Objectives and Intended Learning Outcomes	II-13
2.3 Assessment of the Programmes	II-13
3. Summary of the Experts' Findings and Impressions	II-20
III. Appendix.....	III-1
1. University's Response to the Expert Report	III-1

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

1. Decision of the ZEvA Commission for International Affairs (KIA)

The KIA follows the experts' report and recommendations and takes note of the university's response. In accordance with the experts, the KIA recommends further increasing the international scope and profile of the study programmes at all levels. While recognising the restrictions imposed by Ukrainian law, the commission points out that the concept of final state examinations is not in line with the Bologna principle of continuous assessment based on the achievement of learning outcomes. If the current approach is maintained, it may significantly impede the process of integration into the European Higher Education Area.

The KIA recommends enhancing the research component of the curricula. Furthermore, ANU should further strengthen and encourage the participation of students in decision-making and quality assurance. In addition, greater attention should be paid to issues of gender equality and diversity.

In due consideration of the requirements of the European Standards and Guidelines for Quality Assurance in Higher Education (ESG), the accreditation of the study programmes is awarded under the following conditions:

- 1. The course catalogues must be revised as outlined in the expert report. In particular, the teaching methods as well as the types of continuous and final assessment must be described as precisely as possible for each course. As a result, a constructive alignment between the chosen forms of assessment, the intended learning outcomes and the teaching and learning activities should become visible in the course catalogues. The language(s) of teaching should also be named for each course.*

In addition, the course catalogues must include descriptions of practical training phases (internships), including an outline of the intended learning outcomes and forms of student assessment.

- 2. ANU must develop and implement a binding policy for the recognition of qualifications acquired in academic and non-academic contexts outside ANU. The policy must outline the exact recognition procedure and the recognition criteria and must adhere to the fundamental principles of the Lisbon Convention.*
- 3. ANU must develop a concept for the monitoring of student workload.*

The conditions must be fulfilled within the period of 18 months. Failure to comply with the condition in due time will result in withdrawal of the accreditation.

The KIA decides to accredit the following Bachelor's and Master's programmes as offered by Alfred Nobel University Dnipropetrovs'k, provided the above listed conditions are met:

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

1 Decision of the ZEvA Commission for International Affairs (KIA)

- *Philology/Translation (Bachelor/Master)*
- *Psychology (Bachelor/Master)*
- *Law (Bachelor/Master)*
- *Economic Cybernetics (Bachelor/Master)*
- *International Economics (Bachelor/Master)*
- *Enterprise Economics (Bachelor/Master)*
- *Marketing (Bachelor/Master)*
- *Finance and Credit (Bachelor/Master)*
- *Accounting and Auditing (Bachelor/Master)*
- *Commodity Analysis and Trade (Bachelor/Master)*
- *Commodity Analysis and Expertise in Customs (Master)*
- *Management (Bachelor)*
- *Business Administration (MBA)*
- *Management and Administration (Master)*
- *Management of Educational Institutions (Master)*

*The accreditation of the study programmes is valid for a period of **five** years, with the exception of the programmes in Economic Cybernetics and Enterprise Economics, which are accredited for a period of **three** years.*

2. Final Vote of the Expert Panel

2.1 General Recommendations

Internationalisation

- The experts recommend developing and implementing an institutional strategy for internationalisation in order to coordinate the efforts which are already being taken at different levels in a more systematic and effective way.
- Across all departments, classes should be taught in English wherever it is possible and reasonable from a didactic point of view.
- Students should be more strongly encouraged to work with textbooks and other materials in English.
- ANU should take increased efforts to inform outgoing students about grants and scholarships they can apply for.
- The university should further intensify its co-operative relationships with business enterprises that are active beyond the Ukrainian market.

Teaching Faculty

- ANU should take adequate measures to ensure that the teaching responsibilities of the faculty members are always sufficiently in line with their qualification profile.
- The experts recommend extending the scope of job advertisements to national or even international publications and platforms.
- The university should make sure that all members of the teaching faculty – including associate and assistant lecturers – get a chance to benefit from additional training. Also, each academic department should be provided with a budget for participation in conferences as another means of professional development.

Learning Environment and Student Support System

- The central library should provide access to more up-to-date reference materials and extend its stock of publications in English. As a first step, the experts recommend providing each department with an annual budget for the acquisition of new textbooks and teaching materials. The university should also reconsider the criteria for selecting and purchasing new publications and develop general guidelines for this. Furthermore, the university should make the best strategic use of the opportunities provided by online libraries.

Transparency and Public Information

- For each study programme, the procedures and criteria for the selection and admission of students should be made more transparent, as e.g. in the context of the general programme descriptions on the university website.
- All course catalogues (both in the native language and in English), as well as the official appeals and complaints procedures should be available from public sources, as e.g. the university website.

2.2 Programme-Related Recommendations

Philology

- Courses on note-taking techniques for consecutive interpreting should be introduced. These could also be taught by visiting lecturers.
- An interpreter's booth should be made available to the students for the purpose of practicing the techniques of simultaneous interpretation.
- Students should get more opportunities to apply their interpreting skills in real-life situations.

Psychology

- Additional introductory courses in Statistics should be offered, especially at Bachelor's level. The statistical tools to be taught and the related intended learning outcomes should be clearly named in the course descriptions.

Law

- The experts recommend introducing an elective lecture on Comparative Law at Master's level. Both this lecture and the unit on the Fundamentals of European Law could be offered in English.

Business and Economics

- The experts recommend introducing courses on quantitative methods at Master's level.
- Courses imparting scientific research methods should be mandatory for all Master's students.
- Regarding the Master's programme in Management and Administration, the experts recommend giving more weight to the core topic of project management.
- The Bachelor's programme in Marketing should include more courses on Cost Accounting/Management Accounting.

Management (MBA)

- The experts recommend reconsidering the chosen forms of assessment for the entire programme.
- The programme should include more courses on Management Accounting.

Management of Educational Institutions (Master)

- The experts recommend including a more transparent and precise description of the programme's target group and of the entry requirements into the published descriptions of the study programme.

2.3 Proposed Conditions

- The course catalogues must be revised as outlined in the expert report. In particular, the teaching methods as well as the types of continuous and final assessment must be described as precisely as possible for each course. As a result, a constructive alignment between the chosen forms of assessment, the intended learning outcomes and the teaching and learning activities should become visible in the course catalogues. The language(s) of teaching should also be named for each course.

In addition, the course catalogues must include descriptions of practical training phases (internships), including an outline of the intended learning outcomes, forms of student assessment etc.
- ANU must develop and implement a binding policy for the recognition of qualifications acquired in academic and non-academic contexts outside ANU. The policy must outline the exact recognition procedure and the recognition criteria and must adhere to the fundamental principles of the Lisbon Convention.
- ANU must develop a concept for the monitoring of student workload.

2.4 Recommendation to the ZEvA Commission for International Affairs

The expert panel recommends the accreditation of the following Bachelor's and Master's programmes as offered by Alfred Nobel University Dnipropetrovs'k, provided the above listed conditions are met:

- Philology/Translation (Bachelor/Master)
- Psychology (Bachelor/Master)
- Law (Bachelor/Master)
- Economic Cybernetics (Bachelor/Master)
- International Economics (Bachelor/Master)
- Enterprise Economics (Bachelor/Master)
- Marketing (Bachelor/Master)
- Finance and Credit (Bachelor/Master)
- Accounting and Auditing (Bachelor/Master)
- Commodity Analysis and Trade (Bachelor/Master)
- Commodity Analysis and Expertise in Customs (Master)
- Management (Bachelor)
- Business Administration (MBA)
- Management and Administration (Master)
- Management of Educational Institutions (Master)

The accreditation of the study programmes is recommended for a period of **five** years, with the exception of the programmes in Economic Cybernetics and Enterprise Economics, which will not be continued in their present form. For these programmes, the accreditation is recommended for a period of **three** years.

II. Evaluation Report of the Expert Panel

Introduction: Purpose, Design and Context of the Accreditation Procedure

It is the purpose of this accreditation procedure to assess the quality of the study programmes of Alfred Nobel University in Dnipropetrovs'k, Ukraine (ANU) against international standards. By contract dated May 28th, 2015 the university has officially entrusted the Central Evaluation and Accreditation Agency (ZEVA) with this task.

The assessment is based on the framework laid out in ZEVA's "Manual for the External Assessment of Study Programmes". The assessment framework is in part based on the "European Standards and Guidelines for Quality Assurance in Higher Education (ESG)" (ENQA 2015), the "Framework of Qualifications for the European Higher Education Area" (2005) and the "ECTS User's Guide" (European Communities, 2015).

In detail, the quality of the study programmes is assessed with a view to the following aspects:

- 1) Institutional Governance and Management
- 2) Intended Learning Outcomes
- 3) Concept and Structure of the Study Programme
- 4) Teaching Faculty
- 5) Infrastructure, Resources and Student Support
- 6) Student Assessment
- 7) Quality Assurance
- 8) Transparency and Public Information

For the purpose of assessing ANU's programmes, the university was asked to hand in a self-report in English, describing in detail the institution and the programmes to be assessed, covering all aspects of ZEVA's assessment framework.

After receiving the self-report and assembling an expert panel for the accreditation procedure, a four-day site-visit was conducted in Dnipropetrovs'k. During the site-visit, the expert panel had the opportunity to speak with the university Rectorate, members of staff responsible for quality management, members of faculty as well as students and graduates of the study programmes. Where necessary, interpreters were present for assistance.

Also, the members of the panel were given a tour of the university's facilities.

This report is based on the experts' assessment of ANU's self-report and their findings during the site-visit. It is structured along the above mentioned assessment framework and will serve as a basis for ZEVA's Commission for International Affairs 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 of its programmes.

1. General Aspects

1.1 Mission and Profile of the University

Alfred Nobel University (ANU) was founded in 1993 as a private higher education institution with a focus on Management and Economics. Until the year 2010, it was known as “University of Economics and Law, Dnipropetrovs'k”. From the start, it has been the central mission of ANU to meet the demands of the Ukrainian labour market – especially small and medium-sized enterprises – for qualified personnel with a background in Management, Economics and Law and additional skills required in a competitive – and possibly multinational – business environment.

Since its foundation, the university has continuously expanded its portfolio of study programmes: currently, 14 Bachelor programmes and 16 Master programmes are on offer, including an MBA programme for professionals, as well as a smaller number of post-graduate and post-doctoral programmes. In recent years, ANU has focused particularly on introducing programmes beyond the disciplinary boundaries of Economics and Law, as e.g. Psychology, Political Studies and Social Work. In the year 2015-16, about 2.500 students are enrolled at ANU, about 20% of who study at Master's level.

In total, the number of faculty amounts to about 150 persons, including both full-time and part-time teachers.

The large majority of ANU students is recruited from the city of Dnipropetrovs'k or the surrounding area. Also, most graduates find employment on the local market.

Organisational Structure

At central level, Alfred Nobel University is governed by the President, who is also the founder of the institution. The President is supported by three Vice-Rectors who have different areas of responsibility.

Apart from the General Conference of Staff the Academic Council is of particular importance regarding strategic decisions, quality assurance, the appointment of staff to leading positions and other crucial managerial aspects. The Academic Council consists of the members of the leadership board, the heads of departments and central administrative units, members of faculty and students. There is also a students' union whose rights and responsibilities are laid out in official regulations.

At academic level, there are 14 departments responsible for the development and quality assurance of study programmes, for the delivery of courses and for the promotion of research in their particular subject discipline. Each of these units is managed by a Head of Department.

In addition, there are several units responsible for different administrative issues and student support services, as e.g. the International Office, Students' Office, Admission Office, library, Career Center etc. There are also several units concerned with particular strategic focus areas (Marketing, Didactics, Science and Research, Quality Management).

Mission and Strategy

In its self-report, ANU summarizes its central strategic goals as follows:

1. *To increase competitiveness and sustainability of the University as a whole and competitiveness of the offered programmes both at the national and international level by:*
 - *continuously improving the quality management system of ANU and implementing policy and procedures for quality assurance within ANU;*
 - *increasing satisfaction of students with quality of ANU's programmes and satisfaction of employers with qualified graduates;*
 - *developing the internationalization of the study process by agreements with foreign partners, obtaining international grants, developing student and staff mobility, double-degree programmes etc.*
 - *implementing the research and innovation component within the study process;*
 - *improving financial performance and accountability.*
2. *To increase quality of education through:*
 - *providing professional education and training for the teaching and support staff;*
 - *ensuring gender equality and equal opportunity policies for students and staff;*
 - *improving the procedures for pre-university training and selection;*
 - *improving the students' motivation to learn.*
3. *To develop research and innovation functions of the University by:*
 - *attracting additional financial resources for R&D;*
 - *strengthening ties with business to commercialize research results;*
 - *developing the internationalization of the research process.*
4. *To improve both the system of financial security of the University and social security of faculty and staff*

The institutional strategy is also laid out in more detail on the university's website.

In spite of a strong focus on teaching and learning, research and knowledge transfer are another cornerstone of the university's mission. Furthermore, commitment to quality assurance and quality development are an integral part of ANU's strategic approach.

Experts' Assessment

From the experts' point of view, the institutional profile and mission of ANU are clearly defined. The central quality goals of the university have been described in sufficient detail in the self-report, on the website and in the university's normative documents and regulations. Apart from a strong focus on the employability of graduates and on co-operative relationships with business and industry, internationalisation plays a particularly important part in the university's vision of quality, i.e. ANU is noticeably aiming at sharpening its international profile at all levels and across all fields of activity. Numerous measures for the enhancement of internationalisation have already been taken (cf. Chapter 1.3). However, the experts are still missing an underlying strategic plan including palpable goals, precisely defined steps to

achieve these goals, as well as adequate performance indicators, timelines etc. Therefore, the experts recommend developing and implementing a strategy for internationalisation in order to coordinate the efforts which are already being taken at different levels throughout the institution in a more systematic and effective way.

As for the organisational structure, all tasks and responsibilities are clearly defined, and all internal stakeholder groups, including students, participate in decision-making processes to a satisfying extent.

1.2 Internationalisation and Student Mobility

As mentioned above, promoting internationalisation is at the top of ANU's agenda. This applies especially to the realm of teaching and learning, where action has already been taken in various ways:

As mobility rates are still relatively low (with about 30 outgoing and 50-60 incoming students per year), the university has taken a number of measures in response: for example, it has started to introduce study programmes taught exclusively in English. At present, the only example of such bi-lingual concepts are the Bachelor's and Master's programme in "International Economy", where students may choose between taking classes in English or in their native language. Considering that, it comes as no surprise that the majority of ANU's incoming international students is enrolled in this programme, and that a large number of Bachelor graduates in this discipline choose to continue their education abroad.

In addition, ANU has closed cooperative agreements on student exchange and double degree programmes with universities in the UK, Poland and other European countries. Students may also participate in the Erasmus+ programme. Foreign language classes in several European and non-European languages are offered on a permanent basis, and students are encouraged to participate in joint research projects and conferences with international partners. The International Office provides advice and support to students who wish to go abroad, while the Foreign Students Office caters to the needs of incoming foreign students.

Experts' Assessment

The experts were impressed by the high ambition and dedication to the cause of internationalisation displayed by the leadership board, the faculty and staff of ANU during the on-site talks. The university should further pursue this path in the years to come.

In spite of all efforts already taken, the experts still see potential for optimisation regarding the internationalisation of teaching and learning. Functioning networks, procedures and support structures do already exist, but there is room for improvement especially at the level of the study programmes themselves, that is, at the level of curricula and teaching methods.

The experts recommend further increasing the number of classes held in English, as e.g. by providing special language training for teachers on a larger scale or by winning more teaching personnel from abroad. During the on-site talks, the students also communicated this

wish. Ideally, it should be possible to provide classes in English “on demand”, i.e. at the students’ request. In addition, students of all disciplines should more frequently work with textbooks and other materials in English. In this context, the programmes in International Economy could serve as a model for other programmes and departments.

During the on-site talks, the experts gained the impression that students are not always sufficiently informed about the scholarships and mobility grants they can apply for if they wish to go abroad. It seems advisable for the International Office to use various channels of communication, and especially to provide more information for students online.

Co-operation with business enterprises is of central importance for the university’s educational mission. As part of the process of internationalisation, it would therefore make sense to forge closer cooperative relationships with companies whose activities reach beyond the Ukrainian market.

Finally, the recognition of qualifications acquired outside ANU (as e.g. at other universities or in a professional context) is not yet based on binding and transparent regulations. On principle, recognition is possible, but it happens on the basis of individual decisions by the Student Office and the responsible Head of Department (unless there has been a prior Learning Agreement with a partner institution). The exact procedure, the responsibilities and the recognition criteria are not yet laid out in writing, and it is unclear whether the principles of the Lisbon Convention are adhered to at all times.

The experts conclude that a binding policy for the recognition of credits must be developed, as this is an explicit requirement of the ESG, Chapter 1.4.

1.3 Teaching Faculty

For all study programmes that are subject of this review procedure, the university has submitted CVs of the teaching faculty involved. The classes taught/subject disciplines covered by each teacher have also been made transparent.

During the site visit the expert panel also got a chance to speak to the heads of all academic departments and to other members of faculty to complete the picture provided in the self-report.

The criteria and the procedure for the selection of teaching staff are outlined in the self-report and are based on published regulations. Apart from the academic qualification, the level of teaching experience and research activity also plays an important role in the selection process.

As a means of quality assurance, all lecturers must undergo an internal certification procedure every three years in order to test their efficiency and level of success in teaching and research. In the realm of research, an internal ranking system has been installed. In spite of this close performance monitoring, there is relatively little fluctuation among the teaching faculty.

Members of faculty are supported in their professional development: for instance, they may participate in special training seminars (in-house or elsewhere) concerning topics of relevance for their daily work, as e.g. teaching methods, or take foreign language classes to improve their teaching skills. Teachers are also encouraged to absolve internships at enterprises or other organizations as a form of advanced training. Faculty members may also participate in the Erasmus+ programme.

Experts' Assessment

During the site visit, faculty and staff displayed a high level of commitment to their work and their students. The relatively small size of the teaching body fosters a strong team spirit among the colleagues, especially within each department.

The academic qualifications of the teachers are generally quite high, the majority holding a "Candidate of Science" or a higher degree. Teachers without such academic merits are mostly (but not exclusively) responsible for classes outside the core disciplines.

However, the experts noticed that at least in some cases the variety of topics covered by one single teacher seems unusually large.

Even though the experts appreciate the lecturers' will to develop beyond their own specialisation, they also see the risk of a long-term negative impact on the quality of the study programmes. Hence, the university should take particular care to prevent the range of subjects taught by each lecturer from becoming too diverse.

Furthermore, vacancies are advertised in the local press only. Accordingly, a large part of the teaching staff is recruited internally, i.e. among ANU graduates. Although the experts are aware that this procedure is in no way unusual, they recommend extending the scope of job advertisements to national or even international publications and platforms. This might make it easier to attract applicants with a strong international profile, which would also be more in line with the overall institutional strategy.

As regards staff development, the experts recommend further extending the measures that are already being taken. The university should make sure that all members of the teaching faculty – including associate and assistant lecturers – get a chance to benefit from additional training. Also, each academic department should be provided with a budget for participation in conferences as another means of professional development.

1.4 Learning Environment and Student Support System

All teaching and learning activities at ANU happen on the central campus which includes lecture rooms, multimedia labs and laboratories, a conference hall as well as the library and all student service units. Most of the (small or medium-sized) lecture rooms are equipped with state-of-the-art technology and furniture. As learning groups are usually quite small, there is no need for bigger lecture halls. Accommodation for students is also provided in two buildings, one of which is directly adjacent to the ANU campus.

There are various support services at the students' disposal, which are provided by different organisational units on campus. Apart from the International Department and the Foreign Students' Office, these also include a Career Centre and a Medical Centre where students can receive treatment and counselling.

ANU has developed official regulations to guarantee equal opportunities and comprehensive support to students with special educational needs. The focus areas outlined in the document submitted to the panel include the provision of special facilities and learning materials for disabled students, the creation of special conditions during assessment and final examination, special didactic training for teachers, counselling etc.

Experts' Assessment

The experts' general impression is that ANU students profit from a modern learning environment which provides excellent conditions for successful teaching and learning. Although some measures for further enhancement are recommended (cf. Chapter 2), the overall picture is very positive.

As far as the central library is concerned, the experts have identified potential for improvement: for instance, there are only few reference books in foreign languages (for some disciplines, as e.g. Psychology, there are none at all). According to the students, textbooks and scientific articles are mostly downloaded from the internet, and only few use the library as a place for self-studying on a regular basis. As a first step for improvement, the experts recommend providing each department with an annual budget for the acquisition of new textbooks and teaching materials. The university should also reconsider the criteria for selecting and purchasing new publications and develop general guidelines for this. Furthermore, ANU should make the best strategic use of the opportunities provided by online libraries.

The expert panel regards the student support structures provided at ANU as adequate. The experts were especially impressed by the activities of the Career Centre, which assists students in their general professional development and helps them to establish contacts with prospective employers in various ways. With a view to ANU's central goal of producing employable graduates, the work of the Career Center is of particular significance.

Furthermore, the experts appreciate the fact that exceptionally gifted students may be exempt from tuition fees. This principle of promoting excellence should be further advanced and extended if possible.

1.5 Methods of Teaching and Student Assessment

Across all study programmes, teachers apply a variety of didactic methods: apart from more traditional forms of teaching like lectures and seminars, teachers also take other approaches as e.g. business games, case studies, role plays, e-learning elements (via Moodle), tutorials etc. At both Bachelor's and Master's level, students also have to absolve compulsory internships in companies or organisations outside university. In addition, students are encouraged to get involved in research projects wherever possible.

II Evaluation Report of the Expert Panel

1 General Aspects

Student assessment is primarily conducted in written form. Possible forms of assessment include multiple choice tests or other types of written tests, essays/course papers or reports. However, students may have to defend their course papers or present the results of their work in class. At the beginning of the semester, students must be informed by the teacher about the types of continuous and final assessment that will be applied in each course.

Apart from assessment at course level, Bachelor students have to pass final written examinations in order to receive their degree.

In case students fail a course, they are allowed to re-sit the exam within about four to six weeks. In case of repeated failure, students have to repeat the course before they are allowed another attempt.

All exam regulations are made transparent in official documents, which are made available to the students online.

Experts' Assessment

In the course of the site visit, the experts have become convinced that ANU is on a good way towards developing a competence-based approach to teaching, learning and student assessment. A gradual transfer from traditional methods to new didactic approaches seems to be happening throughout the institution, and efforts are clearly taken to raise the general level of awareness for the subject of outcome-oriented and student-centred teaching. The experts particularly appreciate the active inclusion of professionals from business and industry into the teaching process in the form of regular workshops.

For all matters concerning student assessment and examinations, there are binding and published regulations which include all necessary information. An appeals procedure involving an internal "Ethics Commission" is not yet in place, but in the process of development. A draft (in Ukrainian language) was presented to the peers during the site visit. As soon as the regulations are completed, they should be published online or be made available to the students in other ways.

Several aspects concerning teaching methods and forms of assessment have not yet become fully transparent for the experts. In the course catalogues (submitted in English language) the types of assessment applied in each course remain, at least to some extent, unclear: as a general rule, the final course examination is defined as "written assessment" without any further differentiation. Sometimes (as e.g. in Psychology), a mix of multiple choice and "open" questions is applied, as the experts learned during the site visit. For the sake of transparency, this should be clearly outlined in the course descriptions. (It should be mentioned in this context that in some classes each student receives an individual set of exam questions. The experts would like to highlight this as an example of particularly good practice.)

The teaching methods are not always precisely described either, which makes it difficult for the experts to judge the degree of alignment between the chosen forms of assessment, the intended learning outcomes and the teaching and learning methods. In addition, the number of tests and examinations per course and the impact each assessment has on the final mark

is not mentioned in the course descriptions. This would be of particular significance for those educational units that encompass more than one semester (as e.g. English, History of Ukrainian State and Law at Bachelor's level).

For the reasons named above, the experts consider it necessary to submit the course catalogues to a thorough revision. If possible, the language(s) of teaching should also be mentioned in the course descriptions.

1.6 Quality Assurance

In recent years, ANU has set up an internal quality management system which is described in detail in the self-report. The roles and responsibilities within the system are clearly defined: for instance, an internal Quality Assurance Agency and a quality assurance department have been founded to co-ordinate all activities and to provide support and advice to the Rectorate and the departments in all matters concerning quality assurance and quality development. The Quality Assurance Agency includes six members of faculty and one student representative.

In addition to these central units, the university has assembled permanent committees dedicated to quality assurance in teaching and learning at department level.

Several instruments and procedures for the monitoring and periodic review of study programmes have been developed. These include course evaluation by students based on a standard questionnaire, a sample of which was included in the supplements to the self-report. The results of these surveys have an impact on the internal performance ranking of teachers and also flow into the regular reports of the Heads of the Departments to the Rectorate and the Academic Council.

Members of faculty may also mutually attend each other's classes and provide feedback to each other regarding the general teaching performance.

ANU also monitors the graduates' employment rate and keeps track of their professional careers for the purpose of quality assurance. In addition, the university conducts surveys among existing and prospective employers of graduates to receive feedback on their fitness for the requirements of the job market.

Experts' Assessment

Based on the self-report and the outcomes of the on-site talks, the experts arrive at the overall conclusion that ANU has created an effective system of quality assurance for its study programmes in which all stakeholder groups, including students, employers and graduates, participate to a satisfying extent. The experts were especially impressed by the very active alumni network that provides valuable input for the quality assurance and further development of the study programmes.

The experts' general impression is that the university draws conclusions from the results of surveys and, if necessary, takes measures for improvement in response. A few examples are

given in the self-report. In case of unsatisfactory teaching performance, contracts with teachers may not be renewed.

During the on-site talks, some of the students mentioned that the results of course evaluation were not always made known to them, even though as a general rule, teachers are expected to discuss the survey results with students in class. It should be ensured that this principle of providing constant feedback and maintaining a continuous dialogue with students regarding quality issues is firmly put into practice by all members of faculty at all times.

A concept for the systematic monitoring of student workload does not yet exist, but was already in development at the time of the site visit. As standard 1.9 of the ESG stipulates that workload monitoring should be an integral part of quality assurance in teaching and learning, the finished concept must be submitted to the agency in due time.

1.7 Transparency and Public Information

Alfred Nobel University has published extensive information on its activities, the institutional profile and its study programmes on the university website, which is available in Ukrainian, Russian and English.

The website contains detailed descriptions of the intended learning outcomes and the central contents of all study programmes. Course catalogues for most of the programmes are available for download, but seem to exist in English only. The most important official documents (as, for example, regulations on student assessment and examination) are also published online, some of them in both the original language and in English translation.

Experts' Assessment

By and large, the experts found that ANU provides sufficient information regarding its study programmes to all internal and external stakeholders. In order to enhance the degree of acceptance of the course catalogues as a central source of information for students and the interested public, these documents should be made available in the native language, too.

For each programme, the procedures and criteria for the selection and admission of students should be made more transparent, as e.g. in the context of the general programme descriptions on the university website.

2. Assessment of the Study Programmes

2.1 Structure and Design of the Study Programmes: General Aspects

Basic Structural Features

As stipulated by the national educational standards of Ukraine, all programmes at Bachelor's level comprise four years of study (240 ECTS). The standard duration of Master's programmes has recently been changed from one year (60 ECTS) to one and a half years (90 ECTS), with the exception of the 2-year MBA programme. One credit point is equivalent to an average workload of 30 hours. As a general rule, 60 ECTS are awarded per academic year.

Ministerial standards also determine the basic curricular structure of the study programmes to a considerable extent. However, the recently revised Ukrainian Law on Education grants universities a higher degree of freedom when it comes to the design of curricula. Especially, universities now have the right to provide a wider choice of electives, to formulate the intended learning outcomes of their programmes autonomously and to take decisions on the introduction of new courses and new study programmes (cf. Chapter 2.2).

Regardless of their chosen specialisation, all undergraduate students must take a number of courses in the Social Sciences and Humanities (Philosophy, Foreign Languages, History and Culture of Ukraine etc.) in addition to fundamental theoretical and application-oriented (so-called "professional") courses in their core discipline. Apart from a large number of compulsory courses, students are offered a choice of both general educational and specialised elective subjects.

As mentioned above, internships are also a standard part of the curriculum. If necessary, the university assists students in finding suitable internship placements, which may be at home or abroad. Students must submit reports on their practical training phases to their department as a prerequisite for obtaining credit points. There may also be interviews with the responsible tutor at the internship company.

Instead of writing a thesis, Bachelor students must pass a final "state examination" in order to receive their degree. It is possible, though, that the final examination will be replaced by theses shortly, as Ukrainian universities may now choose between the two options.

The Master's programmes generally take a more narrow focus. Even though in most cases some general educational classes still have to be taken, these are usually very closely connected to the core contents of the programme. Practical training in the form of internships is also part of all Master's programmes, as well as a final Master's thesis.

In terms of content, there is a high degree of overlap between the study programmes. A large number of courses are taken by students of different departments, especially in the field of Business and Economics. The general educational classes at Bachelor's level are also to a large extent identical across all disciplines.

Even though the two-tier study system has been fully implemented at ANU, the experts learned during the site visit that only few students decide to leave university after obtaining

the Bachelor's degree. The overwhelming majority directly continues their studies at Master's level (at ANU or elsewhere). Most students stick to the same discipline, though on principle, it would also be possible to change over to a different department. Of course, Bachelor graduates from other universities may also apply directly for the ANU Masters programmes.

Course Catalogues

The university has produced a course catalogue in English for each programme, which contains extensive information on each course, including the central contents and intended learning outcomes, the estimated student workload, the form of assessment and the teaching methods applied. The course catalogues are also published online.

Admission and Selection of Students

Based on the national law on education, each university in Ukraine develops its own admission regulations for Bachelor's and Master's programmes. As a minimum entrance requirement to university, applicants must have completed their general secondary education and must have undergone additional tests in at least three disciplines ("External Independent Testing"). For each study programme, universities are free to define two of the three disciplines for which certificates of External Independent Testing are required. The selection of students is based on the average grade of the school leaving certificate and the points achieved in the external tests.

In order to be admitted to Master's programmes, applicants must take entrance exams in the core discipline and a foreign language exam. The selection of students is based on the results of these examinations.

The official admission regulations of ANU can be downloaded from the website of the ANU Admissions Office.

Experts' Assessment

On principle, the experts consider the course catalogues as a very useful instrument to create transparency for students regarding their programmes. The design of the catalogues clearly follows the recommendations of the ECTS Users' Guide. As already outlined above, the experts find that part of the given information should be rendered more precisely, especially regarding the methods of teaching and assessment (cf. Chapter 1.5).

Furthermore, the experts recommend complementing each course catalogue with a chart or another graphic illustration that provides an at-a-glance survey of the curricular structure. The course catalogues should also be the only binding document as regards the intended learning outcomes of the programmes and hence should be offered in Ukrainian and/or Russian language, too.

Furthermore, the experts found that the practical training phases (internships) are not yet included in the course catalogues, even though they are integral, fully credited parts of the

curricula. For this reason, the experts conclude that the programme managers of ANU must formulate intended learning outcomes for the internships and include them into the course catalogues, using the same underlying template as for all other parts of the curriculum.

The experts regard the admission procedures as fit for purpose and sufficiently transparent. It may be worthwhile, however, to include more extensive information on the application procedure, the entrance requirements for the individual programmes etc. on the university website.

2.2 Objectives and Intended Learning Outcomes

As mentioned above, the university now possesses greater autonomy than in former times regarding the design of its study programmes, including the formulation of programme objectives and intended learning outcomes. Until a few years ago, these were entirely decided upon at ministerial level.

The mission, objectives and intended learning outcomes of all study programmes are described in great depth in the self-report and are also published on the ANU website. Across all departments, they clearly reflect the four central purposes of higher education as defined by the Council of Europe (contributing to the students' employability, preparing them for active citizenship and supporting them in their personal development, as well as promoting and stimulating research and innovation).

Also, the intended learning outcomes of both Bachelor and Master programmes are closely aligned with the Framework of Qualifications for the European Higher Education Area. The level of knowledge and understanding, as well as the skills that graduates are expected to have acquired are clearly laid out and are in line with the related cycles of the Framework (first and second cycle, respectively).

Experts' Assessment

The experts appreciate the competence-based approach that ANU has taken to the formulation of programme objectives and intended learning outcomes. Generally speaking, they regard all objectives and learning outcomes described as plausible, sufficiently detailed and apt for the desired level of qualification. Interested readers are given a comprehensive and realistic picture of the graduates' qualification profile.

2.3 Assessment of the Programmes

Preliminary Remarks

In the course of the site visit it became increasingly clear to the experts that the study programmes of ANU are currently in a phase of transition. The university is newly formulating the intended learning outcomes and is intending to further modify the contents of the curricula. Some of the main goals are to further internationalise the curricula, to give students a

wider choice of electives and to achieve a stronger focus on those topics that are of immediate relevance for a particular discipline and profession. This transitional phase is expected to continue for another few years.

However, according to the ANU representatives interviewed, the intended modifications should not be understood as a complete transformation: the basic outline and profile of the programmes will remain the same for the next years to come, while changes will be relatively minor and happen gradually – with the exception of the programmes in “Economic Cybernetics” and “Enterprise Economy”, which the university is not intending to keep in their present form. Instead, the two disciplines will be merged into a new programme which is going to be launched in autumn 2016. In view of the considerable overlap between the Economics programmes – both in content and intended learning outcomes – the experts regard this decision as sensible.

In this context, it may also be worth considering merging the Business Bachelor’s programmes into fewer more general programmes, each with a higher amount of elective majors.

The following subchapters contain a more detailed assessment of the study programmes. Apart from concise outlines of the main contents and objectives, the experts also summarise their central findings and give recommendations for further improvement where they find it appropriate.

As most of the programmes in the realm of Business and Economics share a lot of common features, the experts’ appraisal of these programmes is summarised in one single chapter.

2.3.1 Philology (Bachelor/Master)

The two study programmes run by the Department of English Philology and Translation impart both translating and interpreting skills. On principle, careers in either of the two fields are open to the graduates. All students take English as their first foreign language and may choose between German, French and Spanish as a second foreign language.

Apart from language classes and practical training in translating and interpreting, courses on linguistics and on the literature and culture of English, French, Spanish or German speaking countries are also part of the core curriculum for Bachelor students. Electives include courses from a large variety of disciplines, including Economics, Law and Psychology.

At Master’s level, there are less electives to choose from, and the focus of the programme is narrower, with a clear emphasis on translating rather than interpreting. As a prerequisite for receiving the Master’s degree, students must both write a final thesis and sit “state examinations”.

In terms of content and structure, the experts found both programmes convincing and well aligned with their overall educational goals and mission. The same positive evaluation applies to the qualifications of the faculty members and their fitness for their individual teaching responsibilities.

The experts would like to give the following recommendations for further improvement:

Courses on note-taking techniques for consecutive interpreting should be introduced. These could also be taught by visiting lecturers.

As yet, ANU does not dispose of adequate technical equipment for teaching simultaneous interpreting. Even though strictly speaking simultaneous interpretation is not an explicit educational objective of the programmes, an interpreter's booth should be made available to the students for practice. Acquiring a mobile booth would be a relatively easy way to realise this.

Generally, students should get more opportunities to apply their interpreting skills in real-life situations. For instance, the international Nobel Conferences hosted by ANU on a biannual basis would provide plenty of opportunities.

2.3.2 Psychology (Bachelor/Master)

The Bachelor's programme in Psychology offered by ANU provides a general introduction to the discipline, with a recognisable emphasis on pedagogical contents. According to the programme description, graduates are qualified for a variety of professional tasks, including psychological counselling and diagnosis.

In contrast, the Master's programme puts a stronger focus on Occupational and Organisational Psychology, i.e. on qualifying students for positions in HR departments of business enterprises or similar functions.

Generally, the experts find it hard to detect a plausible link between the Bachelor's and the Master's programme in Psychology. Due to the strongly divergent programme profiles (General Psychology/Pedagogy vs. Business Psychology) the experts gained the impression that the two programmes seem to be directed at fundamentally different target groups. All in all, the Master's programme seems to be designed for professionals with a few years of practical experience who seek further qualification, rather than Bachelor graduates who wish to further develop the knowledge and competences they acquired at undergraduate level.

In some regards, the curricula appear to be too weakly linked to the educational goals of the programmes. The experts see a particular need for additional introductory courses in Mathematics and Statistics, especially at Bachelor's level. They also recommend taking a stronger focus on statistical methods in the narrow sense, rather than on general mathematical models. As in the Economics programmes (cf. Chapter 2.3.4), it has not become fully transparent which software is worked with in class. Apparently, teachers at least occasionally resort to Excel instead of specialised statistics tools. If these are not immediately available, one solution could be using freeware like "R".

According to the CVs included in the self-report, the teaching faculty possess excellent qualifications, yet there is a strong dominance of Pedagogues instead of Psychologists (which might also explain the strong thematic focus on Pedagogics mentioned above). If the psychological core profile of the programmes is to be maintained, this imbalance should be tackled.

2.3.3 Law (Bachelor/Master)

The two study programmes aim at qualifying graduates for positions as lawyers/legal experts in business enterprises or the (Ukrainian) public sector. Both programmes cover a relatively broad thematic spectrum, rather than imparting specialised knowledge in particular fields of legal studies. Accordingly, the teaching faculty is comprised of generalists rather than academics with a highly specialised profile.

Based on the self-report and the outcomes of the on-site talks, the experts come to a positive overall conclusion regarding the field of Legal Studies at ANU.

The experts recommend introducing an elective lecture on Comparative Law at Master's level. This lecture – as well as the unit on the Fundamentals of European Law – could be offered in English in order to further promote the internationalisation of the subject discipline at ANU.

As Ukrainian legislation is currently undergoing rapid changes (including, for instance, a translation of all legislative texts and regulations into Ukrainian language), basic textbooks and legal comments should only be made available in the library after the completion of the reformation process.

2.3.4 Business & Economics

The study programmes in Business and Economics form one of the main pillars of ANU's institutional profile. In detail, this chapter refers to the following Bachelor's and Master's programmes:

- *Economic Cybernetics (Bachelor/Master)*
- *International Economics (Bachelor/Master)*
- *Enterprise Economics (Bachelor/Master)*
- *Finance and Credit (Bachelor/Master)*
- *Accounting and Auditing (Bachelor/Master)*
- *Marketing (Bachelor/Master)*
- *Management (Bachelor)*
- *Management and Administration (Master)*

The number of enrolled students varies strongly between the departments, at least as far as the Bachelor level is concerned: here, numbers range from around 30 students (Economic Cybernetics) to 200 enrollees in International Economy, which is also the only discipline in which all courses are offered both in the native language and in English.

Hence, the majority of ANU's incoming international students are enrolled in these programmes.

The central goal of all programmes is to prepare students for careers in different departments and working areas of (mostly small or medium-sized) business enterprises, banks, insurance companies or ministries. Depending on their chosen field, graduates may fulfil tasks in general strategic management, financial accounting, marketing etc.

At Bachelor level, students acquire a broad theoretical knowledge base as well as fundamental professional skills in economics and management, whereas in-depth knowledge and competences in the chosen core discipline are mainly imparted at Master's level. In the Master's programmes, scientific research also gains more weight in comparison to the undergraduate level.

In addition, all students are to acquire a set of generic skills as e.g. self-management or the capacity for working in teams.

Experts' Assessment

The experts have gained a positive general impression of the Business and Economics programmes referred to in this chapter. Based on all information provided orally and in written form, the experts are convinced that the students are enabled to achieve the intended learning outcomes.

Nevertheless, there are also a few aspects regarding the design of the programmes at which the experts take a critical view. For instance, the different parts of the curriculum do not always appear to be linked to each other in a plausible way. Even though undergraduate students receive a very solid knowledge base in quantitative methods and theories, they do not seem to get a chance to apply this knowledge continuously throughout the course of their studies. In other words, students are brought to a relatively high level in quantitative methods at an early stage, but seem to experience this as an end in itself, with no apparent connection to the application-oriented parts of the programme. The same seems to be true for foreign language acquisition.

Furthermore, the experts recommend introducing courses on quantitative methods into the curriculum at Master's level. At present, Master's students do not seem to be able to increase their competences in this field in comparison to the undergraduate level.

Moreover, courses on scientific research methods should be mandatory for all Master's students. Such courses do already exist, but belong to the elective part of the curricula.

With regard to the Master's programme in Management and Administration, the experts recommend giving more weight to the topic of project management, which according to the programme description is supposed to be the prime focus of the programme.

The experts would like to make the following additional remarks with special reference to the Marketing programmes:

When comparing the structure and contents of the Bachelor's and the Master's programme, the latter appears more convincing to the experts. In particular, the field of Cost Accounting/Management Accounting seems to be underrepresented at Bachelor's level, which the experts regard as problematic with a view to the employability of graduates and the general alignment of the programme with international standards. Hence, they recommend introducing more courses on this topic into the programme.

The experts would also like to encourage the university to use the Marketing programmes as a special "flagship" of internationalisation, as this subject discipline appears particularly suitable for the integration of international elements.

Finally, the experts kindly ask the university to clarify which specific statistics and/or econometrics software is used in the Economics programmes. During the site visit, it did not become entirely transparent whether students get a chance to work with state-of-the-art applications.

2.3.5 Commodity Analysis and Trade (Bachelor/Master); Commodity Analysis and Expertise in Customs (Master)

The three study programmes in the field of Commodity Analysis are, in terms of student numbers, among the most popular ones at ANU.

The programmes provide a combination of Business and Economics courses on the one hand and courses in the natural sciences (Biology, Biochemistry, Material Sciences, Physics) on the other hand. First and foremost, students are enabled to determine the quality of different food and non-food products based on scientific methods, either as quality managers for business enterprises and trading companies or in the service of customs authorities.

Based on the self-report alone, the experts found it difficult to comprehend the exact programme objectives and the logic of the curricula. However, in the course of the site visit, which also included a tour of the laboratories, they gained an increasingly clear idea of the graduates' qualification profile and of the job opportunities open to them.

The expert panel has come to the overall conclusion that the programme concepts are plausible, and the employability of graduates seems to be given. It should be stressed, however, that due to their high degree of specialisation, the graduates' prospects lie mainly on the regional and national market, rather than abroad. In this sense, the programmes are not very strongly related to the overall institutional strategy of producing professionals with an international profile, even though the programme concepts make sense in themselves.

2.3.6 Business Administration (MBA)

Unlike the other Business and Economics programmes discussed above, the Master of Business Administration is a programme directed at professionals seeking further qualification. Classes are offered in the evenings and at weekends. The two-year programme covers a relatively broad spectrum of management-related topics, rather than focusing on special

aspects. The programme is run by the International Business School (IBS) at ANU which is specialised on the field of continuing education and advanced professional training. Still, as a general rule, the courses are taught by the professors and lecturers of the ANU departments.

From the experts' point of view, the MBA programme is well geared to the special requirements of its clientele. By and large, the curriculum is in line with what is typically expected of an MBA programme, although the experts would recommend introducing additional courses on Management Accounting.

Moreover, the experts recommend a thorough reconsideration of the forms of assessment: essays and oral presentations play a relatively important role, at the cost of written exams or other forms of knowledge-based assessment. In this context, the experts also recommend avoiding multiple choice tests, as they do not regard them as an adequate means of assessment at MBA level.

2.3.7 Management of Educational Institutions (Master)

The Master's programme in Management of Educational Institutions aims at providing specific training for professionals who wish to take over leading management positions at schools, universities or other types of education institutions.

The curriculum provides knowledge and skills in relevant fields of management, as e.g. human resource management, organisational theories, financial management, strategic management etc. Another large part of the curriculum is dedicated to psychological and pedagogical topics, or to specific topics at the interface of all three disciplines.

From the experts' point of view, the study programme is well-structured and fully lives up to general academic and professional standards. Across the curriculum, a good balance between managerial and psychological/pedagogical contents has been achieved, allowing students to get thoroughly prepared for their future professional tasks.

The experts recommend including a more transparent and precise description of the programme's target group and of the entry requirements into the published descriptions of the study programme. Prior to the on-site talks, it had not become sufficiently clear that as a general rule, all applicants must possess a professional background in teaching and education (which the experts regard as a necessary prerequisite for enrolment in this highly specialised programme).

3. Summary of the Experts' Findings and Impressions

Based on the self-report and the on-site talks in Dnipropetrovs'k, the experts have gained a positive overall impression of Alfred Nobel University and its portfolio of study programmes.

First and foremost, it should be highlighted that the university is very successful in fulfilling its prime educational mission: the graduates' employment rates are the best proof that ANU students get equipped with all the qualifications and support structures they need to start successful careers even in economically difficult times. This achievement is not to be underestimated.

Moreover, the experts were impressed by the great lengths that ANU goes to in order to further promote internationalisation at all levels and to introduce European standards in teaching and learning. Even though traces of pre-Bologna times are still recognisable in the structure and contents of the programmes, great commitment has been demonstrated to the pivotal goals of the Bologna reform (creating a common system of compatible and comparable qualifications and study programmes, creating a European credit transfer system, increasing and facilitating mobility for staff and students).

The shift from input-driven teaching to an outcome-oriented, learner-centred didactic approach has not yet been quite completed at ANU, but the first important steps have already been taken, starting with the formulation of programme objectives and intended learning outcomes based on the common European reference documents and qualifications frameworks.

The university has developed an elaborate system of quality assurance in teaching and learning that takes into account all central aspects laid out in Part 1 of the ESG, as well as the recommendations of the ECTS Users' Guide. However, in order to fully meet the ZEvA quality criteria, a few tasks are still to complete, especially regarding the transparency of the course catalogues and the creation of regulations for credit transfer and recognition.

III. Appendix

1. University's Response to the Expert Report

Introductory provisions.

Alfred Nobel University's administration and teaching staff highly appreciate the thorough examination by the expert panel of the activities of ANU, the structure and design of the study programmes, the contents of the course catalogues as well as conditions for admission and selection of applicants/students. The expert report was thoroughly discussed at a meeting of the administration (Rectorate) and meetings of the departments. Undoubtedly, the experts' recommendations are very useful and will be fully taken into account in the further development of the University and its study programmes.

The experts have given a completely accurate description of all aspects of the University's activities and study programmes. There is only one inaccuracy in p. 1.3 of the Expert Report concerning the internal certification procedure for teaching faculty. We have to remark that absolutely all teaching staff employed on a permanent and non-permanent basis go through an internal certification procedure every three years in order to test their efficiency and level of success in teaching and research.

The answers to the experts' comments and observations as well as suggested solutions to the identified problems and deficiencies are given below consistently in accordance with the sections of the report.

1. General Aspects.

1.1. Mission and Profile of the University

Over the period from 2013 to 2015 the University was operating on the basis of the Strategy for the Development of the University for 2013-2015 approved by the Academic Council on December 20, 2012. It should be mentioned that it was the first experience of the University regarding the development of a strategic plan of actions. This experience along with the ZEvA experts' recommendations and remarks concerning the content of the University's strategic plan will be taken into consideration while elaborating the complex document, namely a long-term Strategy of the University to the year 2030, which is under development at present. A strong focus on internationalization is the key feature of this Strategy.

Thus, in the order No 63-A as of April 21, 2016 "On Review of the Strategy for the Development of Alfred Nobel University" the structure of the Strategy for the development of the University was determined as follows:

III Appendix

1 University's Response to the Expert Report

1. Reconsider the mission statement.
2. On the basis of the mission statement, set the general strategic goal for the development of the University as well as the objectives of each field which have to meet the mandatory requirements such as:
 - assigned tasks (breakdown of the goals),
 - concreteness of the components,
 - measurability.

There have been created task groups within the University that develop strategic plans of the University in the educational, academic and international fields as well as those fields directed towards business education and consulting services, training of the highly qualified personnel, construction of modern infrastructure and quality assurance.

The Strategy for the Development of the University to the year 2030 is going to include clearly defined strategic goals, the ways and terms of their achievement. It is also going to contain the performance indicators due to which it will be possible to analyze the execution of the strategic plan of development as a whole and the particular stages of its implementation. It has been planned to approve the new Strategy for the Development of Alfred Nobel University by the end of June 2016.

1.2. Internationalization and Student Mobility

ANU is planning to develop internationalization and mobility of the students and the teaching staff. The existing quality assurance system within the University includes the process of harmonization of the ANU curricula with those of foreign partner Universities and improvement of methods of teaching and learning in accordance with the European approaches. The implemented actions are based on the recommendations of the TUNNING project, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), etc.

Over the period from April to May 2016, in addition to the existing contracts, agreements on the double degree programmes with Wyższa Szkoła Humanitas University, Sosnowiec (Poland) and WSB-NLU, Nowy Sącz (Poland) were concluded, which will promote an increase in the level of the University's student mobility, the level of internationalization of the University and recognition of the awarded degrees. From next academic year it is planned to launch two English-language Bachelor's programmes in Finance and Credit and International Marketing as well as the Master's programme in Finance and Credit. Besides that, the students are going to be offered a wide range of elective courses in English.

The teaching staff of ANU have been taking courses in the English language for three years so far. For the next academic year the University plans to arrange an English course for around 25-30 members of the teaching faculty, lecturing on Economics, Business and other disciplines. As well as this, we are planning to further invite lecturers from abroad, in particu-

III Appendix

1 University's Response to the Expert Report

lar, from Brandenburg University of Applied Sciences (Germany), which is an ANU partner in the agreement on international mobility under the DAAD programme.

The International Office monitors information on potential programmes of student international mobility such as Erasmus+ and duly informs students about scholarships and grants for student exchange programmes through various communication channels. This information is immediately shared with the departments, the Marketing Office and the Student Council. Besides, information on the opportunities of international mobility is regularly posted and updated on the University website and in the Information Offices within the University, which are accessible to students throughout the academic year. The **Center of European Projects** was founded in ANU in May 2016. Its priority tasks are attracting additional financial and organizational resources for student and staff mobility. The Center of European Projects uses all the communication channels the University has, including online communication, for timely dissemination of information on student mobility programmes, internships, scholarships, etc.

Co-operation with business enterprises is of central importance for the University's educational mission. The students have a chance to win scholarships for their internships at leading manufacturing enterprises in Germany within the framework of 'Internship Programme of German Business for Ukraine'. This Programme is planned to be widely promoted at ANU by its representative bodies from the 2016/2017 academic year. The University Career Centre has since May 2016 offered students internships at international companies via social networks such as Facebook and others. To forge closer cooperative relationships with companies whose activities reach beyond the Ukrainian market, the International Office works in close cooperation with the departments, the Marketing Department, the Centre of European Projects and is planning to launch a project on developing a database of partner contacts with businesses and other bodies involved in international commercial and non-profit activities, aiming at providing students with opportunities for vocational training, internships, etc. This project assumes the possibility of online access to the database, along with broad scale informing of students and alumni through social networks and the University website.

Regarding the recognition of qualifications acquired outside ANU (as e.g. at other universities or abroad), the relevant rules and procedures are described in the newly created Regulations on the Organization of Educational Process approved at the meeting of the Academic Council No 4 of 26 May 2016.

Provisions 3.2.3 of the given Regulations indicate that "Higher education applicants or students participating in international mobility programmes or a partially implemented curriculum in another university (higher educational institution) in Ukraine or abroad are eligible to have their courses recognised. In cases of international distant academic mobility or a partially implemented curriculum in another domestic or foreign university the applicant is granted the number of credits indicated in the given document (certificate of studies or credit book) of courses which comply with the curriculum of his study programme. The decision on recogni-

III Appendix

1 University's Response to the Expert Report

tion is taken by Head of the department on the basis of the Certificate of studies or credit book issued by another domestic or foreign university, and the student's application for recognition.

In case the methods of credits granted differ significantly between ANU and a foreign university (or on-line education), the amount of total study work done is taken into consideration. If the course titles differ significantly, the content and learning outcomes may be compared. For this purpose, a commission which takes the final decision is formed at the order of the University's President (Rector)."

1.3. Teaching Faculty

The experts' remark on the excessive number of courses per lecturer has already been taken into account in the development of new educational programmes, and from the 2016/2017 academic year the number of courses per lecturer will not exceed five per year.

We agree that the advertising of teaching faculty vacancies can actually be more diverse and not be limited to the local and even national media. The University is gradually expanding advertising vacancies on the national platform and attracting leading professors from other cities and regions of Ukraine. This experience will continue to evolve. As for the foreign faculty, in the near future ANU plans not to invite them onto the staff (full time or part time), but increase the number of foreign guest lecturers for the mobility programmes with the partner universities. This is due to the large difference in salary levels between Ukraine and abroad (in Europe etc), as well as the peculiarities of Ukrainian legislation, which greatly complicates the employment of foreigners by universities.

At the same time, foreign teachers (English native speakers) work at ANU, in particular in the Department of Philology and Translation and the Department of Applied Linguistics. This experience has been found to be very useful for the training of translators. It will continue and gradually be introduced in other departments.

The University accepts the expert advice on the further development of the teaching faculty. In the current academic year all lecturers have been involved in professional seminars and training. In the next academic year a series of workshops for young teachers and the training seminar cycle "Innovative methods of teaching" will continue.

The recommendation on the need to supply the departments with a budget to participate in conferences is absolutely correct and will be made through the Centre for European Projects newly created at the University by targeted grants for teachers.

1.4 Learning Environment and Student Support System

We agree that the need to make greater use of providing students with textbooks in foreign languages is essential. When expanding English-language programmes and courses the need for such literature and in its actualization will exist constantly. Textbooks on Psychology in English are available for the students to work with in the study room of the Department of

III Appendix

1 University's Response to the Expert Report

Psychology and Pedagogy. Their number will be increased in the next academic year, in particular for the master's degree programmes.

The issues of how to supply the students with new textbooks, develop criteria for selecting and purchasing new publications and best strategic use of the opportunities provided by online libraries were considered at the Rector's meeting on 24 May 2016. According to the results of the meeting the following decisions were taken:

1. Collect information on websites which allow free full-text documents to be obtained and placed on the University website "Library".
2. Create the section "Textbooks on CD» in the electronic catalogue.
3. Create an electronic bibliography "Papers of ANU researchers".

Exceptionally gifted students may be exempt from tuition fees. We fully agree that this principle of promoting excellence should be further advanced and extended.

This year a number of social initiatives that will allow the University to attract and support talented students have been introduced.

- One full-time student from each programme who has a high rating score according to the results of external independent assessment (EIA) and submits the original documents before 15.00 August 7, 2016 and confirms his/her eligibility for the benefit by excellence in studies is exempt from payment for the entire study period;
- Full-time students who received 95-100% of the maximum possible result of EIA and are winners of Ukrainian Contests and Competitions included in the list of the Ministry of Education of Ukraine are exempt from payment for the entire study period;
- Full-time students of the first year of study who were awarded a gold or silver medal for academic excellence are exempt from payment in the first semester, and in the case of excellent achievements after the winter examination session are exempt from payment in the second semester too;
- Full-time students of the first year of study who received 90-100% of the maximum possible result of EIA are exempt from payment in the first semester.

Gifted students receive scholarships of the University Academic Council, Presidential Foundation "Ukraine" by Leonid Kuchma. From the 2016-2017 academic year students will receive grant support from international non-governmental organizations: the International Charitable Fund "Alfred Nobel Planet" and the Jewish youth organization "Shiurey Torah Lubavitch."

1.5. Methods of Teaching and Student Assessment

As regards student assessment, we would like to draw the experts' attention to the fact that during the period from April 2016 to May 2016 these issues were improved with a view to control and feedback from students about the transparency and availability of the intended learning outcomes for the courses, types of the assignments and criteria of their assessment.

III Appendix

1 University's Response to the Expert Report

These issues were discussed at the Rectorate meeting on April 12, 2016 and according to the results of the discussion the following decisions were taken:

- To introduce the procedure of informing students in the first classroom hour not only about the assessment system for particular courses, but also about the assignments which are to be fulfilled when studying the courses, requirements and assessment criteria for these assignments.
- The Didactics Department is to include in the questionnaire "Teacher through the students' eyes" regarding students' satisfaction with the learning process a question about the students' awareness of the assessment system and assignments, the requirements and assessment criteria for these assignments.
- Include into the questionnaire "Teacher through the students' eyes" the following clause "At the beginning of delivering the course a teacher has informed the students about the assessment criteria, assignments and the requirements for these assignments (if the teacher has informed them, a student should mark "+", if not, the student should mark "-)".

We fulfilled the recommendation of the experts for an appeals procedure on the results of exams. The appeals procedure is described in the p. 2.4.1 of the Regulation on Organization of Educational Process approved at the meeting of the Academic Council №4 of May 26, 2016 available on the University website.

A student has the right to appeal against the results of the final assessment. A student should submit an application in the name of the Vice rector for Quality Assurance in Higher Education within three working days after the date of announcement of the results. The application should include the evidence regarding the incorrect exam questions or the incorrect answers required for them, or the evidence that the exam assignments fall beyond the scope of the programme, or the evidence that a teacher has violated the procedure of assessment or has not followed the methods of issuing grades approved by the University. The appeal is considered only in the presence of the student concerned within three working days of the date of submission of the appeal by the special commission formed for this purpose. The commission consists of the following members: the teacher who administered the final assessment and at least two other teachers who are appointed by the head of the relevant department. The members of the commission consider the student's final paper or the results of testing with a view to compliance with the existing requirements for assessment of this type of assignment and for the study programme. Then the members make a collective decision.

If a student fails to appear at the meeting of the commission without documentary confirmation of a justifiable reason for absence, the appeal is rejected without consideration and the already issued grade is approved. Depending on the result of the appeal, the already issued grade may be preserved, or may be changed both upward and downward.

The observations and recommendations of the expert panel on the need to improve the course descriptions and course catalogues are absolutely reasonable. It will be taken into account by the Didactics Department. Deficiencies in the course descriptions can be ex-

III Appendix

1 University's Response to the Expert Report

plained to a large extent by the lack of the necessary experience in the writing of such descriptions in accordance with international requirements. During the 2016-2017 academic year all departments are going to improve the description of courses, particularly the description of appropriate teaching methods and forms of assessment applied in each course and to bring them into line with each other and with intended learning outcomes. This will allow us to make forms of assessment more transparent. The practice of providing students with an individual set of exam questions will be extended and implemented into a wide range of programmes. In accordance with the expert recommendation, the individual complex examination assignments were developed by teachers before summer examination session in May 2016. Such examination assignments include a set of elements such as: tests, open questions/essays, analytical and computational tasks or/and situations (cases). The structure of examination assignments may differ for different courses. Each examination assignment has a transparent assessment system.

We are going to revise the course catalogues taking into account the recommendations of the expert panel during the 2016/2017 academic year. All the course catalogues will also be available for students in Ukrainian.

1.6. Quality Assurance.

We recognize the importance of the feedback from students, in particular, the feedback regarding discussion of the results of the course evaluation. For initiating the feedback and making such discussion more meaningful and effective, the results of course evaluation / results of the questionnaire "Teacher through the students' eyes" will be available at the website since September 2016.

The concept for the systematic monitoring and revision of student workload is already in development. We plan to complete and to implement this concept in the 2016/2017 academic year. The finished concept will be submitted to the agency.

1.7. Transparency and Publicity of Information.

As regards the statement of the experts about the availability of the course catalogues in the native language, it should be noted that the information about the courses is available in Ukrainian in the MOODLE learning content. To improve transparency and access to information the course catalogues in Ukrainian will be available for students at the website since spring semester 2016/2017 academic year.

As regards the recommendation for transparency of the procedures and criteria for the selection and admission of students, it should be noted that all this information is given in the ANU Admission Regulations, as well as in the Guidelines for Enrollment Tests. The above mentioned documents are posted on the University's website.

Since May 2016 we have developed and implemented a special website for prospective students (abit.duan.edu) in order to give them more information about the procedure for application submission, admission requirements for particular programmes, as well as other interesting information for prospective students. It is available in Ukrainian. The English version of this website for prospective foreign students is already in development as well.

2. Assessment of the Study Programmes

2.1 Structure and Design of the Study Programmes: General Aspects

As mentioned in p. 1.5, we fully agree with the comments and recommendations of expert panel on the need to improve the descriptions of courses, especially regarding the methods of teaching and assessment, and also revise course catalogues to make clear the curricular structures.

We recognize the importance of the practical training phases (internships) as they are integral and fully credited parts of the curricula. We will formulate intended learning outcomes for the internships and include them into the course catalogues. We are going to revise the course catalogues taking into account the recommendations of the expert panel during the 2016/2017 academic year. All the course catalogues will also be available for students in Ukrainian.

Also we recognize the importance of providing the applicants with more extensive information on the application procedure, the entrance requirements for the individual programmes etc. on the university web- site. As mentioned in p. 1.7, since May 2016 we have developed and implemented a special website for applicants (abit.duan.edu) in order to give them more information about the procedure for application submission, admission requirements for particular programmes, as well as other interesting information for prospective students.

2.2 Objectives and Intended Learning Outcomes

We are going to develop the competence-based approach for appropriate formulation of programmes' objectives and intended learning outcomes as well for improving the methods of teaching and assessment. To this end, the University has formed working groups composed of teachers, employers, alumni and students. The purpose of these groups is to conduct permanent monitoring of the labour market requirements in order to bring the general and professional competencies for each programme in line with such requirements.

2.3 Assessment of the Programmes

Until recently, the University's flexibility and autonomy regarding formation of curricula and contents of courses were significantly restricted by the out-of-date state standards of higher education. According to the new Law "On higher education" adopted 2014 and the principle of the university autonomy, the University has obtained a considerable autonomy in formation of curricula and contents of the courses. At present Ukraine is witnessing the creation of new competency based higher education standards. Its purpose is to bring the Ukrainian higher education system closer to European standards. The introduction of this new approach will enable the University to fulfill the recommendations of the expert panel to the greatest possible extent when improving the curricula of the study programmes and when organizing the study process at ANU.

2.3.1 Philology (Bachelor/Master)

The Bachelor's and Master's study programmes in Philology with specialization in Translation Studies really develop both translating and interpreting skills. It is true that at Master's level the focus of the programme is narrower than at Bachelor's level. But there is no evident emphasis on translating rather than interpreting. 18 ECTS credits are divided equally between two separate component parts of the comprehensive course (module) Practice of Translation and Interpreting. These parts (course units) are the following: Practice of Translation and Practice of Interpreting. Two lecturers are in charge of these courses. A year ago the courses named above existed separately in the Masters' study programme curriculum. We would like to divide them again in the curriculum next academic year.

The experts' recommendation for further improvement of the training process is undoubtedly useful. We will introduce the course on note-taking techniques for consecutive interpreting before the beginning of the Interpreting course for Bachelors in their third year of study. During the Interpreting classes the ANU lecturer in charge provides the elements of note-taking techniques for Bachelors. There are text-books on note-taking techniques for consecutive interpreting in the library. The idea that this course may be taught by visiting lecturers is quite attractive and we will certainly realize it.

As to the appropriate technical equipment for teaching simultaneous interpreting, we have already discussed it with ANU administration. Such a direction in training future interpreters and translators is considered really promising even despite the fact of the non-explicit educational goal of the programme. The next step to improve the training process and to make the study programmes "Philology" with specialization in Translation Studies more attractive for students will be connected with the focus on this particular type of training. So the point of acquiring a mobile interpreter's booth will be included into the budget plan of the University. We have even considered the market offers for such equipment and discussed some types of full-size Audipack Silent Series booths which meet the highest ISO standards and requirements. Acquiring a mobile booth would be a relatively easy way to give the opportunity

for the students to apply their interpreting skills in real-life situations, in particular during the international events held in Dnipropetrovs'k and during the Nobel Congress hosted by ANU on a biannual basis.

2.3.2. Psychology (Bachelor/Master)

The study programme “Bachelor in Psychology” is really aimed at training of professionals who are able to perform various professional tasks. As the graduates are to work as psychologists at secondary schools and pre-school institutions, they are to know the basics of pedagogy and pedagogical psychology. These courses make up 6 ECTS credits in the study programme curriculum. The above- mentioned courses were introduced into the Bachelor programme precisely for the purpose of mastering knowledge and competences for organization of the educational process at educational institutions by students, creating a moral and psychological climate for the teaching staff, overcoming and preventing the development of professional and communicative barriers, professional burnout of teachers and so on. In addition, students can choose for the internship a secondary school or pre-school institution.

As regards the connection between Bachelor and Master programmes, the last one is designed for Bachelors who wish to further develop their knowledge and competencies, as well as for people who have practical experience in various organizations and wish to obtain an additional qualification. The Master's programme in Psychology with specialization in Organizational Consultancy was established in response to the great demand for psychologists from enterprises and commercial organizations. Students obtain the basic knowledge regarding their future activities as organizational psychologists, namely solving psychological problems of organizations, performing group socio-psychological work, psychological analysis of personality and interpersonal relationships in groups, prevention of conflicts, applying effective methods for solving conflicts via negotiations and so on, by studying the following basic courses: “Psychology of Management”, “Engineering Psychology and Labour Psychology”, “Specialized Practicum in Psychology” and the following elective courses: “Practical Psychology: The Basics of Psychological Counseling”, “Motivational Psychology”, “Practical Psychology: Communicative Competence of Psychologist”, “General Psychology: Personal Psychology”, “Social Psychology: Advertising Psychology and PR” and “Practical Psychology: Personal Psychology in Conflict Situations”. When doing practical training / internship the students may choose a public or private enterprise. In order to strengthen the connection between the Bachelor's and Master's programmes, we are going to introduce a basic course “Organizational Psychology” and two elective courses “The Basics of Organizational Counseling” and “Psychological Basics of Business Trainings” into the Master's study programme curriculum from the 2016/2017 academic year.

We agree with the expert opinion on the need to strengthen the training of students in the field of statistical methods. Students master statistical methods during study on the courses “Mathematical Statistics” and “Mathematical Methods in Psychology”. These courses are

III Appendix

1 University's Response to the Expert Report

taught by an expert in Mathematics and Statistics who keeps in touch with teachers of Psychology and professionally forms the content of courses. When studying the courses “Practicum in General Psychology”, “Psychodiagnostics” and “Practical Psychology. Research Basics” as well as when doing course papers the students use , besides Microsoft Excel , the software packs STATISTICA and SPSS. However, we agree that it is advisable to introduce more courses which will enable students to obtain the relevant competences in use of statistical methods in Psychology. In the 2016/2017 academic year the course “Statistical Data Processing in Psychology” will be introduced. It will be taught by the Doctor of Sciences in Psychology, Prof. Ivan Batrachenko, who also holds a degree in mathematics. Focus will be placed on the wide use of modern software packages.

For involvement of more psychologists into the study process, we will recruit another two Candidates of Psychological Sciences in the following academic year. Also we are going to update the list of courses taught by practicing psychologists who are potential employers of our graduates.

2.3.3 Law (Bachelor/Master)

The study programmes Bachelor/Master in Law really do train graduates for working as legal advisers at commercial enterprises, as well as for performing professional duties in state government and administrative bodies. These programmes cover a wide range of areas of law. This is explained by the need for knowledge of various fields of jurisprudence for performing professional tasks. Moreover, we involve practicing experts with the experience in working in the relevant bodies/agencies as guest speakers in delivering specific lectures and conducting workshops on the following courses: Corporate Law, Tax Control and Liability for Tax Violation, Notarial System of Ukraine, Bar Association of Ukraine, Criminal Law, Court and Law-Enforcement Agencies. This enables students to translate their theoretical knowledge into practice.

The experts recommend introducing into the Master programme an elective course on Comparative Law, which along with the course on the Fundamentals of European Law should be offered in English. Taking into account these recommendations , the elective course on Comparative Law will be introduced into the Master programme curriculum in 2016-2017 academic year. Also from 2016-2017 we are going to gradually switch over to the course on the Fundamentals of European Law offered in English, as legal terminology is very specific and requires advanced knowledge of professional English in legal usage.

At present, Ukrainian legislation is constantly changing due to the reform of various state authorities, which makes it impossible to replenish the library with basic textbooks and legal contents which could be constantly used without any worry that they will become out-of-date. After the completion of this reform process we will make the modern legal literature available in the required quantity in the library.

2.3.4 Business and Economics

ANU has a broad experience in implementing Bachelor's and Master's programmes in the field of Business and Economics. These programmes have been offered by the University for more than 10 years (except for the Master's programme "Management of Educational Institutions" introduced in 2013). The curricula of the programmes are being constantly improved according to the requirements of students and employers. This allows ANU to ensure the high competitiveness of its graduates in the labour market. The introduction of the competency based approach will enable us to fulfill the recommendations of the expert panel to the greatest possible extent when improving the curricula of the study programmes in Business and Economics and when organizing the study process within these programmes.

As regards employment of quantitative methods and theories throughout the whole curriculum, we would like to draw the experts' attention to the following. Quantitative methods and mathematical models are used within all Bachelor's study programmes in the field of Business and Economics in the courses "Microeconomics" and "Macroeconomics" (optimization models, market equilibrium models); within all Master's study programmes in the course "Financial Management" (method most/least squares in determining a company's cost expenses); within the programme Bachelor in International Economics in such courses as "International Economics" (Equilibrium Models on Exchange Market, Macroeconomic Equilibrium Models in Open Economy), "International Trade", "International Economic Activity of Ukraine (regression analysis, models of economic growth, including the Barro model, Cobb-Douglas production function and its modifications etc.); within the programme Bachelor in Marketing in the following courses: "Sales Management", "Economic Mechanism of Marketing (correlation and regression analysis, sales volume forecasting and others)"; within the Bachelor's and Master's programmes "Finance and Credit" in the following courses: "Investment", "Financial Market", "Corporate Finance", "Insurance Management" (index method, correlation and regression analysis, method most/least squares, evaluating the effectiveness of financial investment portfolio management, dividend discount model etc); within the programmes "Accounting and Auditing" in the following courses: "Business Analysis" (method of differential calculus, integral method), "Management Accounting" (chain substitutions method, regression analysis, statistical hypothesis testing, the model of the integrated reporting formation), "Financial Analysis" (sensitivity analysis, matrix method, extrapolation analysis) and so on. The students use statistical methods and econometric models when doing their Master's theses (optimization models, forecasting). Teachers widely use mathematical methods and models when delivering fundamental and profession-oriented courses within the Bachelor and Master programmes "Economic Cybernetics", according to the curricula and course catalogues of these programmes.

However, we recognize the insufficient use of quantitative methods and theories in delivering profession-oriented courses, primarily in the Master's study programmes in Business and

III Appendix

1 University's Response to the Expert Report

Economics. The need for using these methods and theories in a wider manner throughout the whole curriculum was discussed at the meeting of the Rector (President) with the Vice Rector for Quality Assurance, the Head of the Didactics Department and the Heads of departments in May 2016. The working group headed by Prof. Serhiy Vakarchuk, Head of the Department of Economic Cybernetics and Mathematical Methods in Economics, was created in order to introduce quantitative methods into delivery of the wide range of profession-oriented courses within the programmes in Business and Economics starting from the following academic year. From 2016/2017 the curricula of the Master's programmes in Business and Economics will include such elective courses as "Quantitative Methods in Economics" and "Economic Forecasting". Econometric and mathematical modeling are intended to be used in Master's theses in a wider manner. The course "Methodology and Organization of Research" will be included in the curricula as a compulsory one.

The University pursues a policy of constant strengthening the role of foreign languages in the professional training and research activities of students. The students of all study programmes in the field of Economics and Management defend their projects, do their competition works, deliver their reports at research conferences and publish their abstracts in the proceedings of international conferences, as well as defend their Master's theses in English. At present we are developing measures for more active introduction of these types of work into the study process and involving a large number of students in it. From the 2016/2017 academic year we will offer elective profession-oriented courses in English to the students of study programmes in the field of Economics and Business. We are also developing the following new English-language programmes: the programme Bachelor in Marketing (with the focus on International Marketing), Bachelor and Master programmes "Finance and Credit". These programmes will be offered to students in the following academic year.

At present we are considering the expediency of focusing the programme Master in Management and Administration on the field of Project Management. The final decision will be taken after approval of the Higher Education Standards. The list of the elective courses determining the focus of the programme will be updated, depending on the decision taken.

The structure and the contents of the programme Bachelor in Marketing will be improved according to the new Higher Education Standards and the experts' recommendations. From the 2016/2017 academic year the number of credit points for studying the course "Accounting" will be increased. It will make it possible to introduce specific units devoted to management accounting in this course. The elective course "Management Accounting" will be proposed as well.

The study programmes in Marketing are really included in the list of the leading programmes in the field of internationalization. At present we are developing an English-language Bachelor programme with the focus on International Marketing. In the 2016/2017 academic year the teachers of the International Marketing Department will offer elective courses in Marketing delivered in English to the students of all programmes in Economics and Business. The

double degree programme Bachelor in Marketing Management in cooperation with the Cyprus Institute of Marketing will start next academic year.

Within the study programmes in Business and Economics we use the software for statistics and/or econometrics, including such software as "STATISTICA" and "MATHCAD". However, we agree with the opinion of the experts that this software is not sufficiently used in the study process. This software is intended to be installed along with the freeware pack "R" for statistics in the IT rooms in the amount sufficient to assure delivering fundamental and profession-oriented courses within the programmes in Business and Economics.

2.3.5 Commodity Analysis and Trade (Bachelor/Master); Commodity Analysis and Commercial Activities (Master)

We fully recognize the truth of the experts' opinion on the need for a clear statement of the objectives of these programmes. The logic of the curricula is largely determined by outdated national standards for higher education. All these comments and the experts' recommendations will be taken into account when updating curricula after the approval of the new Standards for Higher Education.

The above-mentioned programmes are aimed at training specialists for both domestic (local and national) and international labour markets. The graduates work abroad as business owners and employees in the field of trade and services. Taking into account the conditions of globalization, the courses included into the Bachelor's and Master's programmes' curricula combine the domestic and international aspects and peculiarities of prospective professionals' activity. Thus, within the Bachelor programme the course "Commodity Analysis" is aimed at studying peculiarities of the expertise in imported goods (food and non-food products); "Sensory Analysis" is aimed at mastering the skills of using the organoleptic methods for testing the quality of foreign products; "Category Management" is aimed at studying product portfolio which also includes imported goods; "Foreign Economic Activity". The Master's programme includes the following courses with a strong focus on internationalization: "International Trade"; "International Technical Regulation"; "International Law"; "Customs in Foreign Countries". The course "Commodity Expertise" is aimed at studying the basics of commodity analysis of foreign products; the course "Quality Management" is aimed at studying the peculiarities of using ISO in Ukraine and foreign countries. These studies are aimed at developing the skills of commodity analysis enabling the graduates to adapt to specifics of trade and services of every country all over the globe.

However, it should be recognized that the internationalization aspects are insufficiently reflected in the intended learning outcomes. The ILOs will be revised in the 2016/2017 academic year.

To enhance internationalization according to the University's strategy, a strong focus on internationalization will be strengthened throughout the whole curricula.

2.3.6 Management (MBA)

The MBA (Master in Business Administration) programme is really focused on professionals striving for growth and self-development. The target audience of this programme are top and medium-level managers, business managers and owners, professionals striving for career development or set up their own business. The main goal of the programme is forming a systemic approach to business process management at a company in a rapidly changing competitive environment. The programme includes the following groups of courses which facilitate formation of this systemic approach: Economics, Legal Science, Marketing, Management and Finance. The issues of organization of management accounting in business are studied within the framework of such courses as “Financial Management” and “Economics of Business”. For your information, we introduced elective courses aimed at developing soft-skills (taking into account higher education reform in Ukraine) into the MBA programme.

In order to achieve the desired goals and tasks of the courses offered by MBA programme, we involve both lectures of ANU with practical experience in business and visiting experts from leading Ukrainian and international companies, who give classes on specific topics within the framework of specific courses.

The forms of assessing the learning outcomes of students of the MBA program are aimed at assessing the ability to put the obtained knowledge into practice rather than at assessment of mastery of the theoretical part of the course. In this regard, we often have the students write essays and prepare projects focused on practice and which enable us to assess the skills they have obtained along with testing. Following the recommendations of the experts, from the 2016/2017 academic year the use of tests will be restricted by the learning goals. These tests are used only for self-assessment of the knowledge of learners, but not used in summative assessment of knowledge.

In the Business School great importance is placed on net-working. The graduates and learners of the MBA programmes consider the Business School as a ground for establishing business contacts and seeking for partners in order to implement new projects.

One of the tendencies of strategic development of the MBA programme of the International Business School at ANU for 2016-2020 is a transition from the programme “General MBA” to specialized programmes with a narrower focus, for example, MBA in Marketing, MBA in Finance, MBA in Hospitality.

2.3.7 Management of educational institutions (Master)

The Master's programme “Management of Educational Institutions” is really highly specialized. It is designed for professionals (Bachelors and Masters) who have experience of work-

III Appendix

1 University's Response to the Expert Report

ing at educational institutions (secondary educational institutions, higher educational institutions and pre-school institutions) or at educational centers and education management departments etc. In accordance with the experts' recommendations, from 2016 all applicants will be required to possess a professional background in teaching and education. This requirement is clearly determined in the ANU Admission Rules for the Master's programme "Management of Educational Institutions". Apart from the entrance exam in foreign language, the applicants will have to pass a professional exam as well.