SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME
INTERNATIONAL ECONOMIC RELATIONS
(Bachelor's degree)

COURSE CATALOGUE

2025-2026 academic year

Dnipro 2026

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MANDATORY COURSES

UKRAINIAN IDENTITY: HISTORY AND CULTURE				
The course aims to provide students with a systematic understanding of general information about history and culture of Ukraine.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 / 14 weeks	3 / mandatory	Ruslan Kliuchnyk PhD, Associate Professor; Yana Halkina, PhD, Associate Professor	90 h. (16 h. lectures, 14 h. seminars/practical, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, values, traditions, historical and cultural factors, and contemporary features that shape Ukrainian national identity.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations	Participation in discussion, presentations (CAS)
2) compare Ukrainian cultural values, traditions, and communication practices with those of other cultures, identifying similarities and differences relevant to intercultural communication.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations	Participation in discussion, presentations (CAS)
3) analyze and evaluate the role of Ukrainian culture and national identity in Ukraine's international communication, international economic relations, and global cultural presence.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations	Participation in discussion, presentations (CAS)
4) apply principles of intercultural communication and business etiquette when interacting with representatives of different cultural backgrounds in academic and professional contexts, using Ukrainian and foreign languages appropriately.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations	Participation in discussion, presentations (CAS)
5) present and communicate information about Ukrainian culture, identity, and cultural heritage to Ukrainian and international audiences in a clear, respectful, and culturally appropriate manner.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations	Participation in discussion, presentations (CAS)

6) analyze the principles and practices of business protocol and etiquette in international economic relations, considering intercultural differences, and evaluate their appropriateness in different international business situations. Communication at both professional and social levels, in both the state and foreign languages.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
40 points for presentations (20 points for each one);
60 points for discussions
Assessment criteria:
a) individual assignment (presentation)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: Comparatively logical structure in which relevant ideas / concepts are not always reasonably expressed. Work may lack coherence and/or accuracy in places.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. The genesis of civilization in Ukraine
Topic 2. The Kyivan Rus
Topic 3. The Polish and Lithuanian rule. The Cossacks.
Topic 4. The National Liberation War.
Topic 5. The Ruin
Topic 6. Ukraine in the first half of the 18th century
Topic 7. Incorporation of Ukrainian lands into the Russian and the Austrian Empire.
Topic 8. Ukrainian lands in 1861-1921
Topic 9. Ukraine between the two world wars.
Topic 10. Ukraine after the World War II
Topic 11. Independent Ukraine

Literature

Compulsory reading

1. Smolensky, S. N. (Ed.). (2011). *History of Ukraine. Textbook*. Kharkiv. 289 p.

2. Kliuchnyk, R. M. (2019). *Politychnyi analiz. Politychna kryzolohiia: navchalnyi posibnyk* [Political analysis. Political crisis studies: study guide]. Dnipro: Universytet imeni Alfreda Nobelia. 84 p.

3. Subtelny, O. (n.d.). *Ukraine: A History*. Retrieved from: https://diasporiana.org.ua/wp-content/uploads/books/11408/file.pdf

4. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research*, 1(3), 17–28.

5. Kliuchnyk, R. M., & Nevesela, K. O. (2020). Populizm yak suchasnyi polityko-ekonomichnyi fenomen [Populism as a modern political and economic phenomenon]. *Akademichnyi ohliad*, (2(53)), 5–15. https://doi.org/10.32342/2074-5354-2020-2-53-1

6. Encyclopedia of Ukraine. (n.d.). *History of Ukraine*. Retrieved from: http://www.encyclopediaofukraine.com/display.asp?linkpath=pages%5CH%5CI%5CHistoryofUkraine.htm

7. Olszanski, T. (n.d.). *The language issue in Ukraine*. Retrieved from: http://aei.pitt.edu/58393/1/prace_40_en_0.pdf

8. Remediating the past: YouTube and Second World War memory in Ukraine and Russia. (2020). *Memory Studies*. Retrieved from: https://journals.sagepub.com/doi/full/10.1177/1750698017730867

9. OSCE. (2023). *The Russian Federation's ongoing aggression against Ukraine*. Retrieved from: https://www.osce.org/files/f/documents/4/e/546944.pdf

10. Kliuchnyk, R. (2022). Problema politychnoi identychnosti v umovakh suchasnykh kryz ta konfliktiv [The problem of political identity in the conditions of modern crises and conflicts]. *Naukovo-teoretychnyi almanakh Hrani*, 25(4), 5–10. https://doi.org/10.15421/172243

Recommended reading

1. Central Intelligence Agency. (n.d.). The World Factbook [Electronic resource]. Retrieved from: https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top

2. Haraz, I. V. (2024). Funktsii derzhavnoho upravlinnia z rozvytku natsionalnoi innovatsiinoi systemy [Functions of public administration in the development of the national innovation system]. *Naukovi innovatsii ta peredovi tekhnolohii*, (8(36)), 38–48. https://doi.org/10.52058/2786-5274-2024-8(36)-38-48

3. Gannon, M. J., & Pillai, R. K. (2015). *Understanding global cultures: Metaphorical journeys through 34 nations, clusters of nations, continents, and diversity* (6th ed.). Sage Publications. 680 p.

4. Ovcharenko, I., & Semenenko, I. (2022). National identity and economic activity of Ukrainian population: Relationship and differences in the regions. Contemporary Economics, 16(1), 1–15. https://doi.org/10.5709/ce.1897-9254.465

Web-resources

1. Wilson Center [Woodrow Wilson International Center for Scholars]. (n.d.). Ukrainian national identity: The other Ukraine. Retrieved from: https://www.wilsoncenter.org/publication/ukrainian-national-identity-the-other-ukraine

2. Australian Academy of the Humanities. (2023, February). Identity shifts in wartime Ukraine. Retrieved from: https://humanities.org.au/power-of-the-humanities/identity-shifts-wartime-ukraine/

UKRAINIAN IDENTITY: STYLISTICS AND LANGUAGE CULTURE / BUSINESS UKRAINIAN LANGUAGE				
The course aims to develop students' high culture of professional speech within official-business and scientific styles, develop appropriate communicative abilities in the field of professional communication in speech and writing, practice skills for proficiency in different kinds of language activities, study professional terminology as the basis of professional broadcast, master the technique of drafting official documents, and master the spelling and stylistic norms of the modern Ukrainian language for professional communication.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 14 weeks	3 / mandatory	Olena Turchak, PhD, Associate Professor	90 hours (16 h. lectures, 14 h. practical classes, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) communicate fluently on professional matters in the state and foreign languages, both orally and in writing, and competently use economic terminology.			Lectures, tutorials, discussions, workshops on principles and techniques of oral and written text production in the state languages	Written and oral assignments, text creation on a relevant topic (CAS), final test
2) use modern information and communication technologies, as well as general-purpose and specialized software packages.			Lectures, tutorials, role-playing and simulations	Teamwork evaluation, class discussions and peer assessment (CAS)
3) analyze linguistic and stylistic features of professional and business texts, identify common language errors, and justify appropriate ways of improving the clarity, accuracy, and effectiveness of professional communication.			Lectures, tutorials, student reports by individuals	Reports (CAS)
4) create clear, logically structured, and linguistically correct professional and business texts, including business correspondence, applications, official documents, presentations, reports, and other forms of professional communication.			Lectures, tutorials, self-study activity	Class participation and discussions, case study reports (CAS), final test
5) demonstrate effective verbal and written communication skills in Ukrainian, adapting communication strategies and language choices to different professional and intercultural contexts.			Lectures, tutorials, discussions, workshops	Class participation and discussions, case study reports (CAS), final test

Assessment

The final grade is given on a 100-point scale:
10% Participation in the discussion
5% Student reports assessment
10% Practical skills assessment
5% Tests
10% Presentation assessment (oral, multimedia)
60% Mid-term control (multiple choice tests, practical skills assessment)

Assessment criteria:
1. Participation in Discussions – 10 points:
9–10 points: The student actively participates in all discussions, demonstrates an excellent understanding of the course material, and presents well-reasoned, evidence-based arguments.
7–8 points: The student participates in discussions regularly, demonstrates a good understanding of the course material, and makes only minor inaccuracies.
4–6 points: The student participates occasionally, and the responses demonstrate only a basic uderstanding of the material.
1–3 points: Participation is minimal, and the responses contain significant errors.

2. Student Reports Assessment – 5 points
5 points: The report is comprehensive, well-structured, relevant to the topic, and supported by up-to-date sources.
4 points: The report is well prepared, with only minor shortcomings.
2–3 points: The topic is only partially covered, and the report contains errors or formatting deficiencies.
1 point: The report is superficial, and the topic is insufficiently developed.

3. Practical Skills Assessment – 10 points
9–10 points: Practical tasks are completed correctly, and the student demonstrates a high level of practical competence.
7–8 points: Most tasks are completed correctly, with only minor errors.
4–6 points: Tasks are only partially completed correctly, and several significant errors are present.
1–3 points: Practical skills are insufficiently developed.

4. Tests – 5 points
5 points: 90–100% of the answers are correct.
4 points: 75–89% of the answers are correct.
3 points: 60–74% of the answers are correct.
1–2 points: 35–59% of the answers are correct.

5. Presentation Assessment (Oral, Multimedia) – 10 points
9–10 points: The presentation fully meets the requirements, is logical, informative, well-designed, and delivered confidently and convincingly.
7–8 points: The presentation is informative and well prepared, with only minor shortcomings.
4–6 points: The topic is only partially covered, and the presentation contains deficiencies in content, design, or delivery.
3 points: The presentation does not meet most of the required criteria.

6. Mid-term Assessment – 60 points
(Multiple-choice tests and practical skills assessment)
54–60 points: Excellent command of the course material; practical tasks are completed correctly.
42–53 points: Good level of knowledge; only minor errors are made.
24–41 points: Satisfactory level of knowledge, but with significant deficiencies.
1–23 points: Unsatisfactory level of knowledge and practical skills.

Content

Topic 1. Standard language as the basis of business and professional communication. Stylistic differentiation of the Ukrainian literary language

Topic 2. Features of Ukrainian orthography in professional communication and its importance for the correct preparation of official documents

Topic 3. Features of the lexical system of the Ukrainian literary language in professional communication

Topic 4. Ukrainian phraseology and its role in professional communication. Ukrainian lexicography. Word formation in business language

Topic 5. Ukrainian morphology. The role of morphological means in official documents

Topic 6. Syntactic features of professional communication

Topic 7. Features of Ukrainian punctuation in official documents

Topic 8. Features of oral professional communication

Literature

Compulsory reading

1. Plotnytska, I. M. (2026). *Dilova ukrainska mova: navchalnyi posibnyk* [Business Ukrainian language: Study guide]. SBA Print. 260 p.

2. Turchak, O. M. (2017). *Dilova ukrainska mova* [Business Ukrainian language]. UAN. 160p.

Recommended reading

1. Zubkov, M. H. (2023). *Normy y kultura ukrainskoi movy* [Norms and culture of the Ukrainian language]. Vydavnychyi Dim 'Shkola'. 544 p.

2. Babych, N. D. (Ed.). (2014). *Kultura fakhovoho movlennia* [Culture of professional speech]. Knyhy – KhKhI. 526 p.

3. Mozghovyi, V. I. (2008). *Ukrainska mova u profesiinomu spilkuvanni: modulnyi kurs* [Ukrainian language in professional communication: A modular course]. Tsentr navchalnoi literatury. 592 p.

4. Turchak, O. M. (2013). *Ukrainska mova profesiinoho spriamuvannia: Zbirnyk vprav ta zavdan dlia studentiv usikh spetsialnostei* [Professional Ukrainian language: A collection of exercises and tasks for students of all specialties]. DUEP. 96 p.

5. Shevchuk, S. V., & Klymenko, I. V. (2017). *Ukrainska mova za profesiinym spriamuvanniam* [Ukrainian language for professional purposes]. Alerta. 640 p.

Web-resources

1. *Dilova ukrainska mova* [Business Ukrainian language]. (n.d.). Available at: https://www.dut.edu.ua/uploads/l_666_15833608.pdf

2. *Dilova ukrainska mova* [Business Ukrainian language]. (n.d.). Available at: https://www.pgasa.dp.ua/a/files/metodukr18/mps/mp17.pdf

3. *Dilova ukrainska mova* [Business Ukrainian language]. (n.d.). Available at: https://www.ebooktime.net/book_101.html

4. *Ukrainskyi pravopys [Ukrainian orthography]. (2019). Ministry of Education and Science of Ukraine.* Available at: https://mon.gov.ua/storage/app/media/zagalna%20serednya/%202019.pdf

FOREIGN LANGUAGE				
The course aims to develop students' foreign language communicative competence in use, which will contribute to their effective functioning in the cultural diversity of educational and professional environments. Particular emphasis is placed on deepening knowledge of a foreign language and improving speech skills and developing language skills acquired in secondary school, as well as preparing students to master foreign language communication skills and abilities in the field of future professional activity. The main goal of foreign language teaching is achieved through more specific competences: acquiring skills of practical foreign language proficiency in various types of speech activities within the scope of topics determined by professional needs (B1+ and higher); retrieving information from foreign sources; using oral monologue and dialogue speech within the framework of everyday, socio-political, and general economic topics; making presentations on general issues.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	1, 2/ 28 weeks	12/ Mandatory	Maryna Dolzhenko, PhD, Associate Professor; Svitlana Medynska, PhD, Associate Professor; Veronika Haidar, Senior Lecturer	360 hours (196 h. practical classes, 164 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) have a command of the grammatical structures necessary for the flexible expression of relevant concepts, as well as for understanding and creating a wide range of texts in both general and professional contexts			Practical classes, presentation, project, independent work, writing essays/ stories/ reports, testing	Assessment of skills, oral responses, assessment of presentation and project, review of written assignments, test completion (CAS), final test
2) use foreign syntactic structures, enabling them to recognize and create a wide range of texts related to personal life and professional activities			Practical classes, presentation, project, writing essays/ stories/ reports, testing	Assessment of skills, oral responses, assessment of presentation and project, review of written assignments, test completion (CAS), final test
3) use an appropriate range of general and professional vocabulary to communicate effectively and perform basic academic and professional tasks in English.			Practical classes, presentation, role play, Internet search, writing essays/ stories/ reports	Assessment of presentation and role play, review of written assignments (CAS), final test

4) comprehend relevant written and audio authentic texts based on vocabulary and grammar covered in the course	Practical classes, discussion, group work/ pair work, testing	Assessment of skills, oral responses, test completion (CAS)
5) recognize and explain key intercultural differences in communication and apply appropriate communication strategies to prevent and resolve basic intercultural misunderstandings.	Practical classes, discussion, presentation, group work/ pair work	Assessment of presentation, group work/ pair work, peer assessment (CAS)
6) apply functional communicative competence in english to communicate effectively in diverse academic, everyday, and introductory professional contexts.	Practical classes, completion of individual projects	Assessment of speaking skills and projects (CAS)
7) apply intercultural communication skills, including active listening, critical thinking, basic negotiation, and presentation skills, in academic and professional communication.	Practical classes, group work/ pair work, role play	Assessment of group work/ pair work, role play (CAS)

Assessment

The final grade is based on a 100-point scale and is calculated as a result of continuous assessment throughout the semester.
The assessment includes the following components:
20 points for individual presentation;
20 points for participation in discussions;
20 points for written assignments (essay, story, report etc.);
40 points for achievement/ final tests
Assessment criteria
a) Individual presentation
The student is assessed according to the following criteria:
16–20 points: The student demonstrates excellent understanding of the material. The presentation is well-structured, coherent, and fully meets the task requirements. A wide range of relevant vocabulary and grammatical structures is used accurately. Arguments are clear, well-developed, and supported with appropriate examples. The speech is fluent, with little to no errors.
11–15 points: The student demonstrates good understanding of the material. The presentation is generally well-structured and meets most of the task requirements. The student uses an adequate range of vocabulary and grammatical structures relevant to the topic. Some arguments may lack depth or clarity. Minor grammatical or lexical errors are present but do not significantly hinder communication.
6–10 points: The student demonstrates a satisfactory understanding of the material. The presentation is partially structured and only partly meets the task requirements. The student uses a limited range of vocabulary and grammatical structures. Some ideas are insufficiently developed. Errors are noticeable and may hinder effective communication.
1–5 points: The student demonstrates a poor understanding of the material. The presentation is incomplete or does not meet the task requirements. The use of vocabulary and grammar is very limited or inappropriate. There is little logical structure, and frequent errors significantly hinder communication.
b) Participation in discussions
Students receive points based on their level of participation in class discussions:
81–100%: The student actively participates in discussions, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions, though some inaccuracies or lack of depth may be present.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps.

1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions.
c) Written assignment
5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) Test
The test includes tasks on vocabulary, grammar, reading, listening, and writing. The criteria for the test assignment are written on the test card. The final score for the test is determined based on the percentage of correct answers.

Content

Topic 1. Appearance and Style
Topic 2. Science and Technologies
Topic 3. Sport and Healthy Eating
Topic 4. Travels
Topic 5. Personal Qualities
Topic 6. Relationships, Conflicts, and Problems
Topic 7. TV, News, Art, and Games
Topic 8. Money, Payments, and Trading

Literature

Compulsory reading

1. Brayshaw, D., Hastings, B., Edwards, L., Bright, C., Fricker, R., Sosnowska, J. (2020). High Note 3 (B1+|/B2). Pearson.
2. Evans, V. (2020). *Round-up*. Harlow, Essex: Longman. 208 p.

Recommended reading

1. Capel, A., & Sharp, W. (2018). *Objective First*. Cambridge University Press.
2. Dooley, J., & Evans, V. (2019). *Grammarway 3*. Express Publishing.
3. Hewings, M. (2023). *Advanced Grammar in Use*. Cambridge University Press.
4. McCarthy, M. (2021). *English Vocabulary in Use*. Cambridge University Press. 309 p.
5. Murphy, R. (2019). *English Grammar in Use* (5th ed.). Cambridge University Press.
6. Pavich, J. (2018). *Cambridge International AS Level English General Paper Coursebook* (5th ed.). Cambridge University Press.
7. Prodromou, L. (2018). *Grammar and Vocabulary for First Certificate*. Longman.
8. Redman, S. (2018). *English Vocabulary in Use*. Cambridge University Press. 270 p.
9. Swan, M., & Walter, C. (2017). *How English Works (A Grammar Practice Book)*. Oxford University Press.
10. Vince, M., & Emmerson, P. (2019). *English Grammar and Vocabulary*. Macmillan.
11. Wyatt, R. (2012). *Check your vocabulary for IELTS*. Peter Collins Publishing.

Web-resources

1. English with Emma. (n.d.). https://www.youtube.com/channel/UCVBErcpqaokOf4fI5j73K_w
2. LearnEnglish. (n.d.). https://learnenglish.britishcouncil.org
3. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks
4. Test-English. (n.d.). https://test-english.com

MICROECONOMIC FUNDAMENTALS OF INTERNATIONAL BUSINESS				
The course aims to provide students with fundamental knowledge regarding the behavior of economic agents in final goods markets and resource markets, enabling them to prepare for the study of specialized disciplines within the relevant field of training.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3/14 weeks	4 / mandatory	Anatolii Zadoia, Doctor of Sciences, Full Professor; Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) use the terminology of microeconomic analysis to describe the behavior of international companies in various types of markets, explaining the principles of decision-making by business entities under conditions of resource scarcity.			Interactive lectures, terminology drills, reading of academic literature, introductory seminars.	CAS: Short terminology quizzes, active participation in class discussions. FAS: Theoretical questions in the final exam.
2) analyze demand elasticity, production costs, and marginal productivity of resources to evaluate alternative market-entry decisions of international firms and justify economically sound solutions at the microeconomic level.			Problem-based learning, quantitative workshops, elasticities calculation tasks, case studies on market entry.	CAS: Problem-solving sets (tasks), individual analytical essay. FAS: Problem-solving section and situational tasks in the exam.
3) conduct a comparative analysis of market structure models (perfect competition, monopoly, monopolistic competition, oligopoly), determining the specifics of pricing and competition within the global business environment.			Comparative analysis workshops, group projects on specific industries, debate sessions, visual mapping of market models.	CAS: Group presentation on a selected market structure, midterm test. FAS: Comparative analysis questions in the final exam.
4) analyze market equilibrium mechanisms and the effects of government intervention on economic outcomes, identifying patterns in the interaction of supply and demand in domestic and international markets for goods and factors of production.			Simulations of market interactions, research-based learning, policy analysis workshops, graphical analysis sessions.	CAS: Graphical tasks (demand/supply shifts), analysis of real-world policy cases. FAS: Case study analysis and graphical modeling in the exam.
5) search for, analyze, and critically evaluate microeconomic data and information from			Independent research projects,	CAS: Submission of a research-based report,

relevant sources to support economically sound decisions in international economic activity.	data mining from international databases (Statista, Eurostat), self-directed learning.	peer-review of classmates' work. FAS: Evaluation of the data synthesis in the final project/exam.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment.

60 – Continuous Assessment (CAS):

- 10 – individual assignment (essay);
- 50 – midterm assessment (two tests, 25 points each), which includes:
  – 30 – participation in discussions;
  – 20 – problem-solving.

40 – Final Assessment (FAS):

Final exam, specifically:

- 20 – problem-solving;
- 20 – case study analysis.

Assessment criteria:

a) individual assignment (essay)

9-10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

7-8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

5-6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

3-4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.

1-2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.

0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.

61-80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.

41-60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial

21-40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

1-20%: A lot of mistakes, with little to no understanding of the material’s context

0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81-100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61-80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41-60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21-40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1-20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Subject and method of microeconomics
Topic 2. Theory of consumer choice
Topic 3. Modeling consumer behavior in the goods market
Topic 4. Market demand and its elasticity
Topic 5. Theory of production
Topic 6. Costs and output
Topic 7. Perfectly competitive market
Topic 8. Monopolistic market
Topic 9. Monopolistic competition market
Topic 10. Oligopoly market
Topic 11. Formation of derived demand
Topic 12. Pricing in the resource market
Topic 13. General equilibrium analysis and efficiency

Literature

Compulsory reading

1. Zadoia A., Zadoia O. (2024). *Microeconomics: textbook* [Electronic issue]. Dnipro. Alfred Nobel University. 150 p. Available at: https://ir.duan.edu.ua/items/8182d50f-a70a-442e-be9f-b888b7b6a850

2. Zadoia A.O., Zadoia O.A. (2021). *Mikroekonomika: navchal'nyy posibnyk* [Microeconomics: a textbook. Electronic edition]. Dnipro: Alfred Nobel University. 148 p. Available at: https://ir.duan.edu.ua/items/68aa9e9a-bffc-4084-a7d6-195eb33cc79f

3. Shapiro D., MacDonald D., Greenlaw S. (2022). *Principles of Microeconomics 2e*. Available at: https://openstax.org/details/books/principles-microeconomics-3e

4. Libby Rittenberg and Tim Tregarthen (2019). *Principles of Microeconomics*. Available at: https://ocw.mit.edu/ans7870/14/14.01SC/MIT14_01SCF11_rttext.pdf

5. Tuleneva Yu.V. (2018). *Mikroekonomika: rekomendatsiyi do vykonannya rozrakhunkovoyi roboty z dystsypliny «Mikroekonomika»* [Microeconomics: recommendations for performing calculation work in the discipline ‘Microeconomics’. Electronic resource]: teaching aids

for students of the specialty 051 ‘Economics’, specializations ‘International Economics’, ‘Economic Cybernetics’, ‘Personnel Management and Labor Economics’ of the educational degree ‘Bachelor’ of full-time study. Compiled by Tyuleneva Yu.V. K., 2018. 31 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/684eeb85-9414-46fb-8beb-b5d766003b25/content

Recommended reading

1. Greenlaw S., Taylor T. (2014). *Principles of Microeconomics*. Open Stax. 561 p. Available at: https://assets.openstax.org/oscms-prodcms/media/documents/PrinciplesofMicroeconomics-OP.pdf
2. Hutchinson E. (2017). *Principles of Microeconomics*. University of Victoria. 557 p. Available at: https://pressbooks.bccampus.ca/uvicecon103/open/download?type=print_pdf
3. *The Economy 2.0. Microeconomics*. CORE Econ. Available at: https://books.core-econ.org/the-economy/microeconomics/0-3-contents.html
4. Reynolds R.L. (2011). *Basic Microeconomics*. Textbook Equity. 301 p. Available at: https://textbookequity.org/Textbooks/tbq_reynolds_microeconomics_07.pdf
5. Emerson P.M. (2019). *Intermediate Microeconomics*. Oregon State University. 497 p. Available at: https://open.oregonstate.education/intermediatemicroeconomics/open/download?type=print_pdf

Web-resources

1. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk
2. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/
3. *International Monetary Fund*. Available at: https://www.imf.org/external/index.htm
4. *The World Bank*. Available at: https://www.worldbank.org/
5. *OECD*. Available at: https://www.oecd.org/en.html
6. *IMPUS*. Available at: https://www.ipums.org/
7. *Minfin*. Available at: http://index.minfin.com.ua/bank/stat/count.php
8. *Statista. The Statistics Portal*. Available at: https://www.statista.com/markets/

MACROECONOMIC FUNDAMENTALS OF INTERNATIONAL BUSINESS				
The course aims to provide students with an understanding of the mechanisms of national economic functioning based on macroeconomic theories, concepts, and models substantiated by global and domestic science and proven by economic practice, as well as to develop skills for assessing the macroeconomic situation to make informed decisions at the micro-, macro-, and mega-levels.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4 /14 weeks	4 / mandatory	Anatolii Zadoia, Doctor of Sciences, Full Professor; Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply macroeconomic concepts and indicators, including gdp, inflation, and the balance of payments, to analyze international business conditions and communicate the results of macroeconomic analysis in state and foreign languages.			Interactive lectures, terminology workshops, reading and summarizing foreign academic journals, professional debates.	CAS: Glossary tests, participation in bilingual discussions, oral presentations. FAS: Theoretical terminology section in the final exam.
2) justify the choice of international business strategies based on the analysis of state macroeconomic policies, evaluating the impact of fiscal and monetary instruments on global business conditions.			Problem-based learning, policy analysis workshops, simulation of government decision-making, expert seminars.	CAS: Analytical essay on the impact of a specific country's policy, problem-solving tasks. FAS: Strategic decision-making task in the exam.
3) conduct a comparative analysis of national economic models, identifying structural differences and interrelationships between macroeconomic indicators of different countries to assess foreign market attractiveness.			Case study method (comparative country analysis), group research, visual data mapping, workshops on economic indicators.	CAS: Group presentation comparing two national economies, midterm modular test. FAS: Comparative analysis question in the final assessment.
4) analyze the mechanisms of exchange rate formation and the effects of international capital movements on macroeconomic equilibrium, and apply this knowledge to assess and manage currency risks in international economic operations.			Quantitative workshops, currency market simulations, calculation-based practicals, real-time data analysis.	CAS: Calculation of exchange rate shifts and their impact, practical tasks on capital flow. FAS: Problem-solving section on currency and finance in the exam.

5) analyze cause-and-effect relationships between global economic cycles and world trade dynamics, and evaluate major trends in the global economy under conditions of macroeconomic instability.	Research-based learning, trend forecasting workshops, graphical modeling of business cycles, seminars on global trade.	CAS: Research report on global market trends, graphical analysis of economic cycles. FAS: Case study analysis on global economic forecasting in the exam.
6) independently search for, analyze, and critically evaluate macroeconomic data from international databases, including those of the imf and the world bank, to monitor changes in the global macroeconomic environment and support evidence-based economic decisions.	Independent research, data mining workshops, self-directed learning using international web resources, IT-integrated practicals.	CAS: Submission of a data-driven report based on IMF/World Bank statistics, peer-review. FAS: Evaluation of data synthesis and source usage in the final project.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment.

60 – Continuous Assessment (CAS):

- 10 – individual assignment (essay);
- 50 – midterm assessment (two tests, 25 points each), which includes:
  - 30 – participation in discussions;
  - 20 – problem-solving.

40 – Final Assessment (FAS):

Final exam, specifically:

- 20 – problem-solving;
- 20 – case study analysis.

Assessment criteria:

a) individual assignment (essay)

9-10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

7-8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

5-6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

3-4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.

1-2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.

0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.

b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.
61-80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41-60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21-40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1-20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81-100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61-80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41-60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21-40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1-20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. National economy as a macroeconomic system
Topic 2. State as a subject of macroeconomic regulation
Topic 3. Indicators of the national economy
Topic 4. Dynamics of national production
Topic 5. Employment and unemployment
Topic 6. Inflation
Topic 7. Aggregate demand and aggregate supply
Topic 8. General equilibrium theories
Topic 9. Financial regulation mechanism
Topic 10. Monetary and credit regulation mechanism
Topic 11. Foreign economic policy mechanism
Topic 12. Social guarantees
Topic 13. Economic growth theories

Literature

1. Zadoia A., Petrunia Yu., Zadoia O., Petrunia V. (2025). *Macroeconomics: Textbook* [Electronic edition]. Dnipro: Alfred Nobel University. 276 p. Available at: https://ir.duan.edu.ua/items/3b301c2e-6d1c-41c6-834a-0377a7819e7d

2. Zadoia A.O., Petrunia Yu.E. (2022). *Makroekonomika: navchal'nyy posibnyk* [Macroeconomics: a textbook. Electronic resource]. Dnipro: Alfred Nobel University. 256 p. Available at: https://ir.duan.edu.ua/items/0286a333-bc37-43aa-962c-2eb79d8781b3

3. Campbell R. McConnell, Stanley L. Brue, Sean Masaki Flynn (2009). *Macroeconomics*. 18th Edition. Published by McGraw-Hill and Irwin. 917 p. Available at: https://library.nlu.edu.ua/POLN_TEXT/SENMK/economics_mcconnell.pdf

4. Tulchynska S.O. (2024). *Makroekonomika. Praktykum* [Macroeconomics. Workshop. Electronic resource]. Compiled by: S. O. Tulchynska, O. V. Kostyunik, O. S. Solosich. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 106 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/4a1c026b-6daf-4cf5-9dfd-a5b61ad0b620/content

5. Kenny Christianson (2022). *Introduction to Macroeconomics*. Fourth Edition. Economics Faculty Scholarship. 394 p. Available at: https://orb.binghamton.edu/cgi/viewcontent.cgi?article=1012&context=economics_fac

Recommended reading

1. Terianne Brown and Cynthia Foreman (2022). *Macroeconomics*. Creative Commons Attribution 4.0 International License. 998 p. Available at: https://pressbooks-dev.oer.hawaii.edu/uhmacroeconomics/open/download?type=print_pdf

2. Zadoia A. (2024) *Innovativeness of the Ukrainian economy on the way to the EU*. European Vector of Economic Development. No 1 (36). PP.6-17. https://doi.org/10.32342/2074-5362-2024-1-36-1

3. Zadoia A., Mahdich A., Zadoia O. (2023). *Structure of GDP use in EU countries: relationship of Indicators*. Věda a perspektivy. No. 3 (22). PP. 35-44. https://doi.org/10.52058/2695-1592-2023-3(22)-35-44

4. Kryuchkova N.M., Pichugina Y.V. (2019). *Makroekonomika. Praktykum: metodychnyy posibnyk do pidhotovky k seminars'kym (praktychnym) zanyattyam dlya studentiv ekonomichnykh spetsial'nostey* [Macroeconomics. Practical course: a methodological guide to preparing for seminar (practical) classes for students of economic specialties]. Odesa: ONU named after I.I. Mechnikov. 55 p. Available at: https://dspace.onu.edu.ua/server/api/core/bitstreams/df1aa50a-db00-4dfc-82ec-e2751fe75c29/content

5. Zadoia O.A. (2025). *Instytutsiyna yakist' yak determinanta vyboru sotsial'no-ekonomichnoyi modeli: yevropeys'kyy dosvid ta uroky dlya Ukrayiny* [Institutional quality as a determinant of the choice of a socio-economic model: European experience and lessons for Ukraine]. Bulletin of Lviv University. Economic Series. Issue 69. http://dx.doi.org/10.30970/ves.2025.69.0.6909

Web-resources

1. Statystychnyy dovidnyk Ukrayiny [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

2. Natsional'nyy bank Ukrayiny [National Bank of Ukraine]. Available at: https://bank.gov.ua/

3. International Monetary Fund. Available at: https://www.imf.org/external/index.htm

4. The World Bank. Available at: https://www.worldbank.org/

5. Minfin. Available at: http://index.minfin.com.ua/bank/stat/count.php

6. Statista. The Statistics Portal. Available at: https://www.statista.com/markets/

7. Eurostat. Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page

8. Moody's Investor Service. Available at: http://www.moodys.com

BUSINESS MATHEMATICS I

The course aims to ensure theoretical and practical training of bachelor's level students with knowledge of the fundamentals of advanced mathematics; promote the mathematical culture of students by focusing on the following basic topics: linear and vector algebra, analytical geometry, concepts of functional dependency, fundamentals of differential and integral calculus; develop the skills of logical thinking among the students, the understanding ways to use mathematical methods to solve the practical problems of economic content, which will allow solving a wide range of problems in micro- and macroeconomics.

Language of instruction	**Semester / Duration**	**ECTS credits / Type of course discipline (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 / 14 weeks	4 /mandatory	Serhii Vakarchuk, Doctor of Sciences, Full Professor Liudmyla Yarmolenko, Senior Lecturer	120 h. (20 h. lecture, 18 h. practice, 82 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the basic mathematical concepts, methods, and principles used to solve economic and business problems, and apply logical reasoning to formulate and analyze quantitative problems in the field of international economic relations.	Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, evaluation of calculation work (CAS)
2) apply appropriate methods to calculate definite and indefinite integrals and use integral calculus to solve and interpret quantitative problems in economics and business.	Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, assessment of practical skills and calculation work (CAS), (FAS)

Assessment

The final grade is given on a 100-point scale for the semester.
The final grade for the semester is the sum of two grades:
1) examination grade (from 0 to 40 points).
2) rating – the sum of current grades for completing 5 calculation tasks per semester (from 0 to 60 points). For completing a calculation task, the student can receive a grade from 0 to 12 points.
Distribution of points for timely completion of a calculation task:
12–11 points – the student has completed the work correctly, demonstrates a deep understanding of the material. The implementation algorithm has been correctly chosen, the results have been presented qualitatively. Reasoned conclusions.
10–8 points – the student has completed the work, but there are minor inaccuracies that cannot affect the final result. Conclusions have been drawn and the results have been presented

qualitatively.
7–6 points – the student demonstrates insufficient understanding of the material. However, there are errors in the selection and implementation of the solution algorithm. There are no conclusions and the student cannot qualitatively explain the result obtained. The task has been completed partially or in general terms.
5–4 points – the student demonstrates ignorance of the material, the implementation algorithm has been incorrectly chosen and the result obtained is not final, contains significant errors.
3–1 point – the student demonstrates ignorance of the material. The task has not been completed to the end, and the existing solution contains gross errors.
0 points – the task was not completed by the student.

If the student scores less than 36 points during the semester, they are not allowed to take the exam. If the student scored less than 24 points on the exam, the exam is considered failed.

Content

Topic 1. Elements of linear algebra
Topic 2. Elements of vector algebra
Topic 3. Elements of analytical geometry in the plane
Topic 4. Elements of analytical geometry in the space
Topic 5. Introduction to the mathematical analysis

Literature

Compulsory reading

1. Wrede, R., Spiegel, M.R. (2010) *Advanced calculus*. Springer. 456 p.
2. Trench, W.F. (2010) *Introduction to real analysis.* Pearson Education, USA. 583 p.
3. Rudnyeva, G.V.(2020) *Elements of linear algebra and analytic geometry*. Second revised and expanded edition: textbook. Kharkiv : Panov A.M. 236 p.
4. Habrusiev, H.V. (2021) *Higher Mathematics. Part 1: Linear Algebra. Vector Algebra and Analytical Geometry.* – Ternopil : SMP "TAYP". 84 p.

Recommended reading

1. Gavdzinsky, V.N., Korobova, L.N. (2009) *Linear Algebra. Vector Algebra. Analytical Geometry. Textbook.* Odessa : National Academy of Telecommunications. – 68 p.
2. Zhang F. (2009) *Linear Algebra. Challenging Problems for Students*. 2nd ed. Baltimore : The Johns Hopkins University Press. 266 p.
3. Simon Carl P. & Blume Lawrence (1994) *Mathematics for Economists*, W. W. Norton & Company. 898 p.

BUSINESS MATHEMATICS II				
The course aims to familiarize students with the basics of the mathematical apparatus of probability theory, necessary for identifying general patterns and dependencies, describing physical phenomena using abstract models, in particular the law of large numbers and the so-called limit theorems, which are a connecting link between probability theory and mathematical statistics, which studies mathematical methods of systematizing, processing and using statistical data to solve practical problems of economic content, which will allow solving a wide range of micro- and macroeconomic problems.				
Language of instruction	**Semester / Duration**	**ECTS credits / Type of course discipline (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 / 14 weeks	4 /mandatory	Serhii Vakarchuk, Doctor of Sciences, Full Professor Liudmyla Yarmolenko, Senior Lecturer	120 h. (20 h. lecture, 18 h. practice, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply mathematical and logical reasoning, as well as basic methods of analyzing and processing quantitative information, to solve problems in economics and business.			Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, evaluation of calculation work (CAS), (FAS)
2) apply the basic concepts, definitions, and theorems of probability theory to analyze events and perform operations with them in solving quantitative problems.			Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, assessment of practical skills and calculation work (CAS), (FAS)
3) classify random variables and calculate their numerical characteristics to analyze probabilistic patterns in quantitative economic and business problems.			Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, assessment of practical skills and calculation work (CAS), (FAS)
4) analyze the probability distributions of discrete and continuous random variables, compare their numerical characteristics, and apply appropriate methods to solve problems involving multidimensional random variables.			Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, assessment of

		practical skills and calculation work (CAS), (FAS)
5) apply variation series and confidence intervals to estimate statistical parameters and analyze empirical data in economic and business contexts.	Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, assessment of practical skills and calculation work (CAS), (FAS)
6) apply appropriate methods to test parametric and non-parametric statistical hypotheses based on sample data, analyze the results, and draw justified conclusions.	Lecture, practical exercises, solutions to typical problems.	Oral answers to questions, solutions and explanations of problem solutions, assessment of practical skills and calculation work (CAS), (FAS)

Assessment

The final grade is given on a 100-point scale for the semester.
The final grade for the semester is the sum of two grades:
1) examination grade (from 0 to 40 points).
2) rating - the sum of current grades for completing 6 calculation tasks per semester (from 0 to 60 points). For completing a calculation task, the student can receive a grade from 0 to 10 points.
Distribution of points for timely completion of a calculation task:
10–9 points – the student has completed the work correctly, demonstrates a deep understanding of the material. The implementation algorithm has been correctly chosen, the results have been presented qualitatively. Reasoned conclusions.
8–7 points – the student has completed the work, but there are minor inaccuracies that cannot affect the final result. Conclusions have been drawn and the results have been presented qualitatively.
6–5 points – the student demonstrates insufficient understanding of the material. However, there are errors in the selection and implementation of the solution algorithm. There are no conclusions and the student cannot qualitatively explain the result obtained. The task has been completed partially or in general terms.
4–3 points – the student demonstrates ignorance of the material, the implementation algorithm has been incorrectly chosen and the result obtained is not final, contains significant errors.
2–1 point – the student demonstrates ignorance of the material. The task has not been completed to the end, and the existing solution contains gross errors.
0 points – the task was not completed by the student.

If the student scores less than 36 points during the semester, they are not allowed to take the exam. If the student scored less than 24 points on the exam, the exam is considered failed.

Content

Topic 1. Basic concepts and theorems of probability theory
Topic 2. The sequence of tests
Topic 3. One-dimensional random variables
Topic 4. Multidimensional random variables
Topic 5. Limit theorems
Topic 6. Basic concepts of mathematical statistics
Topic 7. Statistical estimate
Topic 8. Confidence intervals

Topic 9. Testing of statistical hypotheses
Topic 10. Least square method
Topic 11. Methods of calculating composite characteristics of a sample
Topic 12. The statistical method of checking the quality of production.

Literature

Compulsory reading

1. Gmurman, V.E. (1968). *Fundamentals of probability theory and mathematical statistics*. London – New York. 249 p.

2. Ross, Sh.M. (1997). *A first course in probability*. New Jersey. 266 p.

3. Tyurin, A.V., Akhmerov A.Yu. (2020). *Probability theory and mathematical statistic: a textbook*. Odessa : Odessa I.I. Mechnikov National University. 138 p.

4. Sternstein, M. (1996). *Statistics.* New York. 267 p.

5. Vakarchuk, S.B. (2019*). Probability theory and mathematical statistics. Collection of tasks for independent work* / S.B. Vakarchuk, O.G. Kholod, I.M. Kozyreva. – Dnipro: Alfred Nobel University. 102 p.

6. Bickel, P.J., Doksun, K.A. (2015*). Mathematical Statistics. Basic Ideals and Selected Topics*. V.1. (2015) Sec. Ed. CRC Press, London, New York. 58 p.

Recommended reading

1. Ash Robert B. (2008). *Basic Probability Theory.* New York : DOVER Publications, Inc. 350 p.

METHODS OF BUSINESS PROCESS OPTIMIZATION

The course aims to develop students' capacity to apply quantitative analytical methods to the modelling, evaluation and optimisation of business processes. Using the tools of applied statistics and econometric analysis – regression modelling, statistical inference, model diagnostics, time series analysis, cluster-based segmentation and production function estimation – students develop the ability to identify quantitative relationships between business process variables, diagnose performance drivers, validate model assumptions, build data-driven forecasting models and formulate evidence-based process improvement recommendations. Particular attention is given to working with diverse real-world data types (cross-sectional, time-series and panel data) and to the practical application of econometric software for model implementation and output interpretation.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	5 / 14 weeks	6 / mandatory	Volodymyr Momot, Doctor of Sciences, Full Professor Liudmyla Yarmolenko, Senior Lecturer	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning,)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply fundamental econometric frameworks to the quantitative modelling of business processes, identifying appropriate methods for specific optimisation tasks and explaining the role of statistical methods in evidence-based process management.	Lecture; discussion; small-group work	Class participation in discussion; oral questioning; small-group presentation of results (CAS); final examination (FAS)
2) apply the key assumptions of econometric models, including ordinary least squares (ols), to assess business process data and evaluate their implications for the reliability and validity of quantitative optimization results.	Lecture; case study analysis	Testing; case study presentation (CAS); final examination (FAS)
3) conduct model diagnostic procedures to identify and remedy violations of key assumptions – including multicollinearity, heteroskedasticity and autocorrelation – in quantitative business process models, applying appropriate corrective techniques to ensure valid parameter estimation.	Lecture; practical assignment; problem-solving exercises	Oral questioning; evaluation of student reports; testing (CAS); final examination (FAS)
4) analyse the suitability of econometric models for specific business process optimisation research questions and datasets, evaluating the	Lecture; case study analysis	Oral questioning; case study report presentation (CAS);

match between model structure, data properties and the management decision to be supported.		final examination (FAS)
5) evaluate the limitations of quantitative business process models and propose alternative methodologies or model improvements, critically assessing empirical evidence and the boundary conditions of econometric methods.	Lecture; practical assignment; problem-solving exercises	Oral questioning; evaluation of student reports; testing (CAS); final examination (FAS)
6) apply structured analytical reasoning to formulate, test and interpret hypotheses about quantitative relationships in business processes using empirical data, supporting or challenging business assumptions with statistical evidence.	Lecture; case study analysis	Oral questioning; case study analysis report (CAS); final examination (FAS)
7) apply regression and related econometric methods to analyse real-world business process data, using estimation results to identify quantitative drivers of process performance and to formulate data-grounded optimisation recommendations.	Problem-based lecture; case study analysis; problem-based situational tasks	Case study presentation; problem-based situation resolution (CAS); final examination (FAS)
8) use specialized statistical and econometric software to implement quantitative business process models, conduct regression estimation and diagnostic testing, and interpret analytical outputs for defined optimization tasks.	Lecture; practical class with software; case study analysis	Oral questioning; software-based practical assignment evaluation (CAS); final examination (FAS)
9) interpret outputs from regression and statistical models in the context of specific business process optimisation tasks and present findings in clear, structured analytical reports accessible to both technical and managerial audiences.	Lecture; practical assignment; analytical report writing exercise	Evaluation of student analytical reports (CAS); final examination (FAS)
10) apply econometric and statistical techniques to process benchmarking, resource optimization, and evidence-based decision-making in business, translating quantitative results into practical operational recommendations.	Problem-based lecture; case study analysis; problem-based situational tasks	Case study presentation; problem-based situation resolution (CAS); final examination (FAS)
11) analyse real-world datasets in structured case studies and practical projects, applying quantitative methods to reinforce theoretical frameworks and to develop practical competence in the complete modelling cycle: data preparation, estimation, diagnostics, interpretation and recommendation.	Lecture; case study analysis with real datasets; individual research project	Oral questioning; individual project evaluation (CAS); final examination (FAS)
12) analyze ethical considerations in business data collection, processing, and interpretation, including data bias, model misuse, selective	Lecture; case study analysis	Oral questioning; discussion participation (CAS);

reporting, and the responsible communication of statistical uncertainty in business decision-making.		final examination (FAS)
13) prepare structured analytical reports and data visualisations communicating the results of quantitative business process analysis, applying appropriate formats and presentation conventions for the clear and accurate conveyance of econometric findings.	Problem-based lecture; problem-solving exercises	Explanation of problem-solving process; report presentation evaluation (CAS); final examination (FAS)
14) communicate complex quantitative and econometric concepts effectively to both technical and non-technical audiences, adapting language, level of formality and depth of explanation to the needs and background knowledge of different managerial and professional audiences.	Problem-based lecture; case study analysis; problem-based situational tasks	Case study presentation; problem-based situation resolution (CAS); final examination (FAS)
15) conduct independent analytical research using econometric methods, selecting appropriate data sources and quantitative techniques for a defined business process optimisation question and producing a coherent, evidence-based individual research project.	Lecture; case study analysis; small-group work; individual research project	Case study presentation; small-group presentation; individual research project evaluation (CAS); final examination (FAS)
16) evaluate their own analytical performance, identify professional skill gaps, and develop a plan for self-directed learning in quantitative and econometric methods.	Problem-based lecture; case study analysis; practical exercises; individual research project	Case study presentation; evaluation of exercise results; individual research project presentation (CAS); final examination (FAS)
Assessment		
The final grade is given on a 100-point scale: 60 points for work during the semester across two content modules and 40 points for the final examination. **60 points across content modules and diagnostic forms:** **Content Module 1 – 30 points:** Topic 1, oral questioning, class participation in discussion – 1 pt Topic 2, oral questioning, analytical report presentation, computer-based testing – 2 pts Topic 3, oral questioning, problem-based situation resolution – 1 pt Topic 4, oral questioning, participation in business simulation exercise – 2 pts Topic 5, oral questioning, discussion, written response to analytical question – 1 pt **Module Control Assessment** (computer-based testing, analytical case report) – 20 pts; subtotal Module 1 – 3 pts **Content Module 2 – 30 points:**		

Topic 6, oral questioning, explanation of causal relationship analysis, written response, problem-solving exercise – 1 pt
Topic 7, oral questioning, explanation of diagnostic procedure and corrective technique, computer-based testing – 2 pts
Topic 8, oral questioning, explanation of model reasoning, self-directed work presentation – 1 pt
Topic 9, oral questioning, participation in business simulation exercise, computer-based testing – 2 pts
Topic 10, oral questioning, individual research project presentation, written analytical response – 1 pt
Module Control Assessment (computer-based testing, individual project presentation) – 20 pts; subtotal Module 2 – 3 pts

Total for practical classes and project work – 60 points
The final examination is assessed on a scale of 0 to 40 points (inclusive) and comprises computer-based testing (20 pts) and a written analytical problem-solving assignment requiring the application of regression, diagnostic or time-series methods to a provided dataset (20 pts).

Assessment Policy
Students are not eligible for an automatic final grade and must sit the examination. Admission to the examination requires a minimum of **36 points** earned during the semester. Students who have not reached this threshold may be admitted upon completing outstanding assignments as determined by the course lecturer, with the semester score recorded as 36 points. A score below **24 points** in the final examination results in an unsatisfactory final grade, regardless of semester performance. Re-sitting the examination following an FX grade is evaluated at 24 points if passed, or 0 points if not passed. Outstanding financial obligations may also constitute grounds for denial of examination access.
Students have the right to appeal the results of the final assessment by submitting a written application to the Vice-Rector for Education Quality Assurance within three working days of the announcement of results. In the application, students must specify grounds for appeal (incorrect questions, content outside the programme scope, procedural violations, or non-compliance with the grading methodology described in the syllabus). Following review, the original grade may be maintained, raised, or lowered.
Students have the right to re-sit examinations to improve their final grade (one course per semester, upon written application). Students are entitled to express their own perspectives and disagree with interpretations of course topics, provided they master the required volume of course material.

Additional Criteria for A (Excellent):
A final grade of A (Excellent) is conditional upon: (1) attendance at no fewer than 75% of practical classes (exception: duly formalised free attendance status); (2) participation in a research or academic conference through publication of an abstract or paper on a topic related to this course.

Content

Content Module 1. Quantitative Foundations and Statistical Tools for Business Process Analysis

Topic 1. Business Process Optimisation: Principles, Objectives and the Role of Quantitative Methods

Topic 2. Data Types and Sources for Business Process Analysis

Topic 3. Descriptive Statistics and Data Visualisation for Process Assessment

Topic 4. Model Assumptions and Diagnostic Testing in Business Process Modelling

Topic 5. Statistical Inference and Hypothesis Testing in Business Decision-Making

Content Module 2. Regression and Advanced Quantitative Methods for Process Optimisation

Topic 6. Simple Linear Regression as a Business Process Modelling Tool
Topic 7. Inference in Linear Regression: Testing and Confidence
Topic 8. Multiple Linear Regression for Multivariate Business Process Analysis
Topic 9. Non-linear Regression Models and Business Process Function Estimation
Topic 10. Time Series Analysis and Business Process Dynamics Forecasting
Topic 11. Cluster Analysis as a Tool for Business Process Segmentation
Topic 12. Econometric Methods in Business Policy Evaluation and Decision-Making

Literature

Compulsory reading

1. Wooldridge, J. M. (2020). *Introductory econometrics: A modern approach* (7th ed.). South-Western, Cengage Learning. 912 p.
2. Hill, R. C., Lim, G. C., & Griffiths, W. E. (2018). *Introduction to econometrics*. Wiley. 592 p.
3. Bagchi, S. (2023). *Introduction to econometrics*. SAGE Publications. 384 p.
4. Hossain, S. (2024). *Econometric analysis*. Cambridge Scholars Publishing. 408 p.

Recommended reading

1. Greene, W. (2020). *Econometric analysis* (8th ed.). Pearson. 1232 p.
2. Lambert, B. (2017). *An introduction to econometrics*. SAGE Publications. 512 p.
3. Stock, J. H., & Watson, M. W. (2019). *Introduction to econometrics* (4th ed.). Pearson. 816 p.
4. Acemoglu, D., Laibson, D., & List, J. A. (2022). *Economics* (3rd ed.). Pearson. 1028 p.

Web-resources

1. MIT OpenCourseWare. (n.d.). *Econometrics and statistics*. https://ocw.mit.edu
2. R Project for Statistical Computing. (n.d.). *Official website*. https://www.r-project.org
3. EViews. (n.d.). *Econometric software resources*. https://www.eviews.com
4. Stata. (n.d.). *Econometric analysis tools*. https://www.stata.com

INFORMATION AND COMMUNICATION TECHNOLOGIES IN BUSINESS				
The course aims to develop a modern level of information and computer culture in students, enable them to acquire practical skills in working with modern computer technology, and help them use the latest information technologies to solve various tasks in practical activities in the subject area.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 / 14 weeks	3 / mandatory	Yuliia Bartashevska, PhD, Associate Professor Liudmyla Yarmolenko, Senior Lecturer	90 hours (14 h. lectures, 16 hours of laboratory work, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply basic information technologies and digital tools to solve practical tasks in academic and professional activities in the field of international economic relations.			Independent work	Report on topics mastered independently. Computer testing (CAS)
2) use basic operating system tools and functions to manage files, folders, applications, and digital resources effectively.			Lectures, laboratory classes, discussions, independent work	Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work. Computer-based testing (CAS)
3) apply basic principles and tools of microsoft office applications to perform common academic and professional tasks.			Lectures, laboratory classes	Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work. Computer-based testing (CAS)
4) create, format, edit, and print professional and academic documents using Microsoft Word.			Lectures, laboratory classes, discussions, independent work	Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work (CAS)
5) create and format spreadsheets in Microsoft Excel, perform basic calculations, organize data, and present results using appropriate charts and diagrams.			Laboratory classes, discussions, independent work	Laboratory work reports (CAS)

6) design and manage basic multi-table databases using Microsoft Access, including creating tables, relationships, queries, and forms	Lectures, laboratory classes, discussions, independent work	Laboratory work reports (CAS)
7) apply basic vba tools to automate routine tasks and improve the efficiency of work with Microsoft Office applications.	Independent work	Explanation of the methodology for completing laboratory tasks. Laboratory reports (CAS)
8) apply basic information security practices and use Internet technologies safely and effectively, recognizing the main components of Internet connectivity and criteria for evaluating Internet service providers.	Lectures, independent work	Explanation of the methodology for completing laboratory tasks. Laboratory reports (CAS)
9) create presentations using MS Power Point.	Laboratory classes, discussions, independent work	Explanation of the methodology for completing laboratory tasks. Laboratory reports (CAS)
10) use email and other Internet-based communication tools effectively for academic and professional communication, including basic configuration of applications and digital communication settings.	Laboratory classes, discussions, independent work	Report on topics mastered independently. Explanation of the methodology for completing laboratory tasks (CAS)

Assessment

The final grade is given on a 100-point scale; the final semester test is carried out as a summary assessment based on the results of all module tests conducted during the semester.
Content module 1 – 45 p.
Test paper No. 1 – 35
Tests (individual tasks) – 10
Content module 2 – 55 p.
Test paper No. 2 – 45
Tests (individual tasks) – 10
Assessment criteria:
The performance of 1 test is assessed on a 20-point scale:
18-20 points – the student completed the task qualitatively, correctly identified and applied the necessary formatting tools for Word text and graphic objects.
14-17 points – in general, the student completed the task correctly, but some minor formatting errors were made.
10-13 points – during the performance of the practical task, the student identified and applied only the basic features of MS Word formatting, without paying attention to the specific features of the text presented in the example.
0-9 points – the practical task was performed incorrectly, the text was only printed, but the main MS Word formatting tools were not used.
The performance of the 2nd test is assessed on a 15-point scale:
13-15 points – the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Excel tables, correctly used formats.
10-12 points – in general, the student completed the task correctly, but some minor errors were made in formatting.

7-9 points – during the performance of the practical task, the student identified and applied only the basic concepts of constructing MS Excel tables, without paying attention to the specific features of electronic tables.
0-6 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for constructing MS Excel tables were not used.
The performance of the 3rd test is assessed on a 30-point scale:
26-30 points – the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Excel tables, correctly performed calculations, and used functions.
22-25 points - in general, the student completed the task correctly, but some minor errors were made in constructing logical functions, there are minor shortcomings in the logic of the solution, or arithmetic calculations.
15-21 points – during the practical task, the student identified and applied only the basic concepts of constructing MS Excel tables, without paying attention to the specific features of constructing complex functions.
0-14 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for constructing MS Excel tables were not used, there are no calculations.
The performance of the 4th test is assessed on a 35-point scale:
30-35 points – the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Access tables, correctly constructed the data schema, queries, forms, and used functions for calculations.
22-29 points – in general, the student completed the task correctly, but some minor errors were made in constructing logical functions, there are minor shortcomings in the logic of the solution or arithmetic calculations.
15-20 points – during the practical task, the student identified and applied only the basic concepts of building MS Access tables, without paying attention to the specific features of building a database.
0-14 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for building MS Access tables were not used, there are no calculations, queries, or forms.

Content

Module 1

Topic 1. Subject, methods and objectives of the course. Information systems (IS) and their role in the management of the national economy

Topic 2. Text processing systems. MS Word text editor. Text editing and formatting

Topic 3. Creating tables in the MS Word text editor. Automation of document creation.

Topic 4. Technology for creating presentations using MS PowerPoint

Topic 5. Local area networks. Application of Internet technologies

Topic 6. Spreadsheet data processing systems. MS Excel spreadsheet. Basics of working in the MS Excel spreadsheet environment

Topic 7. Working with functions and formulas in the MS Excel spreadsheet

Topic 8. Creating, editing and formatting charts in the MS Excel environment

Module 2

Topic 9. Working with databases in MS Excel.

Topic 10. Fundamentals of database construction.

Topic 11. Creating, editing and managing a database using a DBMS.

Topic 12. Creating, editing and using queries using the MS Access DBMS as an example.

Topic 13. Developing and using forms using the MS Access DBMS as an example.

Topic 14. Generating reports using the MS Access DBMS as an example.

Topic 15. Using the macro generator.

Literature

Compulsory reading

1. Klymenko, O. F., & Holovko, N. R. (2021). *Informatyka: pidruchnyk* [Informatics: Textbook]. KNEU. 579 p.

2. Orlov, P. I., & Luhansky, O. (2022). *Informatsiini systemy i tekhnolohii v upravlinni, osviti ta bibliotechnii spravi* [Information systems and technologies in management, education, and library science]. Prometei-Pres. 292 p.

3. Anilovska, H. Ya., Marushko, N. S., & Stokolosa, T. M. (2021). *Informatsiini systemy i tekhnolohii u finansakh: pidruchnyk* [Information systems and technologies in finance: Textbook]. Mahnoliia. 312 p.

4. Pavlysh, V. A., Hlinenko, L. K., & Shakhovska, N. B. (2018). *Osnovy informatsiinykh tekhnolohii i system: pidruchnyk* [Fundamentals of information technologies and systems: A textbook]. Lvivska politekhnika. 620 p.

5. Vyshnia, V. B. (2021). *Informatsiini systemy i tekhnolohii: pidruchnyk* [Information systems and technologies: Textbook]. Dnipropetrovskyi derzhavnyi universytet vnutrishnikh sprav. 279 p.

6. Huzhva, V. M. (2020). *Informatsiini systemy i tekhnolohii na pidpryiemstvakh: pidruchnyk* [Information systems and technologies in enterprises: Textbook]. Kyiv: KNEU, 270 p.

7. Trofymenko, O. H., Prokop, Yu. V., & Lohinova, N. I. (2019). *Ofisni tekhnolohii: pidruchnyk* [Office technologies: A textbook]. Feniks. 207 p.

Recommended reading

1. Kholod, O. H., Chumak, T. V., Chernetskyi, S. O., & Yarmolenko, L. I. (2021). *Informatsiino-komunikatsiini tekhnolohii u biznesi. Laboratornyi praktykum. Chastyna I: pidruchnyk* [Information and communication technologies in business. Laboratory practical. Part I: textbook]. [Elektronne vydannia]. Universytet imeni Alfreda Nobelia. 120 p.

2. Karimov, H. I., & Karimov, I. K. (2023). *Modeliuvannia ta prohnozuvannia v upravlinni. Kompiuternyi praktykum u MS Excel: posibnyk* [Modeling and forecasting in management. Computer practical course in MS Excel: a manual]. DDTU. 146 p.

3. Bereza, A. M. (2021). *Osnovy stvorennia informatsiinykh system: pidruchnyk* [Fundamentals of creating information systems: Textbook]. KNEU. 214 p.

4. Pavlenko, L. A. (2021). *Korporatyvni informatsiini systemy: pidruchnyk* [Corporate information systems: Textbook]. Vydavnytstvo "INZhEK". 260 p.

5. Sytnyk, V. F., & Kozak, I. A. (2020). *Telekomunikatsii u biznesi: navchalno-metodychnyi posibnyk dlia samostiinoho vyvchennia dystsypliny* [Telecommunications in business: Teaching and methodical manual for independent study of the discipline]. KNEU. 204 p.

MARKETING AND FUNDAMENTALS OF PRODUCT PROMOTION IN INTERNATIONAL MARKETS				
The course aims to develop theoretical knowledge and practical skills in marketing and product promotion in international markets, including market analysis, consumer behaviour, and the use of modern digital tools and strategies to support successful product positioning and communication in global environments				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4 / 14 weeks	4 / **mandatory**	Olha Hamzah, PhD, Associate Professor Ihor Bilotkach, PhD, Associate Professor	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply marketing principles and tools to analyse international markets and develop product promotion strategies.			Interactive lectures, case studies, comparative analysis of international markets	Case analysis, analytical tasks (CAS), written exam (FAS)
2) evaluate consumer behaviour and segmentation in international markets and adapt marketing strategies accordingly.			Lectures, discussions, case studies, problem-solving exercises	Practical tasks, case analysis (CAS), written exam (FAS)
3) use analytical tools to assess market opportunities and justify decisions related to product promotion in global markets.			Analytical exercises, data interpretation tasks, guided research activities	Analytical assignments, reports (CAS), written exam (FAS)
4) develop integrated marketing mix strategies for products and services in international market environments.			Case studies, group work, marketing simulations	Group tasks, case reports (CAS), written exam (FAS)
5) analyse interactions between market participants and communication channels in international marketing environments.			Discussions, stakeholder analysis, case studies	Participation, analytical tasks (CAS), written exam (FAS)
6) analyze international market conditions and evaluate their implications for marketing decisions and the positioning of products and services in global markets.			Lectures, case studies, comparative analysis, problem-based learning	Case analysis, analytical reports (CAS), written exam (FAS)
Assessment				
The final grade is awarded on a 100-point scale, including 40 points for the final assessment (individual project) and 60 points for continuous assessment during the semester. **60 points for continuous assessment:** a) Practical assignments (market analysis, segmentation, product promotion tasks) – 40 points Assessment is based on the ability to apply marketing tools to international markets and develop product promotion decisions: – 36-40 points – tasks are completed comprehensively; strong analytical reasoning; correct application of marketing tools; well-justified decisions for international markets.				

– 30-35 points – generally correct implementation with minor inaccuracies in analysis or justification.
– 24-29 points – basic level of completion; limited analytical depth; partial errors.
– 16-23 points – significant errors in analysis and weak understanding of marketing tools.
– 1-15 points – low level of understanding; incomplete or incorrect tasks.
– 0 points – tasks are not completed.

b) Case studies and analytical tasks – 10 points
Assessment is based on the ability to analyse international markets and product promotion strategies:
– 9-10 points – comprehensive and well-structured analysis; clear understanding of international marketing environment.
– 7-8 points – good understanding with minor inconsistencies.
– 5-6 points – basic analysis with partial understanding.
– 3-4 points – limited understanding; weak analysis.
– 0-2 points – lack of understanding; incorrect or absent analysis.

c) Tests – 5 points
Assessment is based on knowledge of international marketing concepts, tools, and terminology:
– 5 points – excellent knowledge.
– 3-4 points – good understanding.
– 1-2 points – limited knowledge.
– 0 points – insufficient knowledge.

d) Class participation and discussions – 5 points
Assessment is based on engagement in discussions, case debates, and teamwork:
– 5 points – active participation and meaningful contributions.
– 3-4 points – regular participation.
– 1-2 points – limited participation.
– 0 points – no participation.

40 points – Final Assessment (FAS)
Written Examination (Applied International Marketing Tasks)
Exam format:
– theoretical questions
– case-based tasks
– analytical problem-solving

Assessment criteria:
36-40 points – excellent understanding of international marketing; strong analytical skills; correct and well-justified solutions.
30-35 points – good understanding with minor inaccuracies.
24-29 points – basic understanding; limited analytical depth.
16-23 points – weak understanding; significant errors.
1-15 points – very limited knowledge.
0 points – no valid answers provided.

Content

Topic 1. The Essence and Evolution of Marketing in International Markets
Topic 2. The System and Characteristics of the International Marketing Environment
Topic 3. Marketing Research and Data Analysis in International Markets
Topic 4. Planning of Marketing Activities in International Markets
Topic 5. Market Segmentation in International Markets
Topic 6. Consumer Behaviour in International Markets

Topic 7. Managing the Marketing Mix in International Markets
Topic 8. Product Policy and Brand Management in International Markets
Topic 9. Pricing Policy in International Markets
Topic 10. Marketing Communications and Product Promotion in International Markets
Topic 11. Distribution and Promotional Mix in International Markets
Topic 12. Organisation and Control of Marketing Activities in International Markets
Topic 13. Global Marketing and International Market Development

Literature

Compulsory reading

1. Kotler, P., Keller, K. L., & Chernev, A. (2021). *Marketing Management* (16th ed.). Pearson.
2. Kotler, P., & Armstrong, G. (2020). *Principles of Marketing* (18th ed.). Pearson.
3. Cateora, P. R., Money, A. B., Gilly, M. C., & Graham, J. L. (2020). *International Marketing* (18th ed.). McGraw-Hill Education.
4. Keegan, W. J., & Green, M. C. (2019). *Global Marketing* (10th ed.). Pearson.
5. Hollensen, S. (2020). *Global Marketing* (8th ed.). Pearson.
6. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (8th ed.). Pearson.
7. Palmatier, R. W., & Sridhar, S. (2021). *Marketing Strategy: Based on First Principles and Data Analytics*. (2nd ed.). Bloomsbury Academic.
8. Armstrong, G., Kotler, P., Harker, M., & Brennan, R. (2020). *Marketing: An Introduction* (14th ed.). Pearson.
9. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Wiley.

Recommended reading

1. Aaker, D. A. (1996). *Building Strong Brands*. Free Press.
2. Aaker, D. A., Kumar, V., Leone, R. P., & Day, G. S. (2016). *Marketing Research* (12th ed.). Wiley.
3. Galloway, S. (2017). *The Four: The Hidden DNA of Amazon, Apple, Facebook, and Google*. Portfolio.
4. Czinkota, M. R., Ronkainen, I. A., & Cui, A. S. (2021). *International Marketing* (11th ed.). Cengage Learning.
5. De Mooij, M. (2018). *Global Marketing and Advertising: Understanding Cultural Paradoxes* (5th ed.). SAGE Publications.
6. Keller, K. L. (2013). *Strategic Brand Management* (4th ed.). Pearson.
7. Ryan, D., & Jones, C. (2020). *Understanding Digital Marketing* (5th ed.). Kogan Page.
8. Strauss, J., & Frost, R. (2014). *E-Marketing* (7th ed.). Pearson.
9. Harvard Business Review (2020-2025). *Articles on global marketing, product strategy, and international promotion.*
10. McKinsey & Company (2022-2025). *Reports on global markets, consumer behaviour, and digital transformation.*

Web-resources

1. Statista. (n.d.). Statistical data, global market insights, and industry reports for international marketing analysis. Available at: https://www.statista.com/
2. Think with Google. (n.d.). Insights, case studies, and trends in global digital marketing and consumer behaviour. Available at: https://www.thinkwithgoogle.com/
3. Harvard Business Review. (n.d.). Articles on international marketing strategies, product promotion, and global business trends. Available at: https://hbr.org/
4. McKinsey & Company. (n.d.). Research reports on global markets, consumer trends, and digital transformation. Available at: https://www.mckinsey.com/
5. Google Analytics. (n.d.). Tool for analysing international website traffic and customer behaviour. Available at: https://analytics.google.com/

6. SEMrush. (n.d.). Tools for keyword research, competitive analysis, and international SEO. Available at: https://www.semrush.com/
7. World Bank. (n.d.). Global economic data and indicators for analysing international markets. Available at: https://www.worldbank.org/
8. International Trade Centre. (n.d.). Market analysis tools and trade data for international business and export development. Available at: https://www.intracen.org/
9. eMarketer. (n.d.). Reports and forecasts on digital marketing and global consumer trends. Available at: https://www.emarketer.com/
10. Shopify. (n.d.). Insights and tools for product promotion and international e-commerce strategies. Available at: https://www.shopify.com/

ECONOMICS OF ENTERPRISE AND ENTREPRENEURSHIP				
The course aims to provide students with a systematic understanding of the economic foundations of enterprise activity and entrepreneurship, including the principles of business creation, resource allocation, cost and revenue management, and decision-making in competitive market environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4/14 weeks	4 / mandatory	Svitlana Fedulova Doctor of Sciences (Economics), Full Professor; Olha Nezghoda, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) demonstrate a responsible commitment to professional self-development in the field of Enterprise Economics, recognizing the importance of lifelong learning, while maintaining tolerance, adaptability, and openness to innovative change in the economic and business environment.			Problem-based learning, case study, interactive lectures	Participation in discussion, analytical reports (CAS), final exam (FAS)
2) utilize theoretical foundations of Enterprise Economics in addressing practical economic and managerial tasks, and to provide substantiated interpretation and analysis of the outcomes.			Case study analysis, reflective practice, critical analysis of problems	Individual case analysis, presentation (CAS), final exam (FAS)
3) substantiate and justify one's position regarding the specific conditions for the implementation of various forms of international economic relations at the mega-, macro-, meso-, and micro-levels.			Lectures Case study Problem situations	Presentation of the case study Problem solving (CAS)
4) perform an integrated analysis of enterprise economic systems, systematically compare their key structural and operational elements, and critically evaluate and justify assessments of enterprise efficiency and performance outcomes.			Lectures Work in small groups Business game	Presentation of the results of work in small groups Participation in a business game (CAS)
5) demonstrate awareness of the necessity of lifelong learning in the field of Enterprise Economics as a prerequisite for continuously updating economic knowledge, enhancing analytical skills, and sustaining a high level of professional competence in enterprise performance and strategic decision-making.			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.				

60 points for work in the semester:
40 points for an individual assignment (presentation);
20 points for discussions
Assessment criteria:
a) individual assignment (presentation)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Enterprise as an Economic Entity
Topic 2. Foundations of Enterprise Management
Topic 3. Fixed Assets of the Enterprise
Topic 4. Current Assets of the Enterprise
Topic 5. Production Capacity and Program Indicators
Topic 6. Workforce and Labour Productivity
Topic 7. Employee Compensation and Wage Regulation
Topic 8. Cost Structure and Classification of Enterprise Expenses
Topic 9. Price and Pricing Methods in the Enterprise
Topic 10. Profit and Profitability Indicators of the Enterprise
Topic 11. Pricing and Financial Performance of the Enterprise
Topic 12. Investment Activity of the Enterprise

Literature

Compulsory reading

1. Pokrovska, N. M. (2025). *Ekonomika pidpryiemstva: Konspekt lektsii* [Enterprise economics: Lecture notes] (electronic resource). Kyiv: KPI im. Ihoria Sikorskoho. 269 p. Retrieved from https://ela.kpi.ua/server/api/core/bitstreams/24da1674-e05a-402f-a104-a51458497ecf/content

2. Lipych, L. H. (Ed.). (2021). *Ekonomika pidpryiemstva* [Enterprise economics]. Lutsk: Vezha-Druk. 768 p.

3. Kovalska, L. L., & Kryvoviaziuk, I. V. (Eds.). (2020). *Ekonomika pidpryiemstva* [Enterprise economics]. Kyiv: Kondor Publishing House. 700 p.

4. Levchenko, Ya., Shevchenko, I., & Dmytriieva, O. (2019). *Economy and business: Course book*. Kharkiv: FOP Brovin O. V. 128 p.

5. Ricketts, M. (2019). *The economics of business enterprise: An introduction to economic organisation and the theory of the firm* (4th ed.). 680 p.

6. Fedulova, S. O. (2017). *Ekonomika pidpryiemstv vodopostachannia ta vodovidvedennia* [Economics of water supply and wastewater enterprises]. In O. A. Pivovarov (Eds.), Dnipro: DVNZ UDKhTU. 300 p. Retrieved from https://ir.duan.edu.ua/handle/123456789/3913

7. Shubik, M., & Smith, E. (2016). *The guidance of an enterprise economy*. 592 p.

8. Wigley, J., & Lipman, C. (1992). *The enterprise economy*. London: Red Globe Press. 176p.

9. Banerjee, A. V., & Duflo, E. (n.d.). *Good economics for hard times* (audiobook). Retrieved from https://www.amazon.com/dp/B07PCQLKSS

10. Coyle, D. (n.d.). *Cogs and monsters: What economics is, and what it should be* (audiobook). Retrieved from https://www.amazon.co.uk/gp/product/0691210594

11. Hazlitt, H. (n.d.). *Economics in one lesson: The shortest and surest way to understand basic economics* (audiobook). Retrieved from https://www.amazon.com/dp/0517548232

12. DK. (n.d.). *The economics book: Big ideas simply explained* (audiobook). Retrieved from https://www.amazon.com/Economics-Book-Ideas-Simply-Explained/dp/0756698278

Recommended reading

1. Bhogal, T., & Trivedi, A. (2019). *Trade finance: A pragmatic approach* (2nd ed.). Palgrave Macmillan. 364 p.

2. Christensen, B. J., & Kowalczyk, C. (Eds.). (2017). *Globalization: Strategies and effects*. Springer. 609 p.

3. Gannon, M. J., & Pillai, R. K. (2015). *Understanding global cultures: Metaphorical journeys through 34 nations, clusters of nations, continents, and diversity* (6th ed.). Sage Publications. 680 p.

4. Herdegen, M. (2016). *Principles of international economic law* (2nd ed.). Oxford University Press. 552 p.

5. Fedulova, S. O., Kolos, D. Yu., & Loktiev, V. O. (2025). Tsyfrova transformatsiia biznes-struktur [Digital transformation of business structures]. *European Vector of Economic Development*, (2), 150–158. https://doi.org/10.32342/3041-2153-2025-2-39-11

6. Fedulova, S. O., Tykhoplav, V. I. (2024). Resursoefektyvnist ta tsykliarna ekonomika [Resource efficiency and circular economy]. *Visnyk Khmelnytskoho natsionalnoho universytetu, 332(4),* 235–241. https://doi.org/10.31891/2307-5740-2024-332-34

7. Fedulova, S. O. (2022). Hlobalna kryza prodovolchoi bezpeky svitu 2022 roku [Global food security crisis of 2022]. *Nauka, tekhnolohii, innovatsii, (1),* 3–9. https://doi.org/10.35668/2520-6524-2022-1-01

8. Fedulova, S., Harmider, L., Bartashevska, Yu., & Komirna, V. (2022). Assessing the regional labor market by using data mining methods: Ways of effective functioning. *Akademichnyi ohliad, (2),* 36–49. https://doi.org/10.32342/2074-5354-2022-2-57-3

Web-resources

1. Normativnye akty Ukrainy [Regulatory acts of Ukraine]. (n.d.). *Official website*. http://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html

2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua

3. Podatkovyi kodeks Ukrainy [Tax Code of Ukraine]. (2010). Retrieved from https://zakon.rada.gov.ua/laws/show/2755-17

4. Tsyvilnyi kodeks Ukrainy [Civil Code of Ukraine]. (2003). Retrieved from https://zakon.rada.gov.ua/laws/show/435-15

FUNDAMENTALS OF CIVIL PROTECTION AND OCCUPATIONAL SAFETY				
The course aims to provide students with fundamental knowledge and practical skills in civil protection and occupational safety, including legal regulations, risk prevention, workplace safety, and emergency response. It focuses on ensuring safe working conditions, protecting human health, and developing the ability to act effectively in normal and emergency situations. The course also promotes responsible behaviour, awareness of safety culture, and the effective use of modern technologies in professional activities.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 /14 weeks	3 / Mandatory	Oleksandr Pankov, Lecturer	90 h. (16 h. of lectures, 14 h. practical classes, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain key concepts, principles, and terminology related to civil protection, occupational safety, and emergency preparedness.			Lectures, seminars, discussions	Oral answers, participation in discussions (CAS), final pass/fail assessment
2) apply national legislation, international standards, and regulatory frameworks related to occupational safety and civil protection.			Lectures, legal document analysis, case studies	Legal analysis tasks, case discussions (CAS), final pass/fail assessment
3) identify workplace hazards and analyse working conditions to ensure safety and prevent occupational risks.			Problem-solving tasks, case study analysis	Case-based assignments, practical tasks (CAS), final pass/fail assessment
4) develop preventive measures and safety strategies to reduce risks, accidents, and occupational diseases.			Lectures, project work, scenario analysis	Individual assignments, project work (CAS), final pass/fail assessment
5) apply modern information and communication technologies and technical tools to support safety management, risk assessment, and emergency preparedness.			ICT-based tasks, presentations, independent work	Presentations, practical tasks (CAS), final pass/fail assessment
6) demonstrate the ability to act effectively in emergency situations, including providing first aid and following safety procedures.			Simulations, role-playing, practical exercises	Simulation performance, practical skills evaluation (CAS), final pass/fail assessment
7) analyze professional situations involving safety and civil protection risks and justify appropriate decisions based on legal, organizational, and risk-related factors.			Case analysis, discussions, scenario-based learning	Case-based tasks, participation (CAS), final pass/fail assessment

8) demonstrate responsible and ethical behaviour in maintaining a safety culture and complying with occupational safety and civil protection requirements.	Lectures, discussions, group work	Participation in discussions, teamwork evaluation (CAS), final pass/fail assessment

Assessment

The final grade is given on a 100-point scale, including continuous assessment and a final pass/fail assessment.

Continuous assessment (60 points): 10 points – participation in discussions, debates, and interactive learning activities; 20 points – individual assignments (presentations, analytical tasks on civil protection and occupational safety); 30 points – module tests (written assessments covering course topics).

Final assessment (40 points): 40 points – final pass/fail assessment (test).

Assessment criteria

a) Individual assignments (presentations, analytical tasks): 16–20 points: Excellent understanding of the material; well-structured and clearly presented work; use of relevant and up-to-date sources; evidence of critical thinking and independent analysis; 11–15 points: Good understanding of the material; generally well-structured work; minor inaccuracies or inconsistencies; 6–10 points: Basic understanding; some gaps in logic, structure, or content; limited analysis; 1–5 points: Poorly structured work; significant gaps in understanding; unclear or incorrect content.

b) Participation in discussions and interactive activities: 81–100%: Active and meaningful participation; well-argued opinions; clear understanding of the material; 51–80%: Regular participation; general understanding with minor inaccuracies; 21–50%: Limited participation; basic understanding with noticeable gaps; 1–20%: Minimal participation; lack of understanding of key concepts.

c) Module tests. Assessment criteria are specified in each test and include: correctness of answers; understanding of key concepts; ability to apply knowledge in practical situations.

d) Final pass/fail assessment. The final assessment evaluates: understanding of key concepts of civil protection and occupational safety; ability to apply knowledge in professional and everyday situations; awareness of safety procedures and emergency response actions.

Content

Topic 1. Legal and Regulatory Framework of Occupational Safety in Ukraine

Topic 2. Occupational Safety Management Systems

Topic 3. Working Conditions and Risk Assessment

Topic 4. Psychology of Safety. Occupational Injuries and Professional Diseases

Topic 5. Electrical Safety and Prevention of Occupational Hazards

Topic 6. Legal and Regulatory Framework of Civil Protection

Topic 7. Fire Safety and Emergency Prevention

Topic 8. First Aid and Emergency Response

Topic 9. Safety Measures in Emergency Situations (air raids, chemical hazards, radiation threats)

Topic 10. Civil Protection in Wartime and Crisis Conditions (actions of personnel, safety procedures, behavioral strategies)

Literature

Compulsory reading

1. Levchenko, O. H., Polukarov, O. I., Zatsarnyi, V. V., Polukarov, Yu. O., & Zemlianska, O. V. (2019). *Okhorona pratsi ta tsyvilnyi zakhyst* [Occupational safety and civil protection]. Igor Sikorsky Kyiv Polytechnic Institute; Osnova. 287 p.

2. Verkhovna Rada Ukrainy. (2012). *Kodeks tsyvilnoho zakhystu Ukrainy* [Code of civil protection of Ukraine]. https://zakon.rada.gov.ua/laws/show/5403-17

3. European Agency for Safety and Health at Work. (2023). *Occupational safety and health in Europe: State and trends report*. Publications Office of the European Union.

4. International Labour Organization. (2023). *Safety and health at the heart of the future of work: Building on 100 years of experience*. ILO.

5. Verkhovna Rada Ukrainy. (1992). *Zakon Ukrainy "Pro okhoronu pratsi"* [Law of Ukraine "On occupational safety"]. https://zakon.rada.gov.ua/laws/show/2694-12

6. Verkhovna Rada Ukrainy. (1994). *Zakon Ukrainy "Pro zabezpechennia sanitarno-epidemiolohichnoho blahopoluchchia naselennia"* [Law of Ukraine "On ensuring sanitary and epidemiological well-being of the population"]. https://zakon.rada.gov.ua/laws/show/4004-12

7. Derzhavnyi komitet Ukrainy z pytan tekhnichnoho rehuliuvannia ta spozhyvchoi polityky. (2001). *Derzhavnyi klasyfikator nadzvychainykh sytuatsii DK 019:2001* [State classifier of emergencies DK 019:2001].

8. Tkachuk, K. N., Zatsarnyi, V. V., Kashtanov, S. F., et al. (2018). *Okhorona pratsi ta promyslova bezpeka* [Occupational safety and industrial safety]. Libra. 412 p.

9. Tretiakov, O. V., Zatsarnyi, V. V., & Bezsonnyi, V. L. (2018). *Okhorona pratsi: navchalnyi posibnyk z testovym kompleksom* [Occupational safety: Study guide with test complex]. Znannia.
350 p.

10. Tretiakova, L. D., & Lytvynenko, H. Ye. (2018). *Zasoby indyvidualnoho zakhystu: vyrobnytstvo ta zastosuvannia* [Personal protective equipment: Production and application]. Libra. 280 p.

11. World Health Organization. (2022). *WHO guidelines on occupational safety and health*. WHO.

Recommended reading

1. International Labour Organization. (2021). *Guidelines on occupational safety and health management systems (ILO-OSH 2001)*. ILO.

2. World Health Organization. (2022). *Mental health at work: Policy brief*. WHO.

3. European Agency for Safety and Health at Work. (2022). *Telework and health risks in the context of the COVID-19 pandemic*. Publications Office of the European Union.

4. International Federation of Red Cross and Red Crescent Societies. (2023). *First aid guidelines*. IFRC.

5. International Organization for Standardization. (2018). *ISO 45001: Occupational health and safety management systems—Requirements with guidance for use*. ISO.

6. Hopkins, A. (2019). *Managing major hazards: The lessons of disaster*. Allen & Unwin.

7. Reason, J. (2016). *Managing the risks of organizational accidents*. Routledge.

8. Geller, E. S. (2017). *The psychology of safety handbook*. CRC Press.

Web-resources

1. International Labour Organization. (n.d.). *Occupational safety standards, guidelines, and statistics*. https://www.ilo.org

2. World Health Organization. (n.d.). *Health and safety guidelines, emergency response, and mental health.* https://www.who.int

3. European Agency for Safety and Health at Work. (n.d.). *EU policies, workplace safety practices, and risk prevention*. https://osha.europa.eu

4. State Emergency Service of Ukraine. (n.d.). *Civil protection, emergency response guidelines, and safety instructions.* https://dsns.gov.ua

5. Verkhovna Rada of Ukraine. (n.d.). *National legislation and regulatory documents.* https://zakon.rada.gov.ua

COUNTRY STUDIES: NEW GEOSTRATEGIC REALITIES				
The course aims to provide general theoretical and practical training of the student in the problems of development of the countries of the world.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	4 / mandatory	Oleksandr Zadoia, PhD, Associate Professor Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) identify, organize, and analyze information about key economic, political, social, and geopolitical processes and phenomena affecting countries and their international environment.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS), final exam (FAS)
2) apply basic theoretical knowledge to analyze country-specific situations and solve practical tasks related to international economic relations, interpreting the results appropriately.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS), final exam (FAS)
3) explain the basic characteristics of international trade, capital movements, monetary and financial relations, labour mobility, and international technology transfer in the context of different countries and regions.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS), final exam (FAS)
4) compare countries and national economic systems based on key economic, social, political, and geopolitical indicators, identifying major similarities, differences, and interrelationships.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS), final exam (FAS)
5) identify the main causes and characteristics of international conflicts and disputes and			Problem-based learning, case study,	Participation in discussion,

explain their economic and geopolitical implications for countries and international relations.	interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	presentations (CAS), final exam (FAS)
6) identify and use relevant national legislation, international regulatory documents, agreements, and other reliable sources to obtain and interpret information about countries and international economic relations.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.
60 points for work in the semester:
10 points for an individual assignment (presentation);
50 points for discussions
Assessment criteria:
a) individual assignment (presentation)
9–10 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
7–8 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
4–6 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–3 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material’s context.
c) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Local studies: theoretical aspects
Topic 2. Territory, country, state
Topic 3. States and global problems of our time
Topic 4. Countries of Asia, Australia and Oceania
Topic 5. African countries
Topic 6. Countries of North and South America
Topic 7. European countries

Literature

Compulsory reading

1. Zadoia, A., Mahdych, A., Zadoia, O. (2019). *Economy of foreign countries: study guide. Dnipro*: Alfred Nobel University. 210 p.

2. Kozhushko, S. P., Kliuchnyk, R. M. (2021). Turystychna polityka v umovakh hlobalnykh vyklykiv: yevropeiskyi dosvid [Tourism policy in the conditions of global challenges: European experience]. *Yevropeiskyi vektor ekonomichnoho rozvytku*, 1(30), 56–66. DOI: 10.32342/2074-5362-2021-1-30-5

3. Zadoia, A. O. (Ed.). (2020). *Ekonomichna dynamika v novykh heostratehichnykh realiiakh: monohrafiia* [Economic dynamics in new geostrategic realities: monograph]. Dnipro: Universytet imeni Alfreda Nobelia. 235 p.

4. Zadoia, A. O., Kuzminov, S. V., Fedulova, S. O., et al. (2021). *Natsionalni ekonomiky v hlobalnomu sviti: monohrafiia* [National economies in the global world: monograph]. Dnipro: Universytet imeni Alfreda Nobelia. 297 p.

5. Yeremieieva, I. A. (2022). *Teoretychne krainoznavstvo: pidruchnyk* [Theoretical country studies: textbook]. Dnipro: Dnipropetrovskyi derzhavnyi universytet vnutrishnikh sprav. 144 p.

6. Zadoia, A. O., Fedulova, S. O., Kliuchnyk, R. M. (2024). *Arkhitektura yevropeiskoi bezpeky: novi vyklyky ta zahrozy: navchalnyi posibnyk* [Architecture of European security: new challenges and threats: study guide]. Dnipro: Universytet imeni Alfreda Nobelia. 297 p.

Recommended reading

1. Kliuchnyk, R. M., Mahdich, A. S. (2021). Polityka pryvatyzatsii osvity: pryklad Chyli [Education privatization policy: the case of Chile]. In Neperervna osvita dlia staloho rozvytku: filosofsko-teoretychni konteksty ta pedahohichna praktyka: materialy III Vseukrainskoi naukovo-praktychnoi konferentsii. Dnipro: SPD “Okhotnik”, 168–169.

2. Khvatov, Yu. Yu. (2016). Ekonomika Frantsii: etapy i analiz suchasnykh tendentsii rozvytku [Economy of France: stages and analysis of current development trends]. Academy Review, 2, 118–126. Retrieved from: https://acadrev.duan.edu.ua/images/PDF/2016/2/16.pdf

3. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research*, 1(3), 17–28. Retrieved from https://www.denakyrpublishing.science/index.php/jmer/article/view/14

4. Mostova, A., Kliuchnyk, R. M. (2019). Development of the Balanced Scorecard for the State’s Strategy of Food Security. Espacios, 40(44), 6. Retrieved from: http://www.revistaespacios.com/a19v40n44/19404406.html

5. Kliuchnyk, R. M. (2022). Osnovni chynnyky bidnosti v suchasnykh umovakh [Main factors of poverty in modern conditions]. *Yevropeiskyi vektor ekonomichnoho rozvytku*, 1(22), 20–30. DOI: 10.32342/2074-5362-2022-1-32-2

6. Smesova, V. L., Kozhushko, S. P., Kliuchnyk, R. M. (2023). Osnovni vyklyky rozvytku turyzmu: sproba klasyfikatsii [Main challenges of tourism development: an attempt at classification]. *Academy Review*, 2(59), 298–309. DOI: 10.32342/2074-5354-2023-2-59-20

7. Sinha, J. K. (2024). Understanding Economic Growth in India: How It Affects the Everyday Lives of Common People. *Journal of Comprehensive Business Administration Research*. https://doi.org/10.47852/bonviewJCBAR42024220

Web-resources

1. World Bank (n.d.). *Official website*. https://data.worldbank.org/
2. Statista (n.d.). *Official website*. https://www.statista.com/
3. The United Nations (n.d.). *Official website*. https://www.un.org/en
4. Eurostat. *Official website*. Available at: https://ec.europa.eu/eurostat

ECONOMY OF FOREIGN COUNTRIES				
The course aims to familiarize students with the structure of the world's economic systems and to ensure the acquisition of skills for analyzing the economic potential of national economies.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3,4/14 weeks	4 / mandatory 1 / course paper	Oleksandr Zadoia, PhD, Associate Professor Ruslan Kliuchnyk, PhD, Associate Professor	150 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning, 30 h. term paper)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the impact of globalization and regionalization on the transformation of modern economic systems and analyze the role of euro-atlantic integration in shaping the economic policy priorities of european and north american countries.			Interactive lectures, group discussions, brainstorming, case studies on Euro-Atlantic integration.	CAS: Participation in discussions, short knowledge tests. FAS: Exam questions (theoretical part), course paper.
2) analyze the economic potential and specific features of partner countries to identify appropriate forms of foreign economic cooperation between ukraine and these countries.			Problem-based learning, simulation games, analytical workshops, situational tasks.	CAS: Analytical report/essay, defense of a situational task. FAS: Case study analysis in the final exam, course paper.
3) analyze the characteristics of national currency systems and credit policy instruments of the world's leading countries, evaluating their role in ensuring the stability of global financial centers and the investment attractiveness of regions.			Lectures, research-based learning, working with financial databases (IMF, World Bank), webinars.	CAS: Practical assignments (calculating indicators), multimedia presentation. FAS: Test tasks on financial systems, course paper.
4) analyze the territorial and sectoral structure of the global economy by comparing the natural resource base, business environment, and political and economic characteristics of different national economies.			Review of research literature, interdisciplinary seminars, mapping exercises, individual research projects.	CAS: Peer-assessment of individual projects, annotated bibliography. FAS: Comprehensive exam question, course paper.
5) investigate the determinants of economic growth and the patterns of transition processes in economies in transition, establishing causal links			Comparative analysis, guest lectures (if any), independent study of	CAS: Presentation on a specific country's

between radical reforms and the current state of national welfare.	reform cases, workshops.	reform experience, research paper. FAS: Analytical task in the exam paper, course paper.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment:

60 – Continuous Assessment (CAS):

- 10 points – test paper (essay);
- 40 points – participation in discussions;
- 10 points – individual assignment (presentation).

40 – Final Assessment (FAS):

Final exam, specifically:

- 20 points – analysis of the situation;
- 20 points – forecasting the development of the situation.

Assessment criteria:

a) test paper (essay)

9–10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

7–8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

5–6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

3–4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.

1–2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.

0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.

61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.

41–60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial

21–40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

1–20%: A lot of mistakes, with little to no understanding of the material's context

0%: The student does not have the knowledge to conduct a discussion.

c) individual assignment (presentation)
For the presentation during classes, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The presentation fully meets the requirements in form and content. The student demonstrates excellent mastery of the material, provides deep analysis of countries economic indicators, adheres to the time limit, and gives comprehensive answers to questions.
61–80%: The presentation meets the basic requirements. The student is well-versed in the topic and presents the material logically, though the analysis of specific national economic developments is primarily descriptive or there are minor formatting flaws.
41–60%: The content generally aligns with the topic, but the presentation is fragmented. The student uses a limited range of sources, makes inaccuracies in professional terminology, and mostly reads text directly from the slides.
21–40%: The presentation is incomplete, and the analytical component is missing. The student has a weak grasp of the material, cannot explain key points of the demonstration, and ignores visual data formatting requirements.
1–20%: The work is superficial, lacks independent conclusions, or significantly violates the task structure. The student is unable to provide explanations for the presented slides.
0%: The presentation was not submitted, does not match the topic, or is entirely plagiarized.
d) term paper
Assessment criteria:
1. Correct identification of the issues that need to be addressed in order to sufficiently fully disclose the topic.
2. Logically correct sequence of presenting the questions.
3. Correct presentation of answers to the questions posed, ability to draw conclusions, generalizations.
4. Appropriate selection of literary sources for the topic, ability to use statistical and factual material to substantiate various dependencies and trends.
5. Correctness of the work design.
6. Timeliness of completion and defense of the work.
More detailed information on evaluating the term paper is contained in the “Methodological instructions for completing the term paper”.
e) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. National economies in the world economy
Topic 2. Economy of the USA and Canada
Topic 3. Economy of the EU and Japan
Topic 4. Features of economic development of newly industrialized countries (NIC)
Topic 5. The economy of Central and Eastern Europe (CEE)
Topic 6. Economy of Russia
Topic 7. Economy of China
Topic 8. Economy of developing countries
Topic 9. Strategic trade and economic partners of Ukraine

Literature

Compulsory reading

1. Narayevsky S.V. et al. (2021). *Ekonomika zarubizhnykh krayin: konspekt lektsiy* [Economics of foreign countries: lecture notes. Electronic resource]. Textbook for students. S.V. Naraevsky, K.Yu. Redko. Igor Sikorsky Kyiv Polytechnic Institute. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 104 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/701f22f7-785c-44ed-bc07-f28458e3eab2/content

2. Zadoia A. (2019). *Economy of foreign countries: study guide* [Electronic resource]. A. Zadoia, A. Magdich, O. Zadoia. D.: Alfred Nobel University, Dnipro, 2019. 210 p. Available at: https://ir.duan.edu.ua/items/15fbacf9-bafd-4ebb-9193-39900bf1f4bc

3. Zadoia A.O., Fedulova S.O., Klyuchnyk R.M. (2024). *Arkhitektura yevropeys'koyi bezpeky: novi vyklyky ta zahrozy: navchal'nyy posibnyk* [European Security Architecture: New Challenges and Threats: Textbook]. Dnipro: Alfred Nobel University. 297 p. Available at: https://ir.duan.edu.ua/items/908cef9b-1696-41f9-9d9e-72d1ac601c2e

4. Acemoglu D., Robinson J. A. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*. Crown Publishers, New York. 579 p. Available at: https://ia801506.us.archive.org/27/items/WhyNationsFailTheOriginsODaronAcemoglu/Why-Nations-Fail_-The-Origins-o-Daron-Acemoglu.pdf

5. The Economy 1.0 (CORE Econ Project). Oxford University Press, 2017 (Updated 2023). Available at: https://books.core-econ.org/the-economy-v1/book/text/0-3-contents.html

Recommended reading

1. Zadoia A.O. (2021). *Natsional'ni ekonomiky v hlobal'nomu sviti: monohrafiya. Elektronne vydannya* [National economies in the global world: monograph. Electronic edition]. A.O. Zadoia, S.V. Kuzminov, S.O. Fedulova and others; under the general editorship of Dr. of Economics, Prof. A.O. Zadoia. Dnipro: Alfred Nobel University. 297 p. Available at: https://ir.duan.edu.ua/items/81b186b1-a5b3-4066-96b2-405886878f3b

2. Zadoia A.O. (2020). *Ekonomichna dynamika v novykh heostratehichnykh realiyakh: monohrafiya. Elektronne vydannya* [Economic Dynamics in New Geostrategic Realities: Monograph. Electronic Edition]. Edited by Doctor of Economic Sciences, Professor A.O. Zadoia. Dnipro: Alfred Nobel University. 235 p. Available at: https://ir.duan.edu.ua/items/c80d2d6b-f6bb-4d03-8f31-408721b6d251

3. Salvatore D. (2019). *International economics*. John Wiley & Sons. 836 p. Available at: http://ir.harambeeuniversity.edu.et/bitstream/handle/123456789/1685/International%20Economics%28www.Iranidata.com%29.pdf?sequence=1&isAllowed=y

4. Hall P. A., Soskice D. (2001). *An Introduction to Varieties of Capitalism*. In P. A. Hall and D. Soskice (Eds.), V*arieties of Capitalism: The Institutional Foundations of Comparative Advantage*. Oxford University Press. 68 p. Available at: https://www.bresserpereira.org.br/terceiros/cursos/2011/An_Introduction_to_Varieties_of_Capitalism.pdf

5. Esping-Andersen G. (1990). *The Three Worlds of Welfare Capitalism*. Princeton University Press. 38 p. Available at: https://lanekenworthy.net/wp-content/uploads/2017/03/reading-espingandersen1990pp9to78.pdf

Web-resources

1. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

2. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/

3. *International Monetary Fund*. Available at: https://www.imf.org/external/index.htm

4. *The World Bank*. Available at: https://www.worldbank.org/

5. *Eurostat*. Available at: https://ec.europa.eu/eurostat

6. *UNCTAD*. Available at: https://unctad.org/

7. *United Nations*. Available at: https://www.un.org/

8. *World Trade Organization*. Available at: https://www.wto.org/

BUSINESS PROCESS MANAGEMENT				
The course aims to develop students' systematic understanding of management as a professional domain and academic discipline, including comprehension of the content, logic and interrelationships of management functions, and the capacity to apply theoretical approaches and management instruments to analyse, organise and evaluate management processes within an organisation in order to improve its overall performance.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3 / 14 weeks	4 / mandatory	Volodymyr Momot, Doctor of Sciences, Full Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, principles, methods, and functions of business process management and their role in the effective functioning of organisations.			Lectures, problem-based lectures, discussion, case study analysis	Testing, oral questioning, class participation in discussions (CAS), final examination (FAS)
2) describe the content and interrelationships of the key functional areas of an organisation, using appropriate management terminology and conceptual frameworks.			Lectures, problem-based lectures, discussion, case study analysis	Testing, oral questioning, case study presentation (CAS), final examination (FAS)
3) identify managerial problems and apply structured reasoning to justify management decisions in standard and problem-based organisational scenarios.			Problem-based lectures, case studies, situational problem analysis, problem-solving exercises	Problem-based situation resolution, case study presentation (CAS), final examination (FAS)
4) apply management methods and tools to support the effective functioning of an organisation, selecting appropriate instruments in relation to defined objectives.			Problem-based lectures, case studies, situational problem analysis, problem-solving exercises	Evaluation of exercise results, presentation of work outcomes (CAS), final examination (FAS)
5) identify factors affecting employee wellbeing and team performance in business processes and apply appropriate strategies to			Problem-based lectures, case studies, situational problem analysis	Problem-based situation resolution, oral questioning

manage workplace stress and maintain effective professional performance.		(CAS), final examination (FAS)
6) analyse managerial situations and conduct effective communications across diverse functional areas of an organisation, adapting approach to context and audience.	Discussions, small-group work, case studies	Class participation in discussions, small-group presentation of results (CAS), final examination (FAS)
7) apply independent learning strategies and demonstrate flexible, open and self-critical thinking when engaging with new knowledge and solving professional tasks.	Problem-based lectures, skills practice exercises, small-group work	Evaluation of exercise results, oral questioning (CAS), final examination (FAS)
8) conduct individual and/or group research on business process management issues, organize the research process, and present evidence-based findings and recommendations in a coherent manner.	Individual and group research projects, small-group work	Research project presentation, peer evaluation of student reports (CAS), final examination (FAS)

Assessment

The final grade is given on a 100-point scale: 60 points for work in the semester (content modules) and 40 points for the final examination.
60 points across content modules and diagnostic forms:
Content Module 1 – 30 points:
Topic 1, oral questioning, discussion participation – 2 pts
Topic 2, oral questioning, case study presentation – 3 pts
Topic 3, oral questioning, problem-based situation resolution – 2 pts
Topic 4, oral questioning, participation in business simulation – 3 pts
Topic 5, oral questioning, discussion, written response – 2 pts
Module Control Assessment (testing, case study analysis) – 18 pts
Content Module 2 – 30 points:
Topic 6, oral questioning, problem-solving exercises – 2 pts
Topic 7, oral questioning, computer-based testing – 2 pts
Topic 8, oral questioning, self-directed work presentation – 3 pts
Topic 9, oral questioning, business simulation, computer-based testing – 2 pts
Topic 10, oral questioning, written response – 2 pts
Topic 11, discussion participation, small-group work presentation – 3 pts
Topic 12, oral questioning, case study presentation – 3 pts
Topic 13, research project presentation, oral responses – 3 pts
Module Control Assessment (case study analysis, testing) – 10 pts
Total for practical class performance – 60 points
The final examination is assessed on a scale of 0 to 40 points (inclusive) and takes the form of a written assignment comprising test questions and situation analysis tasks.

Assessment Policy
Students are not eligible for an automatic final grade and must sit the examination. Admission to the examination requires a minimum of **36 points** earned during the semester. Students who have not reached this threshold may be admitted upon completing outstanding assignments as determined by the course lecturer, with the semester score recorded as 36 points. A score below **24 points** in the final examination results in an unsatisfactory grade, regardless of semester performance. Re-sitting

the examination following an FX grade is evaluated at 24 points if passed, or 0 points if not passed. Outstanding financial obligations may also constitute grounds for denial of examination access.
Students have the right to appeal the results of the final assessment by submitting a written application to the Vice-Rector for Education Quality Assurance within three working days of the announcement of results. The application must specify the grounds for appeal (e.g., incorrect questions, content outside the programme scope, procedural violations, or non-compliance with the described grading methodology). Following review, the original grade may be maintained, raised, or lowered.
Students have the right to re-sit examinations to improve their final grade (one discipline per semester, upon written application). Students are entitled to express their own perspectives and disagree with interpretations of course topics, provided they master the required volume of course material.

Academic Integrity Policy
During the course, students must comply with academic integrity principles as defined by the Law of Ukraine 'On Education'. *Academic integrity* is defined as a set of ethical principles and legally established rules governing participants in the educational process during study, teaching and research activities. Requirements include: independent completion of all learning tasks and assessment activities (with individual accommodations for students with special educational needs); citation of information sources in research work; avoidance of plagiarism in written assignments; ethical conduct towards fellow students, instructors and university staff. Violations may be referred to the Academic Integrity Commission. Students also have the right to report unethical conduct by instructors (including offensive behaviour, sexual harassment or unfair assessment) to the Commission.

Classroom Conduct Policy
1) Ethical and respectful conduct towards the instructor and fellow students at all times during sessions.
2) Adherence to norms of interaction agreed upon by the group and the instructor.
3) Completion of all course tasks directed at achieving the defined learning outcomes.
4) Punctual attendance; tardiness is not permitted.
5) In the event of an excused absence, students must notify the lecturer prior to the start of class via Google Classroom.
6) A final grade of A (excellent) is conditional on attendance at no fewer than 75% of practical classes. Exception: duly formalised free attendance status.

Content

Content Module 1. The Essence of Management

Topic 1. Management as Professional Activity, a System of Knowledge and Managerial Thinking

Topic 2. Evolution of Management Theories and Approaches

Topic 3. Principles and Patterns of Effective Management

Topic 4. Management Functions as Instruments of Managerial Influence

Topic 5. The Management Process as a Sequence of Function Implementation

Content Module 2. Organisational Management Processes

Topic 6. Planning as the Basis of Goal-Oriented Management

Topic 7. Organising and Building Management Structures

Topic 8. Motivation in Management: Theories and Practical Application

Topic 9. Control and Evaluation of Performance Results

Topic 10. Regulation and Correction in the Management System

Topic 11. Information and Managerial Communications in an Organisation

Topic 12. Leadership in Management

Topic 13. Management Effectiveness: Assessment Approaches and Improvement Directions

Compulsory reading

1. Griffin, R., & Yatsura, V. (2019). *Osnovy menedzhmentu* [Fundamentals of management] (V. Yatsura & D. Olesnevych, Eds.). Bak. 624 p.

2. Kuzmin, O. Ye., & Melnyk, O. H. (2018). *Osnovy menedzhmentu* [Fundamentals of management]. Akademvydav. 416 p.

3. Baieva, O. V., Novalska, N. I., Zgalat-Lozynska, L. O., & Laiko, H. P. (2016). *Praktykum z menedzhmentu* [Management practicum] (Pt. 2). MAUP. 178 p.

4. Khmil, F. I. (2019). *Osnovy menedzhmentu* [Fundamentals of management]. Akademvydav. 608 p.

5. Biryuchenko, S. Yu., Buzhymska, K. O., Burachek, I. V., et al. (2021). *Menedzhment* [Management] (T. P. Ostapchuk, Ed.). Zhytomyr Polytechnic State University; Ruta. 856 p.

Recommended reading

1. Sumets, O. M., & Vlasovets, V. M. (2018). *Stratehii upravlinnia biznesom* [Business management strategies]. Planeta-Print. 119 p.

2. Sazonets, O. M. (2019). *Upravlinnia mizhnarodnym biznesom* [International business management]. NUWEE. 337 p.

3. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.

4. Mintzberg, H. (2009). *Managing*. Berrett-Koehler Publishers. 320 p.

Web-resources

1. Harvard Business Review. (n.d.). *Management insights*. https://hbr.org

2. McKinsey & Company. (n.d.). *Management and organisation*. https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights

3. Verkhovna Rada of Ukraine. (n.d.). *Legislation database*. https://zakon.rada.gov.ua

4. European Foundation for Management Development. (n.d.). *Official website*. https://www.efmd.org

5. American Management Association. (n.d.). *Resources and insights*. https://www.amanet.org

BUSINESS FOREIGN LANGUAGE				
The course aims to teach a business foreign language and develop necessary foreign language communicative competence in the areas of professional and situational communication in oral and written forms. The main aim of teaching a foreign language for business is fulfilled through more specific competencies: acquiring skills of practical foreign language proficiency in various types of speech activities in the scope of topics related to professional needs (B2 and above); obtaining the latest professional information from foreign sources; using monologue and dialogic speech within everyday, socio-political, general economic and professional topics; summarization of socio-political and general economic literature in a foreign language; making presentations on professional topics and the results of own research.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	3, 4, 5, 6, 7, 8/ 75 weeks	27 / Mandatory	Maryna Dolzhenko, PhD, Associate Professor Svitlana Medynska, PhD, Associate Professor Veronika Haidar, Senior Lecturer	810 hours (334 h. practical classes, 476 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply appropriate business terminology and professional language structures to understand and communicate information in english in business and international economic contexts, including presentations and discussions.			Performing self-study tasks, listening to different types of audio and video materials, testing listening skills	Practical skills assessment, oral answers to questions, grading tests (CAS), final test (FAS)
2) analyze professional texts in english that present different attitudes and viewpoints, identifying relevant terminology, abbreviations, and key arguments in the field of international business and economics.			Self-study tasks performance, Internet search, textbook assignments, vocabulary drills, writing essays based on reading, reading skills testing	Practical skills assessment, oral answers to questions, grading written assignments and tests (CAS), final test (FAS)
3) apply listening skills such as prediction, listening for specific information and note-taking while listening to a variety of recordings and authentic interviews with business people concerning business environment and relevant business issues			Tutorials, textbook assignments, self-study activities	Practical skills assessment, grading tests (CAS), final test (FAS)
4) communicate effectively in english on academic and professional topics, applying appropriate pronunciation, vocabulary,			Presentation, project method, case-study analysis, writing essays	Assessment of presentations, projects, case studies,

grammatical structures, and communication strategies.	on professional topics, speaking and writing skills testing	grading written assignments, oral questioning (CAS)
5) produce business correspondence and different types of professional texts and essays in english, processing and synthesizing information from relevant sources and applying appropriate conventions of business writing.	Writing business letters based on situations, writing essays, testing writing skills	Grading written assignments (CAS)
6) apply language tools necessary for conducting business negotiations, presenting a company's products and services, and presenting the results of a completed project	Analysis of specific situations (case-study), project method, individual presentations	Assessment of presentations, projects, case studies, speaking skills (CAS)
7) collaborate effectively in english in professional teams and communicate with business practitioners and specialists from different professional fields, adapting communication to the context and purpose.	Analysis of specific situations (case-study), project method, group presentations, Internet search	Assessment of presentations, projects, case studies, speaking skills (CAS)
8) behave appropriately in a multicultural environment, taking into account national characteristics of representatives of different cultures	Analysis of specific situations (case-study), project method, individual/ group presentations, Internet search	Assessment of presentations, projects, case studies, speaking skills (CAS)

Assessment

Semesters 3–7: The final grade is based on a 100-point scale and is calculated as a result of continuous assessment throughout the semester.
The assessment includes the following components:
30 points for presentation/ project;
20 points for participation in discussions/ case studies;
20 points for written assignments (essay/ business correspondence);
30 points for achievement/ final tests
Semester 8: The final grade is based on a 100-point scale and is calculated as a result of 60% continuous assessment (CAS) and 40% final exam (FAS).
10 **points for** participation in the case study (work on a problematic situation);
10 **points for** essay/ business correspondence (written);
20 **points for** presentation/ project;
20 **points for achievement/ final tests;**
40 **points for** Final exam (written assignments which include a set of tests and tasks for practical skills assessment) (FAS)
Assessment criteria
a) Presentation/ project
The student is assessed according to the following criteria:
9–10 points: The student demonstrates excellent understanding of the material. The presentation is well-structured, coherent, and fully meets the task requirements. A wide range of relevant vocabulary and grammatical structures is used accurately. Arguments are clear, well-developed, and supported with appropriate examples. The speech is fluent, with little to no errors.
7–8 points: The student demonstrates good understanding of the material. The presentation is generally well-structured and meets most of the task requirements. The student uses an adequate range of vocabulary and grammatical structures relevant to the topic. Some arguments may lack

depth or clarity. Minor grammatical or lexical errors are present but do not significantly hinder communication.
5–6 points: The student demonstrates a satisfactory understanding of the material. The presentation is partially structured and only partly meets the task requirements. The student uses a limited range of vocabulary and grammatical structures. Some ideas are insufficiently developed. Errors are noticeable and may hinder effective communication.
1–4 points: The student demonstrates a poor understanding of the material. The presentation is incomplete or does not meet the task requirements. The use of vocabulary and grammar is very limited or inappropriate. There is little logical structure, and frequent errors significantly hinder communication.
b) Participation in discussions/ case studies
Students receive points based on their level of participation in class discussions/ case studies:
81–100%: The student actively participates in discussions/ case studies, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions. The material on the discussion/ case study is presented in a fluent, independent, logical, thorough and reasonable manner with the use of a wide range of vocabulary and grammatical structures on the topic on the basis of all the provided recommendations and instructions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions/ case studies. The student provides arguments using a sufficient range of vocabulary and grammatical structures on the topic, taking into account the main recommendations and instructions, though some of the arguments lack in sufficient depth and language skills, with some minor inaccuracies and mistakes.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps. The ideas are presented fragmentarily and superficially (without any arguments or justification) with the use of a narrow range of vocabulary on the topic and with gross grammar mistakes, which leads to significant inaccuracies.
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions/ case studies. The ideas are presented with the use of separate phrases (utterances) that are relevant to the topic, but the student demonstrates little vocabulary on the topic and makes many grammar mistakes that hinder full understanding.
c) Written assignment
5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) Test
The test includes tasks on vocabulary, grammar, reading, listening, and writing. The criteria for the test assignment are written on the test card. The final score for the test is determined based on the percentage of correct answers.

Contents

Topic 1. Business Opportunities and Factors for Their Identification
Topic 2. Goals, Business Strategies and Competition
Topic 3. SWOT Analysis as a Key Business Tool
Topic 4. Profitability as a Key Indicator of Financial Success of a Business

Topic 5. Managerial Functions
Topic 6. Staff Motivation
Topic 7. Leader, Leadership and Leadership Styles
Topic 8. Teamwork and Team Building
Topic 9. Product Life Cycle
Topic 10. Marketing Mix
Topic 11. E-commerce and Online Banking
Topic 12. Customer Service
Topic 13. Finance and Fundraising
Topic 14. Banking
Topic 15. Investments
Topic 16. Taxation and Its Role in the Development of Society
Topic 17. Forms of International Business Activity. Mergers and Acquisitions
Topic 18. International Trade and Trade Barriers
Topic 19. International Labour Migration: Causes and Consequences
Topic 20. Globalization and Its Impact on the Modern World
Topic 21. Risk Management in International Business
Topic 22. Crisis Management
Topic 23. Resistance to Change as an Obstacle to the Development of Organizations
Topic 24. Corporate Responsibility

Literature

Compulsory reading

1. Cotton, D., Falvey, D., Kent, S. (2016). *Market Leader*. Intermediate/ Upper-Intermediate. Business English Flexi Course Book. Pearson.

2. Kozhushko, S., Medynska, S., Miasoid, H. (2020). *Handbook on Effective Business English Exam Preparation* [Electronic resource]. Dnipro, Alfred Nobel University.

3. Trappe, T., Tullis, G. (2011). *Intelligent Business*. Advanced. Pearson.

Recommended reading

1. Emmerson, P. (2009). *Business Grammar Builder*. Macmillan Publishers Limited.

2. Emmerson, P. (2009). *Business Vocabulary Builder*. Macmillan Publishers Limited.

3. Emmerson, P. (2011). *Business English Handbook. Advanced*. Macmillan Publishers Limited.

4. Evans, V. (2000). *Successful Writing*. Upper-Intermediate. Express Publishing.

5. Hewings, M. (2023). *Advanced Grammar in Use*. Cambridge University Press.

6. Hughes, J., Duckworth, M., & Turner, R. (2019). *Business Result*. Upper-Intermediate (2nd ed.). Oxford University Press. 156 p.

7. Johnson, C. (2001). *Market Leader. Banking and Finance*. Longman.

8. Kozhushko, S., Baranova, I. (2013). *Business Letter Writing*. Dnipropetrovsk, DUEP Press.

9. MacKenzie, I. (2010). *English for Business Studies. A course for Business Studies and Economics students* (3rd ed.). Cambridge University Press.

10. Mackenzie, I. (2000). *Management and Marketing*. Pearson Education Limited.

11. Mascull, B. (2018). *Business Vocabulary in Use: Upper-Intermediate/ Advanced*. (3rd ed.). Cambridge University Press.

12. Pilbeam, A. (2001). *Market Leader. International Management*. Longman.

Web-resources

1. The Economist. (n.d.) *Official website*. www.economist.com
2. The Financial Times. (n.d.) *Official website*. www.ft.com
3. The Harvard Business Review. (n.d.) *Official website*. https://hbr.org/
4. Econlib. (n.d.). https://www.econlib.org/
5. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks

INTERNATIONAL ECONOMIC RELATIONS				
The course aims to equip students with foundational knowledge and understanding of the laws and factors governing the global economy. The course primarily focuses on the pure theory of trade, trade policy theory, theory of factor movement, as well as theories and models related to the functioning of international finance, the openness of national economies, and their convergence.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	5,6 / 25 weeks	10 / mandatory	Alisa Mahdich, PhD, Associate Professor Oleksandr Zadoia, PhD, Associate Professor	300 h. (54 h. lectures, 32 h. seminars/practical, 184 h. self-directed learning, 30 h. term paper)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) systematize and organize acquired information on processes and phenomena in the field of international economic relations; to assess and explain the impact of endogenous and exogenous factors on the development of the world economy; to formulate conclusions and develop recommendations taking into account the specifics of the national and international economic environment.			Lectures, seminars, case study analysis, work in small groups, analysis of statistical data	Analytical report (individual), in-class case analysis, short analytical assignment (CAS), final exam (FAS)
2) identify and analyze new phenomena, processes, and trends in the development of international economic relations, as well as the mechanisms and instruments of international economic policy, including integration and disintegration processes, particularly in the context of euro-atlantic integration.			Lectures, seminars, case study analysis, critical analysis of global trends, work in small groups, class discussions	Thematic essay, oral presentation, participation in seminar discussions (rubric-based) (CAS), final exam (FAS)
3) apply modern theories and methods of international economic relations to analyze and solve practical problems in international trade in goods and services, international capital movements, international monetary, financial and credit relations, international labour mobility, and technology transfer.			Problem-based lectures, seminars, case study analysis, business game, work in small groups	Problem-solving assignments, case study report, applied tasks (CAS)
4) analyze the roles and specific features of key actors in international economic relations, including states, multinational corporations, and international organizations, and compare their approaches to economic development and international economic interaction.			Lectures and seminars, case study analysis comparative analysis work in small groups	Comparative analysis report, group presentation (country/MNC profile), analytical briefing note (CAS)

	preparation of country/company profiles	
5) carry out a comprehensive analysis of the system of international economic relations, compare its components (trade, investment, financial), and evaluate and justify the effectiveness of their functioning.	Lectures and seminars, case study analysis, critical analysis of economic systems, data analysis and interpretation, workshops	Analytical essay, scenario-based assignments, presentation, term paper (CAS), final exam (FAS)
6) demonstrate knowledge of the current state of research in international economic relations and the world economy in an interdisciplinary context, integrating political, legal, and other fields of study.	Lectures and seminars, critical analysis of interdisciplinary materials, reflective practice, work in small groups, preparation of literature reviews	Literature review paper, oral defense/discussion, conceptual analytical essay (CAS), final exam (FAS)
7) independently search for, critically evaluate, and synthesize up-to-date information and research findings from reliable sources to support analysis and decision-making in international economic relations.	Lectures and seminars, reflective practice, self-directed learning, individual work, portfolio development	Reflective essay, learning portfolio, self-assessment report (CAS), final exam (FAS)
8) present research results in the field of international economic relations, on the basis of which well-founded recommendations and measures for adapting economic actors to changes in the international economic environment are developed.	Lectures and seminars, project-based learning, case study analysis, work in small groups, preparation and delivery of presentations	Term paper (written), oral presentation (with rubric), peer review (CAS)
9) analyze the international investment climate and assess the investment attractiveness of countries, regions, and international projects within the global economy.	Lectures and seminars, case study analysis data analysis, scenario analysis, work in small groups	Investment analysis report, case study evaluation final project (country/project attractiveness) (CAS), final exam (FAS)
Assessment		
Semester 5 The final grade is given on a 100-point scale, including: a) 40 points for a case study analysis; b) 40 points for an individual assignment (essay); c) 20 points for discussions		

Assessment criteria:
a) Case Study Analysis (40 points)
30-40 points (Excellent)
- Comprehensive and in-depth analysis of the case
- Clear identification of key economic issues and influencing factors
- Well-justified application of international economic theories
- Logical structure, strong arguments, and practical recommendations
- Effective use of relevant data and sources

20-29 points (Good)
- Generally sound analysis of the case
- Main issues identified, but lacking depth
- Partial or limited application of theory
- Conclusions are present but not fully substantiated
- Limited use of data and evidence

10-19 points (Satisfactory)
- Superficial analysis
- Problems identified only partially or unclearly
- Weak connection to theoretical concepts
- Conclusions are descriptive rather than analytical
- Minimal use of data

0-9 points (Unsatisfactory)
- Lack of proper analysis or major misunderstandings
- Failure to identify key issues
- No logical structure
- No justified conclusions

b) Individual Assignment (Essay) (40 points)
30-40 points (Excellent)
- Clearly defined topic, aim, and research question
- Strong critical analysis and original thinking
- Logical and coherent structure
- Well-argued position supported by academic and empirical sources
- Proper academic writing style and referencing

20-29 points (Good)
- Clear topic, but analysis lacks depth
- Some critical thinking, but not fully developed
- Generally logical structure
- Arguments supported, but not consistently
- Minor issues with style or referencing

10-19 points (Satisfactory)
- Topic is unclear or insufficiently developed
- Limited critical analysis
- Weak structure and argumentation
- Minimal use of sources
- Noticeable issues with academic writing

0-9 points (Unsatisfactory)
- No clear topic or purpose
- Lack of analysis
- Disorganized structure
- No supporting evidence
- Poor writing quality

c) Discussions (20 points)
15-20 points (Excellent)

- Active and consistent participation
- Demonstrates strong understanding of the topic
- Provides insightful, critical contributions
- Engages constructively with peers

10-14 points (Good)

- Regular participation
- Shows good understanding
- Contributions are relevant but not always in-depth
- Some interaction with peers

5-9 points (Satisfactory)

- Irregular or passive participation
- Limited understanding of the topic
- Contributions are basic or descriptive
- Minimal engagement with others

0-4 points (Unsatisfactory)

- No or almost no participation
- Lack of understanding
- No meaningful contributions

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Semester 6

The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.

60 points for the work in the semester:

a) 40 points for an individual assignment (presentation);

b) 20 points for discussions

Assessment criteria:

a) Individual Assignment (Presentation) (40 points)

30-40 points (Excellent)

- Clear structure (introduction, main part, conclusions) and logical flow
- Strong understanding of the topic with critical analysis
- Well-developed arguments supported by relevant data and examples
- High-quality visual materials (clear, professional, not overloaded)
- Confident delivery, clear speech, effective engagement with the audience

20-29 points (Good)

- Generally clear structure, minor issues with logics
- Good understanding of the topic, but limited depth of analysis
- Arguments are present but not fully substantiated
- Visual materials are adequate but may lack clarity or consistency
- Delivery is clear, but with limited engagement or confidence

10-19 points (Satisfactory)

- Weak or inconsistent structure
- Basic understanding of the topic
- Mostly descriptive content with limited analysis
- Visual materials are simplistic or overloaded
- Delivery lacks clarity or confidence

0-9 points (Unsatisfactory)

- No clear structure
- Poor understanding of the topic
- Lack of analysis and argumentation
- Poor or missing visual materials
- Unclear or ineffective delivery

b) Discussions (20 points)

15-20 points (Excellent)
- Active and consistent participation
- Demonstrates strong understanding of topics discussed
- Provides critical insights and reasoned opinions
- Engages constructively with peers and responds to others

10-14 points (Good)
- Regular participation
- Shows good understanding of the material
- Contributions are relevant but not always analytical
- Some interaction with peers

5-9 points (Satisfactory)
- Irregular participation
- Limited understanding of the topics
- Contributions are basic or descriptive
- Minimal engagement in discussion

0-4 points (Unsatisfactory)
- No or almost no participation
- Lack of understanding
- No meaningful contributions

The criteria for the exam assignment are written on the exam card.
The assessment criteria for the term paper are described in detail in the guidelines for writing the term paper.

Content

Topic 1. International Economic System
Topic 2. National Economies and Their Interaction
Topic 3. International Economic Activity
Topic 4. Theory of International Trade
Topic 5. Global Market for Goods and Services
Topic 6. International Scientific and Technological Exchange
Topic 7. International Trade Policy
Topic 8. Global Financial Market
Topic 9. Foreign Direct Investment and International Cooperation
Topic 10. International Portfolio Investment
Topic 11. International Credit
Topic 12. Global Labor Market
Topic 13. International Labor Migration
Topic 14. Theories of Exchange Rates
Topic 15. Global Currency Market
Topic 16. Global Currency System
Topic 17. International Settlements
Topic 18. Balance of Payments and Macroeconomic Equilibrium
Topic 19. International Regional Integration
Topic 20. European Economic Integration
Topic 21. Globalization of Economic Development
Topic 22. Ukraine's Integration into the Global Economy

Literature

Compulsory reading

1. Hajdini, D. (2025). *International economics*. Toronto Academic Press. https://www.perlego.com/book/4933848/international-economics-pdf

2. N. Kushnir, O. Zayats (2023). International Economic Relations: a textbook. Uzhhorod: Hoverla, 320 p. ISBN 978-617-8321-06-2 - electronic version. Available at:

https://dspace.uzhnu.edu.ua/server/api/core/bitstreams/2a88dfb1-0237-4b72-8e99-f6e26ac45a3f/content

3. 4. Pugel, T. A. (2023). *International economics* (18th ed.). McGraw-Hill Education. https://ebookmaster.org/download-book/7789511/international-economics18th-edition-e-book-original-pdf

4. D`Ambrosio, A., & Lavoratori, K. (2025). *Reshoring to survive? The other side of de-globalization*. Journal of Industrial and Business Economics. https://link.springer.com/article/10.1007/s40812-025-00342-7

5. Mariotti, S. (2024). *Open strategic autonomy as an industrial policy compass for the EU*. Journal of Industrial and Business Economics. https://link.springer.com/article/10.1007/s40812-024-00327-y

6. Chukwuma, N. A., Ngoc, L. M., & Mativena, P. (2024). *The US China trade war: interrogating globalization of technology*. Global Journal of Emerging Market Economies. https://doi.org/10.1080/23311886.2024.2365509

7. Muhammad, A., & Thompson, J. (2022). *Whiskey, Brexit, and the trade war*. The International Trade Journal. https://doi.org/10.1080/08853908.2022.2111006

8. Yin, J. (2025). *Comparison of gains for LICs and HICs under the WTO framework within NAFTA context*. Advances in Economics, Management and Political Sciences. https://direct.ewa.pub/proceedings/aemps/article/view/27022

9. Hang, M. (2025). *International organizations function in developing trade policies*. Advances in Economics, Management and Political Sciences. https://direct.ewa.pub/proceedings/aemps/article/view/19527

Recommended reading

1. Springer. (2023). *World economy and international business*. Springer. https://link.springer.com/book/10.1007/978-3-031-20328-2

2. International Economics (2024). Elsevier. Volume 178. https://www.sciencedirect.com/journal/international-economics/vol/178/suppl/C

3. Zadoia A., Mahdich A., Zadoia O. Structure of GDP use in EU countries: relationship of Indicators. Věda a perspektivy. 2023. №3 (22). PP. 35-44. https://doi.org/10.52058/2695-1592-2023-3(22)-35-44

4. Zadoia A., Zadoia O. Currency index and its relationship with the level of country's development / A. Zadoia, O. Zadoia // European vector of economic development, 2022, №. 2 (33), pp. 25-36. http://ir.duan.edu.ua/handle/123456789/3898

5. Baldwin, R. and Freeman, R. (2022) 'Risks and global supply chains: What we know and what we need to know', The World Economy. Available at: https://onlinelibrary.wiley.com/doi/abs/10.1111/twec.13575

6. Karlsson, L., & Hedberg, P. (2021). *War and trade in the peaceful century*. Economic History Review. https://doi.org/10.1111/ehr.13053

7. D'Ambrosio, A. et al. (2025). *Restructuring global supply chains and reshoring policies*. Journal of Industrial and Business Economics. https://link.springer.com/article/10.1007/s40812-025-00342-7

8. Chukwuma, N. A. et al. (2024). *Structural change in global trade and US–China economic conflict*. International Journal of Politics and Economics (open access version). https://doi.org/10.1080/08853908.2024.2365509

Web-resources

1. Central Intelligence Agency (n.d.) *The World Factbook*. Available at: https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top

2. State Statistics Service of Ukraine (n.d.) *Statistical Handbook of Ukraine*. Available at: http://www.ukrstat.gov.ua/

3. National Bank of Ukraine (n.d.) *Official Website of the National Bank of Ukraine*. Available at: https://bank.gov.ua/

4. International Monetary Fund (n.d.) *International Monetary Fund*. Available at: https://www.imf.org/external/index.htm

5. The World Bank (n.d.) *The World Bank*. Available at: https://www.worldbank.org/

6. United Nations (n.d.) *United Nations*. Available at: https://www.un.org/

7. World Trade Organization (n.d.) *World Trade Organization*. Available at: https://www.wto.org/

INTERNATIONAL MARKETING				
The course aims to provide comprehensive knowledge on implementing international marketing tools, policies and strategies and develop effective solutions regarding international marketing activities to enhance competitiveness of domestic enterprises on foreign markets in the context of instability and uncertainty of the external highly competitive environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	7 / 14 weeks	4 / mandatory	Iryna Taranenko, Doctor of Sciences, Full Professor	120 hours (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply the acquired theoretical knowledge to solve practical problems in international marketing and meaningfully interpret the results obtained.			Lectures, seminars, guided self-study activity, internet search, essay	Participation in the discussion, essay peer review (CAS), multiple-choice questions, final exam (FAS)
2) apply relevant theories and methods of international economic relations to analyze international markets for goods and services, international capital movements, and other factors influencing international marketing activities.			Lectures, self-study activities, discussion on the basis of recommended reading, workshop, analytical task	Class discussion participation, task assessment (CAS), multiple-choice questions, final exam (FAS)
3) substantiate the opinion on the specific conditions for the implementation the methods and tools of international marketing at the mega-, macro-, meso- and micro-levels			Lectures, guided self-directed study, case study, problem-based learning	Class discussion participation, case study report, problem solving (CAS), multiple-choice questions, final exam (FAS)
4) select and apply analytical tools for studying the state and prospects for the development of certain segments of international markets for goods and services using modern knowledge about the forms and tools of international trade regulation.			Lectures, practical classes, workshop, analytical task,	Analytical skills evaluation, task assessment (CAS), multiple-choice questions, final exam (FAS)
5) analyze and evaluate managerial decision-making in international marketing, taking into account market conditions, consumer behaviour, competitive environment, risks, and strategic objectives.			Self-study activity, internet search, case study, role-playing game, small group presentation	Peer small group presentation assessment, case study reports (CAS), multiple-choice questions, final exam (FAS)

6) independently search for, critically evaluate, and synthesize relevant information from reliable academic, professional, statistical, and digital sources, including scholarly publications, business media, websites, and databases, to support international marketing analysis and decision-making.	Self-study activity, internet search, writing essay	Essay peer review, participation in the discussion (CAS), final exam (FAS)
7) develop and present evidence-based international marketing solutions and recommendations, working effectively individually and in teams and applying appropriate academic and professional standards, including referencing and the use of reliable sources.	Writing essay, case study, role-playing game, presentation in small groups	Essay presentation, case study report, teamwork assessment, final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: Final exam (4 sets of written assignments, each assignment includes Case study and multiple-choice questions).
Assessment criteria:
a) Case study 30 points
26-30 points: The student provides extensive answer for all discussed questions. The student is able to form well-reasoned opinion on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
21-25 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for his/her answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
16-20 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
11-15 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-10 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
b) Multiple-choice questions 10 points: every correct answer gets 0,5 point
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
10 points Essay (written)
20 points Presentation (oral, multimedia)

Content

Topic 1. The theoretical basis and content of international marketing
Topic 2. International marketing environment
Topic 3. International market research
Topic 4. The choice of foreign markets and models entering the foreign market
Topic 5. International marketing strategies
Topic 6. Product policy at international market
Topic 7. International distribution channels
Topic 8. International marketing communications

Topic 9. International pricing
Topic 10. Organization of international marketing at the enterprise

Literature

Compulsory reading

1. Larina, Ya. S., Babicheva, O. I., Buriak, R. I., & Rafalska, V. A. (2025). *Mizhnarodnyi marketynh* [International Marketing]. Helvetyka. 452 p.

2. Cateora, Ph. R., Gilly, M. C., & Graham, J. L. (2024). *International Marketing (*19th edition). McGraw-Hill. 704 p.

3. Czinkota, M. R., & Ronkainen, I. A. (2022). *International Marketing*. Cengage Learning. 720p.

4. Shtal, T. V., Astakhova, I. E., & Kozub, V. O. (2019). *Mizhnarodnyi marketynh* [International Marketing]. KhNEU im. S. Kuznetsia. 275 p.

5. Taranenko, I.V., Mishustina, T.S., & Yaremenko, S.S. (2024). Implementing marketing innovations in communication mix and product promotion as a competitive advantage of EU enterprises. In: *Intellectual and technological potential of the XXI century*. Monographic series European Science. Book 33(2), 39–47 [Electronic edition].

6. Taranenko, I. V., Lymonova, E. M., & Kliuchnyk, R. M. (2024). Konkurentni biznes-stratehii pidpryiemstv krain YeS v umovakh ekonomichnoi nestabilnosti [Competitive business strategies of EU enterprises under conditions of economic instability]. *Academy Review*, 2(61), 299–315. **Web of Science.** DOI: https://doi.org/10.32342/2074-5354-2024-2-61-21

Recommended reading

1. Taranenko, I. V., Mostova, A. D., & Shcholokova, H. V. (2025). Vplyv instrumentiv zelenoho marketynhu na spozhyvatsku povedinku v konteksti polityky zelenoho perekhodu YeS [The impact of green marketing tools on consumer behavior in the context of the EU green transition policy]. *Herald of Khmelnytskyi National University. Economic Sciences*, 1(338), 83–87.

2. Taranenko, I. V., Mishustina, T. S., & Yaremenko, S. S. (2021). Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti pidpryiemstv krain YeS ta Ukrainy [Strategic innovative guidelines for marketing communication activities of enterprises in the EU and Ukraine]. *Nobelivskyi visnyk*, 1(56), 92–106.

3. Taranenko, I., Chychun, V., Korolenko, V., et al. (2021). Management of the Process of E-Commerce Development in Business on the Example of the European Union. *Studies of Applied Economics*, 5(39). **Scopus.** DOI: https://doi.org/10.25115/eea.v39i5.4911

4. Kniazieva, T. V., Kolbushkin, Yu. P., Petrovska, S. V., et al. (2019). *Mizhnarodnyi marketynh* [International Marketing]. NAU. 164 p.

5. Mazaraki, A. A., Melnyk, T. M., Kudyrko, L. P., Iksarova, N. O., et al. (2018). *Mizhnarodnyi marketynh* [International Marketing]. KNTEU. 448 p.

6. Taranenko, I. V., & Sabetova, A. M. (2017). Sotsiokulturnyi profil krainy yak instrument mizhnarodnoho marketynhu [Sociocultural country profile as a tool of international marketing]. *Infrastruktura rynku*, (10). URL: http://www.market-infr.od.ua/journals/2017/10_2017_ukr/8.pdf

Web-resources

1. World Bank. (n.d.). *World Development Indicators*. https://databank.worldbank.org/source/world-development-indicators

2. World Bank. (n.d.). *Worldwide Governance Indicators*. https://info.worldbank.org/governance/wgi/#home

3. Geert Hofstede. (n.d.). *Cultural dimensions*. http://geert-hofstede.com/cultural-dimensions.html

4. World Bank. (n.d.). *Business Ready (B-READY)*. https://www.worldbank.org/en/businessready

5. WeLib. (n.d.). https://welib.org/search?page=1&q=international+marketing

6. Nielsen. (n.d.). https://www.nielsen.com/

7. Europages. (n.d.). *B2B Marketplace*. http://www.europages.co.uk/

FOREIGN ECONOMIC ACTIVITY OF ENTERPRISES (FUNDAMENTALS)				
The course aims to provide students with the theoretical foundations of foreign economic activity, along with systematic knowledge and skills in regulating such activities and ensuring their effective implementation at the enterprise level.				
Language of teaching	**Semester/ Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	7/14 weeks	5 / mandatory	Svitlana Fedulova, Doctor of Sciences, Full Professor Oleksandr Zadoia, PhD, Associate Professor	150 h. (28 h. lectures, 20 h. seminars/practical, 102 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze how endogenous factors (resources, organizational capacity, export strategy) and exogenous factors (macroeconomic, regulatory, geopolitical) shape an enterprise's foreign economic activity, and formulate evidence-based conclusions and recommendations for its national and international operating environment.			Lecture, interactive lecture, practical classes, debate, panel discussion	Participation in the discussion, debates, practical skills assessment test (multiple choice, computer) (CAS)
2) plan, organize, and lead a group project on an enterprise's foreign economic activity (e.g., a market-entry plan or export operation), motivating team members, monitoring progress, and evaluating collective performance under realistic time constraints.			Lecture, case study discussion, self-study activities	Participation in the discussion, quizzes (CAS) Final exam (FAS)
3) apply theoretical knowledge of foreign trade operations, customs procedures, and international settlements to solve practical enterprise-level tasks (e.g., drafting a foreign trade contract, calculating customs charges, structuring cross-border payments), and interpret the results in a business context.			Lecture, case study in small groups, quiz	Portfolio, case study presentation (CAS)
4) apply modern theories and methods to organize and manage an enterprise's foreign trade in goods and services, cross-border financing and settlement operations, workforce mobility arrangements, and international technology-transfer agreements.			Problem lecture, discussion, solving calculative tasks	Participation in the discussion, making calculations and explanation of results, test (CAS) Final exam (FAS)
5) analyze the roles, interests, and interrelationships of key actors involved in an enterprise's foreign economic activity, including foreign counterparties, customs and regulatory authorities, banks, logistics providers, and			Lecture, seminars, panel discussion	Participation in the discussion, oral answers to questions, tests (CAS)

international organizations, and establish effective cross-cultural business communication with relevant stakeholders.		
6) identify the causes and nature of commercial disputes arising in an enterprise's foreign economic activity (contractual breaches, customs claims, non-performance) and apply appropriate legal, contractual, and alternative dispute-resolution instruments to settle them, while safeguarding Ukraine's national economic interests.	Problem lecture, internet search, self-study activities, role play	Participation in the role play, peer small group presentation, student reports assessment (CAS) Final exam (FAS)
7) evaluate foreign trade regulations, rules, and institutional requirements and apply them to develop economically sound and legally compliant solutions for an enterprise's foreign economic activity.	Problem lecture, internet search, self-study activities, role play	Participation in the role play, peer small group presentation, student reports assessment (CAS) Final exam (FAS)
8) research the international investment climate and assess the investment attractiveness of foreign markets and projects to inform an enterprise's foreign direct investment decisions.	Problem lecture, internet search, self-study activities, role play Lecture, seminars, panel discussion	Mid-term control: Test (multiple choice, computer, mini case (CAS) Final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.

40% Final exam (1 written assignment, which includes the theoretical basis and calculation of all necessary payments for the supply of goods under a certain condition of delivery "Incoterms-2020")

60 points for work in the semester:

– 40 points for an individual assignment (portfolio);

– 20 points for discussions

Assessment criteria:

a) individual assignment (portfolio)

31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.

11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.

1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.

51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

c) exam papers
The criteria for the exam assignment are written on the exam card.

Contents

Topic 1. Features of Managing Foreign Economic Activity in the Globalization Conditions
Topic 2. The Regulation System of Foreign Economic Activity in Ukraine
Topic 3. Customs Regulation of Foreign Economic Activity
Topic 4. Tariff and Non-tariff Regulation of Foreign Economic Activity
Topic 5. Non-tariff Regulation of Foreign Economic Activity
Topic 6. Currency Regulation of Foreign Economic Activities of the Enterprise
Topic 7. Peculiarities and Conditions of Foreign Economic Agreements (Contracts)
Topic 8. Organization of International Transport
Topic 9. Methods of Payment in International Trade
Topic 10. Taxation of Foreign Economic Activity of the Enterprise
Topic 11. Risks in the Foreign Economic Activity of the Enterprise and Their Insurance
Topic 12. The Efficiency of Foreign Economic Activity

Literature

Compulsory reading

1. Hlukha, H., Kholod, S., Shkura, I., Yevtushenko, O., & Zadoya, O. (2018). *Management of foreign economic activity: Complex of learning materials for organization of independent work, control and self-control of student learning* [Electronic resource]. Alfred Nobel University. 89 p.
2. Hobela, V. V. (2021). *Management of foreign economic activity = Upravlinnia zovnishnoekonomichnoiu diialnistiu* [Study guide]. Lviv State University of Internal Affairs. 244 p.
3. Hlukha, H. Ya., Zadoia, O. A., Yevtushenko, O. A., & Lymonova, E. M. (2019). *Upravlinnia zovnishnoekonomichnoiu diialnistiu* [Management of foreign economic activity] [Electronic resource]. Alfred Nobel University. 156 p. https://ir.duan.edu.ua/handle/123456789/1856
4. Seyoum, B. (2022). *Export–import theory, practices, and procedures* (4th ed.). Routledge. 656 p.
5. Lee, E. S. (2023). *A guide to international trading: Professional tools and practice insights for successful operations* (2nd ed.). Springer. 598 p. https://doi.org/10.1007/978-3-031-39977-0
6. Wan, C. L. J., & Wang, Y. (2025). *International operations management: Concepts and applications*. Springer. 216 p.

Recommended reading

1. Bhogal, T., & Trivedi, A. (2019). *Trade finance: A pragmatic approach* (2nd ed.). Palgrave Macmillan. 364 p. (Finance and Capital Markets Series). ISBN-10 303024539X; ISBN-13 978-3030245399.
2. United Nations Conference on Trade and Development. (2024). *World investment report 2024: Investment facilitation and digital government*. United Nations. 164 p. https://unctad.org/system/files/official-document/wir2024_en.pdf
3. World Trade Organization. (2024). *World trade report 2024: Trade and inclusiveness — How to make trade work for all*. WTO. 156 p. https://www.wto.org/english/res_e/booksp_e/wtr24_e/wtr24_e.pdf
4. Kovbatiuk, M. V., Shkliar, V. V., & Pietukhov, A. S. (2023). System of strategic management of enterprises' foreign economic activities. *Economic Synergy*, (1), 151–162. https://doi.org/10.53920/ES-2023-1-12

Web-resources

1. Verkhovna Rada of Ukraine. (1991). *Zakon Ukrainy "Pro zovnishnioekonomichnu diialnist"* [Law of Ukraine "On Foreign Economic Activity"] (No. 959-XII). Available at: https://zakon.rada.gov.ua/laws/show/959-12

2. Verkhovna Rada of Ukraine. (1998). *Zakon Ukrainy "Pro rehuliuvannia tovaroobminnykh (barternykh) operatsii u haluzi zovnishnioekonomichnoi diialnosti"* [Law of Ukraine "On Regulation of Commodity Exchange (Barter) Operations in the Field of Foreign Economic Activity"] (No. 351-XIV). Available at: https://zakon.rada.gov.ua/laws/show/351-14

3. Legal.com.ua. (n.d.). *Normativnye akty Ukrainy* [Legal acts of Ukraine]. Available at: http://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html

4. Verkhovna Rada of Ukraine. (2012). *Mytnyi kodeks Ukrainy* [Customs Code of Ukraine] (No. 4495-VI). Available at: http://sfs.gov.ua/mk/

5. *State Statistics Service of Ukraine. (n.d.). Official website*. Available at: http://www.ukrstat.gov.ua

6. Verkhovna Rada of Ukraine. (2010). *Podatkovyi kodeks Ukrainy* [Tax Code of Ukraine] (No. 2755-VI). Available at: https://zakon.rada.gov.ua/laws/show/2755-17

7. Verkhovna Rada of Ukraine. (2003). *Tsyvilnyi kodeks Ukrainy* [Civil Code of Ukraine] (No. 435-IV). Available at: https://zakon.rada.gov.ua/laws/show/435-15

INTERNATIONAL FINANCIAL RELETIONS				
The course aims to form in students a system of knowledge on the theory of international financial relations and the skills to correctly interpret phenomena, main problems and processes that occur in the field of international financial relations, identify trends and develop practical recommendations for optimizing actions economic entities involved in these processes.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	7/14 weeks	5 / mandatory	Anatolii Zadoia, Doctor of Sciences, Full Professor	150 h. (28 h. lectures, 20 h. seminars/practical, 102 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply specialized terminology and concepts of international financial relations to analyze financial processes and communicate effectively with foreign partners, taking into account the risks associated with international financial activities.			Interactive lectures, tutorials, discussions, independent work, essay writing	Participation in discussions, essays, presentations, performance of individual tasks (CAC), final exam (FAC)
2) select and apply appropriate methods and tools for searching, processing, and critically evaluating financial information to analyze and assess processes and trends in international financial relations.			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
3) can correctly interpret the phenomena, main problems and processes occurring in the field of international financial relations, identify trends and develop practical recommendations for optimizing the actions of economic entities involved in these processes			Lectures, practical classes, discussions, independent work, case analysis, essay writing	Completion of an individual task, presentation, participation in a discussion (CAC), final exam (FAC)
4) apply calculation methods and criteria for evaluating the main indicators that characterize the effectiveness of major operations in financial markets; determine acceptable forms of international settlements for concluding agreements with foreign partners, to choose effective forms of insurance of currency and other risks			Tutorials, independent work, essay writing	Essay, presentation, participation in the discussion (CAC), final exam (FAC)
5) analyze the specific features of financial systems and models of international financial relations in different countries and groups of countries, assess their implications for international financial activities, and justify appropriate decisions taking these differences into account.			Working with databases on the Internet, self-study	Essay, performance of an individual task, presentation (CAS)

Assessment
The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the final control. 60% - current control: 20% - individual assignment; 10% - participation in discussions, presentations; 30% - testing 40 %- final exam. In particular: 10 - tests; 15 – analysis of situation; 15 - case solving. Assessment criteria: a) individual task (essay) 17–20 points. The student demonstrates an excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and informational literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements. 13–16 points. The student understands the material well, demonstrates a good mastery of the content and depth of the search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. 9–12 points. In general, the student answers the questions correctly, but shows a superficial processing of the content, a small depth of the search. The acquirer does not provide a comprehensive explanation of all issues. There are significant violations of the requirements for writing essays. 5–8 points. The student demonstrates a weak understanding of the material, a superficial treatment of the content; shallow search depth. The work contains false statements. The individual task is returned for revision. 1–4 points. The student shows some understanding of the material. The student does not provide detailed explanations regarding all aspects of the problem formulated in the individual task. The work is not properly designed. The individual task is returned for revision. 0 points. The student does not demonstrate any knowledge or understanding of the issues raised in the individual task. The student reveals a fundamental misunderstanding of the subject. Requires a new individual task; b) participation in discussions For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment: 81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position. 51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed. 21–50%: A basic understanding of the material, but with significant gaps or omissions. 1–20 %: A lot of mistakes, with little to no understanding of the material’s context. c) computer testing The number of points for computer testing is determined by multiplying the maximum number of points provided by the technology map for the study of the course for a specific type of test by the specific weight of correct answers from the total number of questions included in the test. d) exam papers The criteria for the exam assignment are written on the exam card.
Content
Topic 1. The essence of international financial relations. Financial markets Topic 2. The world currency market and its structure Topic 3. International banking Topic 4. International credit market

Topic 5. International settlements and their organizational principles
Topic 6. Balance of payments (BoP) and international investment position (IIP)
Topic 7. External debt in the system of international financial relations
Topic 8. Financial and monetary policy of the European Monetary Union

Literature

Compulsory reading

1. Zadoia, A., Zadoia, O. (2025). International Finance relations: Textbook [Electronic issue]. Dnipro: Alfred Nobel University. 157 p. Available at: https://ir.duan.edu.ua/handle/123456789/6394

2. Keith Pilbeam (2023). International Finance. Bloomsbury Publishing, 568 p.

3. Menzie D. Chinn, Douglas A. Irwin (2025). International Finance. Cambridge University Press. 234 p. https://doi.org/10.1017/9781009407847

4. Tien Van Nguyen (2023). Fundamentals of International Finance: Textbook. Peter Lang Group AG, 2023. 644 p. https://doi.org/10.3726/b19527

5. Zadoia, A. (2022) *Mizhnarodni finansovi vidnosyny* [International financial relations] Textbook [Electronic issue]. Dnipro: Alfred Nobel University. 160 p. Available at: http://ir.duan.edu.ua/handle/123456789/3828 (in Ukrainian)

6. Pasinovych, I. I. Adamyk, V. V. (2025). *Mizhnarodni valyutno-finansovi vidnosyny: navchal'nyy posibnyk* [International Monetary and Financial Relations: Textbook]. K.: Konkord, 324 p. ISBN 978-617-8471-29-3 (in Ukrainian)

Recommended reading

1. Zadoia, A., Mahdich, A., Zadoia, O., Zadoia, Yu. (2025). Scenarios of transformation of the banking system under the influence of innovations: Ukrainian specificity. Academy Review, No.1(62). P.107-121. https://doi.org/10.32342/3041-2137-2025-1-62-8

2. Pierre-Hugues, Verdier (2025). International Finance and the Return of Geopolitics. American Journal of International Law, Volume 119, Issue 2, April 2025, pp. 229–278. https://doi.org/10.1017/ajil.2025.8

3. Alami, I., Alves, C., Bonizzi, B., Kaltenbrunner, A., Koddenbrock, K., Kvangraven, I., & Powell, J. (2022). International financial subordination: a critical research agenda. Review of International Political Economy, 30(4), 1360–1386. https://doi.org/10.1080/09692290.2022.2098359

4. Schindler, S., Alami, I., DiCarlo, J., Jepson, N., Rolf, S., Bayırbağ, M. K., … Zhao, Y. (2023). The Second Cold War: US-China Competition for Centrality in Infrastructure, Digital, Production, and Finance Networks. Geopolitics, 29(4), 1083–1120. https://doi.org/10.1080/14650045.2023.2253432

5. Reforms to the International Financial Architecture | Our Common Agenda Policy Brief 6. Available at: https://www.diplomacy.edu/resource/reforms-to-the-international-financial-architecture-our-common-agenda-policy-brief-6/

6. Tots′ka, O. L. (2023). *Mizhnarodni valyutno-finansovi vidnosyny* [International Monetary and Financial Relations] [Electronic edition]. Luts′k: Volyns′kyy natsional′nyy universytet imeni Lesi Ukrayinky, 52 p. Available at: https://evnuir.vnu.edu.ua/bitstream/123456789/22492/1/metoda_49.pdf (in Ukrainian0

7. Zadoia, A.O. (2024). European tax system: problems of harmonization and ways to solve them. European Vector of Economic Development. No.2. P.30–44. https://doi.org/10.32342/3041-2153-2024-2-37-3

8. Zadoia, A. O., Mahdich, A. C., Zadoia, O. A. (2022). *Makroekonomichni kryteriyi valyutno-finansovoyi konverhentsiyi: oriyentyry dlya Ukrayiny* [Macroeconomic criteria for monetary and financial convergence: guidelines for Ukraine]. Academy Review. 2022. No.2 (57). P.5–23. https://doi.org/10.32342/2074-5354-2022-2-57-1 (in Ukrainian)

Web-resources

1. Central Intelligence Agency. The World Factbook. Available at: https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top
2. The World Bank. Available at: http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=6
3. National Bank of Ukraine. Available at: https://bank.gov.ua/
4. Minfin. Available at: http://index.minfin.com.ua/bank/stat/count.php
5. International Monetary Fund. Available at: https://www.imf.org/external/index.htm
6. Statista. The Statistics Portal. Available at: https://www.statista.com/markets/

INTERNATIONAL INVESTMENT ACTIVITY				
The course aims to form in the students an understanding of the laws of international investment activities, to develop knowledge and analytical and practical skills in the field of foreign investment, including in the specific conditions of Ukraine.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	8/8 weeks	5 / mandatory	Anatolii Zadoia, Doctor of Sciences, Full Professor	150 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning, 30 h. course paper)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze the nature, structure, and mechanisms of international investment activity and apply appropriate tools to assess international investment markets and the economic feasibility of investment projects using discounting and other investment appraisal methods.			Lecture, tutorials, discussions, self-work, essay writing	Participation in discussion, essay, presentation (CAS), final exam (FAS)
2) analyze the role and significance of international investment in contemporary international business and apply methodological approaches to the assessment and management of international investment activities.			Lectures, seminars, discussions, literature study, self-work	Participation in discussion, essay, presentation (CAS), course paper, final exam (FAS)
3) understand the essence of the investment activities of transnational enterprises; use the components of the mechanism for regulating international investment activities.			Lecture, tutorials, discussions, self-work, essay writing	Participation in discussion, essay, presentation (CAS), final exam (FAS)
4) investigate the features and difficulties that arise in the international investment market; independently analyze the state of international investment activity and assess the investment climate			Lecture, tutorials, discussions, self-work, essay writing	Participation in discussion, essay, presentation (CAS), course paper, final exam (FAS)
5) use methods of managing a portfolio of international investments; justify the main areas of activity of ukraine and ukrainian producers in the international investment market			Lectures, practical classes, discussions, self-work, case analysis, preparation of an international investment project	International investment project, presentation, participation in discussion (CAS), course paper, final exam (FAS)
6) collaborate effectively in individual and team-based investment projects, communicate investment-related information clearly with specialists and non-specialists, and contribute to			Tutorials, self-work, essay writing	Essay, presentation, participation in

the development and presentation of evidence-based investment solutions.		discussion (CAS), final exam (FAS)
7) independently search for, critically evaluate, and synthesize current statistical, analytical, academic, and electronic information on international investment activity and use it to support investment analysis and evidence-based decision-making.	Discussion, role play, working with databases on the Internet, self-study	Essay, international investment project, presentation (CAS), course paper (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the final control.
60% – current control:
15% – essay, presentation;
15% – participation in discussions;
30% – international investment project.
40% – final exam. In particular:
10% – situation analysis;
20% – problem solving;
10% – computer testing
Assessment criteria:
a) essay, presentation
13–15 points. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
10–12 points. The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
7–9 points. The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
4–6 points. The student demonstrates poor understanding of the material, superficial processing of the content; small depth of search. The work contains false statements. The individual task is returned for revision.
1–3 points. The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the individual assignment. The work is not properly formatted. The individual assignment is returned for revision.
0 points. The student does not demonstrate any knowledge or understanding of the issues raised in the individual assignment. The student demonstrates a fundamental misunderstanding of the topic. A new individual assignment is required.;

b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material’s context.

c) investment project

26–30 points. The idea of the project is original. A deep analysis of the investment environment has been conducted. The data for calculating the project correspond to the real situation in the selected country. All calculations have been performed correctly. Correct conclusions have been drawn. There are no violations of the requirements for the design of the work. When defending the work, the student demonstrates free possession of the material and fully answers additional questions.
19–25 points. The work as a whole meets the requirements. All calculations have been performed correctly. However, there are minor inaccuracies in the design of the work. During the defense of the work, the student makes minor erroneous judgments.
15–18 points. The student demonstrates an understanding of the international investment process, can correctly calculate the main indicators for assessing the economic feasibility of implementing an international investment project. During the defense, he/she demonstrates a superficial understanding of the criteria for assessing the investment climate in the recipient country. Part of the project data does not correspond to the real economic situation in the country of investment.
0–14 points. The project is not credited and is returned for revision
The project was carried out according to data that does not correspond to the realities of the country of investment. It does not have an international component. When calculating the investment attractiveness of the project, significant errors were made, which affected the overall conclusions. During the defense, the student demonstrates a lack of understanding of the essence of international investment planning.

d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Features and principles of international investment activities
Topic 2. Direct and indirect investments
Topic 3. International investment infrastructure
Topic 4. International business investment activities and its economic efficiency
Topic 5. Forms and methods of public administration of international investment activities
Topic 6. Peculiarities of foreign investments in Ukraine
Topic 7. International stock market
Topic 8. International bond market
Topic 9. Derivative securities in the international market
Topic 10. The indices of the stock market and investment ratings
Topic 11. Management of international investment portfolio

Literature

Compulsory reading

1. Zadoia, A., Zadoia, O. (2026). International Investment Activity: Textbook [Electronic edition]. Dnipro: Alfred Nobel University, 2026, 122 p. Available at: https://ir.duan.edu.ua/handle/123456789/6506

2. Who Invests in Ukraine and How? Available at: http://razumkov.org.ua/en/articles/who-invests-in-ukraine-and-how

3. Zadoia, A., Kholod, S., Zadoia, O. (2022) Models of the international investment position in the Visegrad countries and Ukraine: a comparative analysis. Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu, № 3, pp.215–220. https://doi.org/10.33271/nvngu/2022-3/173

4. Xinxin Wanga, Zeshui Xua, Yong Qinaand Marinko Skare (2022) Foreign direct investment and economic growth: a dynamic study of measurement approaches and results. Economic Research Ekonomska Istraživanja, Volume 35, Issue 1, Pages 1011–1034, https://doi.org/10.1080/1331677X.2021.1952090

5. Okhrimenko, O. O. (2024). *Mizhnarodna investytsiyna diyal'nist': konspekt lektsiy* [International investment activity: lecture notes]. Kyiv: KPI im. Ihorya Sikors′koho, 152 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/6c68a2f7-5645-45dd-beb2-a65452f16303/content (in Ukrainian)

6. Stepanova, A. A. (2021). *Investuvannya v skhemakh i tablytsyakh* [Investing in charts and

tables]. Textbook. Part 1. 103 p. Available at: https://fpk.in.ua/images/biblioteka/3bac_pravo/Stepanova-Investuvannya.pdf (in Ukrainian)

Recommended reading

1. Kersten Stamm, Dana Vorisek (2023). The Global Investment Slowdown: Challenges and Policies. World Bank Group, 81 p. Available at: https://documents1.worldbank.org/curated/en/099351003152335049/pdf/IDU0726e2460074a604ccb0be1e003a8396efcce.pdf

2. Global Equity Markets The near-term and mid-term outlook amid inflation, rising rates, global conflict, and pandemic recovery. Institutional Investor & EquitiesFirst. 2023.

3. Global foreign direct investment flows over the last 30 years. By region and economy, 1990–2021. Available at: https://unctad.org/data-visualization/globalforeigndirect-investment-flows-over-last-30-years

4. Yaremenko, A.H. (2022). Foreign direct investment and its impact on economic and environmental development. Innovative processes in economy. No. 1–2 (95-96). P. 33–37. Available at: https://essuir.sumdu.edu.ua/server/api/core/bitstreams/e3e906cd-6103-4199-85bb-5910013de108/content

5. Phung, T., Rasoulinezhad, E. & Luong Thi Thu, H. (2023). How are FDI and green recovery related in Southeast Asian economies? Econ Change Restruct . No. 56. P. 3735–3755 (2023). https://doi.org/10.1007/s10644-022-09398-0

6.Shuba, Olena & Chorna, Anna. (2023). The Current State of the World Stock Market and the Challenges of Its Development. Business Inform. 1. 130–136. https://doi.org/10.32983/2222-4459-2023-1-130-136

7. Zamani, Z., Tayebi, S.K. (2022) Spillover effects of trade and foreign direct investment on economic growth: an implication for sustainable development. Environ Dev Sustain. No. 24. P. 3967–3981 (2022). https://doi.org/10.1007/s10668-021-01597-5

8. Fedevich, L., Zhukova, K. (2024). *Analiz yevrobondiv v strukturi derzhavnoho borhu Ukrayiny* [Analysis of Eurobonds in the Structure of the State Debt of Ukraine]. Science and Technology Today. https://doi.org/10.52058/2786-6025-2023-14(28)-309-317 (in Ukrainian)

9. Khoma, I. B., Kosyk, V. M. (2024). *Osnovni problemy rynku pokhidnykh tsinnykh paperiv Ukrayiny ta shlyakhy yikh vyrishennya* [Main problems of the Ukrainian derivatives market and ways to solve them]. Galician Economic Bulletin. No. 1. P. 69-76. Available at: https://elartu.tntu.edu.ua/handle/lib/44722

Web-resources

1. Central Intelligence Agency. The World Factbook. Available at: https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top

2. The World Bank. Available at: http://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?page=6

3. National Bank of Ukraine. Available at: https://bank.gov.ua/

4. Minfin. Available at: http://index.minfin.com.ua/bank/stat/count.php

5. International Monetary Fund. Available at: https://www.imf.org/external/index.htm

6. Statista. The Statistics Portal. Available at: https://www.statista.com/markets/

7. International investment position statistics. Available at: http://ec.europa.eu/eurostat/statistics-explained/index.php/International_investment_position_statistics

8. International Monetary Fund. Available at: https://www.imf.org/external/index.htm

9. Index of economic freedom. Heritage Foundation. Available at: http://www.heritage.org/index

10. World Economic Forum. Annual Report 2023-2024. Available at: https://www.weforum.org/publications/annual-report-2023-2024/

11. World Investment Report 2025. International investm ent in the digital economy URL: https://unctad.org/publication/world-investment-report-2025

LABOUR ECONOMICS AND SOCIAL AND LABOUR RELATIONS				
The course aims to develop a system of theoretical and practical knowledge in higher education students regarding the categories, concepts, and mechanisms for ensuring the efficient use of human resources, organizing effective work, and fostering the progressive development of social and labour relations in Ukraine.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	8/8 weeks	5 / elective	Alisa Mahdich, PhD, Associate Professor Elvina Lymonova, PhD, Associate Professor	150 h. (28 h. lectures, 20 h. seminars/practical, 102 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze the key concepts, processes, and mechanisms of labour economics and socio-economic relations, including employment, unemployment, wages, labour productivity, labour mobility, and social partnership.			Interactive lectures, discussion-based classes, critical analysis of concepts and theories, structured class discussions	Short analytical assignments, participation in seminar discussions (rubric-based) (CAS), (FAS)
2) apply theoretical and analytical methods of labour economics to assess labour market conditions, employment trends, workforce demand and supply, and factors influencing labour market development at national and international levels.			Team-based learning, project-based learning (group research projects) peer instruction and cooperative workshops	Group research project report, team presentation and defense, peer assessment of team contribution (CAS)
3) apply theoretical knowledge of labor economics and social relations to solve practical problems, including labor market analysis, employment issues, and workplace dynamics, and interpret the results effectively.			Problem-based lectures, seminars, case study analysis, business game, work in small groups	Problem-solving assignments, case study report, applied tasks (CAS), (FAS)
4) recognize the necessity of continuous learning to maintain professional competence in labor economics and adapt to evolving labor market trends and social policies.			Lectures, seminars, reflective practice, self-directed learning, individual work, portfolio development	Reflective essay, Individual research project, self-assessment report (CAS)
5) analyze contemporary transformations in labour markets, including digitalization, technological change, international labour			Lectures, seminars, case studies (labor markets),	Analytical essay, case study report,

mobility, and new forms of employment, and assess their implications for enterprises, workers, and socio-economic development.	data analysis workshop, presentation workshop	scenario task (policy recommendations) (CAS) Research presentation (defense) (CAS), (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.
60 points for work in the semester:
a) 40 points for an individual assignment (research project);
b) 20 points for discussions

Assessment criteria:

1. Individual Assignment (Research Project) (40 points)

30-40 points (Excellent)

1) Clear structure (introduction, main part, conclusions) and logical flow
2) Strong understanding of the topic with critical analysis
3) Well-developed arguments supported by relevant data and examples
4) High-quality visual materials (clear, professional, not overloaded)
5) Confident delivery, clear speech, effective engagement with the audience

20-29 points (Good)

- Generally clear structure, minor issues with logics
- Good understanding of the topic, but limited depth of analysis
- Arguments are present but not fully substantiated
- Visual materials are adequate but may lack clarity or consistency
- Delivery is clear, but with limited engagement or confidence

10-19 points (Satisfactory)

- Weak or inconsistent structure
- Basic understanding of the topic
- Mostly descriptive content with limited analysis
- Visual materials are simplistic or overloaded
- Delivery lacks clarity or confidence

0-9 points (Unsatisfactory)

- No clear structure
- Poor understanding of the topic
- Lack of analysis and argumentation
- Poor or missing visual materials
- Unclear or ineffective delivery

2. Discussions (20 points)

15-20 points (Excellent)

- Active and consistent participation
- Demonstrates strong understanding of topics discussed
- Provides critical insights and reasoned opinions
- Engages constructively with peers and responds to others

10-14 points (Good)

- Regular participation
- Shows good understanding of the material
- Contributions are relevant but not always analytical
- Some interaction with peers

5-9 points (Satisfactory)

- Irregular participation

- Limited understanding of the topics
- Contributions are basic or descriptive
- Minimal engagement in discussion

0-4 points (Unsatisfactory)

- No or almost no participation
- Lack of understanding
- No meaningful contributions

The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Labor economics as a scientific discipline and its development
Topic 2. Labor, human capital, and labor potential of society
Topic 3. Labor market and employment regulation
Topic 4. Social partnership and labor relations
Topic 5. Labor productivity and efficiency
Topic 6. Wage systems and cost of labor
Topic 7. Analysis, planning, and monitoring of labor indicators
Topic 8. Reporting, auditing, and international regulation of labor

Literature

Compulsory reading

1. *Labour Economics for Leaders* (2023) *Labour Economics for Leaders*. Available at: https://ecampusontario.pressbooks.pub/app/uploads/sites/2139/2023/01/Chapter-1-Labour-Economics-for-Leaders.pdf

2. George J. Borjas (2024) *Labor Economics*. 9th edn. Available at: https://studylib.net/doc/27749309/labor-economics-9th-edition---george-j-borjas

3. George J. Borjas (2021) *Labor Economics*. Available at: https://files.znu.edu.ua/files/Bibliobooks/Inshi68/0050213.pdf

4. *Open Textbook* (2023) *Labour Economics Chapters (Pressbooks collection)*. Available at: https://ecampusontario.pressbooks.pub/app/uploads/sites/2139/2023/03/Chapter-8-Labour-Economics-for-Leaders.pdf

5. IZA Institute of Labor Economics (2023) *IZA World of Labor*. Available at: https://wol.iza.org

6. World Bank (2023) *Labor economics research and teaching materials*. Available at: https://openknowledge.worldbank.org

7. Balan, O. et al. (2023) *Personnel Administration and Labour Market Dynamics*. Available at: https://economics.net.ua/files/analytics/UUT_24_Analytics_E.pdf

8. *Open Educational Resource* (2023) *Introduction to Labor Economics*. Available at: https://www.scribd.com/document/960729604/Ch-1-Intro-to-Labor-Economics-Teacher

Recommended reading

1. International Labour Organization (2026) *Employment and social trends 2026*. Available at: https://researchrepository.ilo.org/esploro/outputs/report/Employment-and-social-trends-2026/995684768902676

2. International Labour Organization (2025) *World Employment and Social Outlook: Trends 2025*. Available at: https://researchrepository.ilo.org/esploro/outputs/report/995632443102676 European Commission (2025) *Labour Market and Wage Developments in Europe 2025*. Available at: https://op.europa.eu/webpub/empl/lmwd-annual-review-report-2025/

3. European Commission (2025) *Labour Market and Wage Developments in Europe 2025*. Available at: https://op.europa.eu/webpub/empl/lmwd-annual-review-report-2025/

4. Organisation for Economic Co-operation and Development (2025) *Labour market situation – statistical release (April 2025)*. Available at: https://www.oecd-

ilibrary.org/en/data/insights/statistical-releases/2025/04/labour-market-situation-updated-april-2025.html

5. Malo, M.Á. (2025) *Law and economics, and the labour market: a comprehensive research agenda*. European Journal of Law and Economics, 60, pp. 209–226. Available at: https://doi.org/10.1007/s10657-025-09856-w

6. Böheim, R., Freudenthaler, C. & Lackner, M. (2025) *Male coaches increase the risk-taking of female teams—Evidence from the NCAA*. Labour Economics. Available at: https://www.sciencedirect.com/journal/labour-economics/vol/94/suppl/C

7/ Calì, M. & Presidente, G. (2025) *Robots for economic development*. Labour Economics. Available at: https://www.sciencedirect.com/journal/labour-economics/vol/96/suppl/C

8. Kannan, B., Pinheiro, R. & Turtle, H. (2025) *Replacing labour with capital: Evidence from aggregate mobility shocks*. Labour Economics (Articles in press). Available at: https://www.sciencedirect.com/journal/labour-economics/articles-in-press

9. Draper, J. (2025) *Labour migration, occupational segregation, and equality*. Politics, Philosophy & Economics. Available at: https://doi.org/10.1177/1470594X251351796

10. Lo, S.M.S. (2025) *Labor supply elasticity in a search friction model*. ILR Review. Available at: https://doi.org/10.1177/00197939251328290

11. Smith, E. (2026) *Gender inequality in apprenticeship systems*. The Economic and Labour Relations Review. Available at: https://www.cambridge.org/core/journals/the-economic-and-labour-relations-review

Web-resources

1. International Labour Organization (2024) *Global labour market inequalities and policy responses*. Available at: https://www.ilo.org

2. World Bank (2024) *Jobs and labour market policy reports (Open Knowledge Repository)*. Available at: https://openknowledge.worldbank.org

3. World Bank (2025) *Employment, skills and productivity in developing economies*. Available at: https://openknowledge.worldbank.org

4. IZA Institute of Labor Economics (2024) *IZA World of Labor – updated research articles*. Available at: https://wol.iza.org

5. IZA Institute of Labor Economics (2025) *IZA Discussion Papers (Labour economics series)*. Available at: https://www.iza.org/publications/dp

6. United Nations Development Programme (2024) *Human development and labour market transformations*. Available at: https://hdr.undp.org

SECOND FOREIGN LANGUAGE (FRENCH)

The course aims to develop students' ability to use the language in accordance with standard vocabulary and grammar norms across writing, speaking, listening, and reading skills at levels A1–A2. The language practice is framed within cross-cutting thematic areas related to everyday life, social interaction, and cultural contexts, enabling learners to build functional communicative competence in a second language environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
French	3-7/ 67 weeks	19 / Mandatory	Svitlana Halazdra, Senior Lecturer	570 hours (190 h. practical classes, 380 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply and appropriately select French-language grammatical, lexical, and communicative tools to communicate in everyday, academic, and introductory professional contexts, progressively developing language proficiency from a1–a2 towards a2–b1.	Practical classes, grammar workshops, reading and text analysis activities	Class participation and discussions, written assignments, reading comprehension tasks (CAS), final test (FAS)
2) communicate effectively in French in individual, pair, and group activities, participating in dialogues, discussions, and role-play situations to solve typical everyday, academic, and professional communication tasks.	Practical classes, role-playing and simulations, communicative practice sessions, pair and group work	Oral participation, teamwork evaluation, peer assessment (CAS), final oral/ written test (FAS)
3) develop and implement basic communicative strategies in French, including writing structured texts, short essays, and delivering simple presentations in accordance with intercultural communication norms	Practical classes, writing workshops, presentation practice sessions, project-based tasks	Written assignments, short essays, presentations (CAS), final test (FAS)
4) apply appropriate communication strategies in familiar and unfamiliar everyday, academic, and introductory professional situations in French, adapting responses to the context, purpose, and communicative partner.	Practical classes, discussions, scenario-based exercises, communicative simulations	Participation in discussions, scenario-based tasks, oral presentations (CAS), final test (FAS)

Assessment

Semesters 3–7
The final grade is given on a 100-point scale as a result of 100% continuous assessment (CAS):
20 points for participation in role plays and communicative simulations;
20 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in French);
10 points for presentation (oral, multimedia);
20 points for participation in discussions;

10 points for mid-term control (written tests assessing practical language skills, short written tasks/essay)
Assessment criteria:
a) Essay (written assignment)
16–20 points: The student demonstrates excellent command of French at the required level, uses a wide range of vocabulary and grammatical structures correctly. The text is well-structured, coherent, and fully meets communicative requirements. Few or no language errors.
11–15 points: The student shows good command of the language. The essay is generally well-structured, but some minor lexical or grammatical inaccuracies are present. The communicative goal is achieved.
6–10 points: The essay has basic structure, but contains frequent errors in grammar, vocabulary, or coherence. Communication is partially successful but limited.
1–5 points: The text is poorly structured, with major grammatical and lexical errors that significantly hinder understanding. Communicative task is not achieved.
b) Participation in discussions and role plays
81–100%: The student actively participates, communicates fluently, demonstrates excellent understanding and appropriately argues their ideas in French.
51–80%: The student participates regularly, demonstrates understanding, but occasional inaccuracies in language use are present.
21–50%: The student participates minimally, with limited vocabulary and frequent errors affecting communication.
1–20%: Very limited participation, lack of understanding of communicative tasks in French.
c) Test and mid-term control
The criteria for tests and mid-term control are defined in the test materials and assessment sheets.
Semester 8
The final grade (100%) consists of final assessment (40%) and continuous assessment (60%):
40 points for Final exam (written): two sets of tasks, including essay writing and tests for practical language skills assessment;
60 points for Continuous assessment (CAS):
5 points for participation in role plays;
5 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in French);
10 points for presentation (oral, multimedia);
20 points for mid-term control (written tests, essay)
Assessment criteria:
a) Final exam (written tasks)
The evaluation criteria include accuracy of grammar and vocabulary use, coherence and structure of written texts, ability to complete communicative tasks in French, and overall linguistic competence at A1–A2 level.
b) Continuous assessment components
The criteria correspond to the descriptors defined for essays, presentations, tests, discussions, and communicative participation as described above.

Content

Topic 1. On fait des courses.
Topic 2. Les plats traditionnels de la France et de l’Ukraine
Topic 3. Mes conseils à la mode.
Topic 4. La météo. Qu’est-ce que je mets aujourd’hui?
Topic 5. Nouvel appartement, nouvelle vie! (le logement, les meubles)
Topic 6. C’est interdit ! (les règles de la vie commune, les problèmes à la maison)
Topic 7. Voyages! (l’hébergement, les services, le transport, les objets de vacances)
Topic 8. Les sensations, les émotions (la carte postale, à l’aéroport)
Topic 9. Les jobs qui n’existeront plus

Topic 10. Etes-vous accro à votre portable?
Topic 11. On mange quoi ce soir?
Topic 12. On mange où?
Topic 13. Le tour du monde des prénoms
Topic 14. Le nom et le caractère
Topic 15. On a rencontré quelqu'un?
Topic 16. Mon idéal

Literature

Compulsory reading

1. Alcaraz, M., Braud, C., et al. (2018). *Édito 1, A1+ Livre de l'élève. Méthode de français* [Édito 1, A1+ student's book. French method]. Paris: Didier.

2. Alcaraz, M., Braud, C., et al. (2018). *Édito 1, A1+ Cahier de l'élève. Méthode de français* [Édito 1, A1+ workbook. French method]. Paris: Didier.

3. Alcaraz, M., Braud, C., et al. (2018). *Édito 2, A2+, B1 Livre de l'élève. Méthode de français* [Édito 2, A2+, B1 student's book. French method]. Paris: Didier.

4. Alcaraz, M., Braud, C., et al. (2018). *Édito 2, A2+, B1 Cahier de l'élève. Méthode de français* [Édito 2, A2+, B1 workbook. French method]. Paris: Didier.

5. Siréjols, E. (2017). *Vocabulaire en dialogues. Niveau débutant* [Vocabulary in dialogues. Beginner level]. Paris: Clé International.

Recommended reading

1. Busela, V. (2010). *Frantsuzko-ukrainskyi, ukrainsko-frantsuzkyi slovnyk* [French–Ukrainian, Ukrainian–French dictionary]. Kyiv: VTF Perun.

2. Caquineau, M.-P., Delatour, Y., Jennepin, D., & Lessage-Langot, F. (2008). *Les exercices de grammaire: niveau B1* [Grammar exercises: B1 level]. Paris: Hachette.

3. Cosmopolite *1. Méthode de français. Livre de l'élève* (2018) [Cosmopolite 1. French method. Student's book]. Paris: Hachette Livre.

4. *Dictionnaire français au collège* (2003) [French dictionary for middle school]. Paris: Larousse.

Grégoire, M., & Merlo, G. (2017). *Grammaire progressive du français* [Progressive French grammar]. Paris: Clé International.

5. Lescure, R., Gadet, E., & Vey, P. (2006). *DELF A2 150 activités* [DELF A2: 150 activities]. Paris: Clé International.

6. Matviishyn, V. H. (2011). *Frantsuzka mova yak druha pislia anhliiskoi* [French as a second language after English]. Ternopil: Navchalna knyha – Bohdan.

7. Mérieux, R., & Loiseau, Y. (2013). *Latitudes A2/B1 du CECR. Méthodes de français* [Latitudes A2/B1 of the CEFR. French methods]. Paris: Didier.

8. Opatskyi, S. Ye. (2014*). Français, le niveau débutant* [French, beginner level]. Kyiv.

9. Udilova, T. M. (2010). *Vpravy z hramatyky frantsuzkoi movy (riven 1)* [Exercises in French grammar (level 1)]. Vinnytsia: Nova knyha.

Web-resources

1. FrancaisFacile. (n.d.). https://www.francaisfacile.com/
2. Le Francais Facile avec. (n.d.). https://francaisfacile.rfi.fr/fr/
3. Le Point du FLE. (n.d.). https://www.lepointdufle.net/
4. TV5 Monde Edu. (n.d.). https://apprendre.tv5monde.com/fr

SECOND FOREIGN LANGUAGE (GERMAN)

The course aims to develop students' ability to use the language in accordance with standard vocabulary and grammar norms across writing, speaking, listening, and reading skills at levels A1–A2. The language practice is framed within cross-cutting thematic areas related to everyday life, social interaction, and cultural contexts, enabling learners to build functional communicative competence in a second language environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
German	3-7/ 67 weeks	19 / Mandatory	Mariia Bilokopytova, Senior Lecturer	570 hours (190 h. practical classes, 380 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) select and effectively apply appropriate German-language grammatical, lexical, and communicative tools for communication in academic, professional, and everyday contexts.	Practical classes, grammar workshops, reading and text analysis activities	Class participation and discussions, written assignments, reading comprehension tasks (CAS), final test (FAS)
2) communicate effectively in German in individual, pair, and group activities, participating in dialogues, discussions, and role-play situations to solve typical academic, everyday, and professional communication tasks.	Practical classes, role-playing and simulations, communicative practice sessions, pair and group work	Oral participation, teamwork evaluation, peer assessment (CAS), final oral/written test (FAS)
3) develop and implement basic communicative strategies in German, including writing structured texts, short essays, and delivering simple presentations in accordance with intercultural communication norms	Practical classes, writing workshops, presentation practice sessions, project-based tasks	Written assignments, short essays, presentations (CAS), final test (FAS)
4) apply appropriate communication strategies in German in familiar and unfamiliar academic, everyday, and introductory professional situations, adapting communication to the context, purpose, and communicative partner.	Practical classes, discussions, scenario-based exercises, communicative simulations	Participation in discussions, scenario-based tasks, oral presentations (CAS), final test (FAS)

Assessment

Semester 3–7
The final grade is given on a 100-point scale as a result of 100% continuous assessment (CAS):
20 points for participation in role plays and communicative simulations;
20 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in German);
10 points for presentation (oral, multimedia);
20 points for participation in discussions;
10 points for mid-term control (written tests assessing practical language skills, short written tasks/essay)
Assessment criteria:

a) Essay (written assignment)
16–20 points: The student demonstrates excellent command of German at the required level, uses a wide range of vocabulary and grammatical structures correctly. The text is well-structured, coherent, and fully meets communicative requirements. Few or no language errors.
11–15 points: The student shows good command of the language. The essay is generally well-structured, but some minor lexical or grammatical inaccuracies are present. The communicative goal is achieved.
6–10 points: The essay has basic structure, but contains frequent errors in grammar, vocabulary, or coherence. Communication is partially successful but limited.
1–5 points: The text is poorly structured, with major grammatical and lexical errors that significantly hinder understanding. Communicative task is not achieved.
b) Participation in discussions and role plays
81–100%: The student actively participates, communicates fluently, demonstrates excellent understanding and appropriately argues their ideas in German.
51–80%: The student participates regularly, demonstrates understanding, but occasional inaccuracies in language use are present.
21–50%: The student participates minimally, with limited vocabulary and frequent errors affecting communication.
1–20%: Very limited participation, lack of understanding of communicative tasks in German.
c) Test and mid-term control
The criteria for tests and mid-term control are defined in the test materials and assessment sheets.
Semester 8
The final grade (100%) consists of final assessment (40%) and continuous assessment (60%):
40 points for Final exam (written): two sets of tasks, including essay writing and tests for practical language skills assessment;
60 points for Continuous assessment (CAS):
5 points for participation in role plays;
5 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in German);
10 points for presentation (oral, multimedia);
20 points for mid-term control (written tests, essay)
Assessment criteria:
a) Final exam (written tasks)
The evaluation criteria include accuracy of grammar and vocabulary use, coherence and structure of written texts, ability to complete communicative tasks in German, and overall linguistic competence at A1–A2 level.
b) Continuous assessment components
The criteria correspond to the descriptors defined for essays, presentations, tests, discussions, and communicative participation as described above.

Content

Topic 1. Begrüßung. Befinden
Topic 2. AngabenzurPerson. Berufe
Topic 3. Familie
Topic 4. Einkaufen. Möbel
Topic 5. Gegenstände. Produkte
Topic 6. Büro. Technik
Topic 7. Freizeit. Freizeitaktivitäten
Topic 8. Freizeit. Tageszeiten. Wochentage. Uhrzeiten
Topic 9. Essen und Spezialitäten
Topic 10. Reise. Verkehrsmittel
Topic 11. Tagesablauf. Vergangenes
Topic 12. Festeund Feiern

Topic 13. Wegebeschreiben
Topic 14. Wohnen
Topic 15. In der Stadt
Topic 16. Termine
Topic 17. Pläne. Wünsche
Topic 18. Gesundheit und Krankheit
Topic 19. Aussehenund Charakter
Topic 20. Im Haushalt
Topic 21. Regeln
Topic 22. Kleidung
Topic 23. Wetter
Topic 24. Feste und Feiern
Topic 25. Berufe und Familie
Topic 26. Wohnen
Topic 27. Tourismu.
Topic 28. Einkaufen
Topic 29. Stadtbesichtigung
Topic 30. Kultur

Literature

Compulsory reading

1. Evans, S., Pude, A., Specht, F. (2019). *Menschen: Deutsch als Fremdsprache. Kursbuch: A1.1 / A1.2 / A2.1*. Max Hueber Verlag.

2. Evans, S., Pude, A., Specht, F. (2019). *Menschen: Deutsch als Fremdsprache. Arbeitsbuch: A1.1 / A1.2 / A2.1*. Max Hueber Verlag.

3. Gomola, M. M. (2018). *Navchalno-metodychnyi posibnyk «Vyvchaiemo nimetsku movu yak druhuinshomovnu» = Wir lernen DaF*. Dnipro: Universytet imeni Alfreda Nobelia. 68 p.

Recommended reading

1. Jin, F., Voß, U. (2020). *Grammatik aktiv: A1–B1. Verstehen, Üben, Sprechen: Übungsgrammatik A1–B1*. Cornelsen.

2. Braun, B., Doubek, M., Fügert, N., Kotas, O., Marquardt Langermann, M., Nied Curcio, M., Sander, I., Schäfer, N., Schweiger, K., Trebesius-Bensch, U., Walter, M. (2020). *DaF kompakt neu A1. Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch mit MP3-CD*. Ernst Klett Sprachen.

Web-resources

1. Goethe-Institut. (n.d.). *Prüfungsziele / Testbeschreibung A1 SD1*. https://www.goethe.de/pro/relaunch/prf/de/Pruefungsziele_Testbeschreibung_A1_SD1.pdf

2.Goethe-Institut. (n.d.). *A1 SD1 Wortliste 02*. https://www.goethe.de/pro/relaunch/prf/de/A1_SD1_Wortliste_02.pdf

INTERNATIONAL STATISTICS AND INTERNATIONAL DATABASES				
The course aims to provide an understanding of the fundamental principles of statistical science as a language of international communication, including the study of theoretical methods of grouping, analysis of variation, and correlation analysis for the study of global economic phenomena. As a result, students should learn to apply theoretical statistical tools to scientifically substantiate the dynamics of global processes, preparing them for further analysis of complex international economic relations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 / 14 weeks	5 /mandatory	Victoriia Varenyk, PhD, Associate Professor Zoia Pestovska, PhD, Associate Professor	150 hours (28 hrs. lectures, 20 hrs. tutorials, 102 hrs. self-study time)
Learning outcomes On the completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) use modern software tools, including Microsoft Excel, and official databases and websites of international organizations to search for, retrieve, organize, and process statistical information relevant to international economic relations.			Lecture, discussion, testing, work in small groups, work in MS EXCEL	Participation in discussion, test, evaluation of case-studies in MS EXCEL (CAS), final exam (FAS)
2) apply basic methods of statistical sorting, grouping, and presentation of data to analyze economic information and identify patterns and relationships between economic indicators.			Lecture, discussion, testing, work in small groups, scenario analysis workshops	Participation in discussion, test, presentation in small groups, scenario-based assignments (CAS), final exam (FAS)
3) compare the economic performance of different countries using standardized statistical indicators and appropriate methods of data comparison, identifying similarities, differences, and major trends in their economic development.			Lecture, discussion of practical case study, work in small groups, work in MS EXCEL	Solution / explanation of practical case-studies, evaluation of case-studies in MS EXCEL in small groups and individually (CAS), final exam (FAS)
4) apply basic statistical methods, including measures of central tendency, growth rates, indices, probability methods, correlation, and simple regression analysis, to process and interpret economic data.			Lecture, discussion of practical case study, work in small groups, work in MS EXCEL	Solution/explanation of practical case-studies, evaluation of case-studies in MS EXCEL in small groups and individually (CAS), final exam (FAS)

5) search for and retrieve investment-related statistical information from international databases and calculate and interpret basic indicators used to assess investment conditions and economic characteristics of countries.	Lecture, discussion, testing, work in small groups	Participation in discussion, test, presentation in small groups (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester.
60 points for work in the semester:
10 points for an individual assignment;
50 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems.

Assessment criteria:
a) individual assignment
9–10 points – all tasks are completed correctly, the answers are complete, logical, justification is provided for each example, there are no significant errors.
7–8 points – most tasks are completed correctly, the justification is sufficiently complete, minor inaccuracies are possible.
5–6 points – the main part of the tasks is completed, there are individual errors or incomplete explanations.
3–4 points – less than half of the tasks are completed, the justification is superficial, there are significant errors.
1–2 points – individual tasks are completed, the answers are fragmentary, without proper explanation.
0 points – the work is not completed or the answers are completely incorrect.

b) work in the semester (evaluation criteria for each practical lesson (0–5 points)):
5 points – the task was completed completely, correctly and on time; the student demonstrated a deep understanding of the material, confidently works with international statistical databases, justifies the conclusions.
4 points – the task was completed in general correctly, minor inaccuracies were made; the student is well-versed in international databases and knows how to analyze information.
3 points – the task was partially completed; there are errors in calculations, analysis or working with databases; theoretical knowledge is sufficient.
2 points – less than half of the task was completed; significant errors were made, the analysis is superficial, working with databases causes difficulties.
1 point – the student completed individual elements of the task, but did not demonstrate the proper level of knowledge and practical skills.
0 points – the task was not completed or the student was absent from class without a valid reason.

The criteria for the final exam assignment are written on the final exam card.

Content

Topic 1. Sampling and Data
Topic 2. Descriptive Statistics
Topic 3. Probability Topics
Topic 4. Probability Theory in Decision Making
Topic 5. Discrete Random Variables
Topic 6. International Databases
Topic 7. Index Numbers
Topic 8. Statistical Methods of Control and Evaluation of the Effectiveness of Business Decisions

Topic 9. Making Good Decisions in Investments
Topic 10. Statistical Models in Management
Topic 11. Linear Regression and Correlation

Literature

Compulsory reading

1. Lane, D. M., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2023). Introduction to Statistics. Rice University; University of Houston, Downtown Campus. 692 p. https://en.wikisource.org/wiki/Introduction_to_Statistics_(Online_Edition)

2. Illowsky, B., & Dean, S. (2023). Introductory Statistics [Electronic edition]. https://openstax.org/details/books/introductory-statistics

3. Lane, D. (2023). Introduction to Statistics [Electronic edition]. https://open.umn.edu/opentextbooks/textbooks/introduction-to-statistics

4. Shafer, D. S., & Zhang, Z. (2025). Introductory Statistics [Electronic edition]. https://open.umn.edu/opentextbooks/textbooks/introductory-statistics

5. Chmut, A. V. (2023). *Biznes-statystyka: navchalnyi posibnyk* [Business statistics: a study guide]. KhSU. 97 p. https://ekhsuir.kspu.edu/bitstream/handle/123456789/17982/%d0%9f%d0%be%d1%81%d1%96%d0%b1%d0%bd%d0%b8%d0%ba_%20%d0%91%d1%96%d0%b7%d0%bd%d0%b5%d1%81-%d1%81%d1%82%d0%b0%d1%82%d0%b8%d1%81%d1%82%d0%b8%d0%ba%d0%b0%20_%d0%a7%d0%bc%d1%83%d1%82%d0%90.%d0%92.11.pdf?sequence=1&isAllowed=y

6. Korepanov, O. S., Soboliev, V. M., Chala, T. H., et al. (2021). *Mizhnarodna statystyka: navchalnyi posibnyk* [International statistics: a study guide] (V. M. Soboliev & T. H. Chala, Eds.). V. N. Karazin Kharkiv National University. 444 p. https://ekhnuir.karazin.ua/server/api/core/bitstreams/0e18067c-a422-4332-a3e1-733c9bbb47e2/content

Recommended reading

1. Begun, S. I. (2022). *Statystyka: navchalnyi posibnyk* [Statistics: a study guide]. Lutsk. 230 p. https://vstup.htek.com.ua/wp-content/uploads/2024/10/9.2-Begun_ZTS_2022.pdf

2. Haidenko, S. M., & Kostiuk, V. O. (2023). *Biznes-statystyka: navchalnyi posibnyk* [Business statistics: a study guide]. O. M. Beketov National University of Urban Economy in Kharkiv. 190 p. https://eprints.kname.edu.ua/62488/1/2022%20%D0%BF%D0%B5%D1%87.%2016%20%D0%9D%D0%9F%20%D0%91%D1%96%D0%B7%D0%BD%D0%B5%D1%81-%D1%81%D1%82%D0%B0%D1%82%D0%B8%D1%81%D1%82%D0%B8%D0%BA%D0%B0%20%D0%BD%D0%B0%D0%B2%D1%87.%20%D0%BF%D0%BE%D1%81%D1%96%D0%B1.pdf

3. Horkavyi, V. K. (2020). *Statystyka: pidruchnyk* [Statistics: a textbook]. Alerta. 644 p.

4. Pyrozhkov, S. I., Riazantseva, V. V., Motorin, R. M., et al. (2020). *Statystyka: pidruchnyk* [Statistics: a textbook]. Kyiv National University of Trade and Economics. 328 p.

5. Petrenko, V. (2022). *Yak stvoryty dashbord v Excel* [How to create a dashboard in Excel]. Laba. https://laba.ua/blog/3287-kak-sozdat-dashbord-v-excel

6. Pestovska, Z. Statystychni metody u pryiniatti upravlinskykh rishen: yevropeiskii dosvid vykladannia dlia vitchyznianykh zdobuvachiv [Statistical methods in managerial decision-making: European teaching experience for domestic applicants]. Ekonomichnyi prostir, 199, 99–106. DOI: 10.30838/EP.199.99-106

Web-resources

1. World Bank. (n.d.). World Bank Open Data. *Official website*. https://data.worldbank.org/

2. United Nations Statistics Division. (n.d.). UNSD Database. *Official website*. https://data.un.org/

3. Our World in Data. (n.d.). Research and data to make progress against the world's largest problems. *Official website*. https://ourworldindata.org/

4. Bond University. (n.d.). International statistics: Open data sets. *Official website*. https://bond.libguides.com/statistics-open-data-sets/international

5. OECD. (n.d.). OECD Data Explorer. *Official website*. https://data-explorer.oecd.org/

6. International Monetary Fund. (n.d.). Access to economic and financial data. *Official website*. https://data.imf.org/en

7. ReportLinker. (n.d.). Instant Access to the latest Industry Reports. *Official website*. https://www.reportlinker.com

8. State Statistics Service of Ukraine. (n.d.). *Official website*. http://www.ukrstat.gov.ua/

9. Campster. (n.d.). *Microsoft Excel - bazovyi i serednii riven* [Microsoft Excel — basic and intermediate level]. https://www.thecampster.com/ua/course/view?slug=microsoft-excel-%D0%B1%D0%B0%D0%B7%D0%BE%D0%B2%D0%B8%D0%B9-%D1%96-%D1%81%D0%B5%D1%80%D0%B5%D0%B4%D0%BD%D1%96%D0%B9-%D1%80%D1%96%D0%B2%D0%B5%D0%BD%D1%8C

10. Prometheus. (n.d.). *Word ta Excel: instrumenty i laifkhaky* [Word and Excel: tools and life hacks]. https://courses.prometheus.org.ua/courses/course-v1:DNU+PRIN-101+2017_T1/about

11. Microsoft Support. (n.d.). *Videokursy z Excel* [Video courses for Excel]. https://support.microsoft.com/uk-ua/office/%D0%B2%D1%96%D0%B4%D0%B5%D0%BE%D0%BA%D1%83%D1%80%D1%81%D0%B8-%D0%B7-excel-9bc05390-e94c-46af-a5b3-d7c22f6990bb

ETIQUETTE AND BASICS OF INTERNATIONAL PROTOCOL				
The course aims to form theoretical knowledge and practical skills necessary for future professional activity concerning the nature and application of etiquette and international protocol in an organisation and in the international arena, as well as the establishment of social and professional ties and collective and individual behaviour.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2 /14 weeks	4 / mandatory	Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the basic concepts, principles, rules, and functions of professional etiquette and international protocol in academic, business, and intercultural communication.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) apply the basic rules of professional etiquette and international protocol in greetings, introductions, forms of address, business meetings, official events, and professional correspondence.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) analyze cultural differences and communication practices that may affect professional interaction with representatives of different cultural and professional backgrounds.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) apply appropriate verbal, non-verbal, and digital communication strategies in academic and introductory professional situations, taking into account cultural norms, social roles, and the context of interaction.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

5) identify and analyze common etiquette and protocol mistakes in intercultural and professional communication and determine appropriate ways to prevent or correct them.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
6) develop and present appropriate behavioural and communication strategies for typical intercultural business situations, including meetings, negotiations, receptions, ceremonies, and other international professional events.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
60 points for discussions;
20 points for presentation;
20 points for essay
Assessment criteria:

a) individual assignment (presentation)

17–20 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
11–16 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
5–10 points: Comparatively logical structure in which relevant ideas / concepts are not always reasonably expressed. Work may lack coherence and/or accuracy in places.
0–4 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed.

b) essay

17–20 points: The student demonstrates an excellent understanding of the topic, full mastery of the content, and a high level of research depth. Up-to-date scientific literature, information sources, and databases are effectively used. The work includes elements of originality and reflects the author’s independent perspective. The assignment is properly structured and fully complies with formal requirements.
11–16 points: The student shows a good understanding of the material and a solid level of content mastery and research depth. Current and relevant information sources are used appropriately. The work is generally well structured, although minor deviations from formal formatting or presentation requirements may be present.
5–10 points: Comparatively logical structure in which relevant ideas / concepts are not always reasonably expressed. Work may lack coherence and/or accuracy in places.
0–4 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed.

c) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1.Society, social norms and etiquette
Topic 2. International communication: norms and deviations
Topic 3. Image: international aspects
Topic 4. Business meetings and international delegations: main rules of behavior according to etiquette and international protocol
Topic 5. International negotiations in accordance to the etiquette and protocol
Topic 6. Dinning etiquette according to the national and international etiquette
Topic 7. Diplomatic etiquette and protocol

Literature

Compulsory reading

1. Shkura, I., & Kliuchnyk, R. (2024). *Etiquette and basics of international protocol: textbook* [Etiquette and basics of international protocol: textbook]. Dnipro: Alfred Nobel University. 95 p.
2. Belichenko, A. H., & Voronkova, V. H. (2018). *Etyka dilovoho spilkuvannia* [Business communication ethics]. Lviv: Mahnoliia. 312 p.
3. Zadoia, A. O., Fedulova, S. O., & Kliuchnyk, R. M. (2024). *Arkhitektura yevropeiskoi bezpeky: novi vyklyky ta zahrozy: navchalnyi posibnyk* [Architecture of European security: new challenges and threats: study guide]. Dnipro: Universytet imeni Alfreda Nobelia. 297 p.
4. Okoro, E. (2012). Cross-cultural etiquette and communication in global business: Toward a strategic framework for managing corporate expansion. *International Journal of Business and Management*, 7(16). Retrieved from: https://www.researchgate.net/publication/267977981_Cross-Cultural_Etiquette_and_Communication_in_Global_Business_Toward_a_Strategic_Framework_for_Managing_Corporate_Expansion
5. Badiane, K., Chunmei, T., & Mun Wui, W. (2024). Business etiquette and communication in France and China: An intercultural approach. *Global Academic Journal of Economics and Business*, 6(2), 36–46. DOI: 10.36348/gajeb.2024.v06i02.002
6. Guoqiang, Z., Bhaumik, A., & Rui, P. (2023). Cross-cultural communication strategies for enhancing customer satisfaction in the travel and tourism industry. *International Journal for Multidisciplinary Research*, 5(6). Retrieved from: https://www.ijfmr.com/papers/2023/6/5814.pdf

Recommended reading

1. Sahaidak, O. P. (2017). *Dyplomatychnyi protokol ta etyket: navchalnyi posibnyk* [Diplomatic protocol and etiquette: study guide]. Kyiv: Znannia. 382 p.
2. Smiesova, V. L., Kozhushko, S. P., & Kliuchnyk, R. M. (2023). *Osnovni vyklyky rozvytku turyzmu: sproba klasyfikatsii* [Main challenges of tourism development: an attempt at classification]. *Academy Review*, 2(59), 298–309. DOI: 10.32342/2074-5354-2023-2-59-20
3. Kliuchnyk, R. M. (2018). *Dyskurs protestu ta politychna korektnist: do pytannia pro evfemizmy v politychnii komunikatsii* [Discourse of protest and political correctness: on the issue of euphemisms in political communication]. *Rehionalni studii*, 13, 30–35.
4. Kliuchnyk, R. M., Shcholokova, H. V., & Chukhno, T. V. (2025). *Kulturno-tsinnisni aspekty vykladannia anhliiskoi movy zdobuvacham vyshchoi osvity za spetsialnostiamy "Turyzm ta rekreatsiia" i "Hotelno-restoranna sprava ta keityrynh"* [Cultural and value aspects of teaching English to higher education students in "Tourism and recreation" and "Hotel and restaurant business and catering"]. *Naukovi innovatsii ta peredovi tekhnolohii*, 1(41), 844–851. https://doi.org/10.52058/2786-5274-2025-1(41)-844-851

5. Rieznykov, V., & Koval, Y. (2024). Compliance with the standards of the diplomatic protocol and etiquette as a component of state policy at the present stage [Compliance with the standards of the diplomatic protocol and etiquette as a component of state policy at the present stage]. *Pressing Problems of Public Administration*, 1(64), 176–193. https://doi.org/10.26565/1684-8489-2024-1-11

Web-resources

1. World Bank (n.d.). *Official website*. https://data.worldbank.org/
2. Statista (n.d.). *Official website*. https://www.statista.com/
3. The United Nations (n.d.). *Official website*. https://www.un.org/en
4. Eurostat. *Official website*. Available at: https://ec.europa.eu/eurostat

ELECTIVE COURSES

INTRODUCTION TO BUSINESS PSYCHOLOGY				
The course aims to provide general theoretical and practical training for students in the essence of innovative psychological technologies in the process of managing an organization, as well as to stimulate the active participation of students in personal development and self-improvement, and the development of communication competencies.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Liubov Boiko, Associate Professor	120 hours (26 h. lectures, 14 h.practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the basic concepts, principles, and methods of business psychology and their relevance to professional communication, interpersonal interaction, and behaviour in business environments			Lecture, seminar, discussion based on lecture materials and studied literature, dialogue seminar, problem-solving, work in micro-groups,	Class participation and discussions, case study reports, presentation of group projects (CAS)
2) analyse and formulate professional tasks using computer technologies			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
3) apply productive communication skills when interacting with consumers			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS)
4) substantiate and defend personal viewpoints when solving professional tasks			Lectures, seminars, discussions, scenario analysis workshops, preparation of presentations	Participation in the discussion, scenario-based assignments, presentation (CAS)
5) manage one's own learning for professional self-realisation			Discussions based on lectures and literature, case-study analysis, work in micro-groups.	Participation in discussions, preparation of project presentations and participation in solving non-standard professional situations (CAS)
6) perform professional tasks in uncertain and extreme situations			Interactive lectures, case-based learning, guided literature review, problem-based learning	Analysis of scientific articles, literature review assignments, oral presentations, and

		participation in discussions (CAS)
7) evaluate alternative approaches to solving professional and interpersonal problems and justify appropriate decisions, taking into account psychological, ethical, and situational factors	Seminars, discussions, debates, presentations, group work, role-playing.	Oral presentations, participation in discussions, written assignments (reports, essays), peer assessment (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester.
60 points for work in the semester:
20 points for group work (presentation of group projects);
40 points for discussions
Assessment criteria:
a) presentation of group projects:
16–20 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view.
11–15 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
6–10 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–5 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material’s context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topics 1–2. Subject, objectives and methods of psychology. Management psychology
Topics 3–4. Psyche, consciousness and self-consciousness. Self-esteem and level of aspiration
Topics 5–6. The concept of personality in psychology. Personality types and business
Topics 7–8. Individual and typological characteristics of personality. Formation of soft skills
Topic 9. Areas of personality formation and realisation: activity, communication, self-development
Topics 10–11. Communication skills and interpersonal communication. Techniques and technologies of business communication
Topic 12. Teamwork. Cooperation and competition. Conformism and social loafing
Topic 13. Development of critical thinking, different types of intelligence and creativity

Topic 14. Emotional and volitional sphere of personality. Needs and motives. Self-regulation

Literature

Compulsory reading

1. Kalenychenko, R. A., et al. (2023). *Psykholohiia biznesu* [Business Psychology]. Irpin: State Tax University. 269 p.

2. Zasiekina, L. V. and Pasternyk, T. V. (2018). *Osnovy psykholohii ta mizhosobove spilkuvannia* [Fundamentals of Psychology and Interpersonal Communication]. Kyiv. 216 p.

3. Miliutina, K. L. and Trofimov, A. Ye. (2020). *Psykholohiia suchasnoho biznesu* [Psychology of Modern Business]. Kyiv: Lira-K. 168 p.

4. Husieva, O. Yu., Lehominova, S. V., Voskoboieva, O. V., Romashchenko, O. S. and Khlevytska, T. B. (2019). *Psykholohiia pidpryiemnytstva ta biznesu* [Psychology of Entrepreneurship and Business]. Kyiv.

5. Serheienkova, O. (2019). *Zahalna psykholohiia* [General Psychology]. Kyiv. 296 p.

6. Romanets, V. (2018). *Osnovy psykholohii* [Fundamentals of Psychology]. Kyiv. 632 p.

Recommended reading

1. Cummings, J. A. and Sanders, L. (2019). *Introduction to Psychology*. Saskatoon, SK: University of Saskatchewan Open Press.

2. Feist, G. G. and Rosenberg, E. L. (2018). *Introduction to Psychology*. New York: DK. 258 p.

3. Zhyhailo, N. I., Tsymbaliuk, M. M., Kokhan, M. O., Danylevych, N. M. and Demchyshak, N. B. (2023). *Psykholohiia biznesu ta upravlinnia* [Psychology of Business and Management]. Lviv: Ivan Franko National University of Lviv. 399 p.

4. Mitina, S. V. (2020). *Psykholohiia osobystosti* [Personality Psychology]. Kyiv. 274 p.

5. Dutkevych, T. (2019). *Zahalna psykholohiia. Teoretychnyi kurs* [General Psychology. Theoretical Course]. Kyiv. 488 p.

6. Kahneman, D., Sibony, O. and Sunstein, C. R. (2021). *Noise: A Flaw in Human Judgment*. New York: Little, Brown and Company. 464 p.

7.Ferguson, K. (2023). *Head & Heart: The Art of Modern Leadership*. London: Penguin. 304 p.

8. Ferrazzi, K. and Gohar, K. (2022). *Competing in the New World of Work*. Boston, MA: Harvard Business Review Press. 272 p.

Web-resources

1. Stud.com.ua. (n.d.). Official website. https://stud.com.ua

2. Center for Professional Development. (n.d.). Official website. https://ua.crp-wroclaw.com/blog/

BUSINESS ANALYTICS RESEARCH				
The course aims to help students acquire theoretical and practical skills for organizing and conducting analytical research and collecting and analyzing business information. In particular, studying categories, methods and algorithms of analytical research; acquiring skills in processing business information and interpreting the results of analytical research and using them to make management decisions in the field of business.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4 / elective	Inna Strelchenko, Doctor of Sciences, Full Professor	120 hours (26 h. lectures, 14 h.practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify and analyse the key characteristics of business systems and their analytical environments, including stakeholder behaviour, using data-driven approaches.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
2) Apply analytical methods and models to assess risks, evaluate uncertainty, and support evidence-based managerial decision-making in business contexts.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
3) Collect, process and interpret business data using appropriate analytical tools, and translate findings into actionable managerial insights.			Lectures, seminars, discussions, case study analysis	Participation in the discussion, case study reports (CAS)
4) Communicate analytical results, business insights, and alternative decision options clearly to both specialist and non-specialist audiences across organisational units.			Lectures, discussions, case study analysis	Class participation and discussions, case study reports (CAS), multiple-choice questions
5) Demonstrate the ability to apply interdisciplinary analytical approaches and perform key business analysis functions, including data-driven problem solving.			Lectures, discussions, work in small groups to solve problems	Class participation and discussions, ɜeer small group presentation (CAS)
6) Work independently with analytical tasks, demonstrate critical and flexible thinking, and evaluate the reliability and limitations of data and analytical methods.			Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
7) Act in a socially responsible and ethically grounded manner in the use of data and analytics, ensuring respect for privacy, integrity and professional standards.			Lectures, discussions, role-playing	Participation in the discussion (CAS)
Assessment				
The final grade is given on a 100-point scale, including 100 points for the work in the semester.				

100 points for work in the semester:
100 points for discussions, final tests.
a) For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
b) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. The role of analytics in strategic business development
Topic 2. Information support for analytical research
Topic 3. Statistical foundations of analytical research in business
Topic 4. Organizational aspects of analytical research
Topic 5. Basic business analysis techniques
Topic 6. Analytical marketing research in the field of eCommerce
Topic 7. Analysis of analytical research results in business
Topic 8. Formatting research results
Topic 9. Market research
Topic 10. Research of the competitive environment
Topic 11. Research of consumer behavior
Topic 12. Ethnographic research
Topic 13. Price research

Literature

Compulsory reading

1. Malhotra, N. K., Nunan, D., & Birks, D. F. (2020). *Marketing Research: Applied Insight* (6th ed.). Pearson.
2. Burns, A. C., Veeck, A., & Bush, R. F. (2023). *Marketing Research* (9th ed.). Pearson.
3. Hair, J. F., Babin, B. J., & Carr, J. C. (2021). *Essentials of Marketing Research* (6th ed.). McGraw-Hill Education.
4. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications.* Wiley. 368 p.
5. Voychak, A. V., Fedorchenko, A. V. (2007). *Marketynhovi doslidzhennia* [Marketing Research]. KNEU. 408 p.
6. Martynovych, N. O., Hornyk, V. H., Boichenko, E. B. (2021). *Marketynhovi doslidzhennia* [Marketing Research]. Liudmyla Publishing. 323 p.
7. Dobrianska, V. V., Ivasenko, O. A., Chyzhevska, M. B., Skrylnyk, A. S. (2024). *Marketynhovi doslidzhennia* [Marketing Research]. Poltava Polytechnic named after Yurii Kondratiuk. 218 p.
8. Kotler, P. (2019). *Marketynh 4.0: Vid tradytsiinoho do tsyfrovoho* [Marketing 4.0: From Traditional to Digital]. KM-Buks. 224 p.
9. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Recommended reading

1. Charnes J. (2007). *Financial Modeling with Crystal Ball and Excel. New Jersey*: John Wiley & Sons, Inc.
2. Semenova, K., & Tarasova, K. (2018). *Biznes-statystyka* [Business statistics]. FOP Huliaieva V. M.
3. Poltorak, V. (2003). *Marketynhovi doslidzhennia* [Marketing research]. Tsentr navchalnoi literatury. 387 p.
4. Kotler, P., Keller, K. L. (2016). *Marketing Management*. Pearson Education. 832 p.
5. Malhotra, N. K. (2020). *Marketing Research: An Applied Orientation*. Pearson Education. 816 p.
6. Hair, J. F., Bush, R. P., Ortinau, D. J. (2019). *Marketing Research*. McGraw-Hill Education. 480 p.
7. Chaffey, D., Ellis-Chadwick, F. (2019). *Digital Marketing*. Pearson Education. 702 p.

8. Strauss, J., Frost, R. (2014). *E-Marketing*. Pearson Education. 512 p.

Web-resources

1. International Monetary Fund. (n.d.). Official website. https://www.imf.org/en/home
2. World Trade Organization. (n.d.). Official website. https://www.wto.org
3. National Bank of Ukraine. (n.d.). Official website. https://bank.gov.ua/en/
4. S&P Global. (n.d.). Official website. https://www.spglobal.com/spdji/en/
5. Nasdaq. (n.d.). Official website. https://www.nasdaq.com/
6. Statista. Official website. https://www.statista.com/

INNOVATIVE ENTREPRENEURSHIP AND STARTUP PROJECT MANAGEMENT

The course aims to equip students with the knowledge and practical skills required for innovative entrepreneurship and startup project management, including the application of modern management theories and leadership concepts, the design of organizational structures and business processes, and the ability to analyze managerial situations and communicate effectively with stakeholders in dynamic and uncertain environments.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	4 / elective	Valeriia Pysarkova, PhD, Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply modern management theories, methods, and leadership concepts in decision-making within innovative entrepreneurship and startup project management.	Lectures, case study analysis, group discussions, brainstorming sessions	Class participation and discussions, case study reports, module tests (CAS)
2) design startup organizational structures, assign functional roles, and develop basic business processes to support team activities.	Lectures, role-playing, teamwork activities, startup development workshops	Teamwork evaluation, participation in role-playing and workshops, project development tasks (CAS)
3) analyze managerial situations and demonstrate effective communication with stakeholders in the implementation of startup projects.	Lectures, business simulations, pitching sessions, case study analysis	Simulation performance, pitching presentations, peer assessment, case analysis (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final test and 60 points for the work in the semester.
60 points for work in the semester:
20 points for participation in discussions and case study analysis;
15 points for practical tasks;
10 points for and case studies;
10 points for presentations;
5 points for teamwork.
Assessment criteria:
a) participation in discussions and case study analysis
16–20 points: The student actively participates in discussions, demonstrates excellent mastery of the material and clearly argues their position.
11–15 points: The student demonstrates an understanding of the material, but some inaccuracies are noticed.
6–10 points: A basic understanding of the material, but with noticeable gaps or limited participation.
1–5 points: A lot of mistakes, with little to no understanding of the material's context.

b) practical tasks
13–15 points: The student demonstrates a high level of task performance, applies appropriate tools and provides well-justified decisions.
10–12 points: The tasks are generally completed correctly, with minor inaccuracies.
6–9 points: The tasks are partially completed, with limited analysis and weak justification.
1–5 points: The tasks are poorly completed or not completed.
c) analytical tasks and case studies
9–10 points: The student demonstrates excellent analytical skills, correctly applies concepts and provides well-argued conclusions.
7–8 points: The student demonstrates a good level of analysis with minor inaccuracies.
4–6 points: The analysis is basic and not always clearly justified.
1–3 points: The analysis is weak, incomplete or incorrect.
d) presentations
9–10 points: The student demonstrates excellent understanding of the material, depth of analysis and clear structure. The work reflects the student's own point of view and meets the requirements.
7–8 points: The student demonstrates a good understanding with minor inaccuracies.
4–6 points: The structure is somewhat logical, but ideas are not always clearly expressed.
1–3 points: The presentation is poorly structured and contains significant errors.
e) teamwork
5 points: Active participation and effective collaboration in the team.
3–4 points: Good participation with minor issues.
1–2 points: Limited contribution.

Content

Topic 1. Startup as an innovative form of entrepreneurship
Topic 2. Startup team formation: role distribution, team dynamics and leadership
Topic 3. Design thinking: problem identification, idea generation and selection
Topic 4. Business model canvas and startup business model development
Topic 5. Minimum viable product (MVP) development
Topic 6. Customer research in startups: identifying needs and behavior of the target audience
Topic 7. Market segmentation and competitive analysis
Topic 8. Startup business plan: structure, objectives and development strategy
Topic 9. Startup marketing
Topic 10. Investment management and legal aspects of startup projects
Topic 11. Startup presentation: pitching

Literature

Compulsory reading

1. Hrytsiuk, N. O., Ivashko, O. A., & Sak, T. V. (2022). *Innovatsiine pidpryiemnytstvo ta upravlinnia startap proiektamy* [Innovative entrepreneurship and startup project management]. Lutsk: Vezha-Druk. 172 p.
2. Blank, S., & Dorf, B. (2021). *Posibnyk startapera. Povnyi kurs stvorennia uspishnoho startapu* [The startup owner's manual: The step-by-step guide for building a great company]. Kyiv: Nash Format. 496 p.
3. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Crown Business. 336 p.
4. Golomb, V. (2020). *Pryskorenyi startap: stratehiia krutoho startapu* [Accelerated startup: Strategy of a high-growth startup]. Kyiv: Samit-Knyha. 376 p.

Recommended reading

1. Havrysh, O. A., Boiarynova, K. O., Kravchenko, M. O., & Kopishynska, K. O. (2020). *Upravlinnia startapamy* [Startup management]. Kyiv: KPI im. Ihoria Sikorskoho, Vydavnytstvo "Politekhnika". 716 p.
2. Havrysh, O. A., Boiarynova, K. O., & Kopishynska, K. O. (2019). *Rozrobka startap-proiektiv* [Startup project development]. Kyiv: KPI im. Ihoria Sikorskoho. 188 p.
3. Pysarkova, V. (2025). *Formuvannia innovatsiinoho potentsialu startapiv na osnovi informatsiino-analitychnykh platform* [Formation of innovative potential of startups based on information-analytical platforms]. *Ekonomika ta suspilstvo* [Economy and Society], 80. DOI: 10.32782/2524-0072/2025-80-116

4. Strelchenko, I., Pysarkova, V., & Tereshchenko, P. (2025). *Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku* [Mechanisms for stimulating startup activity through regional clusters in the innovation development system]. *Review of Transport Economics and Management*, 14(30).

5. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). *Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii* [Socially oriented startups in Ukraine and the world: trends and implementation challenges]. *Naukovyi visnyk Odeskoho natsionalnoho ekonomichnoho universytetu* [Scientific Bulletin of Odesa National Economic University], 6(331), 17–26.

6. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture meets mission: Aligning people, purpose, and profit to innovate and transform society*. Stanford: Stanford University Press. 280 p.

7. Bodin, L. (2025). *Atomic scaling: How small teams create huge growth*. London: Entrepreneur Press. 300 p.

Web-resources

1. Startup ecosystem guide. (n.d.). *Tech ecosystem guide to Ukraine*. https://data.unit.city/tech-guide/Tech_Ecosystem_Guide_To_Ukraine_En-1.1.pdf

2. Prometheus. (n.d.). *How to start a startup*. https://courses.prometheus.org.ua

3. Design Kit. (n.d.). *How Might We method*. https://www.designkit.org/methods/3

4. MIT Global Startup Workshop. (n.d.). *The winning pitch*. https://www.youtube.com/watch?v=UBNJh2rOOlI

5. Pitch mistakes entrepreneurs make. (n.d.). https://www.youtube.com/watch?v=xr1PKaoflLo

6. Startup incubators and accelerators in Ukraine. (n.d.). https://bankchart.com.ua

7. Top Ukrainian startups. (n.d.). http://prportal.com.ua

8. Startup trends and performance. (n.d.). http://news.finance.ua

9. Y Combinator. (n.d.). *Startup library*. https://www.ycombinator.com/library

10. Startup Genome. (n.d.). *Global startup ecosystem reports*. https://startupgenome.com/reports

COMMUNICATIVE ENGLISH FOR LIFE				
This course aims to increase the competence and confidence of students in communicating in English in real life, complementing other academic English courses. This is achieved by covering a wide range of topics related to students' lives or their future perspectives, as well as topics that simply pique the curiosity of young people, encouraging students to communicate. Although written assignments are included, the primary focus of the course is to develop students' spoken English skills, not least by helping them overcome psychological barriers to productive communication.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	3/ 14 weeks	4 / Elective	Paul Bradbeer, Senior Lecturer	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply an appropriate range of English vocabulary and grammatical structures to communicate clearly and coherently in everyday, academic, and introductory professional contexts, taking into account relevant cultural and linguistic differences.			Interactive lectures featuring constant dialogue with students; Internet searching	Continuous assessment of classroom activity (CAS); end-of-semester quiz on the topics covered
2) express and support personal opinions in spoken English on a range of everyday, social, academic, and professional topics, using appropriate vocabulary, grammatical structures, pronunciation, and communication strategies.			Student presentations, discussions, debates, guessing games, vocabulary expansion games, and truth games	Midterm presentation (CAS); continuous assessment of speaking activities (CAS)
3) participate actively in sustained conversations and discussions in English, maintaining interaction with unfamiliar interlocutors in everyday, travel-related, academic, and introductory professional situations.			Role-plays, sharing news and personal experiences, and interview practice	Business games and role-play evaluation (CAS); job or study interview simulations (CAS)
4) produce coherent written texts in English, including essays, cvs/resumes, motivation letters, and cover letters, adapting content, structure, and language to the purpose and target audience.			Writing essays in English; practical workshops on application materials	Midterm essay evaluation (CAS); review of written CV/ motivation letters (CAS)
5) analyze relevant cultural and linguistic differences in English-speaking and multicultural environments and apply appropriate communication strategies to interact respectfully and effectively with people from different cultural backgrounds.			Lectures, practical classes, brainstorming, group discussion, presentation	Participation in discussions, role plays, assessment of interaction/ pair/ group work skills and speaking skills, evaluation of presentations (CAS)

Assessment
The final grade is given on a 100-point scale as a result of 100% continuous assessment: 50 points for participation in speaking activities of different types in class; 10 points for presentation on a topic of the student's choice; 20 points for writing assignments (essay, CV, motivation letter); 20 points for the final test Assessment criteria: a) presentation 9–10 points: The student demonstrates fluency in oral speech, full adherence to the presentation structure and use of linguistic potential, the relevance of the topic is justified, the topic is fully disclosed, the results obtained are systematized and classified, and the conclusions are persuasive. There are practically no errors in the student's speech, or there are insignificant errors that do not hinder the delivery of information to the listeners in full. 7–8 points: The student demonstrated good command of oral speech, adherence to the presentation structure, sufficient use of the linguistic potential of the presentation, and the relevance of the topic is justified, the topic is fully disclosed, the results obtained are systematized and classified, but the conclusions are not fully persuasive. There are errors in the student's speech that do not hinder the delivery of information to the listeners in full. 5–6 points: The student demonstrates satisfactory command of oral speech, incomplete adherence to the presentation structure, insufficient use of the linguistic potential of the presentation, and the relevance of the topic is not sufficiently justified, the topic is partially disclosed, the results obtained are not fully systematized and classified, and the conclusions are not fully persuasive. There are errors in the student's speech that partially hinder the delivery of information to the listeners in full. 1–4 points: The structure of the presentation is not followed. The topic is not disclosed. A less than mediocre level of oral speech skills is demonstrated. There are many errors in the student's speech that hinder the delivery of information to the listeners in full. b) participation in speaking activities of different types in class For participating in speaking activities of different types in class, the student will receive points from the total number specified in the course map for this type of assessment: 81–100%: The student participates actively, presents ideas freely and independently with strong reasoning using a wide range of vocabulary and complex grammar, and fully performs role-specific tasks following all procedural recommendations. 61–80%: The student takes a fairly active part, provides logical arguments but may lack depth or spontaneous speech preparation, and uses a sufficient range of vocabulary. Minor errors are present but do not hinder the delivery of information. Role tasks are performed in full. 41–60%: Participation is superficial and lacks solid argumentation. The student demonstrates a narrow vocabulary, makes significant grammatical errors, and relies on reproducing provided info rather than proposing ideas. Tasks are only partially performed. 1–40 %: Participation is limited to isolated phrases or remarks. The student demonstrates minimal vocabulary and frequent grammatical errors that hinder understanding or does not perform the required role effectively. c) written assignment 5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free. 4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message. 3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.

1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Introductions and Small Talk. The importance of networking, matters of politeness, and intercultural issues.

Topic 2. Hobbies and Leisure. Reading, collecting, creative hobbies, and unusual interests.

Topic 3. Movies, Series, Music Videos, and Music. Discussing likes and dislikes. Are your tastes mainstream or niche?

Topic 4. Dance, Sports, Fitness, and Physical Activity. The benefits of these activities for society and health, sports and dance celebrities, public speaking experience, and the joy of being a spectator.

Topic 5. Education. Describing personal experience and expectations. To what extent are the costs of time and money justified? Does your educational environment resemble a Netflix series?

Topic 6. Proving Your Competence. Job and study applications. Writing motivation letters and CVs, and building confidence in interviews.

Topic 7. Work. Talking about goals and ambitions. The link between student jobs and professional employment.

Topic 8. Travel. Traveling by bus, train, and plane; crossing borders. Independent travel versus package tours. Respecting local customs and peculiarities.

Topic 9. Our Relationship with Animals and Nature. Pets, wildlife, “scary” creatures, the ethics of zoos, the ethics of our diet, and our reaction to landscapes.

Topic 10. News and Events. Are young people really indifferent to the news? The role of social media. The appeal of conspiracy theories.

Topic 11. Technology in Our Lives. Technologies we take for granted. The realization of incredible, amazing futuristic projects. Does the rapid pace of technological development alarm you?

Literature

Compulsory reading

1. Adler, R., Rodman, G., du Pré, A., & Cook Overton, B. (2021). *Understanding Human Communication* (15th ed.). Oxford.

2. Pelteret, C. (2012). *English for Life. Speaking. B1+ Intermediate*. Harper Collins Publishers.

3. Prentis, N. (2014). *English for Life. Speaking. B2+ Upper Intermediate*. Harper Collins Publishing.

4. Semerenko, L., & Medynska, S. (2010). *Effective Business Communication*. Dnipropetrovsk University of Economics and Law.

Recommended reading

1. Duhigg, C. (2024). *Supercommunicators: How to Unlock the Secret Language of Connection*. Random House

2. Merolla, A. & Hall, J. (2025). *The Social Biome: How Everyday Communication Connects and Shapes Us*. Oxford University Press.

2. Powell, M. (2002). *In Company Intermediate*. MacMillan Education.

3. Powell, M. (2010). *In Company Upper-Intermediate* (2nd ed.). MacMillan Education.

4. Tarnopolsky, O. B. (2010). *English Communication Role Plays*. Dnipropetrovsk University of Economics and Law.

Web-resources

1. BBC Learning English: 6 Minute English. (n.d.). *Official website*. https://www.bbc.co.uk/learningenglish/english/features/6-minute-english

2. TED Talks: Ideas Worth Spreading. (n.d.). https://www.ted.com/talks

3. Cambridge Dictionary: English Grammar and Usage. (n.d.). https://dictionary.cambridge.org/grammar/british-grammar/
4. The School of Life: Emotional Intelligence. (n.d.). https://www.theschooloflife.com/articles/
5. National Geographic: Travel and Culture. (n.d.). https://www.nationalgeographic.com/travel
6. SkillsYouNeed: Helping You Develop Life Skills. (n.d.). https://www.skillsyouneed.com/
7. The Guardian: Lifestyle and Society. (n.d.). https://www.theguardian.com/lifeandstyle

COPYWRITING (CREATION OF COMMERCIAL CONTENT)

The course aims to develop skills in creating texts for online resources. The main goal of the course is to achieve the following competencies: the ability to apply knowledge from the field of online communications in one's future professional activities; the ability to analyze online discourse, and promote online content.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/ 14 weeks	4 / Elective	Neliia Blynova, PhD, Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply technologies for creating texts for online resources (image copywriting, seo, lsi copywriting).	Lectures, practical classes, discussion	Class participation and discussions
2) apply principles of effective written communication to create commercial and professional content adapted to the target audience, communication purpose, and digital platform.	Lectures, practical classes, independent work, peer review	Assessment of skills and abilities, oral answers to questions, checking tasks issued for independent work (CAS)
3) analyze online media and commercial texts in terms of their purpose, target audience, typological features, structure, language, and persuasive techniques, and use the results of the analysis to improve written content.	Lectures, practical classes, discussion, independent work	Participation in discussion, assessment of interaction and teamwork skills, oral interviewing
4) develop and coordinate individual copywriting tasks within a team, meeting agreed requirements, deadlines, and content standards and contributing effectively to the creation of joint commercial content.	Lectures, seminars, discussion, pair work/ group work, presentation, independent work	Participation in the discussion, assessment of interaction/ pair/ group work skills, evaluation and peer review of presentation (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
10 points for an individual assignment (presentation);
10 points for discussions;
80 points for creating textual content of the particular kind
Assessment criteria:
a) individual presentation
8-10 points: The student demonstrates excellent understanding of the topic of his/her presentation.
6-7 points: The student understands the material well and demonstrates good understanding of the topic of his/her presentation.

4-5 points: The student understands the material in general and demonstrates satisfactory understanding of the topic of his/her presentation.
1-3 points: The student poorly understands the material and demonstrates unsatisfactory understanding of the topic of his/her presentation.
b) Participation in discussions/ case studies
Students receive points based on their level of participation in class discussions:
81–100%: The student actively participates in discussions, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions. The material on the discussion is presented in a fluent, independent, logical, thorough and reasonable manner on the topic on the basis of all the provided recommendations and instructions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions. The student provides arguments taking into account the main recommendations and instructions, though some of the arguments lack in sufficient depth and language skills, with some minor inaccuracies and mistakes.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps. The ideas are presented fragmentarily and superficially (without any arguments or justification).
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions. The ideas are presented with the use of separate phrases (utterances) that are relevant to the topic.
c) For performing the practical tasks, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The practical tasks are conducted correctly. The student demonstrates excellent mastery of the educational material and successfully performs writing of all types of the given texts.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: There is a basic understanding of the material, but with significant gaps or omissions in the tasks performed.
1-20 %: The student makes a lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Copywriting: Specifics of the Activity
Topic 2. Types and Levels of Copywriting. Texts that Sell (Commercial Texts)
Topic 3. Brief and the Main Features of the Work with It
Topic 4. Models of Creating Commercial Texts
Topic 5. LSI Copywriting
Topic 6. Image Copywriting
Topic 7. Storytelling in Commercial Writing
Topic 8. Artificial Intelligence in Copywriting

Literature

Compulsory reading

1. Blynova, N., & Kyrylova, O. (2023). *Fundamentals of copywriting: a teaching and methodological manual* [Electronic edition]. Dnipro: PP Vakhmistrov O.E. 126 p.
2. Blynova, N. (2019). Latent Semantic Indexing (LSI) and its impact on copywriting. *Communications and Communicative Technologies*, 19. https://doi.org/https://doi.org/10.15421/291901
3. Blynova, N., & Kyrylova, O. (2018). Copywriting as an activity for creating online content. *Communications and Communicative Technologies*, 18. https://doi.org/https://doi.org/10.15421/291802/
4. Blynova, N., Polishko, N., & Mykhaylova, A. (2020). Image copywriting: genres and methods of creating image texts. *Communications and Communicative Technologies*, 20, 100–106. https://doi.org/https://doi.org/10.15421/292015.
5. Pidmohylna, N., & Levschanova, O. (2021). Architectonics of copywriting text.

Communications and Communicative Technologies, 21. https://doi.org/https://doi.org/10.15421/292105

Recommended reading

1. Bly, R. (2006). *The copywriter's handbook: A step-by-step guide to writing copy that sells* (3rd ed.).

2. Blynova, N. M., Kyrylova, O.V., Medynska, S.I., Mishustina, T.S., Bradbeer, P. W., & Volobuieva, P.S. (2024). *Webwriting. Tutorial* [Electronic edition]. Dnipro: Alfred Nobel University, Dnipro, 214 p.

3. Blynova, N. (2020). The specifity of the editor's work in a content marketing agency. *Perspectives of world science and education. Abstracts of the 9th International scientific and practical conference. CPN Publishing Group. Osaka, Japan,* 340–349. https://r.donnu.edu.ua/bitstream/123456789/ 465/1/PERSPECTIVES-OF-WORLD-SCIENCE-AND-EDUCATION_20-22.05.2020.pdf#page=340

4. Kartsivadze, T. (2022). Copywriting in Social Media. *International Journal of Innovative Technologies in Economy*, 4(40). DOI: doi: 10.31435/rsglobal_ijite/30122022/7924.

Web-resources

1. Basics of Copywriting. (n.d.). https://itstatti.in.ua/zarobitok-v-interneti/122-kopirajting-z-chogo-pochati-osnovi-kopirajtingu.html

2. Copywriting for Beginners. (n.d.). http://radka.in.ua/poradi/kopiraiting-dlia-pochatkivciv-iak-za.html

3. Data-driven AI. (n.d.). https://www.bloggersideas.com/uk/beginners-guide-copywriting-done/

4. Marketing Resources: Copywriting. (n.d.) https://www.marketingprofs.com/topic/articles/copywriting

SALES PSYCHOLOGY AND CUSTOMER RELATIONSHIP MANAGEMENT				
The course aims to form a modern system of views and specialized knowledge in the field of sales, acquire practical skills in identifying customer needs and motivating purchases, and the ability to build long-term trusting relationships with customers, using modern sales techniques and promoting products on the market to ensure the effective operation of the enterprise. The course is aimed at developing practical skills in managing emotions, creating product or service value, overcoming objections, and achieving high sales results through an individual approach to each client.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/14 weeks	3 / Elective	Svitlana Yaremenko, PhD, Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) understand the conceptual framework of marketing and the theoretical foundations of sales psychology to influence organizational performance.			Lectures, Literature review, Comparative analysis of sales theories.	Theoretical test (CAS), Final test / Quiz
2) apply modern sales techniques and psychological methods for rapid customer assessment and effective interaction with various buyer groups.			Role-playing (Sales simulations), Consumer behavior analysis, Workshops.	Sales pitch demonstration (CAS), Practical assignment.
3) analyze staff performance and manage customer conflicts, including the development of measures to resolve complaints and grievances.			Crisis management simulations, Case studies on conflict resolution.	Conflict resolution report (CAS), Peer review of simulation (CAS).
4) utilize digital information and communication technologies for professional marketing activities and practical application of marketing tools.			IT-tool demonstrations, Practical classes.	CRM data entry project (CAS), Digital tool proficiency task (CAS).
5) demonstrate professional communication and leadership skills to motivate teams toward unconventional marketing solutions and goal achievement.			Team-building simulations, Leadership role-play, Brainstorming.	Peer assessment (CAS), Managerial initiative log (CAS).
6) exhibit critical thinking and adaptability in formulating independent approaches to problem-solving and adjusting processes to achieve strategic goals.			Problem-based learning (PBL), Individual research project.	Individual case study analysis (CAS), Final Project / Pass-Fail Assignment.
Assessment				
Final grade as a result of 100% continuous assessment: 20% participation in discussion, brainstorming, business game 30% test (multiple choice) 20% analysis of situations (case-study) 30% individual task To pass the course, students must complete the following components:				

1) **Testing (30 points):** Includes multiple-choice questions and short theoretical tasks to evaluate students' grasp of marketing communication concepts and sales psychology.
Assessment criteria: Every correct answer earns a specific number of points towards the total score of 30.

2) Individual Project (30 points):
A comprehensive task where students develop an omnichannel communication strategy or a sales management plan for a specific business.
Assessment criteria:
25-30 points: Deep analytical insight, creative approach, and professional justification of chosen tools.
18-24 points: Good understanding of the topic, logical structure, but minor gaps in argumentation.
10-17 points: Basic analysis provided with partial application of tools.
0-9 points: Fundamental misunderstanding or failure to meet project requirements.

3) Case Studies (20 points):
Analysis of real-world business situations, conflict resolution in sales, and consumer behavior.
Assessment criteria: Evaluation is based on the student's ability to interpret data, apply analytical tools, and propose evidence-based solutions.

4) Practical Assignments / Tasks (20 points):
Continuous assessment of classroom activities, including CRM simulations, writing briefs, and role-playing exercises.
Assessment criteria: Focuses on participation, practical skill demonstration, and the quality of task completion.

Content

Topic 1. Fundamentals of Sales Psychology: Business and You
Topic 2. Consumer Behavior
Topic 3. Motives for Purchases
Topic 4. Merchandising.
Topic 5. Effective Sales

Literature

Compulsory reading

1. Pylypchuk, V. P., & Dannikov, O. V. (2011). *Upravlinnia prodazhem: navchalnyi posibnyk* [Sales Management: Study Guide]. Kyiv: KNEU.
2. Kotler Ph., Keller K.L. *Marketing Management* (2016). 15th ed. Prentice Hall, Pierson, 2016.

Recommended reading

1. Vikarchuk, O.I., Kalinichenko, O.O., et al. (2018). *Reklamnyi kreatyv: navchalnyi posibnyk* [Advertising Creative: Study Guide]. Zhytomyr: Vydavets O.O. Yevenok. 208 p.
2. Savytska, N.L. (2018). *Upravlinnia rezultatyvnistiu marketynhu* [Marketing Performance Management]. Part 1. Kharkiv: KhDUKhT. 116 p.
3. Babko, N.M., et al. (2020). *Povedinka spozhyvacha: navchalnyi posibnyk* [Consumer Behavior: Study Guide]. Kharkiv: KhNTUSH. 170 p.
4. Smerichevskyi, S.F., et al. (2018). *Brend-menedzhment: navchalnyi posibnyk* [Brand Management: Study Guide]. Kyiv: NAU. 156 p.
5. Bezugla, L.S., et al. (2019). *Marketynhovi doslidzhennia: navchalnyi posibnyk* [Marketing Research: Study Guide]. Bila K.O. 300 p.
6. Dykan, V.L., et al. (2018). *Tovaroznavstvo ta komertsiina diialnist* [Commodity Science and Commercial Activity]. Kharkiv: UkrDUZT. 362 p.
7. Korol, I.V. (2018). *Marketynhovi komunikatsii: navchalno-metodychnyi posibnyk* [Marketing Communications: Training Manual]. Uman: Vizavi. 191 p.
8. Berger, Jonah. (2018). *Nevydymyi vplyv. Prykhovani syly, yaki formuiut povedinku [Invisible Influence:* The Hidden Forces that Shape Behavior]. Kyiv: Nash Format. 240 p.
9. Rackham, Neil. (2019). *Tekhnika prodazhu SPIN* [SPIN Selling]. Kyiv: Nash Format. 248 p.

10. Yaremenko, S., Taranenko, I., Shevchenko, V., & Kuzmenko, M. *Infliuens-marketynh iak efektyvnyў instrument zaluchennia spozhyvachiv* [Influence marketing as an effective tool for attracting consumers]. European Vector of Economic Development. 35(2), 125-142.

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/
2. NGO 'Ukrainian Association of Marketing' (NGO "UMA" (n.d.). https://uam.in.ua/en/home/
3. Vseukrainska reklamna koalitsiia [All-Ukrainian Advertising Coalition] (n.d.). https://vrk.org.ua/ad-market/

MOTIVATION AND EMPLOYEE ENGAGEMENT				
The course aims to develop theoretical and applied knowledge in the field of motivational management and employee engagement, including the strengthening of staff work activity and improvement of performance quality through modern methods of motivation; develop skills and abilities to independently analyse the state of staff motivation and develop recommendations for its strengthening; and develop the ability to substantiate and make decisions on motivational management.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5 / 14 weeks	4 / elective	Hanna Mytrofanova, Doctor of Sciences, Full Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, principles, and approaches to employee motivation and engagement and their role in effective human resource management.			Problem lecture, discussion	Participation in the discussion, Essay, test (CAS)
2) analyze the main methodological approaches and theories of motivation and employee engagement and determine their applicability to different organizational and professional contexts.			Problem lecture, discussion, case study in small groups	Oral presentation Case study (CAS)
3) analyze factors influencing employee motivation and engagement and develop appropriate measures to improve the motivation and engagement of employees and teams.			Problem lecture, self-study activities .	Report (CAS)
4) apply appropriate methods and tools of motivational management to address employee motivation and engagement challenges in organizational settings.			Internet search, self-study activities	Peer small group presentation (CAS)
5) evaluate modern methods and instruments of tangible and intangible employee motivation and justify their suitability for different organizational and professional situations.			Problem lecture, workin small group discussion	Participation in the discussion, group presentation (CAS)
6) develop and organize effective team activities by applying appropriate motivational and engagement strategies and principles of effective teamwork.			Problem lecture, case study in small groups	Participation in the discussion, role play (CAS)
7) develop and justify integrated approaches to employee motivation and engagement, taking into account individual needs, organizational objectives, team dynamics, and the professional context.			Problem lecture, discussion, role play	Participation in the discussion, role play (CAS)
Assessment				
The final grade is given on a 100-point scale for the work in the semester:				

30% Participation in the discussion
20% Participation in the role play
20% Case study
30% Presentation (oral, multimedia)

a) oral answers, discussion
90–100%: The student demonstrates a high level of knowledge and analytical thinking. Test results are accurate. Problem-solving is logical, well-structured, and clearly explained. The student effectively applies appropriate methods and justifies solutions.
75–89%: The student demonstrates a good level of knowledge. Test results are generally correct, with minor errors. Problem-solving is appropriate, though explanations may lack depth or completeness.
60–74%: The student demonstrates a basic level of knowledge. Test results contain errors. Problem-solving approaches are limited or inconsistently applied. Explanations are incomplete.
1–59%: The student demonstrates a lack of understanding of the material. Test results are incorrect or incomplete. Problem-solving is absent or incorrect. Explanations are missing or irrelevant.

b) problem solving, and explanation of solutions, participation in the role play
90–100%: The student demonstrates a high level of practical skills. Tasks are completed accurately, independently, and in accordance with requirements. Reports are well-structured, clear, and logically justified. The student effectively applies theoretical knowledge in practice.
75–89%: The student demonstrates a good level of practical performance. Tasks are generally correct, with minor errors. Reports are structured and understandable, though some aspects may lack depth.
60–74%: The student demonstrates a basic level of practical skills. Tasks contain errors or are incomplete. Reports lack structure or sufficient justification.
1–59%: The student demonstrates a lack of practical skills. Tasks are incorrect or not completed. Reports are poorly structured or missing and do not meet the requirements.

c) Presentations of case studies, individual and group tasks
90–100%: The student delivers well-structured, clear, and professional presentations. Demonstrates deep analysis, critical thinking, and originality. Effectively integrates theory and practice, uses relevant examples, and provides well-grounded conclusions. The essay is logically structured and analytically strong.
75–89%: The student delivers clear and structured presentations with a good level of analysis. Content is relevant, though may lack depth or originality. The essay is well-organised but may contain minor inconsistencies.
60–74%: The student delivers presentations with limited clarity or structure. Analysis is superficial, and arguments are insufficiently supported. The essay lacks depth and coherence.
1–59%: The student delivers unclear or incomplete presentations. Content is poorly structured, lacks analysis, or is irrelevant. The essay does not meet academic requirements or is missing.

Content

Topic 1. Theoretical foundations of the motivational process
Topic 2. Early theories of motivation. Modern theories of motivation.
Topic 3. Motivation in the work of the leader
Topic 4. Methods of influencing the motivation of subordinates
Topic 5. Motivating role of the remuneration system. Organization of personnel bonuses.
Topic 6. Methods of intangible motivational work
Topic 7. Personnel evaluation and its motivating role
Topic 8. Factors reducing motivation
Topic 9. Motivation of teams

Literature

Compulsory reading

1. Balanovska, T., Mykhailichenko, M., & Troian, A. (2020). *Suchasni tekhnolohii upravlinnia personalom: navchalnyi posibnyk* [Modern technologies of personnel management: a study guide]. FOP Yamchynskyi O. V. 466 p.

Recommended reading

1. Armstrong, M. (2007). *Handbook of Employee Reward Management and Practice* (2nd ed.). Kogan Page Ltd. 548 p.
2. Fuehrer, V. (1994). Total reward strategy: A prescription for organizational survival. *Compensation & Benefits Review*, 26(1), 44–53.
3. Gagné, M. (Ed.). (2014). *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*. Oxford University Press. 465 p.
4. Gomez-Mejia, L. R., & Balkin, D. B. (1992). *Compensation, Organizational Strategy, and Firm Performance*. South-Western Publishing.
5. Griffin, R. W. (2013). *Organizational Behavior: Managing People and Organizations* (11th ed.). Cengage Learning. 624 p.
6. Hamel, M. C. (2008). Compensation guide. In *A Manual on Compensation Practice and Theory*.
7. Heneman, R. (2007). *Implementing Total Rewards Strategies*. SHRM Foundation.
8. Herzberg, F. (2017). *Motivation to Work*. Routledge.
9. Hlukhyy, A. O., Yevtushenko, O. A., & Mytrofanova, H. Ya. (2026). Svitovi tendentsii u formuvanni personalu orhanizatsii [Global trends in personnel formation of organizations]. *Akademichnyi ohliad* [Academic Review], 2 .
10. Kolot, A. M. (2002). Motyvatsiia personalu [Personnel motivation]. KNEU.
11. Maslow, A. H. (1954). *Motivation and Personality*. Harper & Row.
12. McPheat, S. (2013). *Personal Confidence & Motivation*. Bookboon. 56 p.
13. Mytrofanova, H., & Yevtushenko, O. (2023). Strukturni skladovi profesiynoyi motyvatsiyi maybutnikh menedzheriv u konteksti formuvannya suchasnoho kerivnyka-lidera [Structural components of professional motivation of future managers in the context of the formation of a modern manager-leader]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 1(34), 45–56.
14. Mytrofanova, H., Yevtushenko, O., & Hlukhyy, A. (2023). Rol' motyvatsiy dosyahnennya uspikhu u protsesi profesijnoho stanovlennya potentsijnykh kerivnykiv-lideriv [The role of achievement success motivation in the process of professional formation of potential manager-leaders]. *Yevropeys'kyy vektor ekonomichnoho rozvytku* [European vector of economic development], 2(35), 84–100. https://eurodev.duan.edu.ua/images/PDF/2023/2/9.pdf
15. Milkovich, G. T., & Newman, J. M. (2010). *Compensation* (10th ed.). McGraw-Hill/Irwin.
16. Nikolaou, I., & Oostrom, J. (Eds.). (2023). Employee Recruitment and Selection: A Contemporary Perspectives [Electronic edition]. *Routledge.* 342 p.
17. Porter, L. W., Bigley, G., & Steers, R. M. (2002). *Motivation and Work Behavior* (7th ed.). McGraw-Hill/Irwin.
18. Prokhorovska, S., Ostroverkhov, V., & Zaporozhan, L. (2018). Vynahoroda za pratsiu v motyvatsii personalu v sferi publichnoho upravlinnia [Remuneration in personnel motivation in public administration]. *Rehionalni aspekty rozvytku produktyvnykh syl Ukrainy*, 22, 92–97.
19. Rogers, S., & Marcotte, S. (2010). *Communicating Total Rewards: How-To Series for the HR Professional*. WorldatWork Press.
20. Vroom, V. H. (1964). *Work and Motivation*. John Wiley & Sons.

Web-resources

1. Kadrovyk UA (n.d.). Professional journal website. https://www.kadrovik.ua/
2. Kadrova praktyka (n.d.). Professional journal website. https://journals.ua/prof/kadrova-praktyka

BASICS OF BALANCED NUTRITION				
This course aims to develop a system of specialized knowledge and practical skills on the basic issues of healthy nutrition and its role in the life of the human body, reducing the risk of diseases based on the nutritional factor.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4 / selective	Olena Serhieieva, PhD, Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) determine the biological value of food based on its content and nutritional characteristics of macronutrients.			Lecture, practical classes, discussion, self-study activities	Participation in the discussion, essay, (CAS)
2) explain the main causes and consequences of eating disorders and analyze their potential impact on individual health and nutritional status.			Lecture, practical classes, discussion, self-study activities	Participation in the discussion, oral answers, test (CAS)
3) calculate the caloric content of a daily diet and determine the appropriate distribution of caloric intake across individual meals.			Lecture, practical classes, tasks, self-study activities	Practical skills assessment, tasks (CAS)
4) develop practical recommendations for organizing a balanced and healthy diet, taking into account individual nutritional needs and lifestyle factors.			Problem lecture, discussion, solving problems	Solving problems, participation in the discussion (CAS)
5) apply scientifically based methods to develop and evaluate dietary plans for different population groups, taking into account age, occupational characteristics, and nutritional requirements.			Lecture, practical classes, Internet search, presentation, self-study activities	Practical skills assessment, presentation (CAS)
Assessment				
The final grade is assigned on a 100-point scale, including 40 points for the test and 60 points for semester work. 60 points for semester work: 20 points for individual assignment 40 points for discussions Assessment criteria a) Individual assignment 16–20 points: the student completed the work correctly, demonstrating a deep understanding of the material. All detailed conclusions are provided. 11–15 points: the work is completed, but there are inaccuracies that do not affect the final result. Generalized conclusions are provided. 6–10 points: insufficient understanding of the material. The task is partially completed. Partial conclusions are provided. 1–5 points: lack of understanding of the material. The task is incomplete, conclusions are absent b) Participation in discussions				

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates understanding of the material but with some inaccuracies.
21–50%: Basic understanding with significant gaps.
1–20%: Many errors, minimal or no understanding.
c) Test papers
The criteria for test assignment are written in the test card.

Contents

Topic 1. Effects of nutrition on human health. Fundamentals of nutrition physiology. The role of nutrition in maintaining human health.
Topic 3. Metabolism and energy in the body.
Topic 4. Food nutrients and their biological role.
Topic 5. Eating disorders: anorexia, bulimia. Deficiency of body weight.
Topic 6. Adiposity. Long-term effects of obesity.
Topic 7. Healthy nutrition and its principles. Characteristics of the principles of healthy nutrition.
Topic 8. Fundamentals of nutrition. Characteristics of special diets.
Topic 9. Biologically active food additives. Organic products.
Topic 10. Bases of nutrition of different age and professional groups of the population.

Literature

Compulsory reading

1. Mikheyenko, O.I. (2024). *Osnovy ratsional'noho ta ozdorovchoho kharchuvannya* (navchal′nyy posibnyk). [Fundamentals of rational and health nutrition (a textbook)]. Sumy: University Book, 189 p.
2. Onoprienko, O.V., Onoprienko, O.M. (2021). *Osnovy fiziolohiyi ta hihiyeny kharchuvannya* (navch. Posib). [Fundamentals of physiology and nutrition hygiene (a textbook)]. Cherkasy State Technological University. Cherkasy: ChDTU. 138 p.
3. Pavlotska, L.F. (2023) *Nutrytsiolohiya* (pidruchnyk). [Nutrition (textbook)]. Kh.: Svit Knyg,. 257 p.

Recommended reading

1. Brych, V.V., Bilak-Lukyanchuk, V.Y., Slabkyi, G.O., Hutsol, I.Ya., Potoky, N.Y. (2020). *Zdorove kharchuvannya: zbirnyk materialiv dlya pratsivnykiv systemy okhorony zdorov"ya* [Healthy nutrition: a collection of materials for healthcare workers]. Uzhhorod. 64 p.
2. Bender, D.A., Cunningham, S. M. (2021). *Introduction to nutrition and metabolism*. CRC Press. 452 p.
3. Ross, A.C., Caballero, B., Cousins, R.J., Tucker, K.L. (2020). *Modern nutrition in health and disease.* Jones& Bartlett Learning. 1616 p.
4. Kuzmenko O.V., Orlova V.N., Serhieieva O.R. Market of fruit and vegetable canning of Ukraine (2020). S*cientific Notes of «KROK» University*. №2(58). Pp. 82-87.

Web-resources

1. Ministerstvo okhorony zdorovia Ukrainy [Ministry of Health of Ukraine]. (n.d.). Tarilka zdorovoho kharchuvannia [The healthy eating plate]. Available at: https://moz.gov.ua/uk/porivnjajte-svoju-izhu-z-tarilkoju-zdorovogo-harchuvannja
2. Zdorove kharchuvannia [Healthy eating]. (n.d.). Official website. Available at: http://medfond.com/
3. Ministerstvo okhorony zdorovia Ukrainy [Ministry of Health of Ukraine]. (2017, September 3). Pro zatverdzhennia Norm fiziolohichnykh potreb naselennia Ukrainy v osnovnykh kharchovykh rechovynakh i enerhii [On approval of the standards for physiological needs of the Ukrainian population in basic nutrients and energy] (Order No. 1073).
4. Nutrition. WHO. URL: https://www.who.int/health-topics/nutrition#tab=tab_1.

EUROPEAN SECURITY ARCHITECTURE: NEW CHALLENGES AND THREATS				
The course aims to develop in students an understanding of the problems of the modern architecture of European security under the influence of the Russian-Ukrainian war in a globalized world and overcoming food and energy crises in Europe and the world, as well as the importance of Ukraine's European integration and Ukraine's close ties to the European market and business culture.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6/11 weeks	4 / elective	Anatolii Zadoia, Doctor of Sciences, Full Professor Svitlana Fedulova, Doctor of Sciences, Full Professor Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (20 h. lectures, 20 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, principles, institutions, and mechanisms of the European security architecture and their role in maintaining peace, stability, and security in europe.			Lectures, practical cases, discussions, independent work, analysis of situations and tasks, portfolio preparation	Completion of an individual task, presentation, participation in a discussion (CAS)
2) analyze the development and transformation of the European security architecture, identifying the roles and interactions of major European and Euro-atlantic actors and institutions.			Practical cases, discussions, independent work, analysis of situations and tasks, portfolio preparation	Portfolio, presentation, participation in discussion (CAS)
3) analyze major contemporary security challenges and threats to Europe, including military, economic, energy, cyber, food, and hybrid threats, and assess their implications for European and international security.			Lectures, practical cases, discussions, independent work, analysis of situations and tasks, portfolio preparation	Completion of an individual task, presentation, participation in a discussion (CAS)
4) study economic phenomena in the international sphere based on an understanding of categories and laws; identifying and generalizing trends and patterns of the functioning and development of the world economy, taking into account cause-and-effect and spatial-temporal relationships.			Practical cases, discussions, independent work, analysis of situations and tasks, portfolio preparation	Completion of an individual task, presentation, participation in a discussion (CAS)
5) analyze Ukraine’s position and security interests within the European security architecture and develop evidence-based			Seminars, independent work, analysis of	Completion of an individual task, presentation,

conclusions and recommendations regarding Ukraine's role in strengthening European and international security.	situations and tasks, writing a portfolio	participation in a discussion (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:
30% – individual task (Module 1);
30% – individual task (Module 2);
30% – individual task (Module 3);
10% – participation in discussions/public abstract.

Assessment criteria:

a) individual task

26–30 points. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

21–25 points. The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

18–20 points. The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

14–17 points. The student demonstrates poor understanding of the material, superficial processing of the content; small depth of search. The work contains false statements. The individual task is returned for revision.

0 points. The student does not demonstrate any knowledge or understanding of the issues raised in the individual assignment. The student demonstrates a fundamental misunderstanding of the topic. A new individual assignment is required.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.

51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.

21–50%: A basic understanding of the material, but with significant gaps or omissions.

1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Module 1. The Paradigm of a New European Security System: European Security and Ukraine
- Topic 1. Key Trends in the Development of the European Security Architecture
- Topic 2. Recent Challenges and Threats to European Security
- Topic 3. The Future of the European Security Architecture: Development Prospects
- Topic 4. European Security and Ukraine: A Possible Way to Weaken Challenges and Threats
- Topic 5. The Paradigm of a New European Security System
- Topic 6. Scenarios for the Development of the European Security System
- Topic 7. The European Union as an Actor in the Security Sphere: Contemporary Discussions on Security Issues in Europe

Module 2. Relations between the European Union and the United States: Understanding the Future Vision in the Light of the New European Security System
- Topic 1. Processes of European Integration and Regionalization: Evolution and Modernity
- Topic 2. Processes of Political Integration and Regionalization on the American Continent

Topic 3. Evolution of Relations Between the European Union and the United States
Topic 4. Global Problems of Our Time and the EU And the United States' Response to Them
Topic 5. European Regional Security System in the Context of Multipolarity
Topic 6. International Activities of European Political Elites. Euroscepticism
Topic 7. International Activities of American Political Elites. Globalization and Anti-Globalization

Module 3. Overcoming the Food and Energy Crises: Trade and Logistics
Topic 1. European Values in the World of Realpolitik
Topic 2. Regional Policy and the Role of Regions in the European Union
Topic 3. Energy Policy of the European Union.
Topic 4. Global Food Security in the Priorities of the European Union's Common Agricultural Policy
Topic 5. Overcoming the Global Food Crisis 2022 as a Result of Military Actions
Topic 6. The energy crisis in Europe: reforming the energy market
Topic 7. Economic Interdependence of Countries and the Security Crisis

Literature

Compulsory reading

1. Zadoia, A. O., Fedulova, S. O., Kliuchnyk, R. V. (2024). *Arkhitektura yevropeys'koyi bezpeky: novi vyklyky ta zahrozy: navchal'nyy posibnyk* [European Security Architecture: New Challenges and Threats: Textbook] [Electronic edition]. Dnipro: Alfred Nobel University. 297 p. Available at: https://ir.duan.edu.ua/handle/123456789/4596

2. European Security Architecture in the 21st Century: Monograph. [Electronic Edition]. Edited by Prof. A. Zadoia, Prof. S. Fedulova. Dnipro: Alfred Nobel University, 2026. 563 p. https://doi.org/10.32342/eurosec/9789664346266

3. Consolidated Version of the Treaty on European Union. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:11997M/TXT

4. British-French summit. St-Malo, 3-4 December 1998. Joint Declaration / From Nice to Laeken. European Defense: core documents / Compiled by Maartje Rutten. Institute for Security Studies, EU. Chaillot Paper No. 51. Paris, April 2002. P. 8-9. Available at: https://op.europa.eu/en/publication-detail/-/publication/945e825d-b642-4b8f-9e97-b97628342c27

5. European Security Strategy. Available at: https://www.consilium.europa.eu/media/30823/qc7809568enc.pdf

6. Treaty of Lisbon Amending. The Treaty on European Union and the Treaty Establishing the European Community. Available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A12007L%2FTXT

7. The shaping of a Common Security and Defence Policy. Available at: https://www.eeas.europa.eu/eeas/shaping-common-security-and-defence-policy_en

Recommended reading

1. Organization for Security and Co-operation in Europe. Parliamentary Assembly. Available at: https://www.oscepa.org/en/

2. Walter, S. The Backlash Against Globalization. Annual Review of Political Science. 2021. Vol. 24. P. 421–442.

3. Tucker Carlson peddles conspiracy theories on Twitter debut from barn. The Guardian. Available at: https://www.theguardian.com/media/2023/jun/07/tucker-carlson-twitter-first-show

4. 'Key to white survival': how Putin has morphed into a far-right savior. The Guardian. Available at: https://www.theguardian.com/us-news/2022/mar/05/putin-ukraine-invasion-white-nationalists-far-right

5. World Energy Outlook 2023. International Energy Agency. 355 p.

6. Fedulova, S. O. (2023). *Zabezpechennya balansu mizh tsilyamy staloho rozvytku, konkurentospromozhnosti ta enerhetychnoyu bezpekoyu* [Ensuring a balance between sustainable

development goals, competitiveness and energy security]. European Vector of Economic Development, No 2 (31). C. 113-124. https://doi.org/10.32342/2074-5362-2023-2-35-9

7. Hedegaard, K. (2023) See how Power-to-X could be a key component in the global energy transition. World Economic Forum. Available at: https://www.weforum.org/agenda/2023/11/power-to-x-a-key-component-in-the-global-energy-transition/

8. Power-to-X: paving the way for a greener future. Ramboll Foundation. Available at: https://www.ramboll.com/net-zero-explorers/power-to-x-explained

9. Transformation and Post-War Economic Recovery of Ukraine. Edited by Leonid Kistersky and Anatolii Zadoia. Cambridge Scholars Publishing, 2024. 431 p. Available at: https://www.cambridgescholars.com/product/978-1-0364-1285-2/

10. Zadoia A. (2023). Economic consequences of Ukraine's access to the European Union. European Vector of Economic Development, No 2 (35). C.19-29. https://doi.org/10.32342/2074-5362-2023-2-35-2

Web-resources

1. EU response to Russia's invasion of Ukraine. European Council. Available at: https://www.consilium.europa.eu/en/policies/eu-response-ukraine-invasion/

2. World Food Situation. Food and Agriculture Organization of the United Nations (FAO) (n.d.). Official website. Available at: https://www.fao.org/worldfoodsituation/foodpricesindex/en/

3. Food price monitoring tool. Eurostat. Available at: https://ec.europa.eu/eurostat/cache/website/economy/food-price-monitoring/

4. Food and Agriculture Organization of the United Nations (FAO) (n.d.). Official website. Available at: http://www.fao.org

5. International Monetary Fund (n.d.). Official website. Available at: https://www.imf.org/en/home

6. OSCE. Available at: https://www.osce.org/participating-states

FINANCIAL ETIQUETTE

The course aims to develop mastery of ethics in the financial sector, which will help to successfully build a professional career, will influence other areas of life, creating a culture of integrity through the development of ethical thinking, which is facilitated by the ability to recognize ethical dilemmas, knowledge of the ethical standards of the profession and the ability to act in accordance with them; after studying the course, students will understand the principles of professional behavior of a finance and investment specialist, and will learn to solve ethical problems of varying complexity.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 11 weeks	4 / elective	Zoia Pestovska, PhD, Associate Professor	120 h. (20 h. lectures, 20 h. seminars/practical, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) identify and analyze ethical dilemmas in the management of financial flows and credit relations, using critical thinking to evaluate potential risks for the organization's reputation	Interactive lectures, case-based learning, group discussions	Participation in thematic discussions, analysis of a specific financial case study (CAS)
2) apply professional ethics standards and integrity principles in personnel management and business communication, demonstrating the ability to defend rights competently	Role-playing, simulation of ethical conflict resolution	Peer-assessment of role-play performance, testing (CAS)
3) formulate clear arguments in professional debates and maintain ethical business correspondence, independently selecting methods for information analysis to support a stance	Discussion based on lecture materials, analysis of specific situations, work in pairs to solve problem tasks, presentation	Presentation of a research project, testing (CAS)

Assessment

Final assessment:
100% current control: solving problems and situational tasks, testing (maximum 8 points), individual task (maximum 20 points).
Criteria for assessing work in practical classes (during classes, the following points can be obtained if the student is able to:
8 – performs tasks with an explanation of the sequence of logical actions, with references to theoretical knowledge (terms, methods, principles, rules), may make minor errors, performs 90-100% of test tasks;
7 – independently solves tasks with sufficient explanation, independently corrects the specified errors, performs 75-90% of test tasks;
5–6 – independently solves tasks with sufficient explanation, performs 60-75% of test tasks;
3–4 – in tasks makes errors that cannot be corrected independently, performs 45-60% of test tasks;
1–2 – tries, but cannot cope with the tasks independently, performs less than 45% of the test tasks;

0 – inactive or absent from classes.
Criteria for evaluating the results of the individual task - complex situations of applying the rules of financial etiquette and their solution (total 20 points):
20 – the task is completed in full and submitted on time, is well-designed, has all the necessary calculations and explanations, there are no arithmetic errors;
17–19 – the task is completed, but there are minor errors or inaccuracies in solving the task, or submitted up to 5 days late;
12–16 – the task is completed, but there are logical and/or arithmetic errors in the process of solving the task, or submitted 10 days late;
8–11 – the task is completed, but there are significant errors in the solution, or submitted 15 days late;
0–7 – the task has not been completed or the solution has only been started, or it was submitted 15 days late.

Content

Topic 1. Profit or principles: the great history of the ethical dilemma of financiers.

Topic 2. Rules of modern financial etiquette (business meeting, date, interview, charity).

Topic 3. Standard 1 ‘Professionalism’, Standard 2 ‘Integrity of capital markets’.

Topic 4. Standard 3 ‘Duties to clients’, Standard 4 ‘Duties to employers’.

Topic 5. Standard 5 ‘Investment analysis, recommendations and actions’, Standard 6 ‘Conflicts of interest’, Codes for asset management companies.

Topic 6. Ethics of algorithms and AI in finance. Transparency of decision-making by robo-advisors.

Topic 7. ESG and sustainable financing. Social responsibility of the investor. Greenwashing - how to recognize false statements of companies about environmental friendliness.

Topic 8. Business etiquette in the financial environment. Rules of communication in Zoom, messengers and business correspondence. Deepfake ethics - how to verify the identity of a client during a video call.

Topic 9. Reputation management and dress code. Modern Finance Casual versus traditional Bespoke.

Topic 10. International protocol. Peculiarities of negotiations with partners from the EU, the USA and Asia.

Literature

Compulsory reading

1. Ariel F. (2025) Financial etiquette: How to keep money from being awkward. Georgiasown. https://www.georgiasown.org/financial-wellness/financial-etiquette-how-to-keep-money-from-being-awkward

2. Modise J.M. (2025) Financial ethics. IRASS Journal of Economics and Business Management. https://irasspublisher.com/assets/articles/1756611398.pdf

3. Financial ethics (2024) Studysmarter. https://www.studysmarter.co.uk/explanations/business-studies/accounting/financial-ethics/#google_vignette

4. *Prybutok chy pryntsypy: velyka istoriia etychnoi dylemy finansystiv* [Profit or principles: a great history of the ethical dilemma of financiers]. (2020). LIGA.net. https://project.liga.net/projects/ethics-in-finance/

5. *Etyka fakhivtsia z finansiv ta investytsii* [Ethics of a finance and investment specialist]. (2020). [Video]. YouTube. https://www.youtube.com/watch?v=j0pjiEC3bLM

6. Finance Code of Ethics. (n.d.). U.S. Securities and Exchange Commission. https://www.sec.gov/Archives/edgar/data/1396279/000119312507083128/dex141.htm

7. Gen Z’s unique money mindset and approach to financial wellness (2024). Bankrate. https://www.bankrate.com/personal-finance/gen-z-money-mindset/

Recommended reading

1. 10 Money Etiquette Tips Everyone Needs to Read. (n.d.). Real Simple. https://www.realsimple.com/work-life/money/money-etiquette-advice

2. 15 business etiquette rules every professional needs to know. (n.d.). Financial Post. https://financialpost.com/business-insider/business-etiquette-rules

3. The Importance of Ethics in Finance. (n.d.). Kelley School of Business. https://execed.kelley.iu.edu/the-importance-of-ethics-in-finance/

4. Guide to Financial Markets: Why they exist and how they work [Electronic edition]. (n.d.). The Economist. https://media.economist.com/sites/default/files/pdfs/Guide_to_Financial_Markets_6e.pdf

5. Pestovska, Z. S. & Rahulina, M. O. (2023) Upravlinnia investytsiynym portfelem fizychnykh osib v umovakh infliatsii [Managing an individual's investment portfolio in inflationary conditions]. In *The scientific paradigm in the context of technological development and social change: Scientific monograph, Part 1*. (pp. 255–281) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-297-5

6. Pestovska, Z. S. (2023) Pobudova modeli pidvyshchennia efektyvnosti upravlinnia kompanii zi strakhuvannia zhyttia v Ukraini [Building a model for improving the management efficiency of life insurance companies in Ukraine]. In *Transformation of economics, finance and management in the context of world globalization: Scientific monograph* (pp. 84–118) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-307-1-5

7. Pestovska, Z. (2026) Foreign policy subjectivity of hub cities: tools for sustainable development and green investment in Europe. Stalyi rozvytok ekonomiky, 1(58), 842–848. DOI: 10.32782/2308-1988/2026-58-112

8. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75

9. Pestovska, Z. S., & Shevtsova, K. H. (2024) Rynok derzhavnykh oblihatsiy v Ukrayini: stan ta perspektyvy rozvytku [Government bond market in Ukraine: current state and prospects for development]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 35–44.

10. Pestovska, Z. S., & Sobchuk, O. S. (2024) Depozytni vkladennya yak osnovnyy vyd resursiv bankivs'kykh ustanov ta perspektyvy yikh formuvannya [Deposits as the main type of resources of banking institutions and the prospects for their formation]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 45–54.

11. Pestovska, Z. S. (2023) Vidsutnist' fondovoho rynku: chy ye al'ternatyva EVA, EPS, P/E [The absence of a stock market: is there an alternative to EVA, EPS, P/E]. Yevropeys'kyy vektor, 1, 37–48.

12. Bolgar, T., Varenyk, V., Pestovska, Z., & Miro, I. (2022) Innovatsiyni informatsiyni tekhnolohiyi u finansovomu upravlinni [Innovative information technologies in financial management]. Akademichnyy ohlyad, 2(57), 98–110. (Web of Science) DOI: 10.32342/2074-5354-2022-2-57-8

13. Pestovska, Z. S. (2022) Tokenizatsiya ekonomiky Ukrayiny: mriya chy real'nist' [Tokenization of the economy of Ukraine: dream or reality]. Akademichnyy ohlyad, 1(56), 24–32. (Web of Science) DOI: 10.32342/2074-5354-2022-1-56-3

14. Pestovska, Z. (2022) Changes in the financial services market under the influence of AI (Chapter 3). In I. Tatomyr & Z. Kvasnii (Eds.), *Artificial intelligence as a basis for the development of the digital economy: textbook* (pp. 85–134) [Electronic edition]. OKTAN PRINT. 376 p. DOI: https://doi.org/10.46489/aiabftd-07

15. Pestovska Z.S. (2021) *(R)Evolyutsiya bankinhu: dyskusiyi ta perspektyvy* [(R)Evolution of banking: discussions and prospects], Akademichnyy ohlyad [Academic review], № 1(54), pp. 37-48. DOI: 10.32342/2074-5354-2021-1-54-4. (Web of Science)

Web-resources

1. National Bank of Ukraine. (n.d.). *Official website*. https://www.bank.gov.ua/

2. Library of Alfred Nobel University. (n.d.). *Official website*. https://lib.duan.edu.ua/uk/

3. Repository of Alfred Nobel University. (n.d.). *Official website*. https://ir.duan.edu.ua/home

4. *Pidhotovchyi elektronnyi kurs dlia kandydativ prohramy CFA (I riven)* [Preparatory electronic course for candidates of the CFA program (Level I)]. (2023). CFA Society Ukraine

COMPANY CAPITAL: BREAKTHROUGH BUSINESS STRATEGIES

The course aims to equip students with a comprehensive body of theoretical knowledge and conceptual understanding of purpose-driven business leadership. It examines a range of business strategies and organizational practices that companies can leverage to foster positive change and explains why purpose-led enterprises are uniquely positioned to tackle some of the most significant economic and financial challenges of the modern world.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14 weeks	4 / elective	Svitlana Fedulova, Doctor of Sciences, Full Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze the structure and dynamics of company capital and evaluate the influence of endogenous and exogenous factors on its formation, use, and efficiency in national and international business environments.	Lectures, practical sessions, classroom discussions, independent learning, and report preparation.	Participation in discussions, report submission, presentations, and completion of an individual assignment (CAS).
2) apply theoretical knowledge to address practical issues related to the formation and management of company capital and critically interpret the results obtained.	Lectures, practical sessions, discussions, independent learning, case study analysis, problem-solving activities, and analytical report preparation.	Completion of an individual assignment, presentation, and participation in discussions (CAS).
3) perform a comprehensive analysis of complex corporate economic systems; compare and evaluate their components; assess and justify the effectiveness of their performance.	Seminars, independent learning, and report preparation.	Report submission, presentation, and participation in discussions (CAS).
4) evaluate alternative sources of financing and justify appropriate capital structure and capital development strategies, taking into account the company's financial position, business conditions, risks, and international economic trends.	Lectures, practical sessions, discussions, independent learning, case analysis, problem-solving exercises, and analytical report preparation.	Completion of an individual assignment, presentation, and participation in discussions (CAS).

Assessment

The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the individual assignment.

60% – current control. This includes:

40% – calculation tasks;
20% – participation in discussions.
40% – individual assignment.

Assessment criteria:

a) Individual assignment (analytical project)

The individual assignment is evaluated on the following scale:

31–40 points:

The student demonstrates a profound understanding of the course material and a high level of analytical competence. The work shows strong research depth, supported by the use of up-to-date academic literature, scientific publications, and relevant data sources. The assignment contains elements of originality and reflects the student's independent reasoning and critical perspective. The structure and formatting fully comply with academic requirements.

21–30 points:

The student shows a solid understanding of the subject matter and good analytical skills. Relevant and modern information sources are used appropriately. The work is generally well-structured, although minor inconsistencies or formatting issues may be present.

11–20 points:

The work demonstrates a basic logical structure, but the presentation of ideas and concepts is not always clear or consistent. Some sections may lack depth, coherence, or analytical precision.

1–10 points:

The assignment is poorly structured and lacks clarity. Significant gaps in understanding are evident, and the content is insufficient, inaccurate, or confusing.

b) Participation in discussions

Student performance in discussions is assessed according to the level of engagement and understanding of the topic:

81–100%:

The student actively participates in discussions, demonstrates an excellent understanding of the subject matter, and provides well-reasoned and logically supported arguments.

51–80%:

The student shows a good general understanding of the material, although minor inaccuracies or incomplete arguments may occur.

21–50%:

The student demonstrates a basic level of understanding, but significant gaps in knowledge and limited participation are evident.

1–20%:

Participation is minimal, with frequent misunderstandings and a lack of engagement with the topic.

c) Calculation tasks

Evaluation criteria for calculation tasks are specified separately in the cards.

Content

Topic 1. Company capital, business justification
Topic 2. Economic conditions and your business
Topic 3. Theory of capital formation
Topic 4. Formation of a company's equity capital
Topic 5. Cost of a company's equity capital

Topic 6. Company's debt capital

Topic 7. Strategies and tactics for using capital in a company's operating activities

Topic 8. Strategies and tactics for using capital in a company's investment activities

Topic 9. Business and an interconnected world. The impact of cross-border flows of goods and capital on the competitive positions of firms and nations

Literature

Compulsory reading

1. Chebanova, T. Ye. (2025). *Finansovyi menedzhment: navchalnyi posibnyk* [Financial management: Study guide]. Odesa National Maritime University. https://rp.onmu.org.ua/handle/123456789/4743

2. Davydenko, N. M. (2024). *Finansovyi menedzhment* [Financial management] (2nd ed., revised and expanded). State Tax University. https://ir.dpu.edu.ua/handle/123456789/6122

3. Damodaran, A. (2024). *Applied corporate finance: A user's manual* (5th ed.). Wiley.

4. Stetsenko, S. P., Tyto k, V. V., Lysytsia, N. V., Matsapura, O. V., Tsyfra, T. Yu., & Chynchyk, A. A. (2024). *Finansy: navchalnyi posibnyk* [Finance: Study guide]. Kyiv National University of Construction and Architecture. https://repositary.knuba.edu.ua/handle/123456789/13276

5. Titman, S., Keown, A. J., & Martin, J. D. (2022). Financial management: Principles and applications. Pearson.

6. Fabozzi, F. J. (2021). Bond markets, analysis, and strategies (10th ed.). Pearson.

7. Brealey, R. A., Myers, S. C., & Allen, F. (2020). Principles of corporate finance (13th ed.). McGraw-Hill Education.

8. Melnyk, O. V. (2020). *Kapitalizatsiia pidpryiemstv: teoriia ta praktyka* [Capitalization of enterprises: Theory and practice]. Vydavets Pankova A. S. 428 p.

Recommended reading

1. Kremen, O. I., Kolos, V. I., Dementovych, B. R., & Kremen, V. M. (2022). *Optymizatsiia struktury kapitalu pidpryiemstva* [Optimization of the capital structure of an enterprise]. *Mizhnarodnyi naukovyi zhurnal "Internauka". Seriia: Ekonomichni nauky*, (1), 190–200.

2. Marchenko, V. M. (2020). *Metodolohiia upravlinnia kapitalizatsiieiu pidpryiemstv* [Methodology of enterprise capitalization management]. *Formuvannia rynkovykh vidnosyn v Ukraini*, (4), 56–61.

3. Shevchuk, N. V., Terentieva, O. V., Klymenko, S. M., & Hmyria, V. P. (2021). *Investytsiini aspekty kapitalizatsii za suchasnykh umov diialnosti pidpryiemstv* [Investment aspects of capitalization under modern enterprise conditions]. *Finansovo-kredytna diialnist: problemy teorii ta praktyky*, 4(39), 533–540.

4. Shevchuk, N. V., & Mahdaliuk, O. V. (2021). *Vyznachennia ta otsiniuvannia fundamentalno-vartisnykh rezultativ kapitalotvorennia promyslovykh pidpryiemstv Ukrainy* [Definition and assessment of fundamental value-based results of capital formation of industrial enterprises in Ukraine]. In L. M. Savchuk & L. M. Bandorina (Eds.), *Pidkhody do vyrishennia problem finansuvannia, bezpeky, ekonomichnoho ta informatsiinoho rozvytku subiektiv hospodariuvannia v umovakh pandemii* [Approaches to solving problems of financing, security, economic and information development of business entities under pandemic conditions] Porohy. 376p.

Web-resources

1. *Stock market infrastructure development agency of Ukraine (SMIDA).* (n.d.). *Official website.* Available at: https://smida.gov.ua/

2. *Open Data Portal.* (n.d.). *Official website.* Available at: https://data.gov.ua/

3. *The global body for professional accountants. ACCA*. (n.d.). *Official website.* Available at: https://www.accaglobal.com/gb/en.html

4. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk
5. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/
6. *The World Bank*. (n.d.). *Official website*. Available at: https://www.worldbank.org/
7. *Minfin*. (n.d.). *Official website.* Available at: http://index.minfin.com.ua/bank/stat/count.php
8. *Statista. The Statistics Portal*. (n.d.). *Official website*. Available at: https://www.statista.com/markets/
9. *Eurostat*. (n.d.). *Official website*. Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page

EUROPE'S COMPETITIVENESS IN THE NEW GLOBAL ECONOMY				
The course aims to develop a comprehensive understanding of the factors and mechanisms ensuring the EU's competitiveness in new geostrategic conditions through the analysis of strategic autonomy, sustainable development, digital transformation, and socio-economic changes in European and global contexts, taking into account the role of Ukraine.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	7/14 weeks	4 / elective	Anatolii Zadoia, Doctor of Sciences, Full Professor Alisa Mahdich, PhD, Associate Professor Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze and systematize global economic processes affecting the EU's competitiveness, taking into account national, European, and global contexts, and formulate evidence-based conclusions and policy recommendations.			Lectures, case study analysis (EU policies, Ukraine-EU relations), guided discussions, data analysis workshops, independent reading	Analytical essay, case study report, testing (CAS)
2) analyze key global trends, European integration processes, and economic policy instruments shaping EU competitiveness, including relevant EU competitiveness policies and Ukraine's integration into the European economic space.			Interactive lectures, group discussions, policy document analysis, trend mapping exercises, student presentations	Group presentation, policy brief, participation in discussions, testing (CAS)
3) conduct a comprehensive comparative analysis of economic systems and models, assessing the effectiveness of the EU in the global economy under new geostrategic conditions.			Comparative analysis seminars, teamwork on country/EU comparisons, problem-based learning, use of statistical databases, debates	Comparative research paper, group project report, oral defense/presentation, testing (CAS)
4) apply an interdisciplinary approach to the study of EU competitiveness, integrating economic, political, legal, and social dimensions in the analysis of contemporary challenges.			Interdisciplinary lectures, scenario analysis, role-playing (EU institutions, stakeholders), collaborative projects, expert guest lectures	Scenario-based assignment, group project, reflective essay (CAS)
5) evaluate the impact of digital transformation, energy transition, geopolitical shifts, and other			Thematic lectures, workshops on digital	Research project, presentation (CAS)

structural changes on the EU's strategic autonomy, economic resilience, and long-term competitiveness, and develop evidence-based conclusions and recommendations.	and energy policies, case discussions, research tasks, simulation exercises	

Assessment

The final grade is given on a 100-point scale, including:
a) 40 points for an individual assignment (conference abstract);
b) 60 points for a test (60 multiple-choice questions)

Assessment criteria:

a) Conference Abstract (40 points)
30-40 points (Excellent)
Clearly formulated and relevant research topic
Well-defined aim and objectives of the study
Strong logical structure (introduction, main part, conclusions)
Comprehensive and in-depth coverage of the topic
Effective application of relevant theories and concepts
Originality of ideas and critical thinking
Use of up-to-date academic sources and proper referencing
Clear, concise, and academically appropriate language
20-29 points (Good)
Relevant topic and generally clear purpose
Adequate structure, though some parts may lack coherence
Sufficient but not in-depth analysis of the topic
Limited originality or critical insight
Basic use of theoretical concepts
Some use of academic sources, though not always well integrated
Minor issues with clarity or academic style
10-19 points (Satisfactory)
Topic is unclear or insufficiently developed
Weak or inconsistent structure
Mostly descriptive content with limited analysis
Minimal use of theory
Lack of originality
Few or outdated sources
Problems with clarity, coherence, or academic writing style
0-9 points (Unsatisfactory)
Topic is not relevant or not properly defined
Lack of clear structure
No meaningful analysis or understanding of the topic
Absence of theoretical framework
No or inappropriate use of sources
Poor academic writing or plagiarism issues

b) Tests (60 points)
(60 multiple-choice questions, one point for each correct answer)

Content

Topic 1. Competitiveness of the European Union: current state and prospects
Topic 2. The EU single market: problems of adaptation to new realities
Topic 3. Achieving a climate-neutral economy: future energy systems and clean hydrogen
Topic 4. Innovations for a competitive and climate-neutral economy in Europe

Topic 5. Private European investment and ways of its activation
Topic 6. The impact of public investments on strengthening the competitiveness of the EU
Topic 7. Foundations of Europe's digital transformation
Topic 8. The EU strategy for shaping the digital transformation in Europe
Topic 9. The labour market in Europe: the main problems and the impact of russia's full-scale military invasion of Ukraine
Topic 10. Features of modern labour market development in Ukraine
Topic 11. Natural and ecological problems and perspectives of their solving
Topic 12. Social and economic problems and perspectives of their solving

Literature

Compulsory reading

1. Europe's Competitiveness in the New Global Economy: textbook [Electronic Edition]/ S. Fedulova, A. Zadoia, A. Mahdich, E. Lymonova, O. Zadoia, R. Kliuchnyk. Edited by Prof. A. Zadoia, Prof. S. Fedulova. Dnipro: Alfred Nobel University, 2025. 241 p. URL: https://ir.duan.edu.ua/handle/123456789/5244

2. Communication from the Commission to the European parliament, the council, the European economic and social committee and the Committee of the regions (2023). Long-term competitiveness of the EU: looking beyond 2030. URL: https://commission.europa.eu/system/files/2023-03/Communication_Long-term-competitiveness.pdf

3. Single Market Task Force continues to tackle barriers in the single market. URL: https://single-market-economy.ec.europa.eu/news/single-market-task-force-continues-tackle-barriers-single-market-2022-11-29_en

4. Violation of EU competition law: Commission fines Mondelez EUR 337.5m for cross- border trade restrictions. URL: https://cms-lawnow.com/en/ealerts/2024/05/violation-of-eu-competition-law-commission-fines-mondelez-eur-337.5m-for-cross-border-trade-restrictions

5. Що таке ESCO і як він використовується в «Europass»? URL: https://europass.europa.eu/uk/what-esco-and-how-it-used-europass.

6. One Strategy – 12 Priorities. Danube Region Strategy. URL: https://danube-region.eu/about/priority-areas/

7. Europe's politicians have moral responsibility to tackle air pollution, says WHO environment director. The Guardian. URL: https://www.theguardian.com/world/2023/sep/21/europes-politicians-have-moral-responsibility- to-tackle-air-pollution-says-who-environment-director

8. Чернадчук Т.О., Березовська В.О. Політика Європейського Союзу щодо боротьби з тероризмом: аналіз законодавства Європейського Союзу та деяких національних антитерористичних програм. Правова держава. 2022. № 48. С. 66-76

Recommended reading

1. Guarascio, D., Holzner, M., Iacobucci, D. et al. (2025) *European competitiveness in the new global context: Structural constraints, strategic dependencies and the role of the new industrial policy*. Journal of Industrial and Business Economics, 52, pp. 525–533. Available at: https://doi.org/10.1007/s40812-025-00368-x

2. Rubaj, P. (2025) *Competitiveness and development of EU countries in the face of global economic, social and environmental challenges*. European Research Studies Journal, 28(2), pp. 22–37. Available at: https://ersj.eu/journal/3962/download/Competitiveness%2Band%2BDevelopment%2Bof%2BEU%2BCountries%2Bin%2Bthe%2BFace%2Bof%2BGlobal%2BEconomic%2BSocial%2Band%2BEnvironmental%2BChallenges.pdf

3. Roth, F. (2025) *EU competitiveness: The critical role of intangible assets in the global economy*. Journal of Economic Policy Reform. Available at: https://doi.org/10.1080/17487870.2025.2571479

4. McCann, P. and Stierna, J. (2024) *The future of European competitiveness: A strategy for Europe*. European Commission, Joint Research Centre. Available at: https://publications.jrc.ec.europa.eu/repository/bitstream/JRC142670/JRC142670_01.pdf

5. Demertzis, M., Fiorito, A. and Panitsas, K. (2025) *Strategic autonomy and European competitiveness: Security now comes first*. European Parliament Study. Available at: https://www.europarl.europa.eu/RegData/etudes/STUD/2025/764371/ECTI_STU%282025%29764371_EN.pdf

6. Manganelli, A. et al. (2025) *Competitiveness, digital transformation and EU policies*. CERRE. Available at: https://cerre.eu/wp-content/uploads/2025/11/CERRE_Competitiveness-Digital-Transformation-and-EU-Policies_Final.pdf

7. Intereconomics (2025) *EU competitiveness: Navigating challenges and seizing opportunities*. Intereconomics – Review of European Economic Policy, 60(1). Available at: https://www.intereconomics.eu/pdf-download/year/2025/number/1/article/eu-competitivness-navigating-challenges-seizing-opportunities.html

8. Aravantinos, E. (2025) *Forecasting ICT-driven trade competitiveness 2024–2028: A cluster and scenario analysis*. Available at: https://arxiv.org/abs/2601.00842

9. Hladchenko, M. (2026) *Evolving scientific collaboration among EU member states, candidate countries and global partners: 2000–2024*. Available at: https://arxiv.org/abs/2602.04871

10. Cresti, L., Mazzilli, D., Patelli, A. et al. (2025) *Vulnerabilities and capabilities in the EU automotive industry: Global value chains and competitiveness*. Available at: https://arxiv.org/abs/2501.01781

Web-resources

1. The Global Competitiveness Index (GCI) 5.0. The World Economic Forum. URL: https://www.weforum.org/about/the-global-competitiveness-index-gci-5-0/

2. Index of economic freedom. URL: https://www.heritage.org/index/

3. European Regional Development Fund. URL: https://ec.europa.eu/regional_policy/funding/erdf_en

4. Statista, 2023. Global market share held by selected countries in the ICT market from 2013 to 2023. URL: https://www.statista.com/statistics/263801/global-market-share-held-by-selected-countries-in-the-ict-market.

5. European Commission, 2023. Communication on the Long-term Competitiveness of the EU: Looking beyond 2030. URL: https://commission.europa.eu/system/files/2023-03/Communication_Long-term-competitiveness.pdf.

6. ESCO портал. Європейська комісія. URL: https://esco.ec.europa.eu/en.

7. These are the top 10 job skills of tomorrow – and how long it takes to learn them. URL: https://www.weforum.org/agenda/2020/10/top-10-work-skills-of-tomorrow-how-long-it-takes-to-learn-them/?fbclid=IwAR3h_yMNY73A-WrEH7Fjap-WqRNCoqMTaqlngJeIhHZXdyGMmO4ppJCZgAk&utm_content=21%2F10%2F2020+21%3A30&utm_medium=social_scheduler&utm_source=facebook&utm_term=Education+and+Skills

8. Work.UA. URL: https://www.work.ua/articles/analytics.

9. Інститут демографії та соціальних досліджень імені М.В. Птухи Національної академії наук України. URL: https://idss.org.ua/index.

10. Forbes. URL: https://forbes.ua/ru/forbes-ukraine/forbes-ukraina-serpen-veresen-2023- 09112023-17150.

11. OECD. Labourforce participation rate. URL: https://www.oecd.org/en/data/indicators/labour-force-participation-rate.html.

12. Air. European Commission. URL: https://environment.ec.europa.eu/topics/air_en

13. Human Development Index (HDI). URL: https://hdr.undp.org/data-center/human-development-index#/indicies/HDI

14. Global Innovation Index 2023. Innovation in the face of uncertainty. URL: https://www.wipo.int/edocs/pubdocs/en/wipo-pub-2000-2023-en-main-report-global-innovation-index-2023-16th-edition.pdf

15. World Bank. URL: https://data.worldbank.org/indicator

16. Worlddometer. URL: https://www.worldometers.info/world-population/population-by-country/

17. Single European Act (SEA). URL: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:11986U/TXT

18. Treaty on European Union. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:11992M/TXT

19. Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation). URL: https://eur-lex.europa.eu/eli/reg/2016/679/oj

20. European Regional Development Fund. URL: https://ec.europa.eu/regional_policy/funding/erdf_en

21. Eurofound, 2018. Digital economy, European Industrial Relations Dictionar поу. Dublin: Eurofound. URL: https://www.eurofound.europa.eu/en/european-industrial-relations-dictionary/digital-economy

22. United Nations Economic Commission for Latin America and the Caribbean (ECLAC), 2020. Definitionsof and core statistics on the digital economy. URL:www.cepal.org/sites/default/files/events/files/l2_definitions_of_and_core_statistics_on _th e_digital_economy_eng.pdf.

23. United Nations Statistics Division, 2024. What is the digital economy. URL: https://unstats.un.org/bigdata/events/2024/measuring-digital-economy/presentations/day1/1.%20What%20is%20the%20digital%20economy.pdf

24. The Green Deal Industrial Plan. European Commission. URL: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green- deal/green-deal-industrial-plan_en#paragraph_33968

25. Air pollution: Parliament adopts revised law to improve air quality. European Parliament. URL: https://www.europarl.europa.eu/news/en/press-room/20240419IPR20587/air-pollution-parliament-adopts-revised-law-to-improve-air-quality

26. Deforestation. European Commission. URL: https://environment.ec.europa.eu/topics/forests/deforestation_en

27. About RAN Practitioners. European Commission. URL: https://home-affairs.ec.europa.eu/networks/radicalisation-awareness-network-ran/about-ran_en

28. Directive (EU) 2018/843 of the European Parliament and of the Council of 30 May 2018 amending Directive (EU) 2015/849 on the prevention of the use of the financial system for the purposes of money laundering or terrorist financing, and amending Directives 2009/138/EC and 2013/36/EU. European Union. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32018L0843

BUSINESS ECONOMICS / PRINCIPLES OF ECONOMICS				
The course aims to develop fundamental economic knowledge based on understanding the basic economic categories, laws, principles and mechanisms, which will allow to understand the functioning of a market economy and its individual components.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	4 / selective	Serhii Kuzminov, Doctor of Sciences, Full Professor Elvina Lymonova, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) realise the need for lifelong learning in order to maintain professional competence at a high level			Lecture, seminars, discussions, and independent work	Participation in discussion, essay, and presentation (CAS)
2) substantiate one's own opinion on the specific conditions for the implementation of forms of economic relations at the mega-, macro-, meso- and micro-levels			Lectures, practical classes, discussions, independent work, case analysis	Presentation, participation in discussion, testing (CAS)
3) carry out a comprehensive analysis of complex economic systems, to compare and contrast their components, to evaluate and argue assessments of the effectiveness of their functioning			Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) select and skillfully apply analytical tools for studying the state and prospects for the development of individual segments of international markets of goods and services using modern knowledge of methods, forms and instruments for regulating market economy			Lectures, practical classes, discussions, independent work, case analysis	Essay, presentation (CAS)
5) communicate freely on professional issues in the state and foreign languages, orally and in writing, to use economic terminology professionally			Lectures, practical classes, discussions, independent work, case analysis	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
6) study economic phenomena based on an understanding of categories and laws; highlighting and generalizing trends, patterns of the functioning and development of the world economy, taking into account cause-and-effect and spatial-temporal relationships			Practical classes, case analysis, discussions	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS), final assessment (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester. 60 points for work in the semester: 40 points for an individual assignment (presentation);				

20 points for discussions
Assessment criteria:
a) individual assignment (presentation)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Economics: subject, methods of cognition, use
Topic 2. Needs, resources, production capacity
Topic 3. Division of labor, commodity production, money
Topic 4. Property and its economic role
Topic 5. Mixed economy. economic role of the state
Topic 6. Demand
Topic 7. Supply
Topic 8. The market and the mechanism of achieving equilibrium
Topic 9. Entrepreneurship
Topic 10. Competition and monopoly
Topic 11. Income

Literature

Compulsory reading

1. Sloman J., Garratt D., Guest J., Jones E. *Economics for Business*. 10th Edition. Harlow: Pearson Education, 2023.
2. McKenzie R., Lee D. *Microeconomics for MBAs: The Economic Way of Thinking for Managers*. Cambridge University Press, 2022.
3. Baye M., Prince J. *Managerial Economics and Business Strategy*. 11th Edition. New York: McGraw-Hill Education, 2024.
4. Griffiths A., Wall S. *Applied Economics*. 14th Edition. Pearson Education, 2023.
5. Lo, A. W. (2019). *Adaptive Markets: Financial Evolution at the Speed of Thought.* Princeton University Press.

Recommended reading

1. Lipczynski, J., Wilson, J. O. S., & Goddard, J. (2022). *Industrial organization: Competition, strategy and policy* (6th ed.). Pearson Education.
2. Mankiw, N. G. (2024). *Principles of economics* (10th ed.). Cengage Learning.

3. Besanko, D., Dranove, D., Shanley, M., & Schaefer, S. (2024). *Economics of strategy* (9th ed.). Wiley.
4. Grant, R. M. (2022). *Contemporary strategy analysis* (11th ed.). Wiley.
5. Samuelson, P. A., & Nordhaus, W. D. (2019). *Economics* (20th ed.). McGraw-Hill Education.

Web-resources

1. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.
2. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. (n.d.). *Official website*. https://bank.gov.ua/.
3. International Monetary Fund. (n.d.). *Official website*. https://www.imf.org/external/index.htm.
4. The World Bank. (n.d.). *Official website*. https://www.worldbank.org/.
5. World Trade Organisation. (n.d.). *Official website*. https://www.wto.org/.

GLOBAL ECONOMIC ENVIRONMENT				
The course aims to develop in students the ability to critically analyze the global economic environment as a complex multi-level system of interaction between states, international institutions, and business structures, to identify key drivers of global transformations (digitalization, geoeconomics, sustainable development), and to develop strategic solutions to increase competitiveness in the face of global uncertainty and growing risks.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1/14 weeks	4 / selective	Elvina Lymonova, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, components, and characteristics of the global economic environment and identify the main factors influencing the development of the world economy.			Lecture, seminars, discussions, independent work	Participation in discussion, essay, presentation (CAS)
2) identify and describe major global economic processes and trends, including globalization, regionalization, international trade, capital flows, technological change, and economic integration.			Lectures, practical classes, discussions, independent work, case analysis	Presentation, participation in discussion, testing (CAS)
3) apply basic economic concepts and methods to analyze current global economic phenomena and explain their causes, interrelationships, and potential implications for countries and economic actors.			Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) compare the economic characteristics and positions of different countries and regions using basic economic indicators and identify major similarities, differences, and trends in their development.			Lectures, practical classes, discussions, independent work, case analysis	Essay, presentation (CAS)
5) identify the main forms of international economic relations and explain their role in the functioning and development of the global economy at different levels of economic interaction.			Lectures, practical classes, discussions, independent work, case analysis	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
6) search for, organize, and interpret information from reliable statistical, academic, and international sources to analyze basic global economic processes and present evidence-based conclusions.			Practical classes, case analysis, discussions	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS), final assessment (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester. 60 points for work in the semester:				

40 points for an individual assignment (presentation);
20 points for discussions
Assessment criteria:
a) individual assignment (presentation)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Theoretical aspects of globalization
Topic 2. Global economy as a system
Topic 3. Structure of the world economy
Topic 4. Global economic institutions
Topic 5. Transnational corporations
Topic 6. Global markets
Topic 7. Integration processes
Topic 8. Global development strategies
Topic 9. Anti-globalism and alternative models
Topic 10. Ukraine in the global economy

Literature

Compulsory reading

1. Lukyanenko, D.G. (2024). *Hlobal'na ekonomika: pidruchnyk* [Global economy: textbook]. Kyiv: KNEU. Retrieved from https://kneu.edu.ua/ua/.
2. Stolyarchuk, Ya.M. (2010). *Hlobal'na ekonomika: praktykum* [Global economy: workshop]. Kyiv: KNEU. Retrieved from https://ir.kneu.edu.ua/handle/2010/.
3. Filipenko, A.S. (2008). *Hlobal'na ekonomika: pidruchnyk* [Global economy: textbook]. Kyiv: Lybid. Retrieved from https://www.lybid.net.ua/.
4. Lukyanenko, D.G. (2024). *Hlobal'na ekonomika: praktykum* [Global Economy: workshop]. Kyiv: KNEU. 168 p..
5. John, Black, Nigar, Hashimzade, Gareth Myles. (2017). *The World Economy: A Textbook in International Economics*. 2nd ed. Hoboken : Wiley. Retrieved from https://www.wiley.com/en-us.
6. Alan, S. Milward. (2000). *International Economic Relations since 1945*. London : Routledge. Retrieved from https://www.routledge.com/International-Economic-Relations-Since-1945/Milward/p/book/9780415195733.

7. Christian, Reus-Smit, Duncan, Snidal (eds.). (2008). *The Oxford Handbook of International Relations*. Oxford : Oxford University Press. Retrieved from https://academic.oup.com/edited-volume/28141.

8. John, Ravenhill (ed.). (2020*). Global Political Economy*. 6th ed. Oxford : Oxford University Press. Retrieved from https://global.oup.com/academic/product/global-political-economy-9780198820648.

9. Neva, Goodwin, Jonathan ,M. Harris, Julie, A. Nelson. (2019). *Principles of Economics in Context*. 3rd ed. New York : Routledge. Retrieved from https://www.routledge.com/Principles-of-Economics-in-Context/Goodwin-Harris-Nelson/p/book/9781138563793.

Recommended reading

1. Baldwin, Richard. (2022).Global supply chains: why they emerged, why they matter, and where they are going. *Journal of Economic Perspectives*. Vol. 36(3). P. 3–30. DOI: https://doi.org/10.1257/jep.36.3.3.

2. Chad, P. Bown. (2023).How the United States marched the semiconductor industry into its trade war with China. *World Economy*. Vol. 46(1). P. 1–25. DOI: https://doi.org/10.1111/twec.13223.

3. Simon J. Evenett. (2023). Protectionism, state interventions, and the global trading system. *World Economy*. Vol. 46(4). P. 987–1005. DOI: https://doi.org/10.1111/twec.13345.

5. Antràs, Pol. (2022). De-globalisation? Global value chains in the post-COVID-19 age. *Annual Review of Economics*. Vol. 14. P. 1–26. DOI: https://doi.org/10.1146/annurev-economics-051520-015214.

6. Pinelopi, Koujianou, Goldberg, Tristan Reed. (2023). Is the global economy deglobalizing? And if so, why? *Brookings Papers on Economic Activity*. DOI: https://doi.org/10.1353/eca.2023.0001.

7. Lovely, Mary E., Jeffrey, Liang. (2024). Trade policy and supply chain reconfiguration after COVID-19. *Journal of International Economics*. Vol. 146. DOI: https://doi.org/10.1016/j.jinteco.2023.103844

8. Javorcik, Beata. (2022). Global value chains, foreign investment, and development. *World Bank Research Observer*. Vol. 37(2). P. 187–216. DOI: https://doi.org/10.1093/wbro/lkab009.

8. Hufbauer, Gary Clyde, Hogan, Megan. (2023). WTO dispute settlement: reform proposals and challenges. *Journal of International Economic Law*. Vol. 26(2). P. 231–250. DOI: https://doi.org/10.1093/jiel/jgad012.

Web-resources

1. Central Intelligence Agency. The World Factbook. *Official website*. https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top.

2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.

3. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. *Official website*. https://bank.gov.ua/.

4. International Monetary Fund. *Official website*. https://www.imf.org/external/index.htm.

5. The World Bank. *Official website*. https://www.worldbank.org/.

6. United Nations. *Official website*. https://www.un.org/.

7. World Trade Organisation. *Official website*. https://www.wto.org/.

LEADERSHIP AND GROUP DYNAMICS				
The course aims to provide future specialists with theoretical and applied knowledge of leadership, teamwork, and communication in a professional management context; to ensure mastery of the foundations of effective leadership interaction with colleagues, concepts of group dynamics, strategies for listening, conflict resolution, persuasion, and negotiation, as well as to develop practical skills for creating and presenting group projects.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	7/14 weeks	4 / elective	Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze leadership theories, styles, and approaches to explain their application in managing teams and organizational processes in national and international business environments.			Role-playing games, business simulations, debates, preparation of bilingual speech outlines, interactive lectures.	CAS: Assessment of participation in debates, oral presentation of a leadership strategy. Practical negotiation task in the final test.
2) evaluate individual leadership styles and group dynamics, identify factors influencing team performance, and adapt leadership behaviour to different organizational and multicultural contexts.			Workshops on digital tools, collaborative online projects, visual storytelling tasks, IT-integrated practicals.	CAS: Quality of the project dashboard (Trello/Slack), assessment of the visual presentation. Submission of a digital project portfolio.
3) demonstrate reflection skills on one's own leadership style and adapt behavior in multicultural groups, showing tolerance for differences in business cultures among international team members.			Self-assessment tests (MBTI, Big Five), reflective journaling, case studies on cross-cultural conflicts, group discussions.	CAS: Reflective essay on personal leadership style, peer-review of group interaction. Case study analysis of a multicultural conflict in the final test.
4) apply negotiation, persuasion, argumentation, and conflict-management techniques to lead professional discussions and achieve constructive outcomes in business and international team settings.			Team-based learning, leadership simulations, project management workshops, time-limited group tasks.	CAS: Evaluation of group project progress, leadership performance during simulations. Comprehensive group project presentation.
5) analyze formal and informal relationships, roles, communication patterns, and power dynamics within teams and international organizations, and evaluate their implications for group effectiveness.			Organizational mapping exercises, guest lectures from international experts, structural	CAS: Development of a communication map for a virtual organization. Theoretical questions on organizational

	analysis of global entities.	communication in the final test.
6) explain the phenomenon of leadership and group processes by integrating knowledge from psychology, sociology, political science, and international relations theory for a comprehensive analysis of leader behavior on the world stage.	Research-based learning, interdisciplinary seminars, analytical reading of political leadership cases.	CAS: Research report on a world leader's behavioral profile. Interdisciplinary essay or analytical question in the final test.
7) apply international business etiquette and diplomatic protocol norms during professional interaction, considering cross-cultural specifics of verbal and non-verbal leadership communication.	Role-playing (diplomatic reception simulation), workshops on non-verbal communication, video analysis of international meetings.	CAS: Demonstration of etiquette norms during practical sessions, protocol tests. Situational problem-solving on business protocol.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment:

60 – Continuous Assessment (CAS):

- 10 points – test paper (essay);
- 40 points – participation in discussions;
- 10 points – individual assignment (presentation).

40 – Final Assessment:

Final test, specifically (CAS):

- 20 points – analysis of the situation;
- 20 points – solving a situational problem.

Assessment criteria:

a) test paper (essay)

9-10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

7-8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

5-6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

3-4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.

1-2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.

0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.
61-80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41-60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21-40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1-20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) individual assignment (presentation)
For the presentation during classes, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The presentation fully meets the requirements in form and content. The student demonstrates excellent mastery of the material, provides deep analysis of countries economic indicators, adheres to the time limit, and gives comprehensive answers to questions.
61-80%: The presentation meets the basic requirements. The student is well-versed in the topic and presents the material logically, though the analysis of specific national economic developments is primarily descriptive or there are minor formatting flaws.
41-60%: The content generally aligns with the topic, but the presentation is fragmented. The student uses a limited range of sources, makes inaccuracies in professional terminology, and mostly reads text directly from the slides.
21-40%: The presentation is incomplete, and the analytical component is missing. The student has a weak grasp of the material, cannot explain key points of the demonstration, and ignores visual data formatting requirements.
1-20%: The work is superficial, lacks independent conclusions, or significantly violates the task structure. The student is unable to provide explanations for the presented slides.
0%: The presentation was not submitted, does not match the topic, or is entirely plagiarized.
d) final test
The criteria for the final test assignment are written on the final test card.

Content

Topic 1. Introduction to the theory and practice of leader formation
Topic 2. The structure of leadership and the theory of its origin
Topic 3. Leadership as a group process and group dynamics
Topic 4. The image of a leader. Gender features of leadership
Topic 5. Leadership and decision-making in organizations
Topic 6. Team formation and teamwork
Topic 7. Business communication
Topic 8. Communication process in an organization and management effectiveness
Topic 9. Organizational and psychological foundations of the negotiation process
Topic 10. Oratory of a leader
Topic 11. Conflicts: concepts, causes of occurrence and strategies for resolving them in professional communications
Topic 12. Business conflicts in an organization

Literature

Compulsory reading

1. Pasumarti, Srinivas & Kumar, Puneet. (2021). *Organizational Leadership and Change Management.* Paramount Publishing House. 192 p. Available at: https://www.researchgate.net/profile/Srinivas-

Pasumarti/publication/350617266_Org_leadership_and_Change_Management_Full_Book_1/links/6069943a92851c91b1a0558f/Org-leadership-and-Change-Management-Full-Book-1.pdf?_tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19

2. Sergeyeva L.M., Kondratyeva V.P., Khromei M.Ya. (2015). *Liderstvo: navch. posibnyk* [Leadership: a teaching manual]. Edited by L.M. Sergeyeva. Ivano-Frankivsk "Lileya-NV". 296 p. Available at: http://megalib.com.ua/book/129_Liderstvo.html

3. Black J.S. et al. (2019). *Organizational Behavior*. Open Stax. 704 p. Available at: https://assets.openstax.org/oscms-prodcms/media/documents/OrganizationalBehavior-OP_TtwWIeQ.pdf

4. Romanovsky O.G. et al. (2017). *Teoriya i praktyka formuvannya lidera: navchal'nyy posibnyk* [Theory and practice of leader formation: a textbook]. O.G. Romanovsky, T.V. Gura, A.E. Knysh, V.V. Bondarenko. Kharkiv. 100 p. Available at: https://repository.kpi.kharkov.ua/server/api/core/bitstreams/620d1bfe-e281-4652-93d5-34023456b9f3/content

5. Zlyvkov V.L., Lukomska S.O. (2019). *Teoriya ta praktyka psykholohichnykh treninhiv* [Theory and practice of psychological trainings]. K.: Nizhyn: Publisher PE Lysenko M.M. 209 p. Available at: https://lib.iitta.gov.ua/id/eprint/721625/1/Zlyvkov_Lukomska.pdf

Recommended reading

1. Ila Sharma, Rahul Dhiman and Vimal Srivastava (2023). *Effective Leadership and Organization's Market Success*. Taylor & Francis Group. 48 p. http://dx.doi.org/10.4324/9781003415565

2. Taranyuk K.V., Kobushko Y.V. (2020). *Liderstvo ta komanda v publichnomu upravlinni: konspekt lektsiy* [Leadership and team in public administration: lecture notes]. Sumy: Sumy State University. 175 p. Available at: https://essuir.sumdu.edu.ua/server/api/core/bitstreams/96c9ee56-12f3-4917-b8a5-2a6f770e05a4/content

3. Ricky W. Griffin, Jean M. Phillips, Stan M. Gully (2020). *Organizational Behavior: Managing People and Organizations, Thirteenth Edition*. Cengage Learning, Inc. 610 p. Available at: https://uomustansiriyah.edu.iq/media/attachments/183/183_2024_06_08%2109_09_08_PM.pdf

4. Jennifer M. George, Gareth R. Jones (2012). Understanding and managing, 6th ed. Pearson Education, Inc. 671 p. Available at: https://www.sweetstudy.com/sites/default/files/q5/13/09/understanding_and_managing_organizational_behavior_6th_edit..._0.pdf

5. Zadoya O.A., Magdich A.S. (2025). *Liderstvo bez kordoniv: formuvannya konkurentospromozhnosti pidpryyemstv u hlobal'niy ekonomitsi* [Leadership without borders: shaping the competitiveness of enterprises in the global economy]. European Vector of Economic Development. No. 2 (39). P. 89-103. https://doi.org/10.32342/3041-2153-2025-2-39-7

Web-resources

1. Nanjundeswaraswamy T.S., Nagesh P., Bharath S., Vignesh K.M. (2024). *Leadership theories and styles. A systematic literature review and the narrative synthesis*. Human Resources Management and Services. No. 6(3): 3477. https://doi.org/10.18282/hrms.v6i3.3477

2. Moroz V.P. (2019). *Liderstvo yak naukova problema* [Leadership as a scientific problem]. Bulletin of Taras Shevchenko National University of Lviv. No. 1(324). Part 1. PP. 99-110. https://doi.org/10.12958/2227-2844-2019-1(324)-1-99-110

3. Shvets G.O. (2017). *Liderstvo yak nevid"yemna skladova efektyvnoho menedzhmentu* [Leadership as an integral component of effective management]. Bulletin of the Azov State Technical University. Series: Economic Sciences. No. (33). PP. 124-129. https://doi.org/10.31498/2225-6725.33.2017.134214

4. Varenko V.M. (2014). *Informatsiyno-analitychna diyal'nist': Navchal'nyy posibnyk* [Information and analytical activity: Textbook]. Kyiv: University "Ukraine". 2014. 417 p. Available at: http://megalib.com.ua/content/1948_63_Tipologiya_komynikacii.html

5. Igbaekemen, G.O. (2014*). Impact of leadership style on organisation performance: A strategic literature review*. Public Policy and Administration Research. No. 4(9). PP. 126-135. Available at: https://www.academia.edu/download/61196733/15681-18079-1-PB20191112-105427-u3j48v.pdf

6. Natsional′na biblioteka Ukrayiny im.V.I. Vernads′koho [National Library of Ukraine named after V.I. Vernadsky]. Available at: http://www.nbuv.gov.ua/

HUMAN RESOURCE MANAGEMENT				
The course aims to develop students' advanced strategic and applied competencies in human resource management within complex, dynamic organisational environments. Drawing on evidence-based HRM theory, contemporary people analytics and international management practice, the course equips students to formulate and implement HR strategies, design talent management systems, and make well-founded decisions in recruitment, performance management, learning and development, and workforce transformation. Special attention is given to HR challenges arising from organisational change, digitalisation and post-conflict recovery contexts.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	7/14 weeks	4 / elective	Volodymyr Momot, Doctor of Sciences, Full Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) critically evaluate contemporary trends, theoretical approaches, and strategic challenges in human resource management, including workforce digitalization, changing labour markets, talent management, and workforce transformation.			Lectures, group discussion and debate, case study analysis	Class participation and discussions (CAS) Case study reports (CAS)
2) design and justify a comprehensive HR strategy and policy framework aligned with an organization's mission, strategic objectives, competitive environment, regulatory requirements, and sustainable development priorities.			Lectures, strategic planning workshops, business case analysis	Research project and presentation (CAS) Case study reports (CAS)
3) conduct systematic workforce analysis and develop evidence-based HR planning solutions, including workforce forecasting, staffing optimization, talent allocation, and succession planning.			Lectures, problem-solving workshops, case study analysis	Case study reports (CAS) Research project and presentation (CAS)
4) evaluate the effectiveness of recruitment, selection, and employer branding processes using appropriate analytical and diagnostic methods, and develop data-driven recommendations for their improvement.			Lectures, case study analysis, role-playing and selection simulations	Case study reports (CAS) Participation in simulations (CAS)
5) design and critically evaluate performance management, employee assessment, and talent development systems, assessing their			Lectures, strategic workshops, research project	Research project and presentation (CAS)

contribution to organizational performance, learning, and long-term HR effectiveness.		Class participation and discussions (CAS)
6) develop effective HR communication and employee relations strategies to support stakeholder engagement, constructive conflict resolution, and cross-functional collaboration in diverse professional environments.	Lectures, role-playing and business simulations, business game	Participation in simulations and business games (CAS) Case study reports (CAS)
7) evaluate organizational culture and develop ethical, socially responsible, and inclusive HR practices that support employee wellbeing, diversity, equal opportunities, and sustainable organizational development.	Lectures, case study analysis, scenario analysis workshops	Class participation and discussions (CAS) Research project and presentation (CAS)
8) synthesize HR data, academic research, and professional analytics to analyze complex human resource management challenges and formulate evidence-based recommendations for organizational decision-making.	Research project, independent study and literature review, case study analysis	Research project and presentation (CAS) Individual analytical essay (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final testing and 60 points for work in the semester.

60 points for work in the semester:

- Individual analytical case study report – 25 points
- Group research project and presentation – 25 points
- Class participation and discussions – 10 points

Assessment criteria:

a) Individual analytical case study report

21–25 points: The report demonstrates outstanding analytical depth and a well-structured, evidence-based argument. The student applies theoretical frameworks critically and independently, draws original conclusions, and uses contemporary academic and professional sources effectively. The work reflects the student's own scholarly perspective and is presented in accordance with academic requirements.

16–20 points: The report demonstrates strong analytical competence and good command of course content. The theoretical framework is applied appropriately with minor gaps in depth or originality. Sources are used correctly; the presentation largely meets requirements.

10–15 points: The report is logically structured, but analytical depth is inconsistent. Conclusions lack sufficient grounding in evidence, and some theoretical links are underdeveloped.

1–9 points: The report is poorly structured, analytically weak, and/or fails to engage meaningfully with course theory or empirical evidence.

b) Group research project and presentation

21–25 points: The project addresses a real or simulated HR management problem with excellent analytical rigour, creative and well-substantiated recommendations, and polished professional presentation. All team members demonstrate mastery of the content.

16–20 points: The project is well-structured with sound analysis and appropriate recommendations. The presentation is clear; minor gaps in argumentation or depth may be present.

10–15 points: Adequate treatment of the topic but with significant gaps in analytical depth or insufficient integration of course theory.

1–9 points: The project lacks coherent analysis, evidence-based reasoning, or professional presentation standards.

c) Class participation and discussions

9–10 points: The student actively initiates and advances discussions, demonstrates excellent grasp of the material, and argues their position with precision and evidence.

7–8 points: The student participates regularly and demonstrates sound understanding, though some contributions lack depth or analytical precision.

5–6 points: Participation is infrequent or mostly descriptive, with limited analytical engagement.

1–4 points: Minimal or no meaningful participation; limited engagement with course content.

d) Final testing

The final testing is conducted as a written paper comprising case analysis tasks and conceptual questions, assessed on a scale of 0–40 points. A minimum of 24 points must be obtained to receive a passing grade. Students who score below 24 points on the testing receive a failing final grade regardless of their semester performance.

Content

Module 1. Strategic Foundations of HR Management

Topic 1. HRM: Frameworks, Contemporary Trends and Digital Transformation

Topic 2. HRM as a Social System: Organisational Culture, Values and Workforce Diversity

Topic 3. HR Strategy Design and HR Policy Development

Topic 4. Workforce Planning and HR Analytics

Module 2. Core HRM Processes

Topic 5. Talent Acquisition: Recruitment, Selection and Employer Branding

Topic 6. HR Service Delivery Models and Organisational Structure of HR Functions

Topic 7. Team Building, Cohesion and Organisational Effectiveness

Topic 8. Performance Management, Appraisal and Attestation Systems

Topic 9. Motivation, Total Rewards and Compensation Design

Module 3. HRM Effectiveness, Development and Social Responsibility

Topic 10. Learning & Development Strategy and Talent Pipeline Management

Topic 11. Change Management, HR in Crisis and Post-Conflict Recovery Contexts

Topic 12. Social Partnership, Employment Law and Ethical HR Practice

Topic 13. Measuring HR Effectiveness: Analytics, KPIs and Strategic Impact

Literature

Compulsory reading

1. Armstrong, M., & Taylor, S. (2023). *Armstrong's Handbook of Human Resource Management Practice* (16th ed.). Kogan Page. 800 p.

2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2023). *Human Resource Management: Gaining a Competitive Advantage* (13th ed.). McGraw-Hill. 752 p.

3. Fedulova, S., Zadoia, A., Mahdich, A., Lymonova, E., Zadoia, O., & Kliuchnyk, R. (2025). *Europe's competitiveness in the new global economy* (A. Zadoia & S. Fedulova, Eds.) [Electronic edition]. Alfred Nobel University. 241 p.

4. Ulrich, D., Younger, J., Brockbank, W., & Ulrich, M. D. (2012). *HR from the Outside In: Six Competencies for the Future of Human Resources*. McGraw-Hill. 288 p.

Recommended reading

1. Boudreau, J. W., & Ramstad, P. M. (2007). *Beyond HR: The New Science of Human Capital*. Harvard Business Review Press. 272 p.

2. Luthans, F., Youssef-Morgan, C. M., & Avolio, B. J. (2015). *Psychological Capital and Beyond*. Oxford University Press. 392 p.

4. Law of Ukraine "On Employment of Population". (2012, July 5). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/5067-17

Web-resources

1. Society for Human Resource Management. (n.d.). *Official website*. https://www.shrm.org

2. Chartered Institute of Personnel and Development. (n.d.). *Official website*. https://www.cipd.org

3. National Agency for Higher Education Quality Assurance. (n.d.). *Official website*. https://naqa.gov.ua

WORLD ECONOMIC HISTORY AND HISTORY OF ECONOMIC THOUGHT				
The course aims to form knowledge and understanding of the historical development of economies and economic thought of the countries of European civilization in order to understand the genesis and regularities of the functioning of economic systems.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2/14 weeks	4 / selective	Serhii Kuzminov, Doctor of Sciences, Full Professor Elvina Lymonova, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, categories, principles, and basic theories of economics and describe their role in understanding economic processes and phenomena.			Lecture, seminars, discussions, independent work	Participation in discussion, essay, presentation (CAS)
2) identify and describe the main schools and stages of development of economic thought, including their key representatives, concepts, and contributions to economic theory.			Lectures, practical classes, discussions, independent work, case analysis	Presentation, participation in discussion, testing (CAS)
3) compare major economic theories and schools of thought, identifying similarities, differences, and the historical and economic contexts in which they emerged.			Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) apply basic concepts and principles of economic theory to analyze simple economic situations and explain the behaviour of economic agents and the functioning of markets.			Lectures, practical classes, discussions, independent work, case analysis	Essay, presentation (CAS)
5) analyze the causes and consequences of basic economic processes and phenomena using relevant concepts and approaches of economic theory.			Lectures, practical classes, discussions, independent work, case analysis	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
6) interpret basic economic information and arguments from academic and professional sources and formulate evidence-based conclusions about economic phenomena in national and international contexts.			Practical classes, case analysis, discussions	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
Assessment				
The final grade is given on a 100-point scale, including 100 points for the work in the semester. 40 points for an individual assignment (presentation); 60 points for online per-topic testing Assessment criteria: a) individual assignment (presentation)				

31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the online testing, the student will receive points from the total number specified in the course map for this type of assessment (1 point for a correct answer)

Content

Topic 1. Subject and method of world history of economics and economic thought

Topic 2. The economy of primitive society and its evolution at the stage of early civilizations

Topic 3. Features of economic development and economic thought of the period of formation of world civilizations (VIII century BC – V century AD)

Topic 4. Economy and economic thought of the societies of European civilization in the Middle Ages (V – XV centuries)

Topic 5. Formation of the preconditions of the market economy in the countries of European civilization (XVI – the first half of the XVII century)

Topic 6. Development of the market economy in the period of formation of national states (the second half of the seventeenth – the first half of the nineteenth century)

Topic 7. Market economy of the countries of European civilization in the period of monopolistic competition (the second half of the nineteenth – early twentieth centuries)

Topic 8. Features of the development of the market economy and the main directions of economic thought in Ukraine (the second half of the nineteenth – early twentieth centuries)

Topic 9. Economy and economic thought in the period of state-monopolistic development of societies of European civilization (the first half of the twentieth century)

Literature

Compulsory reading

1. Tsoulfidis, L. (2024). Competing Schools of Economic Thought: Retrospect and Prospect (2nd ed.). Springer.

2. Caspari, V. (2024). A History of Economics: The Co-Evolution of Economics and the Economy. Springer.

3. Sandelin, B., & Trautwein, H.-M. (2024). A Short History of Economic Thought (4th ed.). Routledge.

4. Jürgen Georg Backhaus (2020) *Handbook of the History of Economic Thought: Insights on the Founders of Modern Economics*, Springer, 361 p. Retrieved from: https://competitionandappropriation.econ.ucla.edu/wp-content/uploads/sites/95/2017/08/HandbookHistoryThought.pdf

5. Ahmed, Abdella. (2024). *History of Economic Thoughts*. Retrieved from: https://www.researchgate.net/publication/384428851_HISTORY_OF_ECONOMIC_THOUGHTS

6. Kurz, H. D. (2016). *Economic thought: A brief history* (J. Riemer, Trans.). Columbia University Press.

Recommended reading

1. Hunt, E. K., & Lautzenheiser, M. (2011). *History of Economic Thought: A Critical Perspective* (3rd ed.). Routledge. https://doi.org/10.4324/9781315703688

2. Mark Lowell. *Understanding Economics* Retrieved from: http://www.ryerson.ca/~lovewell/index.html

3. Heilbroner, R. L. (1999). The worldly philosophers: The lives, times, and ideas of the great economic thinkers (7th ed.). Touchstone

4. Neal, L., & Cameron, R. (2016). *A concise economic history of the world: From Paleolithic times to the present* (5th ed.). Oxford University Press.

Web-resources

1. Central Intelligence Agency. The World Factbook. *Official website*. https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top.

2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.

3. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. *Official website*. https://bank.gov.ua/.

4. International Monetary Fund. *Official website*. https://www.imf.org/external/index.htm.

5. The World Bank. *Official website*. https://www.worldbank.org/.

6. United Nations. *Official website*. https://www.un.org/.

World Trade Organisation. *Official website*. https://www.wto.org/.

INTERNATIONAL MARKET RESEARCH METHODOLOGY				
The course aims to equip students with advanced theoretical knowledge and practical methodological skills to systematically analyze, interpret, and evaluate international market processes, applying modern research tools and frameworks to assess global economic dynamics, identify market imbalances and conflicts, and develop evidence-based recommendations that account for regulatory environments, national economic interests, and security considerations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	2/14 weeks	4 / elective	Alisa Mahdich, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) systematize and organize information on international market processes and trends; assess and explain the impact of endogenous and exogenous factors on market conditions; formulate conclusions and develop recommendations considering the specifics of the global environment.			Interactive lectures, case study analysis, data interpretation workshops, group discussions, problem-based learning, policy brief writing	Analytical essay, case study report, data analysis assignment, group presentation, policy brief submission (CAS)
2) apply acquired theoretical knowledge to solve practical tasks in international market research and meaningfully interpret the obtained results.			Problem-based learning, practical workshops, simulation exercises, applied research tasks, guided tutorials, case-based learning	Practical assignment, simulation report, applied research project, oral presentation, reflective report (CAS)
3) understand and be able to apply modern theories and methods for solving complex specialized problems in international market research, including trade in goods and services, capital flows, financial relations, and technology transfer.			Theory-oriented lectures, methodological workshops, research seminars, literature review activities, quantitative analysis training, software-based labs	literature review paper, research proposal, methodology assignment, quantitative analysis task, written exam (CAS)
4) carry out a comprehensive analysis of complex international market systems, compare their components, evaluate, and justify assessments of their performance.			Comparative analysis workshops, case studies, group projects, systems mapping exercises, seminar discussions, analytical modeling tasks	Group project report, comparative analysis essay, system mapping assignment, presentation, analytical report (CAS)

5) identify the causes, types, and nature of conflicts and imbalances in international markets, justify and apply economic and analytical methods to address them at the international level.	Conflict analysis case studies, role-playing simulations, debate sessions, scenario analysis, problem-solving workshops, policy analysis tasks	Debate performance, simulation assessment, conflict analysis report, policy analysis paper, scenario-based exam (CAS)
6) understand and apply current legislation, international regulatory documents, agreements, and reference materials relevant to international market research.	Lectures on international law, document analysis workshops, case law studies, guided reading sessions, regulatory framework analysis, expert seminars	Legal analysis essay, document review assignment, case law report, written test, compliance analysis task (CAS)
7) defend national economic interests taking into account the security component in the analysis of international market conditions	Strategic analysis workshops, scenario planning exercises, policy debate sessions, risk assessment activities, group projects, expert lectures	Policy paper, strategy presentation, risk assessment report, debate evaluation, final project (CAS)

Assessment

The final grade is given on a 100-point scale, including:
a) 45 points for a group-based applied international market research project,
b) 35 points for an individual research paper,
c) 20 points for seminar participation + research tasks

Assessment criteria:

a) Group-based Applied International Market Research Project (45 points)

40-45 points (Excellent)

- Comprehensive research design with clear formulation of problem, objectives, and methodology
- Advanced application of appropriate quantitative and/or qualitative methods
- Deep and critical interpretation of international market data (trade, finance, investment, etc.)
- Strong integration of theoretical frameworks with empirical findings
- Well-structured analysis with clear logic and professional-level recommendations
- Extensive and appropriate use of reliable international datasets and sources

30-39 points (Good)

- Clear research design with defined objectives and methods
- Appropriate use of research methods, but with limited depth in application
- Reasonable interpretation of data, with some analytical gaps
- Partial integration of theory and empirical results
- Structure is clear, but recommendations lack full justification
- Adequate use of data sources, but not comprehensive

20-29 points (Satisfactory)

- Basic research structure with weak methodological justification
- Limited or partially incorrect application of methods
- Descriptive rather than analytical interpretation of data
- Weak connection between theory and empirical analysis
- Recommendations are general and weakly supported

- Minimal use of data sources

0-19 points (Unsatisfactory)

- Lack of clear research methodology or task misunderstanding
- Incorrect or missing application of analytical methods
- No meaningful interpretation of data
- Absence of theoretical integration
- No justified conclusions or recommendations
- Insufficient or missing data usage

b) Individual Research Paper (35 points)

30-35 points (Excellent)

- Strong theoretical and methodological grounding
- Comprehensive literature review with critical evaluation of sources
- Clear and well-structured methodological framework
- High-level analytical reasoning and originality of argumentation
- Strong academic style and coherent structure
- Proper use of international academic sources

20-29 points (Good)

- Solid theoretical foundation with minor gaps
- Literature review is adequate but not fully critical
- Methodological framework is clear but not deeply developed
- Analysis is relevant but partially descriptive
- Structure is logical but with minor inconsistencies
- Sufficient academic sources used

10-19 points (Satisfactory)

- Limited theoretical background
- Basic literature review with little critical analysis
- Weak or partially unclear methodological approach
- Predominantly descriptive content
- Weak argumentation and structure issues
- Minimal academic sourcing

0-9 points (Unsatisfactory)

- Lack of theoretical and methodological basis
- Absence or irrelevance of literature review
- No clear research structure or argumentation
- Major misunderstandings of topic
- Very poor or missing academic sources

c) Seminar Participation + Research Tasks (20 points)

18-20 points (Excellent)

- Active and consistent participation in all seminars
- High-quality analytical contributions during discussions
- Strong ability to interpret data and apply concepts in real time
- Excellent performance in mini research tasks and exercises
- Demonstrates critical thinking and methodological awareness

14-17 points (Good)

- Regular participation with meaningful contributions
- Good understanding of key concepts and topics
- Adequate performance in applied exercises
- Some analytical input in discussions
- Minor inconsistencies in methodological reasoning

8-13 points (Satisfactory)

- Irregular participation in seminars
- Mostly descriptive rather than analytical contributions
- Limited engagement in research tasks
- Basic understanding of concepts
- Weak application of methodology

0-7 points (Unsatisfactory)

- Rare or no participation
- Lack of engagement in discussions
- Failure to complete or poorly completed tasks
- No evidence of methodological understanding

Content

Topic 1. Foundations of international market research methodology and analytical frameworks

Topic 2. Global market structures and dynamics: systematization of international economic processes

Topic 3. Data collection methods in international market research (primary and secondary data)

Topic 4. Quantitative methods for analyzing international markets (statistical and econometric tools)

Topic 5. Qualitative research approaches in global market analysis

Topic 6. Analysis of trade in goods and services in international markets

Topic 7. Capital flows, financial markets, and international investment analysis

Topic 8. Technology transfer and innovation in global market systems

Topic 9. Market imbalances, conflicts, and risk analysis in the global economy

Topic 10. Regulatory frameworks, national economic interests, and strategic market policy analysis

Literature

1. Saunders, M.N.K., Lewis, P. and Thornhill, A. (2023) *Research Methods for Business Students*. 9th ed. Harlow: Pearson. Available at: https://www.researchgate.net/publication/240218229_Research_Methods_for_Business_Students

2. Gonçalves, M. (2024) *Market Research and Analysis: Methods, Design, and Data*. Mercury Learning & Information. Available at: https://books.google.com/books/about/Market_Research_and_Analysis.html?id=bAqv0AEACAAJ

3. Bruhn, M. (2025) 'Methods of Market Research', in *Principles of Marketing*. Springer. Available at: https://ideas.repec.org/h/spr/sprchp/978-3-658-45834-8_4.html

4. Springer (2024) *International Marketing Research*. Available at: https://www.springerprofessional.de/en/international-marketing-research/27322948

5. Buku.io (2024) *International Marketing Research (eBook)*. Available at: https://buku.io/book/170111/international-marketing-research

6. World Bank (2024) *B-READY Methodology Handbook (2nd ed.)*. Available at: https://thedocs.worldbank.org/en/doc/bc6351803cb0cd5ad4aba96b7e4aed8c-0540012024/original/B-Ready-Methodology-Handbook-Edition-2.pdf

7. AJOEI Journals (2024) *Research Methodology*. Available at: https://www.ajoeijournals.org/svr/blog/wp-content/uploads/2025/03/Research-Methodology-1.pdf

Recommended reading

1. Baley, I. and Veldkamp, L. (2025) *The Data Economy: Tools and Applications*. Princeton: Princeton University Press. Available at: https://press.princeton.edu/books/hardcover/9780691256726/the-data-economy

2. Saltelli, A. and Di Fiore, M. (eds.) (2023) *The Politics of Modelling: Numbers Between Science and Policy*. Oxford: Oxford University Press. Available at: https://academic.oup.com/book/46867

3. Emerald Publishing (2023) *Qualitative Market Research: An International Journal*. Available at: https://www.emerald.com/insight/publication/issn/1352-2752

4. PsychOpen (2024) *Methodology: European Journal of Research Methods*. Available at: https://meth.psychopen.eu/index.php/meth

5. Pearson, S. and Malthouse, E. (2024) 'Fifth Generation IMC: Expanding the Scope', *arXiv*. Available at: https://arxiv.org/abs/2404.04740

6. Ito, M., Noda, A. and Wada, T. (2012) 'International Stock Market Efficiency', *arXiv*. Available at: https://arxiv.org/abs/1203.5176

7. Tiwari, S.P., Kostenko, O. and Yekhanurov, Y. (2025) *Understanding Technology in the Context of National Development*. Available at: https://mpra.ub.uni-muenchen.de/

8. Amazon (2024) *International Marketing Research: A Transformative Approach*. Available at: https://www.amazon.com/International-Marketing-Research-Transformative-Approach/dp/3031546490

9. Pearson Education (2023) *Business Research Methods (global resources)*. Available at: https://www.pearson.com

10. OECD (2023) *OECD Handbook on Market Research and Data Analysis*. Available at: https://www.oecd.org

Web-resources

1. World Bank (2025) *Business Ready (B-READY) Methodology and Data*. Available at: https://www.worldbank.org/en/programs/business-ready (Accessed: 27 April 2026).

2. OECD (2025) *Market Studies and Market Investigation Tools*. Available at: https://www.oecd.org/competition/market-studies.htm (Accessed: 27 April 2026).

3. Statista (2026) *Global Consumer Insights and Market Research Methodology*. Available at: https://www.statista.com/insights/ (Accessed: 27 April 2026).

4. ESOMAR (2025) *ESOMAR Guideline for Market, Social and Opinion Research*. Available at: https://esomar.org/what-we-do/code-guidelines (Accessed: 27 April 2026).

5. McKinsey & Company (2026) *Market Research and Consumer Insights: Latest Methodologies*. Available at: https://www.mckinsey.com/capabilities/growth-marketing-and-sales/our-insights (Accessed: 27 April 2026).

FINANCE, MONEY AND CREDIT				
The course aims to provide students with systematic knowledge of the laws of the functioning of the money market, mechanisms for managing public and corporate finances, as well as the principles of organizing the credit system in the context of globalization. The course is aimed at mastering the tools of monetary and fiscal policy, studying methods for assessing financial risks, and understanding the specifics of international settlements, which will allow students to analyze the interaction of national financial institutions with global investment and currency markets.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3 / 14 weeks	4 / Elective	Zoia Pestovska, PhD, Associate Professor Zhanna Piskova, PhD, Associate Professor	120 hours (26 h. lectures, 22 h. seminars, practical classes, 72 h. self-study time)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key concepts, principles, functions, and mechanisms of money, credit, finance, and financial markets, and describe their role in the functioning of national and international economies.			Lecture, practicals, guided self-study activities, discussion	Participation in the discussion, practical skills assessment, explanation solving problems (CAS)
2) apply theoretical concepts and methods of finance, money, and credit to analyze practical financial situations and interpret key financial, monetary, and banking indicators.			Tutorials, self-study activity, solving problems, tests	Test (computer), exercise, essay (CAS)
3) apply theoretical models of the money market and financial management to solve applied problems and meaningfully interpret indicators of financial reporting or banking statistics			Lecture, tutorials, solving problems, internet search, self-study activities	Exercise, analysis of statistics report, analysis of statistics report (CAS)
4) compare different forms of international settlements, credit instruments, and financial mechanisms, and determine their appropriate application in international economic transactions.			Problem lecture, case study in small groups	Participation in the discussion, test (computer), practical skills assessment, essay (CAS)
5) analyze and compare monetary policy instruments and their effects on money supply, interest rates, inflation, exchange rates, and economic activity in different economic contexts.			Workshop, solving problems, discussion, tests	Participation in the discussion, test (computer) (CAS)
6) analyze the main sources, structure, and risks of domestic and external debt and evaluate their implications for financial stability and international economic relations.			Lecture, tutorials, guided self-study activities, solving problems	Explanation solving problems, test (computer), exercise (CAS)
7) identify and apply relevant provisions of financial legislation, international financial standards, and regulatory requirements when			Lecture, practical classes, discussion, case study, test	Participation in the discussion, essay, test (CAS)

analyzing practical situations in finance, money, and credit.		

Assessment

The final grade is given on a 100-point scale, including:
30 points for an individual assignment;
70 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems.
Assessment criteria:
a) individual assignment
27–30 points – the work is performed at a high level: the topic is fully disclosed, the analysis is in-depth, relevant sources are used, statistical data are provided, the conclusions are well-reasoned, the design is error-free.
23–26 points – the topic is sufficiently disclosed, the analysis is of high quality, there are minor inaccuracies in the design, structure or presentation of the material.
19–22 points – the work generally meets the requirements, but the analysis is not deep enough, individual provisions require better substantiation, errors in design are possible.
15–18 points – the topic is partially disclosed, the analysis is superficial, the structure is broken, an insufficient number of sources are used.
10–14 points – the work contains significant shortcomings: weak analysis, lack of proper conclusions, significant errors in design.
1–9 points – the work is performed fragmentarily, the topic is almost not disclosed, there is no logic in the presentation.
0 points – the work is not submitted or does not correspond to the task.
b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points – the student has fully completed the task, demonstrated a deep understanding of the theoretical material, correctly applied formulas and calculation methods, and substantiated the conclusions.
7–8 points – the task has been completed correctly, minor inaccuracies were made in the calculations or explanations, the conclusions are logical.
5–6 points – the task has been partially completed, there are individual errors in the calculations or analysis, the conclusions are not sufficiently substantiated.
3–4 points – less than half of the tasks have been completed, significant errors were made, the level of understanding of the material is insufficient.
1–2 points – the student has completed individual elements of the task, but has not demonstrated proper mastery of the material.
0 points – the student has not completed the task or was absent from class without a valid reason.

Contents

Topic 1. Introduction to finance
Topic 2. The nature and essence of money
Topic 3. Money turnover and money supply
Topic 4. Money market
Topic 5. Foreign exchange market
Topic 6. Inflation and monetary reforms
Topic 7. The Central Bank and its role in the economy
Topic 8. Commercial banks as the main link of the credit system
Topic 9. Non-banking financial institutions
Topic 10. International financial institutions
Topic 11. Financial technologies
Topic 12. Fundamentals of financial decision making

Topic 13. Introduction to financial analysis and modeling

Literature

Compulsory reading

1. Yaroshevych, N. B. (2025). *Finansy, hroshi ta kredyt* [Finance, money and credit]. Novyi Svit-2000. 414 p. https://ns2000.com.ua/finansy-hroshi-ta-kredyt-pidruchnyk/

2. Huerta de Soto, J. (2020). Money, bank credit, and economic cycles [Electronic edition]. Mises Institute. 941 p. https://cdn.mises.org/money_bank_credit_and_economic_cycles_4th_edition.pdf

3. Michail, N. (2021). Money, Credit, and Crises Understanding the Modern Banking System [Electronic edition]. Palgrave Macmillan. 247 p. https://link.springer.com/book/10.1007/978-3-030-64384-3

4. Cline, D. K., & Mazumder, S. (2022). Money, Banking, and Financial Markets [Electronic edition]. Routledge. 190 p. https://www.routledge.com/Money-Banking-and-Financial-Markets-A-Modern-Introduction-to-Macroeconomics/Cline-Mazumder/p/book/9781032170268

Recommended reading

1. Sodoma, R. I., Dubynetska, P. P., & Samilo, A. V. (2024). *Finansy, hroshi ta kredyt: teoriia ta praktyka* [Finance, money and credit: theory and practice] [Electronic edition]. LDUBGD. 624 p. https://sci.ldubgd.edu.ua/bitstream/123456789/15179/3/%D0%BF%D1%80%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D1%83%D0%BC%20%D0%B4%D0%BB%D1%8F%20%D0%B4%D1%80%D1%83%D0%BA%D1%83.pdf

2. Politylo, M. P., Khoma, I. B., Chubka, O. M., Yaroshevych, N. B., & Yakymiv, A. I. (2022). *Finansy, hroshi ta kredyt* [Finance, money and credit]. Novyi Svit-2000. 234 p. https://www.researchgate.net/publication/361350480_FINANCE_MONEY_AND_CREDIT_Tutorial_Politylo_Mariia_Khoma_Iryna_Chubka_Olha_Yaroshevych_Natalia_Yakymiv_Andriy_-*Lviv_Novyi_svit-2000-2022*-_234_p

3. Boundless Finance. (n.d.). *Official website*. https://courses.lumenlearning.com/boundless-finance/front-matter/download-lecture-slides/

4. Pestovska, Z. S. & Rahulina, M. O. (2023) Upravlinnia investytsiynym portfelem fizychnykh osib v umovakh infliatsii [Managing an individual's investment portfolio in inflationary conditions]. In *The scientific paradigm in the context of technological development and social change: Scientific monograph, Part 1*. (pp. 255–281) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-297-5

5. Pestovska, Z. S. (2023) Pobudova modeli pidvyshchennia efektyvnosti upravlinnia kompanii zi strakhuvannia zhyttia v Ukraini [Building a model for improving the management efficiency of life insurance companies in Ukraine]. In *Transformation of economics, finance and management in the context of world globalization: Scientific monograph* (pp. 84–118) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-307-1-5

6. Pestovska, Z. (2026) Foreign policy subjectivity of hub cities: tools for sustainable development and green investment in Europe. Stalyi rozvytok ekonomiky, 1(58), 842–848. DOI: 10.32782/2308-1988/2026-58-112

7. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75

8. Pestovska, Z. S., & Shevtsova, K. H. (2024) Rynok derzhavnykh oblihatsiy v Ukrayini: stan ta perspektyvy rozvytku [Government bond market in Ukraine: current state and prospects for development]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 35–44.

9. Pestovska, Z. S., & Sobchuk, O. S. (2024) Depozytni vkladennya yak osnovnyy vyd resursiv bankivs'kykh ustanov ta perspektyvy yikh formuvannya [Deposits as the main type of resources of banking institutions and the prospects for their formation]. Uspikhy i dosyahnennya u nautsi, Seriya Upravlinnya ta administruvannya, 1, 45–54.

10. Pestovska, Z. S. (2023) Vidsutnist' fondovoho rynku: chy ye al'ternatyva EVA, EPS, P/E [The absence of a stock market: is there an alternative to EVA, EPS, P/E]. Yevropeys'kyy vektor, 1, 37–48.

11. Bolgar, T., Varenyk, V., Pestovska, Z., & Miro, I. (2022) Innovatsiyni informatsiyni tekhnolohiyi u finansovomu upravlinni [Innovative information technologies in financial management]. Akademichnyy ohlyad, 2(57), 98–110. (Web of Science) DOI: 10.32342/2074-5354-2022-2-57-8

12. Pestovska, Z. S. (2022) Tokenizatsiya ekonomiky Ukrayiny: mriya chy real'nist' [Tokenization of the economy of Ukraine: dream or reality]. Akademichnyy ohlyad, 1(56), 24–32. (Web of Science) DOI: 10.32342/2074-5354-2022-1-56-3

13. Pestovska, Z. (2022) Changes in the financial services market under the influence of AI (Chapter 3). In I. Tatomyr & Z. Kvasnii (Eds.), *Artificial intelligence as a basis for the development of the digital economy: textbook* (pp. 85–134) [Electronic edition]. OKTAN PRINT. 376 p. DOI: https://doi.org/10.46489/aiabftd-07

14. Pestovska Z.S. (2021) *(R)Evolyutsiya bankinhu: dyskusiyi ta perspektyvy* [(R)Evolution of banking: discussions and prospects], Akademichnyy ohlyad [Academic review], № 1(54), pp. 37-48. DOI: 10.32342/2074-5354-2021-1-54-4. (Web of Science)

15. Howells, P., & Bain, K. (n.d.). The Economics of Money, Banking and Finance: A European Text [Electronic edition]. https://scispace.com/pdf/the-economics-of-money-banking-and-finance-a-european-text-3khdeceh2i.pdf

Web-resources

1. State Statistics Service of Ukraine. (n.d.). *Official website*. http://www.ukrstat.gov.ua/

2. National Bank of Ukraine. (n.d.). *Official website*. https://www.bank.gov.ua/bank_supervision/Dynamics/2001–last.htm/

3. Verkhovna Rada of Ukraine. (n.d.). *Official website*. https://www.rada.gov.ua

4. Library of Alfred Nobel University. (n.d.). *Official website*. https://lib.duan.edu.ua/uk/

5. Repository of Alfred Nobel University. (n.d.). *Official website*. https://ir.duan.edu.ua/home

INTERNATIONAL BANKING OPERATIONS				
The course aims to form in students a system of knowledge on the theory and methodology of international banking, main problems and processes occurring in international settlement.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3/14 weeks	4 / elective	Anatolii Zadoia, Doctor of Sciences, Full Professor	120 hours (26 h. lectures, 22 h. seminars, practical classes, 72 h. self-study time)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) identify and explain the main types of banks, their functions, and the key banking services provided in international markets.			Lectures, seminars, and essay based on lectures material and students' reading.	Participation in the discussion, oral answers to questions, essay (CAS)
2) analyze the principles of functioning of international financial markets and the infrastructure of international banking systems, identifying their main participants, mechanisms, and interrelationships.			Interactive lectures, seminars using imitation methods of studying, role play	Participation in the discussion, role play (CAS)
3) analyze the international financial environment in which banks operate and evaluate the factors that influence the change in the components of traditional services that banks provide to their clients			Case-study, discussions student reports on their individual and group assignments, brainstorming	Mini cases in small groups, presentations of assignments (CAS)
4) apply modern methods, principles, and procedures of international payments, including appropriate financial technologies and digital banking tools, to solve practical tasks in international banking operations.			Seminars, calculative tasks, business play	Participation in the discussion, business play, solving of calculative tasks (CAS)
Assessment				
Final grade (final assessment) as a result of 100% continuous assessment: 30% – participation in the discussion; 20% – participation in the business play/role play; 20% – case study presentation; 10% – essay (written); 20% – presentation (oral, multimedia). Assessment criteria: a) essay (written) 9–10 points. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.				

7–8 points. The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
5–6 points. The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
3–4 points. The student demonstrates poor understanding of the material, superficial processing of the content; small depth of search. The work contains false statements. The individual task is returned for revision.
0 points. The student does not demonstrate any knowledge or understanding of the issues raised in the individual assignment. The student demonstrates a fundamental misunderstanding of the topic. A new individual assignment is required.

b) participation in discussions, role play, oral presentation
For participating in the discussion, role play, and oral presentation, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. An overview of the changing financial services sector and international banking
Topic 2. The impact of government policy and regulation on the financial-services industry
Topic 3. The organization and structure of banking and the financial services industry
Topic 4. The financial statements of banks. Measuring and evaluating the performance of banks
Topic 5. Fundamentals of international settlements.
Topic 6. Digitization and Fintech in international banking
Topic 7. Risk management in international banking

Literature

Compulsory reading

1. D'Avino, M. (2024) International Banking in Global Perspective. Available at: https://www.perlego.com/book/4330626/international-banking-in-global-perspective-pdf
2. International Banking (2022) Open Library edition. Available at: https://openlibrary.org/works/OL37885072W/International_Banking
3. Zhang, D. and Malikov, E. (2023) Off-balance sheet activities and scope economies in banking. Available at: https://arxiv.org/abs/2302.14603
4. Abedifar, P., Ebrahim, M.S. and Molyneux, P. (2023) Islamic banking and finance: recent developments. Available at: https://www.tandfonline.com/doi/abs/10.1080/14697688.2023.2270495
5. Zadoia, A., Mahdich, A., Zadoia, O., Zadoia, Yu. (2025). Scenarios of transformation of the banking system under the influence of innovations: Ukrainian specificity. Academy Review, No.1(62). P.107-121. https://doi.org/10.32342/3041-2137-2025-1-62-8

Recommended reading

1. Awwad, B.S., Razia, B.S. & Razia, A.S. (2024). Digital transformation under the governance of Palestinian banks. Discov. Sustain. 5, 76. https://doi.org/10.1007/s43621-024-00265-8

2. Ziqiang Liu, Qiushuo Feng, Hongyi Li. (2024). Digital finance, bank competition shocks and operational efficiency of local commercial banks in Western China. Pacific-Basin Finance Journal. Volume 85, June, 102377. https://doi.org/10.1016/j.pacfin.2024.102377

3. Luiz Antonio Bueno, Tiago F.A.C. Sigahi, Izabela Simon Rampasso, Walter Leal Filho, Rosley Anholon (2024). Impacts of digitization on operational efficiency in the banking sector: Thematic analysis and research agenda proposal. International Journal of Information Management Data Insights. Volume 4, Issue 1, April, 100230. https://doi.org/10.1016/j.jjimei.2024.100230

4. Hisham O. Mbaidin, Mohammad A.K. Alsmairat, Raid Al-Adaileh (2023). Blockchain adoption for sustainable development in developing countries: Challenges and opportunities in the banking sector. International Journal of Information Management Data Insights. Volume 3, Issue 2, November 2023, 100199. https://doi.org/10.1016/j.jjimei.2023.100199

5. Fares, O.H., Butt, I. & Lee, S.H.M. (2023). Utilization of artificial intelligence in the banking sector: a systematic literature review. J Financ Serv Mark 28, 835–852. https://doi.org/10.1057/s41264-022-00176-7

6. Buryachenko, A., Tykhyi, O. (2023). *Mizhnarodnyy bankinh v Ukrayini: determinatsiya, heneza ta yevropeys'kyy vector* [International banking in Ukraine: determination, genesis and European vector]. International Economic Policy. No. 2 (39). pp. 78–96. https://doi.org/10.33111/iep.2023.39.04 (in Ukrainian)

Web-resources

1. Basel Committee on Banking Supervision. Working Paper 43. Literature review on financial technology and competition for banking services. 7 June 2024. Available at: https://www.bis.org/bcbs/publ/wp43.pdf

2. Global Innovation Index 2023. Innovation in the face of uncertainty. Available at: https://www.wipo.int/edocs/pubdocs/en/wipo-pub-2000-2023-en-main-report-global-innovation-index-2023-16th-edition.pdf

3. National Bank of Ukraine. Activity of payment systems in Ukraine, I quarter of 2024. Available at: https://bank.gov.ua/ua/news/all/diyalnist-v-ukrayini-platijnih-sistem-i-kvartal-2024-roku

4. Minfin. Available at: http://index.minfin.com.ua/bank/stat/count.php

5. International Monetary Fund. Available at: https://www.imf.org/external/index.htm

6. Statista. The Statistics Portal. Available at: https://www.statista.com/markets/

INTERNATIONAL ECONOMIC LAW				
The course aims is to develop a system of scientific views on the essence of international economic law and its current stage of development, the sources of international economic law, its fundamental principles, the processes of formation and functioning of the institutions of this branch of international law, as well as the place and role of state bodies that perform foreign economic functions in order to achieve national interests.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	5/14 weeks	4 / Elective	Svitlana Fedulova, Doctor of Sciences, Full Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze the principles, sources, and current trends of international economic law; assess the impact of international political, economic, and legal developments on the regulation of international economic relations and formulate evidence-based conclusions.			Lecture, practical classes, discussions, independent work, case study report writing	Participation in discussion, report, presentations, completion of individual assignment (CAS), final assessment
2) analyze and evaluate emerging legal phenomena, processes, and trends in international economic relations, including developments in international trade law, investment law, economic integration, and Euro-Atlantic integration.			Lectures, practical classes, discussions, independent work, case and task analysis, preparation of a case study report on a given topic Seminars, independent work, essay writing	Completion of individual assignment, presentation, participation in discussion (CAS)
3) apply contemporary theories, principles, and methods of international economic law to solve complex practical problems related to international trade in goods and services, international investment, international financial and monetary relations, technology transfer, and other areas of international economic cooperation.			Lectures, practical classes, discussions, independent work, case and task analysis, preparation of a case study report on a given topic	Case study report, presentation, participation in discussion (CAS)
4) analyze the legal status, functions, powers, and interactions of states, international organizations, and other actors of international economic relations, and evaluate their role in the development and implementation of international economic rules.			Lectures, practical classes, discussions, independent work, case and task analysis, preparation of a case study report on a given topic	Completion of individual assignment, presentation, participation in discussion (CAS)

	Seminars, independent work, case and task analysis, case study report writing	
5) analyze and evaluate complex legal and economic situations in international economic relations, compare alternative approaches to their regulation, and substantiate the effectiveness and legitimacy of relevant legal solutions.	Lecture, practical classes, discussions, independent work, case study report writing	Case study report, presentation, participation in discussion, final assessment
6) evaluate contemporary research and scholarly approaches to international economic law from an interdisciplinary perspective, integrating legal, economic, political, and other relevant perspectives.	Lectures, practical classes, discussions, independent work, case and task analysis, preparation of a case study report on a given topic	Completion of individual assignment, presentation, participation in discussion (CAS), final assessment
7) interpret and apply international treaties, agreements, conventions, national legislation, international regulatory instruments, judicial and arbitral decisions, and other legal sources governing international economic relations.	Lecture, practical classes, discussions, independent work, case study report writing	Participation in discussion, report, presentations, completion of individual assignment (CAS)
8) analyze and evaluate international economic disputes and legal risks, and develop appropriate legal and diplomatic approaches to protecting Ukraine's national interests and ensuring its economic security in the international arena.	Seminars, independent work, case and task analysis, case study report writing	Case study report, presentation, participation in discussion, final assessment
9) analyze and evaluate the international legal framework governing foreign investment, assess the legal and economic attractiveness and risks of international investment projects, and develop recommendations for their effective and legally sound implementation.	Seminars, independent work, case and task analysis, case study report writing	Participation in discussion, report, presentations, completion of individual assignment (CAS), final assessment

Assessment

Final grade based on 100% continuous assessment:
60% – ongoing assessment, including:
- 20% – case analysis
- 20% – participation in discussions
- 20% – solving a legal problem

40% – final assessment, including:
- 20% – individual assignment (case study report)
- 20% – presentations

Assessment criteria:
a) individual task (case study report)
40 points
The student demonstrates an excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and informational literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
36 points

The student understands the material well, demonstrates a good mastery of the content and depth of the search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

24 points

In general, the student answers the questions correctly, but shows a superficial processing of the content, a small depth of the search. The student does not provide a comprehensive explanation of all issues. There are significant violations of the requirements for writing essays.

18 points

The student demonstrates a weak understanding of the material, a superficial treatment of the content; shallow search depth. The work contains false statements. The individual task is returned for revision.

12 points

The student shows some understanding of the material. The student does not provide detailed explanations regarding all aspects of the problem formulated in the individual task. The work is not properly designed. The individual task is returned for revision.

0 points

The student does not demonstrate any knowledge or understanding of the issues raised in the individual task. The student reveals a fundamental misunderstanding of the subject. Requires a new individual task.

b) case analysis

For case analysis, the student will receive points from the total number specified in the course map for this type of assessment:

100%

The student demonstrates an excellent understanding of the case and relevant theoretical concepts. The case is analyzed comprehensively and systematically. The student clearly identifies the key problems, accurately applies relevant theories, concepts, methods, and analytical tools, and provides well-supported arguments. The analysis considers relevant factors and possible alternatives. The student formulates logical, evidence-based conclusions and practical recommendations that are appropriate to the case.

80%

The student demonstrates a good understanding of the case and relevant theoretical concepts. The main problems are correctly identified and analyzed. Appropriate theories, concepts, and analytical approaches are applied. The analysis is generally well-structured and supported by relevant arguments, although some aspects may lack sufficient depth or detail. Conclusions and recommendations are generally appropriate, but may require further justification or refinement.

60%

The student demonstrates a satisfactory understanding of the case but the analysis is incomplete or insufficiently developed. The main problem is identified, but some important aspects, factors, or relationships are not adequately considered. Relevant theoretical concepts are applied, but their use may be limited or partially inaccurate. The conclusions are insufficiently substantiated, and recommendations may be general or only partially relevant to the case.

40%

The student demonstrates a limited understanding of the case and relevant theoretical concepts. The analysis is superficial and does not adequately identify or explain the key problems. The application of theories, concepts, and analytical tools is limited or contains significant inaccuracies. Arguments are insufficiently developed, and conclusions and recommendations are weak, unclear, or only partially related to the case.

20%

The student demonstrates minimal understanding of the case. The key problem is poorly identified or misunderstood. The analysis is very limited and demonstrates insufficient application of relevant theoretical concepts. Arguments are largely unsupported, and conclusions or recommendations are unclear, inappropriate, or missing.

0%
The student demonstrates no sufficient understanding of the case or the relevant theoretical concepts. The key issues are not identified or are fundamentally misunderstood. The student is unable to apply appropriate theories, concepts, or analytical approaches. The analysis is absent or fundamentally incorrect, and no meaningful conclusions or recommendations are provided.

c) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
100%
The discussion is conducted correctly. The student demonstrates an excellent command of the educational material, expresses and successfully argues his/her position.
80%
The student makes the right points, but some of the arguments are not sufficient. Minor errors in statements were made.
60%
The student generally correctly understands the essence of the issue, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
40%
The student demonstrates a fragmentary understanding of the subject of the discussion. Admits wrong judgments, which he/she corrects after participating in the discussion.
0%
The student does not have the knowledge to conduct a discussion.

d) problem solving
For solving problems, the student will receive points from the total number specified in the course map for this type of assessment:
100%
The student demonstrates an excellent understanding of the material, uses correct formulas, draws conclusions. There are no arithmetic errors. The answer is correct.
80%
The student demonstrates a good understanding of the material, gives a detailed explanation of all points of the solution, uses the correct formulas. The solution contains arithmetic errors. The answer is incorrect.
60%
The student demonstrates a poor understanding of the material, does not give a broad explanation of all stages of the solution. The student uses the correct formulas, but does not draw conclusions. There are arithmetic errors. The answer is correct.
40%
The student demonstrates a poor understanding of the material, uses the correct formulas. The solution contains arithmetic errors. The answer is incorrect.
20%
The student demonstrates a certain understanding of the material, does not give a broad explanation of all the stages of the solution. The answer is incorrect.
0%
The student cannot demonstrate any knowledge or understanding of the issues, shows a fundamental misunderstanding of the subject, uses incorrect formulas. The answer is incorrect.

Content

Module 1. General provisions of International Economic Law
Topic 1. The Concept and System of International Economic Law
Topic 2. Sources of International Economic Law
Topic 3. Principles of International Legal Regulation of International Economic Relations

Topic 4. Subjects of International Economic Law
Topic 5. The Law of Transnational Business Activity
Topic 6. International Economic Treaties
Topic 7. Ensuring the Fulfillment of Obligations Arising from International Economic Treaties

Module II. Special Part of International Economic Law
Topic 8. Legal Regulation of Foreign Economic Activity in Ukraine
Topic 9. International Trade Law
Topic 10. International Monetary Law
Topic 11. International Customs Law. Legal Regulation of Customs Affairs in Ukraine
Topic 12. International Economic Procedural Law

Literature

Compulsory reading

Legal and regulatory acts:

Constitution of Ukraine. (1996). Constitution of Ukraine adopted on June 28, 1996. https://zakon.rada.gov.ua/laws/

United Nations. (1945). Charter of the United Nations. https://www.un.org/en/about-us/un-charter/full-text

United Nations General Assembly. (1964). Resolution 1995 (XIX) of December 30, 1964: Establishment of the United Nations Conference on Trade and Development (UNCTAD). https://geneva.mfa.gov.ua/ua/ukraine-io/unctd

United Nations General Assembly. (1966). Resolution 2151 (XXI) of November 17, 1966: Establishment of the United Nations Industrial Development Organization (UNIDO). https://vienna.mfa.gov.ua/ua/ukraine-io/unido/about

United Nations. (1964). Convention on transit trade of land-locked States. https://zakon.rada.gov.ua/laws/show/995_166

United Nations. (1965). Convention on the settlement of investment disputes between States and nationals of other States. https://zakon.rada.gov.ua/laws/show/995_060

United Nations. (1970). Declaration on principles of international law concerning friendly relations and cooperation among States in accordance with the Charter of the United Nations. https://zakon.rada.gov.ua/laws/show/995_569

United Nations. (1974). Charter of economic rights and duties of States. https://zakon.rada.gov.ua/go/995_077

United Nations. (1974). Declaration and Programme of Action on the Establishment of a New International Economic Order. https://zakon.rada.gov.ua/laws/show/995_339

United Nations. (1974). Athens Convention relating to the carriage of passengers and their luggage by sea. https://zakon.rada.gov.ua/laws/show/995_094

United Nations. (1978). United Nations Convention on the carriage of goods by sea. https://zakon.rada.gov.ua/laws/show/995_391

United Nations. (1980). United Nations Convention on Contracts for the International Sale of Goods. https://zakon.rada.gov.ua/laws/show/995_003

United Nations. (1980). United Nations Convention on International Multimodal Transport of Goods. https://zakon.rada.gov.ua/laws/show/995_189

United Nations. (1980). Convention concerning International Carriage by Rail (COTIF). https://zakon.rada.gov.ua/laws/show/994_291

United Nations. (1990). International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. https://zakon.rada.gov.ua/laws/show/997_j82

United Nations. (2004). United Nations Convention on Jurisdictional Immunities of States and Their Property. https://zakon.rada.gov.ua/laws/show/995_e50

World Trade Organization. (1994). Marrakesh Agreement establishing the World Trade Organization. https://zakon.rada.gov.ua/laws/show/995_342

General Agreement on Tariffs and Trade. (1947). General Agreement on Tariffs and Trade (GATT 1947). https://zakon.rada.gov.ua/laws/show/995_264

International Monetary Fund. (1944). Articles of Agreement of the International Monetary Fund. https://zakon.rada.gov.ua/go/995_921

International Bank for Reconstruction and Development. (1945). Articles of Agreement of the International Bank for Reconstruction and Development. https://zakon.rada.gov.ua/go/996_028

International Institute for the Unification of Private Law. (1994). UNIDROIT principles of international commercial contracts. https://zakon.rada.gov.ua/laws/show/995_920

United Nations Commission on International Trade Law. (1961). European Convention on International Commercial Arbitration. https://zakon.rada.gov.ua/laws/show/995_069

Council of Europe. (1972). European Convention on State Immunity. https://zakon.rada.gov.ua/laws/show/994_060

United Nations. (1930). Convention on the settlement of certain conflicts of laws in connection with bills of exchange and promissory notes. https://zakon.rada.gov.ua/laws/show/995_007

United Nations. (1930). Convention providing a uniform law for bills of exchange and promissory notes. https://zakon.rada.gov.ua/laws/show/995_009

European Energy Charter. (1991). European Energy Charter. https://zakon.rada.gov.ua/laws/show/995_056

Energy Charter Secretariat. (1994). Energy Charter Treaty. https://zakon.rada.gov.ua/laws/show/995_056

Energy Charter Secretariat. (1994). Protocol on energy efficiency and related environmental aspects. https://zakon.rada.gov.ua/laws/show/995_056

Multilateral Investment Guarantee Agency. (1985). Convention establishing the Multilateral Investment Guarantee Agency. https://zakon.rada.gov.ua/go/995_268

International Civil Aviation Organization. (1944). Convention on international civil aviation. https://zakon.rada.gov.ua/go/995_038

Verkhovna Rada of Ukraine. (1991). On foreign economic activity. https://zakon.rada.gov.ua/laws/show/959-12

Verkhovna Rada of Ukraine. (2004). On international treaties of Ukraine. https://zakon.rada.gov.ua/laws/show/1906-15

Organization for Security and Co-operation in Europe. (1975). Helsinki Final Act: Final Act of the Conference on Security and Co-operation in Europe. https://zakon.rada.gov.ua/laws/show/994_055

Textbooks and teaching manuals:

1. de Amstalden, M., Moran, N., & Asmelash, H. (Eds.). (2023). International economic law: New approaches and issues. Springer. https://doi.org/10.1007/978-3-031-41996-6

2. *Mizhnarodne torhove pravo u skhemakh, tablytsiakh i vyznachenniakh: Navchalnyi posibnyk* [International trade law in diagrams, tables, and definitions: A study guide]. (2020). Tsentr uchbovoi literatury. 147 p.

3. Chistiakova, I. M., Ozerniuk, H. V., Shechenko, T. V., & Kudlai, I. V. (2021). *Mizhnarodne ekonomichne pravo* [International economic law]. Odesa Polytechnic State University. 99 p.

4. Opryshko, V. F. (2019). *Mizhnarodne ekonomichne pravo i protses* [International economic law and procedure]. Parlamentske vydavnytstvo. 518 p.

Recommended reading

1. Herdegen, M. (2024). Principles of international economic law (3rd ed.). Oxford University Press. https://doi.org/10.1093/law/9780198897835.001.0001

2. Bethlehem, D. (Ed.). (2022). The Oxford handbook of international trade law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780192868381.001.0001

3. Saloid, S. V., & Redko, K. Yu. (2020). International economic law: Lectures [Teaching manual]. Igor Sikorsky Kyiv Polytechnic Institute. 50 p.

Web-resources

1. International Chamber of Commerce. (n.d.). *International Chamber of Commerce*. https://iccwbo.org/
2. International Court of Justice. (n.d.). *Statute of the International Court of Justice*. https://www.icj-cij.org/statute
3. North Atlantic Treaty Organization. (1949). *The North Atlantic Treaty*. https://www.nato.int/cps/en/natohq/official_texts_17120.htm
4. World Economic Forum. (n.d.). *Reports*. https://www.weforum.org/reports/
5. World Trade Organization. (n.d.). *World Trade Organization*. https://www.wto.org/

BUSINESS CONTRACT LANGUAGE				
The course aims to prepare students for practical work with English-language business contracts – from understanding their structure to independently drafting individual clauses and conducting contract negotiations – which is an essential competence for working in an international business environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	5/14 weeks	4 / Elective	Svitlana Fedulova, Doctor of Sciences, Full Professor Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) identify and appropriately use key English-language terminology and standard expressions used in business contracts and related professional communication.			Lecture, practical classes, discussions, independent work, essay writing	Participation in discussion, essay, presentations, completion of individual assignment (CAS)
2) analyze the structure, language, and logic of standard business contracts and explain the purpose and functions of their key provisions.			Case and task analysis, preparation of an essay on a given topic Seminars, independent work, essay writing	Completion of individual assignment, presentation, participation in discussion (CAS)
3) draft individual contract clauses, including terms and conditions, warranties, representations, and penalties, using appropriate professional English and established contractual conventions.			Lectures, practical classes, discussions, independent work, case and task analysis, preparation of an essay on a given topic	Essay, presentation, participation in discussion (CAS)
4) identify ambiguous, unclear, or potentially misleading wording in business contracts and propose clearer and more precise alternative formulations.			Seminars, independent work, case and task analysis, essay writing	Participation in discussion, essay, presentations, completion of individual assignment (CAS)
5) apply appropriate English-language communication strategies, register, and contractual terminology when negotiating business contract terms and conditions.			Case and task analysis, preparation of an essay on a given topic Seminars, independent work, essay writing	Completion of individual assignment, presentation, participation in discussion (CAS)

6) evaluate contractual documents in terms of linguistic precision, clarity, consistency, and correspondence between the wording and the intended contractual meaning.	Seminars, independent work, case and task analysis, essay writing	Participation in discussion, essay, presentations, completion of individual assignment (CAS)

Assessment

Final grade based on 100% continuous assessment:
60% – ongoing assessment, including:
40% – case analysis
20% – participation in discussions
40% – final assessment, including:
20% – individual assignment (essay)
20% – presentations
Assessment criteria:
a) essay (written)
40 points
The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
36 points
The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
24 points
The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
18 points
The student demonstrates poor understanding of the material, superficial processing of the content; small depth of search. The work contains false statements. The individual task is returned for revision.
12 points
The student shows some understanding of the material. The student does not provide detailed explanations regarding all aspects of the problem formulated in the individual task. The work is not properly designed. The individual task is returned for revision.
0 points
The student does not demonstrate any knowledge or understanding of the issues raised in the individual assignment. The student demonstrates a fundamental misunderstanding of the topic. A new individual assignment is required;

b) case analysis
For case analysis, the student will receive points from the total number specified in the course map for this type of assessment:
100%
The student demonstrates an excellent understanding of the case and relevant theoretical concepts. The case is analyzed comprehensively and systematically. The student clearly identifies the key problems, accurately applies relevant theories, concepts, methods, and analytical tools, and provides well-supported arguments. The analysis considers relevant factors and possible alternatives. The student formulates logical, evidence-based conclusions and practical recommendations that are appropriate to the case.

80%
The student demonstrates a good understanding of the case and relevant theoretical concepts. The main problems are correctly identified and analyzed. Appropriate theories, concepts, and analytical approaches are applied. The analysis is generally well-structured and supported by relevant arguments, although some aspects may lack sufficient depth or detail. Conclusions and recommendations are generally appropriate, but may require further justification or refinement.
60%
The student demonstrates a satisfactory understanding of the case but the analysis is incomplete or insufficiently developed. The main problem is identified, but some important aspects, factors, or relationships are not adequately considered. Relevant theoretical concepts are applied, but their use may be limited or partially inaccurate. The conclusions are insufficiently substantiated, and recommendations may be general or only partially relevant to the case.
40%
The student demonstrates a limited understanding of the case and relevant theoretical concepts. The analysis is superficial and does not adequately identify or explain the key problems. The application of theories, concepts, and analytical tools is limited or contains significant inaccuracies. Arguments are insufficiently developed, and conclusions and recommendations are weak, unclear, or only partially related to the case.
20%
The student demonstrates minimal understanding of the case. The key problem is poorly identified or misunderstood. The analysis is very limited and demonstrates insufficient application of relevant theoretical concepts. Arguments are largely unsupported, and conclusions or recommendations are unclear, inappropriate, or missing.
0%
The student demonstrates no sufficient understanding of the case or the relevant theoretical concepts. The key issues are not identified or are fundamentally misunderstood. The student is unable to apply appropriate theories, concepts, or analytical approaches. The analysis is absent or fundamentally incorrect, and no meaningful conclusions or recommendations are provided.

c) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
100%
The discussion is conducted correctly. The student demonstrates an excellent command of the educational material, expresses and successfully argues his/her position.
80%
The student makes the right points, but some of the arguments are not sufficient. Minor errors in statements were made.
60%
The student generally correctly understands the essence of the issue, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
40%
The student demonstrates a fragmentary understanding of the subject of the discussion. Admits wrong judgments, which he/she corrects after participating in the discussion.
0%
The student does not have the knowledge to conduct a discussion.

Content

Topic 1. Introduction to Legal and Contract English
Topic 2. Structure and Anatomy of a Contract
Topic 3. Parties, Definitions, and Recitals
Topic 4. Key Contractual Clauses I: Obligations, Rights, and Conditions
Topic 5. Key Contractual Clauses II: Representations, Warranties, and

Topic 6. Payment Terms and Financial Provisions
Topic 7. Termination, Breach, and Remedies
Topic 8. Dispute Resolution and Governing Law
Topic 9. Drafting and Negotiating Contracts
Topic 10. Plain Language and Contract Ambiguity

Literature

Compulsory reading

1. Adams, K. A. (2023). *A manual of style for contract drafting* (5th ed.). American Bar Association. https://www.adamsdrafting.com/writing/MSCD/

2. Rupert, H. (2021). *International Legal English.* A Practical Introduction for Students and Professionals. 6th Edition. Published by Routledge. 402 p.

3. Caristi, D. Davie, W., R. Lee, L. Th. (2025). Communication Lawꞇo Practical Applications in the Digital Age. 4th Edition. Published by Routledge. 496 p.

4. Chistiakova, I. M., Ozerniuk, H. V., Shechenko, T. V., & Kudlai, I. V. (2021). *Mizhnarodne ekonomichne pravo* [International economic law]. Odesa Polytechnic State University. 99 p.

Legal and regulatory acts:

United Nations. (1965). Convention on the settlement of investment disputes between States and nationals of other States. https://zakon.rada.gov.ua/laws/show/995_060

United Nations. (1980). United Nations Convention on Contracts for the International Sale of Goods. https://zakon.rada.gov.ua/laws/show/995_003

United Nations. (2004). United Nations Convention on Jurisdictional Immunities of States and Their Property. https://zakon.rada.gov.ua/laws/show/995_e50

World Trade Organization. (1994). Marrakesh Agreement establishing the World Trade Organization. https://zakon.rada.gov.ua/laws/show/995_342

General Agreement on Tariffs and Trade. (1947). General Agreement on Tariffs and Trade (GATT 1947). https://zakon.rada.gov.ua/laws/show/995_264

International Monetary Fund. (1944). Articles of Agreement of the International Monetary Fund. https://zakon.rada.gov.ua/go/995_921

International Bank for Reconstruction and Development. (1945). Articles of Agreement of the International Bank for Reconstruction and Development. https://zakon.rada.gov.ua/go/996_028

International Institute for the Unification of Private Law. (1994). UNIDROIT principles of international commercial contracts. https://zakon.rada.gov.ua/laws/show/995_920

United Nations Commission on International Trade Law. (1961). European Convention on International Commercial Arbitration. https://zakon.rada.gov.ua/laws/show/995_069

Multilateral Investment Guarantee Agency. (1985). Convention establishing the Multilateral Investment Guarantee Agency. https://zakon.rada.gov.ua/go/995_268

Verkhovna Rada of Ukraine. (1991). On foreign economic activity. https://zakon.rada.gov.ua/laws/show/959-12

Verkhovna Rada of Ukraine. (2004). On international treaties of Ukraine. https://zakon.rada.gov.ua/laws/show/1906-15

Organization for Security and Co-operation in Europe. (1975). Helsinki Final Act: Final Act of the Conference on Security and Co-operation in Europe. https://zakon.rada.gov.ua/laws/show/994_055

Recommended reading

1. Tina L. Stark Monica L. Llorente (2024). Drafting Contracts: How and Why Lawyers Do What They Do, Third Edition. Series / Aspen Coursebook Series. 630 p.

2. de Amstalden, M., Moran, N., & Asmelash, H. (Eds.). (2023). International economic law: New approaches and issues. Springer. https://doi.org/10.1007/978-3-031-41996-6

3. Bethlehem, D. (Ed.). (2022). The Oxford handbook of international trade law (2nd ed.). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780192868381.001.0001

4. Saloid, S. V., & Redko, K. Yu. (2020). International economic law: Lectures [Teaching manual]. Igor Sikorsky Kyiv Polytechnic Institute. 50 p.

Web-resources

6. International Chamber of Commerce. (n.d.). *International Chamber of Commerce*. https://iccwbo.org/

7. International Court of Justice. (n.d.). *Statute of the International Court of Justice*. https://www.icj-cij.org/statute

8. North Atlantic Treaty Organization. (1949). *The North Atlantic Treaty*. https://www.nato.int/cps/en/natohq/official_texts_17120.htm

9. United Nations. (1969). *Vienna Convention on the Law of Treaties*. https://legal.un.org/ilc/texts/instruments/english/conventions/1_1_1969.pdf

10. World Economic Forum. (n.d.). *Reports*. https://www.weforum.org/reports/

11. World Trade Organization. (n.d.). *World Trade Organization*. https://www.wto.org/

PUBLIC RELATIONS IN INTERNATIONAL RELATIONS				
The course aims to provide bachelor's students with general theoretical and practical training in public relations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	5 /14 weeks	4 / elective	Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) communicate freely on professional issues in the state and foreign languages, both orally and in writing, and to use economic terminology professionally.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) analyze the interests, information needs, communication behaviour, and cultural characteristics of different stakeholder groups and target audiences in international PR contexts.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) demonstrate self-management and intercultural communication skills when interacting with representatives of different business cultures and professional groups, based on respect for diversity and multiculturalism.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) develop PR materials and communication content for international contexts, including press releases, public statements, media messages, presentations, and digital content, adapting language, tone, and communication style to the target audience.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
5) determine functional features, nature, level, and degree of interconnections between subjects of international economic relations at			Problem-based learning, case study, interactive lectures, quiz, discussion,	Participation in discussion, presentations (CAS)

different levels and to establish communication between them.	media search, case study, presentations, individual research projects.	
6) apply principles of business protocol, professional ethics, and intercultural communication when interacting with international stakeholders, media representatives, business partners, and professional communities.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
7) analyze international economic processes and formulate recommendations that take into account Ukraine's national economic and security interests.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
8) apply the principles of business protocol and etiquette in international economic relations, taking into account intercultural communication in both professional and social contexts.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
60 points for discussions;
40 points for presentation;
Assessment criteria:

a) individual assignment (presentation)

32–40 points

Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

22–31 points

The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. Engagement with a wide range of literature.

10–21 points

Basic appreciation of the context of the application. Work may lack coherence and/or accuracy in places.

1–9 points

Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.

51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.

21–50%: A basic understanding of the material, but with significant gaps or omissions.

1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. The Role of Public Relations in the System of International Relations. Objects of International Public Relations

Topic 2. Subject and Actors of Public Relations in International Relations

Topic 3. Country Image

Topic 4. Main Directions of Public Relations

Topic 5. Modern Information Agencies

Literature

Compulsory reading

1. Cacciatore, M. A., & Meng, J. (2022). Measuring the value of public relations: An international investigation of how communication practitioners view the challenge and suggest solutions. *Athens Journal of Mass Media and Communications*, 8(2), 107–130.

2. Susanti, D. E., et al. (2022). Public relations strategy in maintaining a positive reputation in the digital age. *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, 9(1). Retrieved from: https://waqafilmunusantara.com/wp-content/uploads/2022/06/3-5.pdf

3. Bokovets, V. V. (2024). *Upravlinnia imidzhem pidpryiemstva: elektronnyi navchalnyi posibnyk kombinovanoho (lokalnoho ta merezhnoho) vykorystannia* [Enterprise image management: electronic textbook for combined (local and network) use]. Vinnytsia: VNTU. 112 p. Retrieved from: https://pdf.lib.vntu.edu.ua/books/2024/Bokovets_2024_112.pdf

4. Curtin, P. (2007). *International public relations: Negotiating culture, identity, and power*. Los Angeles: Sage Publications. 229 p.

5. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research*, 1(3), 17–28.

6. The Soft Power 30 (2019). Retrieved from: https://softpower30.com/wp-content/uploads/2019/10/The-Soft-Power-30-Report-2019-1.pdf

7. Olinichenko, K. S., Kolesnyk, V. O., & Tsoi, V. O. (2024). Vykorystannia zasobiv public relations u suchasnykh umovakh [Use of public relations tools in modern conditions]. *BiznesInform*, 5, 303–309.

8. Butenko, O. P., & Malakhov, V. A. (2024). Synerhiia samorehuliuvannia ta pravovykh norm u sferi pablik releishnz: etychni standarty ta suspilna vidpovidalnist [Synergy of self-regulation and legal norms in public relations: ethical standards and social responsibility]. *Investytsii: praktyka ta dosvid*, 2, 135–141.

9. Qausya, A. A., & Bernadette, S. (2023). Strategic marketing public relations for brand elevation: A case study of the #JacquelleDisneyEdition campaign. *Journal of Communication and Public Relations*, 2(2), 80–102.

Recommended reading

1. Freitag, A. (2008). *Global public relations: Spanning borders, spanning cultures*. London: Routledge. 306 p.

2. Van Deth, J. W. (2014). A conceptual map of political participation. *Acta Politica*, 49, 349–367.

3. Kliuchnyk, R. M., & Nevesela, K. O. (2020). Populizm yak suchasnyi polityko-ekonomichnyi fenomen [Populism as a modern political and economic phenomenon]. *Akademichnyi ohliad*, 2(53), 5–15.

4. Telietov, O. S., & Telietova, S. (2024). Komunikatsiina konverhentsiia zhurnalistyky ta pablik releishnz [Communication convergence of journalism and public relations]. *Obraz*, 1(44), 168–177.

5. Oloo, D. (2025). Mapping the discourse of power: Diplomatic actors on X (formerly Twitter). *Journal of Communication and Public Relations*, 4(1), 1–18.

6. Nugroho, M., & Suseno, I. G. (2025). Gender and language: Analyzing communication styles in argumentative writing. *Journal of Communication and Public Relations*, 4(1), 102–117.

Web-resources

1. World Bank (n.d.). *Official website*. Available at: https://data.worldbank.org/

2. Statista (n.d.). *Official website*. Available at: https://www.statista.com/

3. The United Nations (n.d.). *Official website*. Available at: https://www.un.org/en

4. Eurostat (n.d.). *Official website*. Available at: https://ec.europa.eu/eurostat

COMMUNICATION MANAGEMENT				
The course aims to provide students with a comprehensive understanding of the principles and practices of effective communication within organizational and professional contexts				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	5 /14 weeks	4 / elective	Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) communicate freely on professional issues in the state and foreign languages, both orally and in writing, and to use economic terminology professionally.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) analyze communication processes, stakeholder relationships, communication channels, and information flows within organizations and between organizations and external stakeholders.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) possess self-analysis (self-control) skills, to be understandable to representatives of other business cultures and professional groups at different levels (including specialists from other fields), based on respect for diversity, multiculturalism, tolerance, and mutual respect.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) develop communication plans and professional messages adapted to specific communication objectives, target audiences, organizational contexts, and cultural environments.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
5) determine functional features, nature, level, and degree of interconnections between subjects of international economic relations at			Problem-based learning, case study, interactive lectures,	Participation in discussion, presentations (CAS)

different levels and to establish communication between them.	quiz, discussion, media search, case study, presentations, individual research projects.	
6) demonstrate knowledge of the state of research in international economic relations and the world economy in an interdisciplinary combination with political, legal, and natural sciences.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
7) evaluate the effectiveness of communication strategies and activities using relevant criteria and information from academic, professional, organizational, and digital sources.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
8) develop and present evidence-based communication solutions for complex professional situations, taking into account stakeholder interests, ethical principles, cultural diversity, and the requirements of effective communication management.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
60 points for discussions;
40 points for presentation;
Assessment criteria:

a) individual assignment (presentation)

32-40 points
Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

22-31 points
The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. Engagement with a wide range of literature.

10-21 points
Basic appreciation of the context of the application. Work may lack coherence and/or accuracy in places.

1-9 points
Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.

51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.

21–50%: A basic understanding of the material, but with significant gaps or omissions.

1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Introduction to Communication Management
Topic 2. Organizational Communication
Topic 3. Strategic Communication Planning
Topic 4. Intercultural and Business Communication
Topic 5. Crisis and Conflict Communication
Topic 6. Digital Communication and Media

Literature

Compulsory reading

1. Björkenfeldt, O. (2026). Self-Censorship in Journalism: The Role of Emotional, Professional, and Institutional Factors. *Digital Journalism, 14(3),* 493–510. https://doi.org/10.1080/21670811.2025.2601961

2. Cacciatore, M. A., & Meng, J. (2022). Measuring the value of public relations: An international investigation of how communication practitioners view the challenge and suggest solutions. *Athens Journal of Mass Media and Communications*, 8(2), 107–130.

3. Susanti, D. E., et al. (2022). Public relations strategy in maintaining a positive reputation in the digital age. *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, 9(1). Retrieved from: https://waqafilmunusantara.com/wp-content/uploads/2022/06/3-5.pdf

4. Bokovets, V. V. (2024). *Upravlinnia imidzhem pidpryiemstva: elektronnyi navchalnyi posibnyk kombinovanoho (lokalnoho ta merezhnoho) vykorystannia* [Enterprise image management: electronic textbook for combined (local and network) use]. Vinnytsia: VNTU. 112 p. Retrieved from: https://pdf.lib.vntu.edu.ua/books/2024/Bokovets_2024_112.pdf

5. Sahebi, S., & Formosa, P. (2025). The AI-mediated communication dilemma: epistemic trust, social media, and the challenge of generative artificial intelligence. *Synthese, 205 (128)*. https://doi.org/10.1007/s11229-025-04963-2

6. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research*, 1(3), 17–28.

7. Ponneth, P. (2026). Modernizing Legacy E-Commerce Platforms: Engineering Strategies For Scalability, Maintainability, And Long-Term Innovation. *Journal of International Crisis and Risk Communication Research* , 147–155. Retrieved from https://jicrcr.com/index.php/jicrcr/article/view/3772

8. Olinichenko, K. S., Kolesnyk, V. O., & Tsoi, V. O. (2024). Vykorystannia zasobiv public relations u suchasnykh umovakh [Use of public relations tools in modern conditions]. *BiznesInform*, 5, 303–309.

9. Butenko, O. P., & Malakhov, V. A. (2024). Synerhiia samorehuliuvannia ta pravovykh norm u sferi pablik releishnz: etychni standarty ta suspilna vidpovidalnist [Synergy of self-regulation and legal norms in public relations: ethical standards and social responsibility]. *Investytsii: praktyka ta dosvid*, 2, 135–141.

10. Qausya, A. A., & Bernadette, S. (2023). Strategic marketing public relations for brand elevation: A case study of the #JacquelleDisneyEdition campaign. *Journal of Communication and Public Relations*, 2(2), 80–102.

Recommended reading

1. Meyers, O., & Davidson, R. (2025). Time after time: longitudinal qualitative interviewing and the interplay between structure and agency in communication research. *Journal of Communication, 75 (4),* 273–284, https://doi.org/10.1093/joc/jqaf022

2. Kliuchnyk, R. M., & Nevesela, K. O. (2020). Populizm yak suchasnyi polityko-ekonomichnyi fenomen [Populism as a modern political and economic phenomenon]. *Akademichnyi ohliad*, 2(53), 5–15.

3. Telietov, O. S., & Telietova, S. (2024). Komunikatsiina konverhentsiia zhurnalistyky ta pablik releishnz [Communication convergence of journalism and public relations]. *Obraz*, 1(44), 168–177.

4. Oloo, D. (2025). Mapping the discourse of power: Diplomatic actors on X (formerly Twitter). *Journal of Communication and Public Relations*, 4(1), 1–18.

5. Nugroho, M., & Suseno, I. G. (2025). Gender and language: Analyzing communication styles in argumentative writing. *Journal of Communication and Public Relations*, 4(1), 102–117.

6. Belgasm, H., Alzubi, A., Iyiola, K., & Khadem, A. (2025). Interpersonal Conflict and Employee Behavior in the Public Sector: Investigating the Role of Workplace Ostracism and Supervisors' Active Empathic Listening. *Behavioral Sciences, 15(2), 194*. https://doi.org/ 10.3390/bs15020194

7. Florea, N. V., & Croitoru, G. (2025). The Impact of Artificial Intelligence on Communication Dynamics and Performance in Organizational Leadership. *Administrative Sciences, 15(2),* 33. https://doi.org/10.3390/ admsci15020033

Web-resources

1. World Bank (n.d.). *Official website*. https://data.worldbank.org/

2. Statista (n.d.). *Official website*. https://www.statista.com/

3. The United Nations (n.d.). *Official website*. https://www.un.org/en

4. Eurostat. *Official website*. Available at: https://ec.europa.eu/eurostat

TRANSNATIONALIZATION OF THE GLOBAL ECONOMY				
The course aims to develop in students a system of theoretical knowledge and practical skills in the field of analyzing the activities of modern multinational enterprises (MNEs), the economic mechanism of their functioning, priorities and problems of development in the context of globalization.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6/11 weeks	4 / selective	Elvina Lymonova, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain and analyze the key concepts, forms, drivers, and mechanisms of transnationalization and their role in the transformation of the global economy.			Lecture, seminars, discussions, independent work, essay writing	Participation in discussion, essay, presentation (CAS)
2) study economic phenomena and issues in the international sphere based on an understanding of categories and laws; identifying and generalizing trends, patterns of functioning and development of the world economy, taking into account cause-and-effect and spatial-temporal relationships.			Lectures, practical classes, discussions, independent work	Presentation, participation in discussion, testing (CAS)
3) carry out a comprehensive analysis of complex economic systems, compare and contrast their components, evaluate and justify assessments of the effectiveness of their functioning.			Lectures, seminars, independent work, writing an individual assignment	Individual assignment, presentation, participation in discussion, testing (CAS)
4) apply appropriate analytical methods and indicators to assess foreign direct investment, international production, global value chains, and the economic performance of transnational corporations.			Lectures, practical classes, discussions, independent work, testing	Essay, testing, presentation (CAS)
5) communicate freely on professional issues in the state and foreign languages, both orally and in writing, and use economic terminology professionally.			Lectures, seminars, independent work, writing an individual assignment	Individual assignment, presentation, participation in discussion, testing (CAS)
6) analyze the interaction between transnational corporations, states, international organizations, and other actors in the regulation of global economic processes and identify major challenges associated with transnationalization.			Lecture, seminars, discussions, independent work, essay writing	Essay, testing, presentation (CAS)

7) evaluate the opportunities, risks, and implications of transnationalization for Ukraine's economic development and international economic relations and formulate evidence-based conclusions and recommendations.	Lecture, seminars, discussions, independent work, essay writing	Participation in discussion, essay, presentation (CAS)

Assessment

The final grade is given on a 100-point scale
20 points for individual assignment (presentation);
20 points for computer testing;
60 points for participation in discussions, answers to questions. writing an essay.
Assessment criteria:
a) individual task (presentation)
16–20 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is formatted in accordance with the requirements.
11–15 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
6–10 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not give a broad explanation of all questions. There are significant violations of the requirements for the design of the essay.
1–5 points
The student demonstrates some understanding of the material. The student does not give detailed explanations of all aspects of the problem formulated in the individual task. The work is not formatted properly. The individual task is returned for revision.
b) computer testing
The number of points awarded for computer testing is determined by multiplying the maximum number of points specified in the course technological map for a specific type of testing by the specific weight of correct answers from the total number of questions included in the testing.
c) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.
61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
31–60%: The student generally understands the essence of the issue correctly, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
1–30%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

Content

Topic 1. Transnational corporations as a subject of the world economy, international economic relations and international business

Topic 2. Economic nature and historical aspect of the development of transnational corporations.

Topic 3. Foreign economic expansion of TNCs and state methods of regulation. Suprastate regulation of TNC activities.

Topic 4. Financial and economic mechanisms of the functioning of transnational corporations.

Topic 5. Features of managing the activities of a transnational company.

Topic 6. Transnational corporations in the system of modern international investment.

Topic 7. Socio-economic factors and consequences of TNC activities.

Literature

Compulsory reading

1. Lymonova, E.M., Kuz′minov, S.V., Hlukha, H.YA., Shkura, I.S. (2019). Marchenko, T.V. (2022). *Transnatsional'ni korporatsiyi: navch.-metod. posibnyk* [Transnational corporations: teaching-methodical manual]. Chernivtsi: Chernivtsi. National University named after Yu. Fedkovych, 184 p.
2. Davydova, I.O., Velychko K.YU., Pechenka O.I. (2018). *Transnatsional'ni korporatsiyi* [Transnational corporations]. Kharkiv: Publishing house "Fort". 175 p.
3. Kozak, YU.H. (2019). *Transnatsional'ni korporatsiyi. 2-he vydannya* [Transnational corporations. 2nd edition]. Kyiv: Center for Educational Literature. 512 p.

Recommended reading

1. Pekhnyk, A. (2026). Transnationalization of the world economy: history and modernity. Economics Finances Law. DOI: 10.37634/efp.2026.5.4e
2. Rohach, O., Kos′mina, E. (2019). *Transnatsional'ni korporatsiyi ta eksport novykh industrial'nykh krayin Aziyi* [Transnational corporations and exports of new industrial countries of Asia]. Kyiv: Center for Educational Literature. 256 p.
3. Moiseyeko, T.YE. (2020). *Transnatsional'ni korporatsiyi: konspekt lektsiy: navchal'nyy posibnyk dlya studentiv spetsial'nosti 051 Ekonomika, osvitn'oyi prohramy Mizhnarodna ekonomika* [Transnational corporations: lecture notes: a textbook for students of the specialty 051 Economics, educational program International Economics]. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 226 p. Retrieved from https://ela.kpi.ua/handle/123456789/38286.
4. Shkurupiy, O. (2017). *Transnatsional'ni korporatsiyi* [Transnational corporations]. Kyiv: Center for Educational Literature. 256 p.

Web-resources

1. Central Intelligence Agency. The World Factbook. *Official website*. https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top.
2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.
3. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. *Official website*. https://bank.gov.ua/.
4. International Monetary Fund. *Official website*. https://www.imf.org/external/index.htm.
5. The World Bank. *Official website*. https://www.worldbank.org/.
6. United Nations. *Official website*. https://www.un.org/.
7. World Trade Organisation. *Official website*. https://www.wto.org/.

ACCOUNTING IN FOREIGN COUNTRIES				
The course aims to provide comprehensive theoretical knowledge on understanding the essence of international accounting; to learn the methods of rational organization and accounting in foreign countries based on the use of forms and international standards; to apply the acquired skills of processing and using accounting information in management				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6/11 weeks	4 / selective	Valentyna Shevchenko, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) demonstrate knowledge and understanding of the acquired theoretical knowledge to solve practical problems and meaningfully interpret the results obtained on the basis of international accounting standards.			Lecture, seminars, self-study activities, essay, group discussion	Presentation, discussion participation (CAS), multiple-choice questions
2) apply analytical tools for studying the state and prospects for the development of the enterprises using modern knowledge about the methods and forms of making the international financial statements of the enterprises.			Self-studied learning, work in small groups to solve problems	Participation in the discussion, solving problems, Explanation solving problems, report (CAS)
3) understand and use the accounting data to communicate meaningful information, detected problems and their solutions to professionals and non-professionals in diverse business contexts.			Lecture, workshop, small groups exercises	Participation in the discussion, case study reports assessment (CAS), multiple-choice questions
4) demonstrate understanding of the process and use registration information in company management.			Lecture, case study, discussion	Practical skills assessment, peer review (CAS), multiple-choice questions
5) apply their knowledge into the current international business environment, together with an ability to understand the various cultural effects on international business.			Lecture, self-study learning, case study, discussion	Participation in the discussion, case study reports assessment (CAS), multiple-choice questions

Assessment
The final grade is given on a 100-point scale, including 40 points as a result of Final test and 60 points for the work in the semester. 40 points: Final test (3 sets of written assignments, each assignment includes calculation-analytical task) Assessment criteria: a) Calculation- analytical task 33-40 points: The student provides extensive answer for all discussed questions. The student is able to form well-reasoned opinion on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples. 25-32 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for his/her answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation. 17-24 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors. 9-16 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief. 0-8 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant. 60 points for the work in the semester: 30 points for participation in the discussion / workshop 30 points for case study b) participation in discussions For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment: 81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position. 51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed. 21–50%: A basic understanding of the material, but with significant gaps or omissions. 1–20 %: A lot of mistakes, with little to no understanding of the material's context. c) case study For case study, the student will receive points from the total number specified in the course map for this type of assessment: 81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position. 51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed. 21–50%: A basic understanding of the material, but with significant gaps or omissions. 1–20 %: A lot of mistakes, with little to no understanding of the material's context.
Content
Topic 1. Main principles of accounting in foreign countries Topic 2. Procedures to make balance sheet and financial reports in foreign countries Topic 3. Classification of accounting sheets in foreign countries Topic 4. Accounting methods and procedures in foreign countries Topic 5. Account of assets and liabilities of enterprise in foreign countries Topic 6. Determine and account income, costs and earn of enterprise in foreign countries

Topic 7. System of financial ratios
Topic 8. Legislative regulation of accounting in foreign countries

Literature

Compulsory reading

1. Skorobogatova, N. (2020). *Accounting in foreign countries*. Igor Sikorsky Kyiv Polytechnic Institute. 162 p.
2. Becker, K., Bischof, J. & Daske, H. (2021). *IFRS: Markets, Practice, and Politics*, Foundations and Trends in Accounting: Vol. 15, No. 1–2, pp 1–262. DOI: 10.1561/1400000055.
3. Alexander, D., Britton, A., & Jorissen, A. (2020). *International financial reporting and analysis (8th ed.)*. [Electronic edition]. Cengage Learning. 908 p.

Recommended reading

1. Eisen, P. J. (2024) *Accounting*, Barron's Educational Series. 464 p. https://books.google.com.bn/books?id=AJkVEQAAQBAJ
2. Choi, F., Meek, G. (2020). *International accounting (9th ed.)*. [Electronic edition]. Pearson. 456 p. https://books.google.com.ua/books/about/International_Accounting.html?id=yB2pBwAAQBAJ&redir_esc=y
3. Doupnik, T., Perera, H. (2020). *International accounting (5th ed.)*. McGraw-Hill Education. 522 p. https://books.google.com.ua/books/about/International_Accounting.html?id=LTQUwQEACAAJ&redir_esc=y
4. KPMG. (2023). *Insights into IFRS*. KPMG International. https://kpmg.com/be/en/insights/ifrs-insights/insights-into-ifrs-our-latest-thinking.html
5. World Bank. (2022). *Financial reporting and auditing: Good practices*. World Bank Publications. https://openknowledge.worldbank.org/entities/publication/659ec935-da4e-58a4-bec5-deca35992413
6. Nobes, C., Parker, R. (2022). *Comparative international accounting (14th ed.)*. Pearson. 607 p. https://books.google.com.ua/books/about/Comparative_International_Accounting_14t.html?id=A-gsEAAAQBAJ&redir_esc=y
7. Okungbowa, A. (2022). Defining chart of accounts, *SAP S/4HANA Financial Accounting Configuration* (pp. 31–45). doi:10.1007/978-1-4842-8957-0_2
8. Maha Putra, R.A. and Carolina, A. (2019). Inventory accounting methods: Factors affecting basis of the choice. *Journal of Auditing, Finance, and Forensic Accounting*, 7(1). doi:10.21107/jaffa.v7i1.6145
9. Shchyrba, I., Lokhanova, N., Holiachuk, N., Shevchenko, V., Karpenko, Ye. (2025) The impact of digital technologies on accounting transformation. *Journal of Theoretical and Applied Information Technology*, 103. (18), 7255-7268. (Scopus) https://www.jatit.org/volumes/Vol103No18/3Vol103No18.pdf
10. Shuplat, O., Shevchenko, V., Luciv, N., Nekrasov, S., Govda, G. (2022). Finansuvannya vidtvorennya osnovnih fondiv derevoobrobnih pidpriyemstv: innovacijno-investicijnij aspect [Financing the reproduction of fixed assets of woodworking enterprises: innovation and investment aspect]. *Financial and Credit Activity Problems of Theory and Practice*. 4(45). 48–57. **(WoS)** https://doi.org/10.55643/fcaptp.4.45.2022.3801

Web-resources

1. IFRS Foundation. (n.d.). *Official website*. https://www.ifrs.org/
2. Financial Accounting Standards Board. (FASB) (n.d.). *Official website*. https://www.fasb.org/
3. International Federation of Accounting (IFAC). (n.d.). *Official website*. https://www.ifac.org/
4. Deloitte. IAS Plus. (n.d.). *Official website*. https://www.iasplus.com/en/home
5. PricewaterhouseCoopers (PwC) IFRS. (n.d.). *Official website*. https://viewpoint.pwc.com/dt/gx/en/pwc/manual_of_accounting/ifrs/ifrs_INT/ifrs_INT.html
6. Ernst & Young Global Limited (EY) IFRS. (n.d.). *Official website*. https://www.ey.com/en_gl/technical/ifrs-technical-resources
7. IFRS Education. (n.d.). *Official website*. https://www.ifrs.org/groups/international-accounting-standards-board/
8. Chartered Institute of Management Accountants (CIMA). (n.d.). *Official website*. https://myfuture.cimaglobal.com/

FOREIGN ECONOMIC ACTIVITY OF ENTERPRISES (FOREIGN ECONOMIC OPERATIONS AND CONTRACTS)				
The course aims to develop skills in conducting business negotiations with foreign companies, as well as to develop competencies in performing key foreign economic operations and concluding foreign economic contracts.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	8/8 weeks	4 / elective	Svitlana Fedulova, Doctor of Sciences, Full Professor Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) monitor and systematize data on world market conditions, justifying the expediency of choosing specific forms of FEA under the influence of global economic trends and national regulations.			Interactive lectures, market research workshops, data visualization tasks, analysis of trade statistics (ITC Trademap, UN Comtrade).	CAS: Presentation of a market overview report, quizzes on trade regulation. Analytical task on market selection in the final test.
2) plan and organize individual and team-based preparation of document packages for export-import operations, allocating responsibilities, coordinating activities, and meeting established requirements and deadlines.			Team-based learning, administrative simulations, role-playing (interaction between departments of an enterprise).	CAS: Evaluation of a completed ‘Contract Folder’ (group project), peer-assessment of teamwork. Assessment of document processing speed and accuracy in the final test.
3) perform practical calculations of the foreign economic contract price, evaluate logistics and insurance costs, and interpret results to optimize financial performance.			Practical workshops, problem-solving sessions, Excel-based financial modeling, case studies on logistics optimization.	CAS: Calculation tasks (pricing and Incoterms costs), midterm test. Complex problem-solving task in the final test.
4) select and apply optimal methods for international trade operations, considering the specifics of capital movements and forms of currency and credit settlements in complex contracts.			Problem-based learning, workshops on international payment systems (SWIFT, L/C),	CAS: Case analysis on choosing the method of payment (Letter of Credit vs. Open Account).

	seminars on trade finance.	FAS: Situational task on financial risk management in the final test.
5) establish professional communication with foreign counterparties, banks, and customs authorities, considering the functional features of each entity in the FEA chain	Business simulations, role-playing (negotiations with a foreign partner/banker), workshops on business correspondence.	CAS: Evaluation of a simulated business negotiation, draft of a business inquiry/offer. Assessment of communication strategies in a final case study.
6) identify and assess potential commercial and contractual disputes arising from the performance of foreign economic contracts and develop appropriate contractual and alternative dispute-resolution mechanisms, including arbitration clauses, in accordance with applicable legal requirements.	Case-based learning (analysis of real arbitration cases), legal drafting workshops, group debates on dispute resolution.	CAS: Drafting an 'Arbitration' and 'Force Majeure' clause, analysis of a legal case study. Legal problem-solving task in the final test.
7) apply incoterms® 2020, the United Nations Convention on Contracts for the International Sale of Goods (CISG), and relevant Ukrainian customs legislation when drafting, analyzing, and evaluating foreign economic contracts and related documentation.	Workshops on contract drafting, comparative analysis of legal documents, interactive lectures on international law.	CAS: Submission of a drafted foreign economic contract, test on Incoterms 2020 rules. Critical review of a 'flawed' contract in the final test.
8) develop algorithms for Ukrainian enterprises to enter foreign markets based on the principles of effective international cooperation and the rules of the WTO and free trade areas.	Strategic planning workshops, project-based learning, guest lectures from FEA managers, policy analysis seminars.	CAS: Development of a 'Market Entry Strategy' project for a local producer. Presentation and defense of the entry algorithm.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final test.

60 – Continuous Assessment (CAS):

- 10 – individual assignment (essay);
- 50 – midterm assessment (two tests, 25 points each), which includes:
  - 30 – participation in discussions;
  - 20 – problem-solving.

40 – Final test:

Final test, specifically:

- 20 – problem-solving;
- 20 – case study analysis.

Assessment criteria:

a) individual assignment (essay)

9-10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases.

The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
7-8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
5-6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.
3-4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.
1-2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.
0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The candidate demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.
61-80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41-60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21-40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1-20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81-100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61-80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41-60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21-40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1-20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) final test
The criteria for the final test assignment are written on the final test card.

Content

Topic 1. Strategies for an enterprise to enter the international market

Topic 2. Forms of enterprises entering foreign markets. Main models of foreign economic activity of enterprises

Topic 3. Trade and intermediary activities in the foreign market

Topic 4. Pricing in foreign economic activity of an enterprise

Topic 5. Economic analysis of foreign economic activity of enterprises

Topic 6. Foreign economic agreement (contract)

Topic 7. Customs control procedure and customs clearance of goods

Topic 8. International settlements and banking services of foreign economic activity

Topic 9. Transport support of foreign economic activity

Topic 10. Insurance of foreign economic activity

Literature

1. Stankiewicz-Mróz A., Perederii V., Novak V., Ilienko O., Kyrylenko O., Gurina G., Razumova K., Danilova E., Petrovska S., Lytvynenko L. (2018). *Foreign economic activity of enterprises*. Textbook. Lodz University of Technology. 147 p. Available at: https://duikt.edu.ua/uploads/l_1913_62948447.pdf

2. Hlukha H., Kholod S., Shkura I., Yevtushenko O., Zadoya O. (2018). *Management of Foreign Economic Activity: Complex of learning materials for organization of independent work, control and self-control of student learning* [Electronic resource]. Dnipro: Alfred Nobel University, Dnipro. 89 p. Available at: https://ir.duan.edu.ua/items/d2c0a392-a706-40c9-a57d-87c282bdbaa7

3. Hobela, V. V. (2021). *Management of foreign economic activity = Upravlinnia zovnishnoekonomichnoiu diialnistiu* [Study guide]. Lviv State University of Internal Affairs. 244 p.

4. Seyoum, B. (2022). *Export–import theory, practices, and procedures* (4th ed.). Routledge. 656 p.

Recommended reading

1. Olshanska O., Puzyrova P., Parashchak O. (2022). *Actual aspects of foreign economic activity and foreign economic relations in modern economic conditions*. Formation of market relations in Ukraine. No. 9 (256). PP. 21-28. Available at: https://test.knutd.edu.ua/bitstream/123456789/20534/1/OLSHANSKA_FRVU_9_2022.pdf

2. Krasnikov D., Biekietov, O. (2023). *Zovnishn'oekonomichni kontrakty: finansovi instrumenty* [Foreign economic contracts: financial instruments]. Journal of Strategic Economic Research. No. 4(24). PP. 42-49. https://doi.org/10.30857/2786-5398.2023.4.5

3. Petrenko V., Karnaushenko, A. (2017). *Joint enterprises in foreign trade activity of Ukraine*. Baltic Journal of Economic Studies. No. 3(5). PP. 203-207. https://dx.doi.org/10.30525/2256-0742/2017-3-5-203-207

4. Panchenko O. I., Kalchenko, O. M. (2018). *Strakhuvannya eksportnykh kredytiv yak osnova aktyvizatsiyi zovnishn'oekonomichnoyi diyal'nosti pidpryyemstv* [Export credit insurance as a basis for activating foreign economic activities of enterprises]. Scientific Bulletin of Polissya. No. 1(1(13). PP. 169-175. https://doi.org/10.25140/10.25140/2410-957620181(13)169-175

Web-resources

1. Statystychnyy dovidnyk Ukrayiny [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

2. Natsional'nyy bank Ukrayiny [National Bank of Ukraine]. Available at: https://bank.gov.ua/

3. World Trade Organization. Available at: https://www.wto.org/

4. United National. Available at: https://www.un.org/en/

5. *Zakon Ukrayiny «Pro zovnishn'oekonomichnu diyal'nist'»* [Law of Ukraine "On Foreign Economic Activity" (ed. 15.08.2020). Electronic resource]. Available at: https://zakon.rada.gov.ua/laws/show/959-12

6. *Mytnyy kodeks Ukrayiny* [Customs Code of Ukraine (ed. 24.10.2020). Electronic resource]. Available at: https://zakon.rada.gov.ua/laws/show/4495-17

7. *Podatkovyy kodeks Ukrayiny* [Tax Code of Ukraine (ed. 10.12.2020). Electronic resource]. Available at: https://zakon.rada.gov.ua/laws/show/2755-17

8. *Tsyvil'nyy kodeks Ukrayiny* [Civil Code of Ukraine (ed. 10/16/2020). Electronic resource]. Available at: https://zakon.rada.gov.ua/laws/show/435-15

INTERNATIONAL ORGANIZATIONS				
The course aims to provide students with a comprehensive understanding of the roles, structures, and functions of key international organizations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	8/8 weeks	4 / elective	Alisa Mahdich, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) systematize and analyze information on the activities and roles of international organizations; assess the impact of internal and external factors on their functioning; formulate conclusions and policy recommendations in the context of global governance.			Lectures and seminars, case study analysis, work in small groups, data and document analysis, reports of IOs	Analytical report (policy brief), case study analysis written assignment (institutional evaluation) (CAS)
2) plan, organize, and coordinate teamwork in the context of international organizations; participate effectively in group-based research and decision-making processes under time constraints and institutional frameworks.			Project-based learning, business game (simulation of IO decision-making), work in small groups, reflective practice (teamwork evaluation)	Group project report, peer evaluation, presentation of group outcomes (CAS)
3) apply theoretical knowledge of international organizations to solve practical problems and provide well-grounded interpretations of institutional outcomes and global policy decisions.			Lectures and seminars, critical analysis of institutional decisions, role-play exercises, workshops, portfolio development	Analytical essay, case study report applied problem-solving task, portfolio assessment (CAS)
4) understand and apply modern theories and methods to address complex issues related to the functioning of international organizations, including global trade governance, financial regulation, development cooperation, and international mobility.			Lectures and seminars, case study analysis, data analysis of international institutional reports, classroom debates and round tables	Analytical essay, case study evaluation, oral presentation (CAS)

5) identify functional characteristics and relationships among actors within international organizations and facilitate effective communication and cooperation between them.	Lectures and seminars, case study analysis role-based simulation (institutional actors) work in small groups, portfolio development	Case study analysis short analytical assignment, portfolio assessment (CAS)
6) analyze the causes and types of international conflicts within institutional frameworks and apply diplomatic, legal, and organizational mechanisms used by international organizations to resolve them, while considering national interests.	Lectures and seminars, case study analysis (international conflicts) critical analysis of diplomatic/legal mechanisms role-play simulation (conflict resolution) work in small groups	Conflict analysis report, case study evaluation policy recommendation brief (CAS)
7) understand and apply international legal frameworks, agreements, and regulatory documents governing the activities of international organizations.	Discussion-based classes, document analysis (treaties, legal frameworks) portfolio development, work in small groups case study analysis	Mini-analyses of readings, legal framework analysis essay, case study report, portfolio assessment (CAS)
8) apply principles and mechanisms of international organizations to support and enhance a country's participation in global governance and international cooperation.	Interactive lectures, Critical analysis of national participation in IOs, work in small groups, policy simulation exercises	In-class polling & concept checks (e.g., short quizzes, live questions), Policy analysis report, applied analytical assignment (CAS)
9) understand and apply decision-making processes within international organizations, including negotiation, consensus-building, and institutional governance mechanisms.	Team-based learning, business game (negotiation simulation), role-play (decision-making in IOs) work in small groups	Peer evaluation, simulation performance assessment, group negotiation report, reflective analytical essay (CAS)
Assessment		
The final grade is given on a 100-point scale, including: a) 40 points for case study analysis; b) 40 points for an individual assignment (portfolio); c) 20 points for discussions **Assessment criteria:** **a) Case Study Analysis (40 points)** **30-40 points (Excellent)** • Comprehensive and in-depth analysis of the case		

- Clear identification of key economic issues and influencing factors
- Well-justified application of international economic theories
- Logical structure, strong arguments, and practical recommendations
- Effective use of relevant data and sources

20-29 points (Good)

- Generally sound analysis of the case
- Main issues identified, but lacking depth
- Partial or limited application of theory
- Conclusions are present but not fully substantiated
- Limited use of data and evidence

10-19 points (Satisfactory)

- Superficial analysis
- Problems identified only partially or unclearly
- Weak connection to theoretical concepts
- Conclusions are descriptive rather than analytical
- Minimal use of data

0-9 points (Unsatisfactory)

- Lack of proper analysis or major misunderstandings
- Failure to identify key issues
- No logical structure
- No justified conclusions

b) Individual Assignment (Portfolio) (40 points)

30-40 points (Excellent)

- Portfolio includes a comprehensive and well-selected set of works demonstrating learning progress
- Clear purpose and organization of the portfolio
- Strong reflection on learning outcomes and personal development
- Evidence of critical thinking and ability to connect theory with practice
- High-quality presentation, consistent academic style, and proper referencing (where applicable)

20-29 points (Good)

- Portfolio contains relevant works, though selection may not fully demonstrate progress
- Generally clear organization
- Reflection is present but lacks depth or consistency
- Some connection between theory and practice
- Minor issues with presentation or referencing

10-19 points (Satisfactory)

- Topic is unclear or insufficiently developed
- Limited critical analysis
- Weak structure and argumentation
- Minimal use of sources
- Noticeable issues with academic writing

0-9 points (Unsatisfactory)

- No clear topic or purpose
- Lack of analysis
- Disorganized structure
- No supporting evidence
- Poor writing quality

c) Discussions (20 points)

15-20 points (Excellent)

- Active and consistent participation
- Demonstrates strong understanding of the topic
- Provides insightful, critical contributions
- Engages constructively with peers

10-14 points (Good)

- Regular participation
- Shows good understanding
- Contributions are relevant but not always in-depth
- Some interaction with peers

5-9 points (Satisfactory)

- Irregular or passive participation
- Limited understanding of the topic
- Contributions are basic or descriptive
- Minimal engagement with others

0-4 points (Unsatisfactory)

- No or almost no participation
- Lack of understanding
- No meaningful contributions

Content

Topic 1. International organizations as actors in the global economy and international relations system

Topic 2. The role of international organizations in the system of international relations

Topic 3. Evolution of international organizations

Topic 4. The United Nations

Topic 5. The International Monetary Fund (IMF) and the World Bank

Topic 6. World Trade Organization

Topic 7. NATO and beyond: different forms of regionalism

Topic 8. The European Union

Literature

Compulsory reading

1.McCormick, J. (2024). *International Organizations*. New York: Bloomsbury Publishing. Available at: https://dokumen.pub/international-organizations-9781350337343-135033734x.html?utm_source=chatgpt.com

2. Hurd, I. (2024). *International Organizations: Politics, Law, Practice*. Available at: https://ru.scribd.com/document/669985881/Introduction-to-International-Organisations-International-Organizations-Politics-Law-Practice?utm_source=chatgpt.com4.

3. Börzel, T. A. & van Hüllen, V. (2025). *Exit Threats in Regional International Organizations*. Bristol University Press. Available at: https://bristoluniversitypressdigital.com/downloadpdf/monobook-oa/book/9781529255799/9781529255799.pdf (Accessed: 26 April 2026).

4. Dijkstra, H. (2025). *International Organization*. Bloomsbury Academic. Available at: https://www.bloomsbury.com/us/international-organization-9781350461314/ (Accessed: 26 April 2026).

5. Mansouri, N. and Quiroga-Villamarín, D.R. (eds.) (2025.) *Ways of Seeing International Organisations: New Perspectives for International Institutional Law*. Cambridge: Cambridge University Press. Available at: https://www.cambridge.org/core/books/ways-of-seeing-international-organisations/thinking-international-organisations-differently/645322EE2BAD35899861033FD808B4A0).

6. Pietrzak, P. (ed.) (2025). *Regional Organizations*. Available at: https://www.researchgate.net/publication/383382755_Regional_Organizations

7. Chester Alexis C. Buama (2025). *International and Regional Organizations*. Available at: https://dokumen.pub/international-and-regional-organizations.html (Accessed: 26 April 2026).

8. Bamberger, A. & Huang, T.-Y. (2024) *From openness to protectionism: geopolitics and research cooperation in the EU*. Journal of Higher Education Policy and Management. Available at: https://www.tandfonline.com/doi/full/10.1080/02680939.2024.2351516

9. European Journal of International Security (n.d.) *European Journal of International Security*. Available at: https://www.cambridge.org/core/journals/european-journal-of-international-security (Accessed: 26 April 2026).

10. Kim, C.J. (2024) *Status hierarchies and stigma shifting in international relations*. International Organization. Available at: https://www.cambridge.org/core/journals/international-organization

Recommended reading

1. Chaisse, J. & Dimitropoulos, G. (2023) *Domestic Investment Laws and International Economic Law in the Liberal International Order*. World Trade Review. Available at: https://www.cambridge.org/core/journals/world-trade-review

2. Cieślik, A., & Gurshev, O. (2024). Trade policies in Central Asia after EAEU enlargement and after Russian WTO accession: regionalism and integration into the world economy revisited. *Eurasian Geography and Economics*, *65*(5), 656–678. https://doi.org/10.1080/15387216.2022.2162098

3. Michalski, A. & Parker, C.F. (2024) *The EU's evolving leadership role in an age of geopolitics*. European Journal of International Security. Available at: https://www.cambridge.org/core/journals/european-journal-of-international-security

4. Maddi, A., Lardreau, E. & Sapinho, D. (2023) *Open access in Europe: a national and regional comparison*. Available at: https://arxiv.org/abs/2309.12359

5. Schlag, G. (2025) *The look of NATO: visual representations of military force and alliance identity*. European Journal of International Security. Available at: https://www.cambridge.org/core/journals/european-journal-of-international-security

6. Chen, J.Y.-W., Taylor, M., Gerstl, A. & Kironska, K. (2025) *The challenges of Sino-Russian alignment to the liberal international order in Southeast Asia*. Asia Europe Journal. Available at: https://link.springer.com/article/10.1007/s10308-025-00755-y

7. Figiaconi, F. (2025) *Hedging as a category of neutrality in Southeast Asia*. European Journal of International Security. Available at: https://www.cambridge.org/core/journals/european-journal-of-international-security

8. Lee, S. (2024) *Resources and territorial claims*. International Organization. Available at: https://www.cambridge.org/core/journals/international-organization

9. Carson, A., Min, E. & Van Nuys, M. (2024) *Racial tropes in foreign policy bureaucracy*. International Organization. Available at: https://www.cambridge.org/core/journals/international-organization

Web-resources

1. World Bank (n.d.) *World Bank*. Available at: https://www.worldbank.org

2. International Monetary Fund (n.d.) *International Monetary Fund*. Available at: https://www.imf.org

3. World Trade Organization (n.d.) *World Trade Organization*. Available at: https://www.wto.org

4. North Atlantic Treaty Organization (n.d.) *North Atlantic Treaty Organization*. Available at: https://www.nato.int

5. United Nations (n.d.) *United Nations*. Available at: https://www.un.org

6. European Union (n.d.) *European Union*. Available at: https://europa.eu

7. Association of Southeast Asian Nations (n.d.) *Association of Southeast Asian Nations*. Available at: https://asean.org

8. MERCOSUR (n.d.) *MERCOSUR*. Available at: https://www.mercosur.int

9. Caribbean Community (n.d.) *Caribbean Community*. Available at: https://caricom.org

ECONOMY AND FOREIGN ECONOMIC ACTIVITY OF UKRAINE				
The course aims to develop in students the ability to conduct a comprehensive analysis of objective patterns, actual processes and features of Ukraine's international economic activity, as well as to investigate processes and phenomena occurring between Ukraine and international economic institutions and markets.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6/ 11 weeks	4 / selective	Elvina Lymonova, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the key characteristics, structure, and mechanisms of the Ukrainian economy and the role of foreign economic activity in its development and integration into the global economy.			Lecture, seminars, discussions, independent work	Participation in discussion, essay, presentation (CAS)
2) know statistical, mathematical, information tools that allow describing and analyzing economic entities operating in the international market, and processes and phenomena occurring between them;			Lectures, practical classes, discussions, independent work, case analysis	Presentation, participation in discussion, testing (CAS)
3) understand the general patterns of international economic activity of Ukraine as a system of measures;			Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
4) analyze the main forms, directions, and trends of Ukraine’s foreign economic activity, including international trade in goods and services, international capital movements, monetary and financial relations, labour mobility, and technology transfer.			Lectures, practical classes, discussions, independent work, case analysis	Essay, presentation (CAS)
5) apply various approaches and mechanisms to solve problems related to achieving equilibrium between the national commodity market, labor market, money market and international ones; formation of a general equilibrium between the national and international economy			Working with databases on the Internet, self-study, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
6) analyze complex practical problems and situations in the field of international trade in goods and services, international capital flows, international monetary, financial and credit relations, mobility of human resources, international technology transfer.			Seminars, independent work, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)

7) apply methods and tools for the analysis of business entities operating in the international market.	Working with databases on the Internet, practical classes, self-study, individual task (essay)	Essay, presentation, participation in discussion, testing (CAS)
8) apply methods and tools for the analysis of business entities operating in the international market	Lectures, practical classes, discussions, independent work, case analysis	Participation in discussion, preparation of group mini projects, presentations) (CAS)
9) work actively in a team, has elementary skills that allow making economic and legal decisions regarding the resolution of conflicts, disputes and defending the interests of the country in the international market	Working with databases on the Internet, practical classes, self-study, individual task (essay)	Participation in discussion, preparation of group presentations (CAS)
10) communicate correctly with the environment, determine priorities for the implementation of tasks, bear responsibility for actions and decisions	Seminars, independent work, individual task (essay)	Participation in discussion, writing essays, presentation and defense of individual tasks (CAS)
11) work independently with monographic, reference and encyclopedic, statistical, and electronic sources of socio-economic orientation	Working with databases on the Internet, lectures, practical classes, self-study, individual task (essay)	Participation in discussion, writing essays, presentation and defense of individual tasks (CAS)
12) understand the relationship between economic phenomena and analyze the obtained research results	Seminars, independent work, individual task (essay)	Participation in discussion, writing essays, presentation and defense of individual tasks (CAS)
13) apply statistical, mathematical, and information tools to collect, process, and analyze data on Ukraine’s domestic and foreign economic processes and the activities of Ukrainian economic entities in international markets.	Lectures, practical classes, discussions, independent work, case analysis	Participation in discussion, writing essays, presentation and defense of individual tasks (CAS)
14) know the peculiarities of the functioning of Ukrainian enterprises and the state as a subject of formation of the foreign economic policy of Ukraine	Practical classes, case analysis, discussions	Participation in discussion, writing essays, presentation and defense of individual tasks (CAS)
15) understand the options for the country's economic development, analyze and forecast the economic development of subjects of the national economy in the foreign market.	Practical classes, case analysis, discussions	Essay, presentation, participation in discussion, testing (CAS)
16) research and analyze currency and financial flows, apply tools to study problems that arise in the currency and financial markets.	Working with databases on the Internet, practical	Participation in the discussion, writing an essay, presentation

	classes, self-study, individual task (essay)	and defense of individual tasks) (CAS)
17) conduct examinations and forecast the results of activities, measure the possibilities of relationships between subjects of currency and financial economic relations.	Seminars, independent work, individual task (essay)	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
18) evaluate the investment attractiveness and foreign economic potential of Ukraine and identify the main factors influencing foreign direct investment, international business activity, and the development of Ukrainian enterprises in foreign markets.	Lectures, practical classes, discussions, independent work, case analysis	Essay, presentation, participation in discussion, testing (CAS)
19) conduct, together with other specialists, an analysis of the country's investment attractiveness and make decisions on the feasibility of international investments	Lectures, practical classes, discussions, independent work, case analysis	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)
20) independently search for, critically evaluate, and synthesize relevant statistical, analytical, academic, legal, and electronic information from reliable national and international sources to support research and decision-making in Ukraine’s foreign economic activity.	Practical classes, case analysis, discussions	Participation in the discussion, writing an essay, presentation and defense of individual tasks (CAS)

Assessment

The assessment of the student’s level of work in practical (seminar) classes is carried out within 100 points:
20 points for individual assignment (presentation);
20 points for computer testing;
60 points for participation in discussions, answers to questions, writing an essay.
Assessment criteria:
a) individual task (presentation)
16–20 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is formatted in accordance with the requirements.
11–15 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.
6–10 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not give a broad explanation of all questions. There are significant violations of the requirements for the design of the essay.
1–5 points
The student demonstrates some understanding of the material. The student does not give detailed explanations of all aspects of the problem formulated in the individual task. The work is not formatted properly. The individual task is returned for revision.
b) computer testing

The number of points awarded for computer testing is determined by multiplying the maximum number of points specified in the course technological map for a specific type of testing by the specific weight of correct answers from the total number of questions included in the testing.
c) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues his/her position.
61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
31–60%: The student generally understands the essence of the issue correctly, but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
1–30%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.

Content

Topic 1. The essence and features of international economic activity
Topic 2. Subjects of international economic transactions in Ukraine
Topic 3. Export and import of goods
Topic 4. Features of international trade in services in Ukraine
Topic 5. International investment, currency and credit relations of Ukraine
Topic 6. Ukraine in world labor markets and international labor migration
Topic 7. International technology transfer and innovation policy in the system of priorities of international economic activity
Topic 8. Regulation of international economic activity of Ukraine.
Topic 9. Features of customs regulation of international trade in Ukraine
Topic 10. International commercial transactions
Topic 11. Ukraine in world integration processes
Topic 12. Global context of international economic cooperation

Literature

Compulsory reading

1. Mazaraki, A.A., Mel′nyk, T.M., Honcharenko O.V. (2021). *Mizhnarodna ekonomichna diyal'nist' Ukrayiny: pidruchnyk* [International economic activity of Ukraine: textbook]. Kyiv: Kyiv. National Trade and Economics University. 704 p. Retrieved from http://doi.org/10.31617/p.knute.2018-597.

2. Hobela, V.V. (2021). *Upravlinnya zovnishn'oekonomichnoyu diyal'nistyu & Management of Foreign Economic Activity: navchal'nyy posibnyk* [Management of Foreign Economic Activity & Management of Foreign Economic Activity: textbook]. Lviv: Lviv State University of Economic and Social Sciences. 244 p. Retrieved from https://dspace.lvduvs.edu.ua/bitstream/1234567890/3732/1/%D0%B3%D0%BE%D0%B1%D0%B5%D0%BB%D0%B0_21-05-21.pdf/.

3. Hlushchenko, YA.I., Chernenko N.O. (2023). *Mizhnarodna ekonomichna diyal'nist' Ukrayiny: konspekt lektsiy dlya stud. spetsial'nosti 051 Ekonomika, osvitn'oyi prohramy Mizhnarodna ekonomika* [International economic activity of Ukraine: lecture notes for students of specialty 051 Economics, educational program International Economics]. Igor Sikorsky Kyiv Polytechnic Institute. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 120 p. Retrieved from https://ela.kpi.ua/server/api/core/bitstreams/0e2b26ff-cce6-4bc3-9986-771c860dcda3/content.

4. Zadoia, A., Diadko, I., Kuhtii, L. (2014). *International Economic Activity of Ukraine*. Dnipropetrovsk. 76 c.

Recommended reading

1. Havrylyuk, I.I. (2024). *Zovnishn'oekonomichna diyal'nist' Ukrayiny z krayinamy Yevropeys'koho soyuzu* [Foreign economic activity of Ukraine with the countries of the European

Union]. *Ekonomika ta suspil'stvo* [Economy and Society]. Issue No. 59. Retrieved from https://economyandsociety.in.ua/index.php/journal/article/view/3344/3271.

2. Havrylyuk, I.I. (2022). *Rozvytok mizhnarodnoyi torhivli v systemi mizhnarodnykh ekonomichnykh vidnosyn v Ukrayini* [Development of international trade in the system of international economic relations in Ukraine]. *Ekonomika ta suspil'stvo* [Economy and Society]. № 45. Retrieved from https://economyandsociety.in.ua/index.php/journal/article/view/1969.

3. Havrylyuk, I.I. (2023). *Dynamika ta tendentsiyi rozvytku mizhnarodnoyi torhivli v Ukrayini* [Dynamics and trends of international trade development in Ukraine]. *Ekonomika ta suspil'stvo* [Economy and Society]. № 47. Retrieved from https://economyandsociety.in.ua/index.php/journal/article/view/2126**.**

4. Lyehostayeva, O. (2020). *Tendentsiyi rozvytku zovnishn'oekonomichnoyi diyal'nosti pidpryyemstv Ukrayiny* [Trends in the development of foreign economic activity of Ukrainian enterprises]. *Naukovyy pohlyad: ekonomika ta upravlinnya* [Scientific view: economics and management]. No. 2. P. 28–32.

5. Bondarenko, N. (2020). *Rozvytok zovnishn'oekonomichnoyi diyal'nosti ukrayins'kykh pidpryyemstv v umovakh hlobalizatsiyi ekonomiky* [Development of foreign economic activity of Ukrainian enterprises in the context of economic globalization]. *Sotsial'na ekonomika* [Social economy]. No. 59. P. 105–117.

Web-resources

1. Central Intelligence Agency. The World Factbook. *Official website*. https://www.cia.gov/library/publications/the-world-factbook/geos/up.html#top.

2. Derzhavna sluzhba statystyky Ukrainy [State Statistics Service of Ukraine]. (n.d.). *Official website*. http://www.ukrstat.gov.ua.

3. Natsional′nyy bank Ukrayiny [National Bank of Ukraine]. *Official website*. https://bank.gov.ua/.

4. International Monetary Fund. *Official website*. https://www.imf.org/external/index.htm.

5. The World Bank. *Official website*. https://www.worldbank.org/.

6. United Nations. *Official website*. https://www.un.org/.

7. World Trade Organisation. *Official website*. https://www.wto.org/.

INTERNATIONAL MANAGEMENT

The course aims to provide students with advanced theoretical knowledge and analytical competencies in international management and global business operations. Students develop skills in analysing the global business environment, evaluating the strategic behaviour of multinational corporations, managing across cultures, assessing international risks and designing integrative management solutions for complex cross-border organisational challenges.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6/ 11 weeks	4 / selective	Hanna Mytrofanova, Doctor of Sciences, Full Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze the structure, key actors, and dynamics of the global business environment and evaluate the impact of globalization, institutional change, and international economic developments on management in multinational organizations.	Lectures, discussion, small group work	Class participation, oral responses, small group presentations (CAS), module test (CAS)
2) analyze and compare organizational structures, management models, and competitive strategies of multinational corporations and domestic firms operating in international markets, taking into account different economic, institutional, and cultural environments.	Lectures, case study analysis, computer testing	Case study presentation, oral responses, computer-based testing (CAS), module test (CAS)
3) evaluate factors influencing international management and competitive strategies, including market conditions, organizational capabilities, technological change, cultural differences, and regulatory requirements, and justify appropriate managerial approaches.	Lectures, practical assignments, problem-solving tasks	Oral responses, report evaluation (CAS), module test (CAS)
4) identify, analyze, and evaluate operational, market, financial, and reputational risks in international business and develop evidence-based approaches to risk management, considering legal, ethical, social, and intercultural factors.	Problem-based lectures, case studies, problem-solving scenarios	Case study presentations, written problem-solving exercises (CAS), module test (CAS)

5) integrate knowledge of international marketing, human resource management, technology management, and international resource allocation to develop and justify evidence-based management solutions for multinational organizations and complex international business situations.	Problem-based lectures, case studies, business simulations, team-based exercises	Oral responses, business simulation participation, team project (CAS), module test (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final test and 60 points for in-semester work, structured across two content modules.

Content Module 1 (30 points): Topic 1 – oral survey, discussion (2 pts); Topic 2 – oral survey, report, computer testing (2 pts); Topic 3 – oral survey, problem-solving (2 pts); Topic 4 – oral survey, business simulation participation (4 pts); Module test (20 pts).

Content Module 2 (30 points): Topic 5 – oral survey, written response, problem-solving (2 pts); Topic 6 – oral survey, computer testing (2 pts); Topic 7 – oral survey, self-directed study presentation (2 pts); Topic 8 – oral survey, business simulation, computer testing (2 pts); Topic 9 – oral survey, report, written response (2 pts); Topic 10 – oral survey, report, written response; Module test (20 pts).

The final test is conducted as a written paper comprising test items, case analysis and problem-solving tasks, assessed on a scale of 0–40 points. Admission requires a minimum of 36 in-semester points. A student scoring below 24 points on the testing receives a failing final grade. A re-sit after FX is assessed at 24 points if passed and 0 points if not passed.

Assessment Criteria

a) Module test paper

20 points: Outstanding understanding of the material, mastery of content and depth of research. Modern scholarly and information sources and databases are used. The work contains elements of novelty and reflects the author's own viewpoint. The work is formatted in accordance with requirements.

12 points: Good understanding of the material; good mastery of content and research depth. Modern information sources have been used. Minor formatting violations.

9 points: Generally correct responses, but superficial content processing and limited research depth. Not all questions are fully explained. Significant formatting violations.

6 points: Weak understanding of the material; superficial content; limited research depth; erroneous statements. The assignment is returned for revision.

3 points: Some understanding of the material, but detailed explanations are absent. Improper formatting. The assignment is returned for revision.

0 points: No knowledge or understanding of the material; fundamental misunderstanding of the topic. A new assignment is required.

b) Discussion participation

Students receive the following percentage of the points allocated for this activity in the course map:

100%: Discussion conducted correctly; excellent mastery of the material; position clearly expressed and successfully argued.

80%: Correct positions expressed; some arguments insufficient; minor inaccuracies.

60%: Generally correct understanding of the issue, but unable to argue for or against a given viewpoint; superficial knowledge of the discussion topic.

40%: Fragmentary understanding of the topic; incorrect judgments that are corrected after participation in the discussion.

0%: Insufficient knowledge to conduct the discussion.

c) Final test paper

Case analysis and extended response (20 points):

20 points: The work reflects the student's own viewpoint and contains an element of novelty. Excellent use of relevant data and examples.

16 points: Good knowledge; problems are understood and interpreted correctly. Appropriate use of relevant data and examples.

12 points: Issues are addressed but only in outline form. Arguments are clear but limited. Minor gaps and inaccuracies; no critical errors.

10 points: Lack of coherent understanding; important information omitted; irrelevant content included; the response is very brief.

0–8 points: No demonstrable knowledge or understanding; fundamental misunderstanding of the subject; most of the response is irrelevant.

Problem-solving task (20 points):

20 points: Excellent understanding; correct formulae applied; conclusions drawn; no arithmetic errors; correct answer.

16 points: Good understanding; detailed step-by-step explanation; correct formulae; arithmetic errors present; incorrect final answer.

12 points: Poor understanding; incomplete explanation of all stages; correct formulae applied but no conclusions drawn; arithmetic errors; correct answer.

10 points: Poor understanding; correct formulae applied; arithmetic errors; incorrect answer.

6 points: Some understanding; incomplete explanation; incorrect answer.

0 points: No demonstrable knowledge or understanding; fundamental misunderstanding; incorrect formulae; incorrect answer.

Content

Module 1. Basic Issues of International Management

Topic 1. An Overview of International Business Environment – Globalisation: Realities and Myths

Topic 2. Central & Eastern European Countries – From Planned to Market Economy: Transition Paths and Effects

Topic 3. Going Global – What is a Multinational Corporation and How it Differs from National Firms

Topic 4. Organizing and Structuring for International Operations

Topic 5. International Competition

Module 2. Specific Issues of International Management

Topic 6. International Marketing

Topic 7. International HRM

Topic 8. Managing Across Cultures

Topic 9. Managing Technology and Knowledge in the Global Environment

Topic 10. International Resource Management

Literature

Compulsory reading

1. Miller, S. (2022). *International Management: Managing Across Borders and Cultures,Text and Cases, Global Edition.* Longman (Pearson Education).

2. Arakelova, I. (2024). *International Management and Marketing*: Textbook. Condor

3. Mead, R. (2017). *International management: Cross-cultural dimensions*. Blackwell.

4. Beule, F. D., & Nauwelaerts, Y. (2019). *International management*. Pearson Education Limited.

Recommended reading

1. Prabhakar, N., & Basu, N. (2017). *International communications*. Commonwealth.

2. Douma, S. W. (2019). *International management*. Pearson Custom Publishing.

3. Thomas, D. C. (2015). *Essentials of international management: A cross-cultural perspective*. Sage Publications.

Web-resources

1. United Nations Conference on Trade and Development. (n.d.). *Official website*. https://unctad.org

2. World Trade Organization. (n.d.). *Official website*. https://www.wto.org

3. Harvard Business Review. (n.d.). *International management insights*. https://hbr.org

4. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua

EUROPEAN INTEGRATION				
The course aims to provide bachelor's students with general theoretical and practical knowledge of the essence of European integration in its economic, political and socio-cultural dimensions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4 /14 weeks	4 / elective	Ruslan Kliuchnyk, PhD, Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain and analyze the key concepts, principles, stages, and main theories of European integration and the factors influencing the development and transformation of the European Union.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) analyze the institutional structure of the European Union, the roles and functions of its main institutions, and the mechanisms of decision-making and interaction between EU institutions and member states.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) analyze and compare the main forms and stages of European economic integration, including the single market, the free movement of goods, services, capital and people, and the economic and monetary union.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) apply theories and analytical approaches to assess the economic effects of European integration on member states, candidate countries, regions, and individual sectors of the economy.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

5) analyze and evaluate major EU policies and instruments in the areas of trade, competition, regional development, economic and social cohesion, and identify their implications for member states and partner countries.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
6) apply relevant EU legislation, treaties, regulatory instruments, and official EU documents to analyze practical issues related to European integration and the functioning of the EU internal market.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
7) analyze and evaluate Ukraine's European integration process, identifying its main opportunities, challenges, and economic and institutional implications, and formulate evidence-based conclusions regarding Ukraine's integration into the European economic space	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
60 points for discussions;
40 points for presentation;
Assessment criteria:

a) individual assignment (presentation)

32-40 points

Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

22-31 points

The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. Engagement with a wide range of literature.

10-21 points

Basic appreciation of the context of the application. Work may lack coherence and/or accuracy in places.

1-9 points

Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. European Integration: historical retrospective, macroeconomic indicators.
Topic 2. Main institutions of the EU.
Topic 3. Foreign policy of the EU. Euroregions
Topic 4. Branch integration in the EU.
Topic 5. Employment and migration in the EU. Euroscepticism
Topic 6. Ukraine and the EU

Literature

Compulsory reading

1. Pipart, F. (2022). Explaining EU influence in international environmental negotiations. *Journal of European Integration, 44(8),* 1059–1074. https://doi.org/10.1080/07036337.2022.2052056
2. McWilliams, B., Sgaravatti, G., Tagliapietra, S. and Zachmann, G. (2022). *A grand bargain to steer through the European Union's energy crisis*. Policy Contribution 14/2022, Bruegel.
3. Grytsenko, A., Borzenko, O. and Burlay, T. (2021). Achievements and challenges of Ukraine's European integration. *Journal of European Economy, 20(3),* 518–541.
4. Mrasori, F. (2022). The role of the unilateral harmonization to the EU integration. *Lex Portus, 8(2),* 54–77. https://doi.org/10.26886/2524-101X.8.2.2022.3
5. European Parliament (2018). *The historical development of European integration*. Available at: http://www.europarl.europa.eu/RegData/etudes/PERI/2018/618969/IPOL_PERI(2018)618969_EN.pdf
6. Zadoia, A. O., Fedulova, S. O., & Kliuchnyk, R. M. (2024). *Arkhitektura yevropeiskoi bezpeky: novi vyklyky ta zahrozy: navchalnyi posibnyk* [Architecture of European security: new challenges and threats: study guide]. Dnipro: Universytet imeni Alfreda Nobelia. 297 p.
7. Wunsch, N. and Chiru, M. (2025). Supranational responses to democratic backsliding: norm contestation and discursive polarisation in the European Parliament. *Journal of European Public Policy, 32,* 392–416. Available at: https://www.tandfonline.com/doi/full/10.1080/13501763.2024.2320270
8. Puerta, L.G. (2023). The European educational policy and early school leaving: a conceptual analysis from the perspective of the leaving subject. *Philosophies, 8(5), 86.* Available at: https://www.mdpi.com/2409-9287/8/5/86
9. Zadoia, A.O. and Fedulova, S.O. (eds.) (2026). *Arkhitektura yevropeiskoi bezpeky v XXI stolitti: monohrafiia (elektronne vydannia)* [Architecture of European security in the 21st century: monograph (electronic edition)]. Dnipro: Alfred Nobel University, 593 p.
10. Anderson, J., & Steinberg, F. (2025). The unbalanced transatlantic relationship: understanding US influence in Europe. *Journal of European Integration, 47(6),* 885–903. https://doi.org/10.1080/07036337.2025.2537377

Recommended reading

1. Baldwin, R. and Wyplosz, C. (2015). *The Economics of European Integration*. 5th ed. UK Higher Education Business Economics, 560 p.

2. Freudlsperger, C. and Jachtenfuchs, M. (2021). A member state like any other? Germany and the European integration of core state powers. *Journal of European Integration*, 43(2), 117–135. https://doi.org/10.1080/07036337.2021.1877695

3. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation, *Journal of Modern Economic Research*, 1(3), 17–28.

4. Davies, G. (2021). European Union citizenship and the sorting of Europe, *Journal of European Integration*, 43(1), 49–64. https://doi.org/10.1080/07036337.2020.1723577

5. Młodkowski, P. (2020). Estimating production function before COVID-19 pandemic in Europe. *European Integration Studies*, No. 14, 104–116. https://doi.org/10.5755/j01.eis.1.14.26367

5. European Parliament (2021). *The European Union and regional economic integration: Creating collective public goods – Past, present and future*. Available at: https://www.europarl.europa.eu/RegData/etudes/BRIE/2021/689369/EPRS_BRI(2021)689369_EN.pdf (Accessed: 23 April 2026).

6. UNICEF (2021). *Refugee and Migrant Crisis in Europe. Humanitarian Situation Report No. 40* [Bizhentsi ta mihratsiina kryza v Yevropi. Humanitarna sytuatsiina dopovid No. 40]. Available at: https://www.unicef.org/media/104191/file/Refugee%20and%20Migrant%20Crisis%20in%20Europe%20Humanitarian%20Situation%20Report%20No.40,%2030%20June%202021.pdf (Accessed: 23 April 2026).

7. European External Action Service (n.d.). *What we do: policies and actions*. European Union. Available at: https://www.eeas.europa.eu/eeas/what-we-do-policies-and-actions-0_en (Accessed: 23 April 2026).

8. Moiseeva, Ye.O., Latysheva, M.O. and Shalupnia, K.S. (2023). Diialnist Yevropolu ta spivpratsia z Ukrainoiu [Activities of Europol and cooperation with Ukraine]. *Yurydychnyi naukovyi elektronnyi zhurnal*, (4), 714–717. https://doi.org/10.32782/2524-0374/2023-4/173

9. Parakhonskyi, B.O. and Yavorska, H.M. (2021). Destabilizatsiia Yevropy: hibrydna viina RF [Destabilization of Europe: hybrid war of the Russian Federation] *Stratehichna Panorama*, (1–2), 5–29. https://doi.org/10.53679/2616-9460.1-2.2021.01

Web-resources

1. World Bank (n.d.). *Official website*. https://data.worldbank.org/
2. Statista (n.d.). *Official website*. https://www.statista.com/
3. The United Nations (n.d.). *Official website*. https://www.un.org/en
4. Eurostat. *Official website*. Available at: https://ec.europa.eu/eurostat

LOGISTICS				
The course aims to develop a comprehensive body of theoretical knowledge and practical skills in logistics management. Students examine supply chain integration, transportation and warehousing systems, inventory and procurement management, and international logistics operations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4 /14 weeks	4 / elective	Volodymyr Momot, Doctor of Sciences, Full Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) identify and explain the fundamental concepts, methodological instruments and information-technological tools of logistics management, including core supply chain management principles, integration approaches and the interdependencies between logistics subsystems.			Lectures, discussion, small group work	Class participation and oral responses, small group presentations (CAS), module test (CAS)
2) apply statistical, mathematical and information-analytical methods to describe and examine the operations of entities engaged in international markets; demonstrate knowledge of the rules governing the conclusion and execution of commercial agreements in international trade.			Lectures, case study analysis, practical assignments, computer testing	Oral responses, case study presentations (CAS), computer-based testing (CAS)
3) analyse and classify selected types of operational risks in international logistics activities; examine the interdependencies among transportation modes, warehousing strategies, protective packaging, materials handling and distribution centre location decisions.			Problem-based lectures, case studies, problem-solving scenarios	Case study presentation, problem-solving exercises (CAS), module test (CAS)
4) collaborate effectively within a team, assuming varied functional roles, and apply elementary organisational and decision-making skills to the planning, execution and control of logistics and procurement operations, including international supply chain contexts.			Problem-based lectures, case studies, team-based exercises, problem-solving scenarios	Team exercise evaluation, case study presentations (CAS), module test (CAS)

5) evaluate logistics system performance against established criteria; identify gaps in personal knowledge and skills; justify directions for continuous professional development in logistics management; present the results of self-directed study.	Problem-based lectures, independent research, self-directed study presentations	Self-directed study presentation (CAS), reflective assignment (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final testing and 60 points for in-semester work, structured across three content modules.

Content Module 1 (20 points): Topic 1 – oral survey, discussion (3 pts); Topic 2 – oral survey, report, computer testing (3 pts); Topic 3 – oral survey, problem-solving (4 pts); Module test (10 pts).

Content Module 2 (20 points): Topic 4 – oral survey, written response, problem-solving (3 pts); Topic 5 — oral survey, computer testing (3 pts); Topic 6 – oral survey, self-directed study presentation (3 pts); Module test (11 pts).

Content Module 3 (20 points): Topic 7 – oral survey, computer testing (3 pts); Topic 8 – oral survey, self-directed study presentation (3 pts); Topic 9 – oral survey, self-directed study presentation (4 pts); Module test (10 pts).

The final testing is conducted as a written paper comprising test items and case analysis, assessed on a scale of 0–40 points. Admission requires a minimum of 36 in-semester points. A student scoring below 24 points on the testing receives a failing final grade. A re-sit after FX is assessed at 24 points if passed and 0 points if not passed.

Assessment Criteria

a) Module test paper

10 points: Outstanding understanding of the material, mastery of content and depth of research. Modern scholarly and information sources and databases are used. The work contains elements of novelty and reflects the author's own viewpoint. The work is formatted in accordance with requirements.

6 points: Good understanding of the material; good mastery of content and research depth. Modern information sources have been used. Minor formatting violations.

5 points: Generally correct responses, but superficial content processing and limited research depth. Not all questions are fully explained. Significant formatting violations.

3 points: Weak understanding of the material; superficial content; limited research depth; erroneous statements. The assignment is returned for revision.

2 points: Some understanding of the material, but detailed explanations are absent. Improper formatting. The assignment is returned for revision.

0 points: No knowledge or understanding of the material; fundamental misunderstanding of the topic. A new assignment is required.

b) Discussion participation

Students receive the following percentage of the points allocated for this activity in the course map:

100%: Discussion conducted correctly; excellent mastery of the material; position clearly expressed and successfully argued.

80%: Correct positions expressed; some arguments insufficient; minor inaccuracies.

60%: Generally correct understanding of the issue, but unable to argue for or against a given viewpoint; superficial knowledge of the discussion topic.

40%: Fragmentary understanding of the topic; incorrect judgments that are corrected after participation in the discussion.

0%: Insufficient knowledge to conduct the discussion.

c) Final testing paper

Case analysis and extended response (20 points):

20 points: The work reflects the student's own viewpoint and contains an element of novelty. Excellent use of relevant data and examples.

16 points: Good knowledge; problems are understood and interpreted correctly. Appropriate use of relevant data and examples.

12 points: Issues are addressed but only in outline form. Arguments are clear but limited. Minor gaps and inaccuracies; no critical errors.

10 points: Lack of coherent understanding; important information omitted; irrelevant content included; the response is very brief.

0–8 points: No demonstrable knowledge or understanding; fundamental misunderstanding of the subject; most of the response is irrelevant.

Problem-solving task (20 points):

20 points: Excellent understanding; correct formulae applied; conclusions drawn; no arithmetic errors; correct answer.

16 points: Good understanding; detailed step-by-step explanation; correct formulae; arithmetic errors present; incorrect final answer.

12 points: Poor understanding; incomplete explanation of all stages; correct formulae applied but no conclusions drawn; arithmetic errors; correct answer.

10 points: Poor understanding; correct formulae applied; arithmetic errors; incorrect answer.

6 points: Some understanding; incomplete explanation; incorrect answer.

0 points: No demonstrable knowledge or understanding; fundamental misunderstanding; incorrect formulae; incorrect answer.

Content

Content Module 1. Methodological Aspects

Topic 1. Introduction and Integration

Topic 2. The Supply Chain Management Concept

Topic 3. Logistics & Information Technology

Content Module 2. Transportation & Warehousing

Topic 4. Protective Packaging and Materials Handling

Topic 5. Transportation

Topic 6. Distribution Centre, Warehouse and Plant Location

Content Module 3. International Logistics

Topic 7. Inventory Management and Warehousing Management

Topic 8. Procurement and International Logistics

Topic 9. Organizing, Analysing and Controlling Logistics Systems

Compulsory reading

1. Gorbenko, O. (2025). *Logistics management*. Oldi+.

2. Harrison, A., Skipworth, H., Aitken, J., Hoek R. (2025). Logistics Management and Strategy: Competing through the Supply Chain (7th edition). Longman (Pearson Education).

3. Bezuhla, L. S., Yurchenko, N. I., Ilchenko, T. V., Palchyk, I. M., & Volovyk, D. V. (2021). Lohistyka: navchalnyi posibnyk [Logistics: Study guide]. Dnipro State Agrarian and

Economic University; Porohy. 252 p. Available at: http://dspace.dsau.dp.ua/jspui/handle/123456789/4959

4. Bowersox, D. J., & Closs, D. J. (2019). *Logistical management* (9th ed.). McMillan Publishing.

5. Ballou, H. (2019). *Business logistics*. Prentice Hall.

Recommended reading

1. Christopher, M. (2023). Logistics and Supply Chain Management. Pearson UK.

2. Mirotin, L. B., & Sergeev, V. I. (Eds.). (2019). *Osnovy logistiki* [Fundamentals of logistics]. INFRA-M. 200 p.

3. Van Buijtenen, P., Christopher, M., & Wills, G. (2018). *Business logistics*. Springer Science & Business Media.

Web-resources

1. Council of Supply Chain Management Professionals. (n.d.). *Official website*. https://www.cscmp.org

2. Inbound Logistics. (n.d.). *Official website*. https://www.inboundlogistics.com

3. Logistics Management. (n.d.). *Industry resources*. https://www.logisticsmgmt.com

4. Alfred Nobel University. (n.d.). *Official website*. https://duan.edu.ua

INTERNSHIP (NOBEL STUDIES: INTERNATIONAL ECONOMIC RELATIONS)				
The internship aims to familiarize students with their chosen subject area, the study program, and the main requirements for professional training that they must meet in order to obtain a bachelor's degree in the "International Economic Relations" subject area.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 /14 weeks	3 / mandatory	Elvina Lymonova, PhD, Associate Professor Alisa Mahdich, PhD, Associate Professor	90 h. (6 h. lectures, 24 h. seminars/practical, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the main concepts, functions, and areas of professional activity in international economic relations and describe the basic characteristics of economic systems and international markets.			Practical work, discussions, self-work, self-reflection journals, peer reviews & feedback sessions	Participation in discussions, conference thesis (CAS), presentation
2) identify and describe the main types of economic organizations, their functions, and key factors of their internal and external business environment in the context of international economic relations.			Practical work, discussions, self-work, case analysis, quizzes.	Participation in discussions, conference thesis (CAS), presentation
3) apply basic knowledge and methods of international economic relations to analyze introductory practical tasks and situations related to international trade, economic cooperation, and the activities of economic entities in international markets.			Practical work, discussions, self-work, group work, work in small groups, work in pairs	Participation in discussions, conference thesis (CAS), presentation
4) search for, select, organize, and interpret relevant economic, statistical, reference, and electronic information from reliable sources for completing internship tasks.			Practical work, discussions, working with online databases, self work.	Participation in discussions, conference thesis (CAS), presentation
5) use basic digital and software tools to process, organize, and present information and the results of individual and group internship activities.			Practical work, discussions, self-work, case analysis, quizzes.	Participation in discussions, conference thesis (CAS), presentation
6) communicate and collaborate effectively in individual and team-based activities, distribute tasks, meet agreed deadlines, and present the results of internship activities clearly and appropriately.			Practical work, discussions, self-work, group work, work in small groups, work in pairs	Participation in discussions, conference thesis (CAS), presentation
7) recognize the importance of professional ethics, academic integrity, anti-corruption principles, cultural diversity, tolerance, sustainable			Practical work, discussions, working with online databases, self work.	Participation in discussions, conference thesis (CAS), presentation

development, and continuous professional learning in the field of international economic relations.		

Assessment

The final grade is given on a 100-point scale
30 points for individual assignment (conference paper);
30 points for participation in discussions;
40 points for presentation.

Assessment criteria:
a) individual assignment (conference paper)
26–30 points: The student demonstrates an excellent understanding of the material, mastery of the content, and depth of research. The student uses modern scientific and informational literature, as well as databases. The work contains elements of originality and reflects the author's own viewpoint. The work is formatted in accordance with the requirements.
21–25 points: The student has a good understanding of the material, demonstrates good mastery of the content and depth of research. Modern information sources are used in the work. There are minor formatting issues that do not fully meet the requirements.
16–20 points: The student generally answers the questions correctly but shows a superficial understanding of the content and limited depth of research. The student does not provide comprehensive explanations for all questions. There are significant formatting issues in the essay.
11–15 points: The student demonstrates a weak understanding of the material and a superficial treatment of the content; there is little depth of research. The work contains incorrect statements. The individual assignment is returned for revision.
1–10 points: The student shows some understanding of the material. The student does not provide detailed explanations for all aspects of the problem formulated in the individual assignment. The work is not properly formatted. The individual assignment is returned for revision.
b) participation in discussion
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted appropriately. The student demonstrates excellent mastery of the material, expresses and successfully argues their position.
61–80%: The student expresses correct statements, but some arguments are insufficient. Minor mistakes are made in their statements.
41–60%: The student generally understands the essence of the question but cannot provide arguments in favor of a particular point of view. Their knowledge of the discussion topic is superficial.
1–40%: The student demonstrates a fragmented understanding of the discussion topic. They make incorrect judgments, which they correct after participating in the discussion.
c) presentation
For a presentation during class, the student receives a percentage of the total points allocated in the course syllabus for this type of assessment:
81–100%: The presentation in form and content meets the assigned task. The student demonstrates excellent mastery of the material, adheres to the time limits, and provides well-considered comments during the presentation.
61–80%: The presentation in form and content meets the assigned task. The student correctly comments on the presentation but makes minor mistakes in their statements.
41–60%: The presentation mostly meets the assigned task in form and content. The student essentially repeats the content of the presentation in their comments. Answers to clarifying questions are superficial.
1–40%: The presentation only partially meets the assigned task. The student demonstrates a fragmented understanding of the topic. They make incorrect judgments.

Content

Topic 1. Introduction to Alfred Nobel University
Topic 2. General Characteristics of the “International Economic Relations” subject area.
Topic 3. Introduction to University of Wales Trinity Saint David (UWTSD)
Topic 4. How to Write a Conference/Paper Abstract.
Topic 5. Plagiarism in the Digital Age
Topic 6. How to Properly Cite Sources
Topic 7. Using Technology to Avoid Plagiarism
Topic 8. Building Academic Integrity
Topic 9. Strategies for Research and Note-Taking

Literature

Compulsory reading

1. Baylis, J. (2020). *The globalization of world politics: An introduction to international relations*. Oxford university press, USA. Retrieved from https://www.abs.edu.gh/wp-content/uploads/2022/10/Main-textbook-The-Globalization-of-World-Politics.pdf

2. Du, Y. (2024). The Inequality Caused by Economic Globalization. In *SHS Web of Conferences* (Vol. 193, p. 04009). EDP Sciences. Retrieved from https://www.shs-conferences.org/articles/shsconf/pdf/2024/13/shsconf_apmm2024_04009.pdf

3. Komlos, J. (2023). *Foundations of real-world economics: What every economics student needs to know*. Routledge. DOI: 10.1556/204.2020.00006

4 Moisio, S. (2024). Towards critical geoeconomics?. *Transactions of the Institute of British Geographers*, *49*(1), e12646. Retrieved from https://helda.helsinki.fi/server/api/core/bitstreams/1e8d8857-c8a2-4aae-aec0-3876a9277dcd/content

5. Hryhor'yev H.S. (2024). *Mizhnarodna ekonomika: praktykum* [International Economics: Workshop]. Ministry of Education and Science of Ukraine. Kyiv: NaUKMA. 145 p. Retrieved from https://ekmair.ukma.edu.ua/handle/123456789/29604

Recommended reading

1. Zadoia, O. and Duc, P.M. (2023) *Models of economic openness of European countries and Ukraine: a comparative analysis*. *Academic Review*, 1(58), pp. 253–269. Retrieved from http://ir.duan.edu.ua/handle/123456789/3887

2. Papanikos, G. T. (2024). The future of globalization. *Athens journal of business & economics*, *10*(2), 87-108. Retrieved from https://www.zbw.eu/econis-archiv/bitstream/11159/653913/1/1892094738_0.pdf

3. Ciuriak, D. (2023). The BRICS as an Alternative Anchor for Global Economic Governance: A Comment. *Ciuriak Consulting Inc. Discussion Paper*, *21*. https://dx.doi.org/10.2139/ssrn.4492261

4. DeRock, D., & Mügge, D. (2023). The statistical trilemma: built-in limitations of international economic statistics. *International Relations*, 00471178231201489. Retrieved from https://journals.sagepub.com/doi/pdf/10.1177/00471178231201489

5. Martin, J., Mejean, I., & Parenti, M. (2023). Relationship stickiness, international trade, and economic uncertainty. *Review of Economics and Statistics*, 1-45. Retrieved from https://www.isabellemejean.com/MMP_2023.pdf

6. Akash, R. S. I., Khan, M. I., & Shear, F. (2023). The Dynamics of International Trade, Capital Flow, and Economic Growth in Developing Economies. *Journal of Management Practices, Humanities and 7. Social Sciences*, *7*(3), 18-25. 6. Oatley, T. (2022). *International political economy*. Routledge. Retrieved from https://global-jws.com/ojs/index.php/global-jws/article/view/194

Web-resources

1. UWTSD Guide on Harvard Referencing style. Retrieved from https://intranet.uwtsd.ac.uk/sites/intranet/files/2023-10/Harvard%20en_v.1.3%20%28V6%29.pdf

2. Google Scholar**,** a free search engine developed by Google, specifically designed to provide access to scholarly literature across a wide range of disciplines. https://scholar.google.com.ua/schhp?hl=uk

3. Grammarly, an AI-powered writing assistant designed to help users improve their writing by identifying and correcting grammar, spelling, punctuation, and style issues. https://www.grammarly.com/

4. SciSpace, an AI-powered research platform which offers a comprehensive suite of tools to assist in discovering, writing, and publishing research papers. https://typeset.io

INTERNSHIP (WORK PLACEMENT)

The work placement aims to develop students' systemic professional knowledge and practical skills in analyzing and evaluating enterprise activities within a modern market environment, particularly in the field of foreign economic activity. It also aims to provide experience in applying theoretical knowledge to solve real managerial and economic problems.
The outcome of the internship is the development of the ability to conduct comprehensive economic analysis, make informed managerial decisions, and design practical measures to enhance the competitiveness of the enterprise in both domestic and international markets.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian English	6 /11 weeks weeks	4 / Mandatory	Elvina Lymonova, PhD, Associate Professor Alisa Mahdich, PhD, Associate Professor	120 hours (120 h. work at the enterprise)

Learning outcomes On completion of the Work Placement, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) demonstrate responsibility for professional self-development during the internship, recognizing the importance of lifelong learning, and show adaptability, tolerance, and openness to innovation in a real work environment.	Self-study activity, work at the enterprise	Internship report, presentation, feedback from the company (CAS)
2) apply self-analysis and self-management skills in the workplace, communicate effectively with representatives of different professional and cultural backgrounds, and demonstrate respect for diversity and multicultural teamwork during practical activities.	Work at the enterprise, Internet search	Internship report, presentation (CAS)
3) apply modern theories and methods to solve practical tasks encountered during the internship in areas such as international trade, capital flows, financial relations, labor mobility, and technology transfer.	Self-study activity, writing a report, preparing presentation, work at the enterprise	Internship report, presentation (CAS)
4) select and effectively use analytical tools to assess the current state and development prospects of specific segments of international markets, applying them to real company data and tasks during the internship	Self-study activity, writing a report, preparing presentation, work at the enterprise	Internship report, feedback from the company (CAS)
5) present the results of practical work and research conducted during the internship, and develop evidence-based recommendations and action plans for adapting to changes in the international business environment.	Writing a report, preparing presentation	Internship report, presentation (CAS)

Assessment

The results of each work placement are evaluated separately by the final grade.

The final grade is determined by 100% continuous assessment, broken down as follows:
20% – Feedback from the company
40% – Report
40% – Presentation
Detailed information on the distribution of points for evaluating the internship report and presentation is provided in the working curriculum of the work placement.

Contents

Topic 1. General characteristics of the enterprise and regulatory framework
(including labor protection, fire safety, and legal basis of activity)
Topic 2. Business activities and product/service portfolio of the enterprise
(main operations, types of products/services, value proposition)
Topic 3. Market environment analysis
(domestic and international markets, key competitors, consumers, suppliers)
Topic 4. Organizational structure and management system
(main departments, responsibilities, role of foreign economic activity unit)
Topic 5. Foreign economic activity and international contracts
(export/import operations, basic contract terms: price, payment, delivery, insurance)
Topic 6. Logistics, supply chain, and digital tools
(transportation, warehousing, basic ERP/CRM systems used in the enterprise)
Topic 7. Financial performance and overall efficiency assessment
(main indicators: profit, profitability, liquidity; identification of problems and basic recommendations)

Literature

Compulsory reading

1. Ministry of Economy of Ukraine. (2024). *Export Strategy of Ukraine* [Експортна стратегія України]. Retrieved from https://www.me.gov.ua
2. State Statistics Service of Ukraine. (2024). *Foreign Economic Activity of Ukraine* [Зовнішньоекономічна діяльність України]. Retrieved from https://www.ukrstat.gov.ua
3. National Bank of Ukraine. (2024). *Financial Stability Report* [Звіт про фінансову стабільність]. Retrieved from https://bank.gov.ua
4. Razumkov Centre. (2025). *Economic Development of Ukraine: Current Trends* [Економічний розвиток України: сучасні тенденції]. Retrieved from https://razumkov.org.ua
5. Diia.Business. (2024). *How to Increase Enterprise Efficiency* [Як підвищити ефективність підприємства]. Retrieved from https://business.diia.gov.ua
6. Prometheus. (2024). *Business Management: Modern Approaches* [Управління бізнесом: сучасні підходи]. Retrieved from https://prometheus.org.ua
7. VoxUkraine. (2024). *Analysis of Ukraine's Economy and Business Environment* [Аналіз економіки України та бізнес-середовища]. Retrieved from https://voxukraine.org
8. YouControl. (2025). *Analytics of Ukrainian Enterprises* [Аналітика підприємств України]. Retrieved from https://youcontrol.com.ua
9. LIGA.Business. (2024). *Market and Competition in Ukraine* [Ринок та конкуренція в Україні]. Retrieved from https://biz.liga.net
10. Economic Pravda. (2024). *Business, Export and Entrepreneurship in Ukraine* [Бізнес, експорт та підприємництво в Україні]. Retrieved from https://www.epravda.com.ua

Recommended reading

1. Nebrat, V., Kudlasevych, O., Didkivska, L., Suprun, N. (2024). *Pidpryyemnytstvo v Ukrayini* [Entrepreneurship in Ukraine]. Instytut ekonomiky ta prohnozuvannya NAN Ukrayiny [Institute for Economics and Forecasting NAS of Ukraine]. Retrieved from https://www.researchgate.net/publication/377315311_Pidpriemnictvo_v_Ukraini_2312

2. Arhat, Ya. P. (2025). *Pidpryyemnyts'ka diyal'nist' v Ukrayini: vplyv zakonodavchykh zmin* [Entrepreneurial activity in Ukraine: the impact of legislative changes]. Naukovyy visnyk Uzhhorods'koho natsional'noho universytetu. Seriya: Pravo [Scientific Bulletin of Uzhhorod National University. Series: Law]. No. 89. P. 232–233. Retrieved from https://visnyk-pravo.uzhnu.edu.ua/article/view/335812

3. Panchenko, A. V., Chepil, H. P. (2024). *Rozvytok pidpryyemnytstva v Ukrayini v umovakh suchasnykh vyklykiv* [Development of entrepreneurship in Ukraine under modern challenges]. Scientia Fructuosa. No. 157. Retrieved from https://journals.knute.edu.ua/scientia-fructuosa/article/download/2173/1997/2201

4. Samodai, V., Mashyna, Yu., Zhylnikov, O. (2024). *Osoblyvosti finansuvannya pidpryyemstv v umovakh voyennoho stanu* [Features of enterprise financing under martial law]. Ekonomika ta suspil'stvo [Economy and Society]. No. 59. Retrieved from https://economyandsociety.in.ua/index.php/journal/issue/view/59

5. Kubanov, R., Makatora, D., Prusov, D. (2024). *Resursozberezhennya na pidpryyemstvakh v umovakh nestabil'noho seredovyshcha* [Resource saving at enterprises in an unstable environment]. Ekonomika ta suspil'stvo [Economy and Society]. No. 59. Retrieved from https://economyandsociety.in.ua/index.php/journal/issue/view/59

6. Andrushkevych, N. V., Telepenko, O. V., Taranenko, A. A. (2024). *Ekonomichnyy potentsial sil's'kohospodars'kykh pidpryyemstv* [Economic potential of agricultural enterprises]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 42. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/view/139

7. Havryliuk, O. M. (2024). *Instrumenty efektyvizatsiyi diyal'nosti pidpryyemstv* [Tools for improving enterprise efficiency]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 42. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/view/139

8. Barkov, I. S. (2025). *Otsinka faktoriv vyboru brendu pidpryyemstv* [Assessment of factors influencing enterprise brand choice]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 46. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/current

9. Basii, N. F., Dainovskyi, Yu. A., Semak, B. B., Yakhvak, D. M. (2025). *Marketynhova diyal'nist' pidpryyemstv v umovakh nestabil'nosti* [Marketing activities of enterprises under instability]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 46. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/current

10. Horvat, T. Yu., Luhosh, L. M., Ihnatko, Ya. V. (2025). *Finansova stiykist' pidpryyemstv u kryzovykh umovakh* [Financial stability of enterprises in crisis conditions]. Pidpryyemnytstvo i torhivlya [Entrepreneurship and Trade]. Issue 46. Retrieved from https://journals-lute.lviv.ua/index.php/pidpr-torgi/issue/current

Web-resources

1. *Constitution of Ukraine*. (1996, June 28). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/254к/96-вр.

2. Normativnye akty Ukrainy [Regulatory acts of Ukraine]. (n.d.). Official website. http://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html.

3. *Derzhavna sluzhba statystyky Ukrainy* [State Statistics Service of Ukraine]. (n.d.). Official website. http://www.ukrstat.gov.ua.

4. *Podatkovyi kodeks Ukrainy* [Tax Code of Ukraine]. (2010). Retrieved from https://zakon.rada.gov.ua/laws/show/2755-17.

5. *Tsyvilnyi kodeks Ukrainy* [Civil Code of U kraine]. (2003). Retrieved from https://zakon.rada.gov.ua/laws/show/435-15.

PROFESSIONAL INTERNSHIP				
The professional internship aims to form in students systemic professional knowledge and practical skills in analyzing and evaluating the activities of an enterprise in the conditions of a modern market environment, in particular in the field of foreign economic activity, as well as gaining experience in applying theoretical knowledge to solve real managerial and economic problems. The result of the internship is the formation of the ability to conduct comprehensive economic analysis, make managerial decisions and develop practical measures to increase the competitiveness of the enterprise in the domestic and foreign markets.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian English	8 / 6 weeks	7 / Mandatory	Alisa Mahdich, PhD, Associate Professor Elvina Lymonova, PhD, Associate Professor	210 hours (210 h. work at the enterprise)
Learning outcomes On completion of the Work Placement, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply theoretical knowledge and professional competencies in international economic relations to perform practical tasks in accordance with the objectives and activities of the host organization.			Self-study activity, work at the enterprise	Internship report, presentation, feedback from the company (CAS)
2) collect, organize, and analyze relevant economic, financial, statistical, market, and organizational information from reliable sources to support professional tasks and decision-making.			Work at the enterprise, Internet search	Internship report, presentation (CAS)
3) analyze practical situations and professional problems related to international economic activity and select appropriate methods and tools to develop justified solutions.			Self-study activity, writing a report, preparing presentation, work at the enterprise	Internship report, presentation (CAS)
4) communicate and collaborate effectively with colleagues, managers, business partners, and representatives of different professional and cultural backgrounds, adapting communication to the professional context and organizational requirements.			Self-study activity, work at the enterprise	Internship report, presentation (CAS)
5) present and substantiate the results of professional tasks and internship activities and develop evidence-based conclusions and recommendations based on the analysis of relevant information and practical experience.			Self-study activity, writing a report, preparing presentation, work at the enterprise	Internship report, feedback from the company (CAS)
6) evaluate their own professional experience and learning outcomes, identify areas for further professional development,			Writing a report, preparing presentation	Internship report, presentation (CAS)

and formulate individual objectives for continuous improvement of professional competencies.		

Assessment

The results of each work placement are evaluated separately by the final grade.
The final grade is determined by 100% continuous assessment, broken down as follows:
20% – Feedback from the company
40% – Report
40% – Presentation
Detailed information on the distribution of points for evaluating the internship report and presentation is provided in the working curriculum of the professional internship.

Contents

Topic 1. Introduction to the enterprise: regulations on labor protection and fire prevention measures that operate at the enterprise and regulatory documents on the basis of which the enterprise carries out its activities, both in Ukraine and abroad

Topic 2. Analysis of the market of goods (services) on which the enterprise carries out its activities (both foreign and domestic markets): main competitors, consumers, suppliers

Topic 3. Structure of the enterprise: main divisions, responsibilities and tasks of employees, activities of the division responsible for the foreign economic activity of enterprises.

Topic 4. International contracts: prices, terms of insurance, transportation, payment, customs clearance.

Topic 5. Analysis of the enterprise's foreign economic activity: volume of goods exported (imported), assortment, partner countries,

Topic 6. Monitoring of the enterprise's activities in recent years: indicators of economic efficiency of export (import) activities, budget effect of export (import), financial stability of the enterprise, liquidity, profit margin, profitability

Topic 7. Analysis of the enterprise's efficiency: SWOT analysis, ways of improvement and ways of solving problems (shortcomings), development of a set of measures to increase efficiency

Literature

Compulsory reading

1. Fedulova, S., Zadoia, A., Mahdich, A., Lymonova, E., Zadoia, O., & Kliuchnyk, R. (2025). *Europe's competitiveness in the new global economy* (A. Zadoia & S. Fedulova, Eds.) [Electronic edition]. Alfred Nobel University. 241 p.

2. Mazaraki, A.A., Mel′nyk, T.M., Honcharenko O.V. (2021). *Mizhnarodna ekonomichna diyal'nist' Ukrayiny: pidruchnyk* [International economic activity of Ukraine: textbook]. Kyiv: Kyiv. National Trade and Economics University. 704 p. Retrieved from http://doi.org/10.31617/p.knute.2018-597.

3. Hobela, V.V. (2021). *Upravlinnya zovnishn'oekonomichnoyu diyal'nistyu & Management of Foreign Economic Activity: navchal'nyy posibnyk* [Management of Foreign Economic Activity & Management of Foreign Economic Activity: textbook]. Lviv: Lviv State University of Economic and Social Sciences. 244 p. Retrieved from https://dspace.lvduvs.edu.ua/bitstream/1234567890/3732/1/%D0%B3%D0%BE%D0%B1%D0%B5%D0%BB%D0%B0_21-05-21.pdf/.

4. Pugach, A.M., Demchuk, N.I., Dovgal, O.V., Kryuchko, L.S., Tyaglo, N.V. (2018). *Innovatsiynyy rozvytok pidpryyemstva: navch.posib* [Innovative development of the enterprise: a textbook]. 348 p. URL: https://dspace.mnau.edu.ua/jspui/bitstream/123456789/3097/1/%D0%86%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA.pdf.

5. *Ekonomika ta biznes-innovatsiyi: pidruchnyk* [Economics and business innovations: textbook] / edited by Dr. of Economics, Prof. L.G. Melnyk, Dr. of Economics, Prof. O. I.

Karintseva. (2023). Sumy: University Book, 702 p. Retrieved from https://essuir.sumdu.edu.ua/bitstream-download/123456789/91523/1/Business_Innovation_2023.pdf;jsessionid=3FF1431104E235B950279B85A21757F5….

6. DK. (n.d.). *The economics book: Big ideas simply explained* (audiobook). Retrieved from https://www.amazon.com/Economics-Book-Ideas-Simply-Explained/dp/0756698278.

Recommended reading

1. Fedulova, S. O., Tykhoplav, V. I. (2024). Resursoefektyvnist ta tsykliarna ekonomika [Resource efficiency and circular economy]. *Visnyk Khmelnytskoho natsionalnoho universytetu, 332(4),* 235–241. https://doi.org/10.31891/2307-5740-2024-332-34.

2. Mykytyuk, P. (2023). *Innovatsiynyy rozvytok pidpryyemstva* [Innovative development of the enterprise]. Retrieved from http://dspace.wunu.edu.ua/bitstream/316497/49869/1/%D0%86%D0%BD%D0%BD%D0%BE%D0%B2%D0%B0%D1%86%D1%96%D0%B9%D0%BD%D0%B8%D0%B9%20%D1%80%D0%BE%D0%B7%D0%B2%D0%B8%D1%82%D0%BE%D0%BA%20%D0%BF%D1%96%D0%B4%D0%BF%D1%80%D0%B8%D1%94%D0%BC%D1%81%D1%82%D0%B2%D0%B0.pdf

3. Lyehostayeva, O. (2020). *Tendentsiyi rozvytku zovnishn'oekonomichnoyi diyal'nosti pidpryyemstv Ukrayiny* [Trends in the development of foreign economic activity of Ukrainian enterprises]. *Naukovyy pohlyad: ekonomika ta upravlinnya* [Scientific view: economics and management]. No. 2. P. 28–32.

4. Bondarenko, N. (2020). *Rozvytok zovnishn'oekonomichnoyi diyal'nosti ukrayins'kykh pidpryyemstv v umovakh hlobalizatsiyi ekonomiky* [Development of foreign economic activity of Ukrainian enterprises in the context of economic globalization]. *Sotsial'na ekonomika* [Social economy]. No. 59. P. 105–117.

5. Hufbauer, Gary Clyde, Hogan, Megan. (2023). WTO dispute settlement: reform proposals and challenges. *Journal of International Economic Law*. Vol. 26(2). P. 231–250. DOI: https://doi.org/10.1093/jiel/jgad012.

6. Rohach, O., Kos′mina, E. (2019). *Transnatsional'ni korporatsiyi ta eksport novykh industrial'nykh krayin Aziyi* [Transnational corporations and exports of new industrial countries of Asia]. Kyiv: Center for Educational Literature. 256 p.

Web-resources

1. *Constitution of Ukraine*. (1996, June 28). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/254к/96-вр.

2. Normativnye akty Ukrainy [Regulatory acts of Ukraine]. (n.d.). Official website. http://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html.

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5. *Tsyvilnyi kodeks Ukrainy* [Civil Code of U kraine]. (2003). Retrieved from https://zakon.rada.gov.ua/laws/show/435-15.

Structure of the International Economic Relations Study Programme (Bachelor's degree)

Semesters							
1	2	3	4	5	6	7	8

Teaching Units (Courses), 154 ECTS*
Mandatory

Courses of General Training	19	13	4	12	4	0	0	0
Courses of Professional Training	4	9	16	10	13	14	21	15
TOTAL	**23**	**22**	**20**	**22**	**17**	**14**	**21**	**15**

Teaching Units (Courses), 64 ECTS
Elective**

Courses of General Training
24

Courses of Professional Training
40

Introductory Professional Training 3 ECTS					Internship (Work Placement) 4 ECTS		Professional Internship 7 ECTS

Bachelor's Thesis
7 ECTS

	Mandatory	Elective	Comprehensive Examination in the English Language	Internship	Bachelor's Thesis
TOTAL	154	64	1	14	7

*One ECTS credit = 30 academic hours.
**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.