

# Decision of the FIBAA Accreditation and Certification Committee



**10<sup>th</sup> Meeting on June 21, 2023**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	22/060
<b>Higher Education Institution:</b>	Ukrainian-American Concordia University
<b>Location:</b>	Ukraine
<b>Study Programme:</b>	International Economic Relations (Bachelor of International Economic Relations) International Business (Bachelor of International Economic Relations, educational programme "International Business")
<b>Type of Accreditation:</b>	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

Period of Accreditation: June 21, 2023 until June 20, 2028.

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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## Assessment Report

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**Higher Education Institution:**

Ukrainian-American Concordia University, Ukraine

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**Bachelor programmes:**

International Economic Relations

International Business

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**Qualification awarded on completion:**

Bachelor of International Economic Relations

Bachelor of International Economic Relations, educational programme

"International Business"

# General information on the study programmes

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## **Brief description of the study programmes:**

### International Economic Relations

The Bachelor programme aims to provide a fundamental economic background in combination with knowledge of management, business administration as well as social and political science. The programme exposes students to international economic processes in a global context, thus preparing them for successful careers in a challenging multinational business environment.

### International Business

The Bachelor programme aims to train qualified students who have a developed business approach to the analysis of opportunities and challenges as well as a solid theoretical background in international business. Students gain organisational and managerial skills in the implementation of specific business projects, and can contribute meaningfully to the development of decisions to improve national and international business performance.

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## **Type of study programme:**

Both programmes: Bachelor programme

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## **Projected study time and number of ECTS credits assigned to the study programme:**

Both programmes: 8 semesters, 240 ECTS credits

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## **Mode of study:**

Both programmes: full-time

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## **Didactic approach:**

Both programmes: study programme with obligatory class attendance

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## **Double/Joint Degree programme:**

Both programmes: no

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## **Scope (planned number of parallel classes) and enrolment capacity:**

Around 140

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## **Programme cycle starts in:**

Both programmes: fall semester (September)

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## **Initial start of the programme:**

IER: 2017

IB: 2012

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## **Type of accreditation:**

Both programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of International Economic Relations and the Bachelor of International Business was made between FIBAA and the Ukrainian-American Concordia University on June 3, 2023. On October 11, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Riitta Ahlholm, MBA**

Fountain Park Oy, Finland

Vice Chairman of the Board, Partner

**Anika Bittner**

Georg-August-University Goettingen and University of Hildesheim, Germany

Student of Economics (M.Sc.) and Cultural studies and aesthetic practice (B.A.)

Completed: Economics (B.A.)

**Prof. Dr. Harald Meier**

Professor of International Management, Leadership, HR & Project Management, Entrepreneurship & Social Business

Director IfTQ-Cert Institute

**Prof. Dr. Barbara Schnieders**

Europaeische Fachhochschule (European University of Applied Sciences), Bruehl, Germany

Professor for European Economics

**Professor Dr. Iryna Taranenko**

Alfred Nobel University, Dnipro, Ukraine

International Marketing Department

Head of Department of International Marketing

Rector's Adviser in International education

FIBAA project manager:

Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on March 28-30, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on May 11, 2023. The statement on the report was given up on May 18, 2023. It has been taken into account in the report at hand.

# Summary

## For Bachelor programmes

The Bachelor of International Economic Relations and the Bachelor of International Business offered by the Ukrainian-American Concordia University fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023 and finishing on June 20, 2028. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified few areas where **both programmes** could be further developed:

- The panel recommends revising the syllabi and clearly aligning learning outcomes and content to each course (see chapter 3.2).
- The panel recommends that the syllabi describe the didactical methods used more clearly and in a more differentiated way for the individual courses (see chapter 3.3).
- The panel recommends that the evaluation results and the quality assurance measures to be derived from them be shared with participants in a more formal process (see chapter 5.1).
- The panel recommends more elaboration on how the results of the internship assessment are formally managed and incorporated (see chapter 5.1).

For the Bachelor of **International Economic Relations** the panel recommends additionally:

- that the content of the individual courses be described more clearly in the syllabi, especially with regard to the economic content/components of the courses (see chapter 3.1). In addition, if the programme is already in the process of adapting the syllabi, the panel recommends that in the same process the share of economics in the programme could be systematically tracked, reviewed and subsequently presented accordingly in the syllabi.

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Objectives of the study programme (see chapter 1.1)
- International orientation of the study programme design (see chapter 1.2)
- Positioning of the study programme on the job market for graduates („Employability“) (see chapter 1.3)
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3)
- Counselling for prospective students (see chapter 2)
- Integration of theory and practice (see chapter 3.1)
- Course materials (see chapter 3.3)
- Guest lecturers (see chapter 3.3)

- Internationality of the student body (see chapter 3.4)
- Foreign language contents (see chapter 3.4)
- Pedagogical / didactical qualification of faculty (see chapter 4.1)
- Internal cooperation (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Programme Director (see chapter 4.2)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3)
- Cooperation with business enterprises and other organisations (see chapter 4.3)

For the overall assessment of the programmes, please refer to the quality profile at the end of this report.

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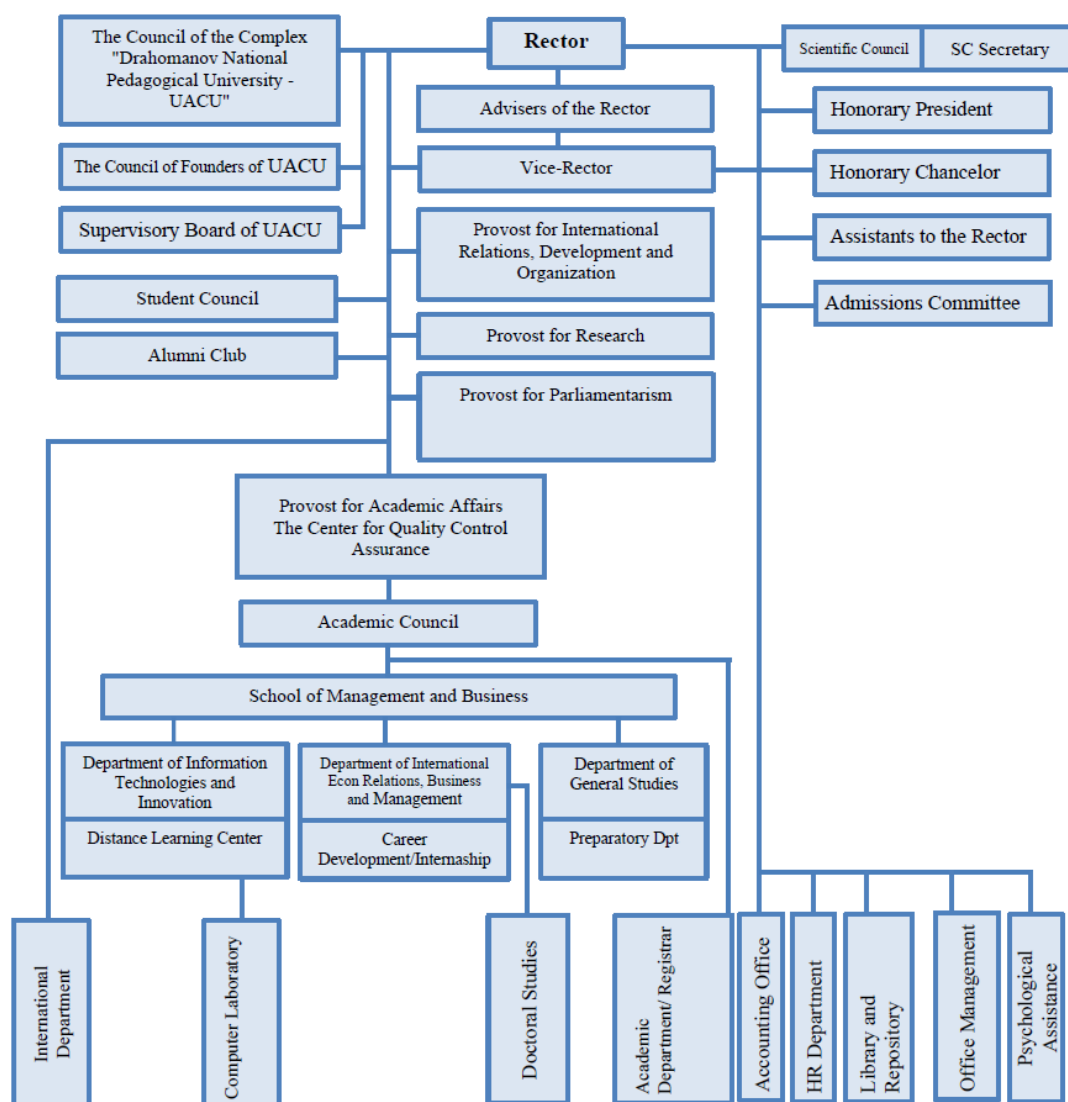
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# Information

## Information on the Institution

The Ukrainian-American Concordia University (UACU) was established in 1997 as Ukrainian-American Liberal Arts Institute “Wisconsin International University Ukraine”. The UACU was the first joint Ukrainian-American Institute in Ukraine. In 2017, the American partner changed and the long-term partner “Concordia University Wisconsin/Ann Arbor” became the official co-founder of the University with the new title “Ukrainian-American Concordia University”.

**Figure 1: UACU Organisational Structure**



The UACU is licensed and accredited by the Ministry of Education and Science of Ukraine and the State Accrediting Board of Ukraine to offer Bachelor and Master programmes<sup>2</sup> as well as In-Service Training and Preparatory Department programmes. UACU's license is termless.<sup>3</sup>

The University is a private higher educational institution in Ukraine. There are five Bachelor programmes (International Economics Relations, International Business, Information Technology Management, Business Administration in Management and International Business, Management), one Master programme (Business Administration, MBA) and one PhD programme (Economics) offered at the UACU. In 2022, 423 students were enrolled at the University.

The UACU is a higher education community committed to helping its students to become productive, entrepreneurial, competitive and responsible citizens assuming moral and ethical values. The UACU's mission is the creation of stimulating teaching and learning environment for a multicultural student body and internationally minded faculty<sup>4</sup>. The UACU students are given an opportunity to practice, study and train abroad (in the USA and Western Europe), developing expertise concerning culture, politics, economics and languages.

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<sup>2</sup> Currently, UACU plans to accredit their PhD programme as well.

<sup>3</sup> See self-evaluation report, p. 10

<sup>4</sup> See self-evaluation report, p. 8

## Statistical data<sup>5</sup>

		Summer 2017	Winter 2018	Summer 2018	Winter 2019	Summer 2019	Winter 2020	Summer 2020	Winter 2021	Summer 2021
# Study Places offered by HEI		140	140		155		155		155	
# Applicants	Σ	168	18	174	9	262	22	326	29	354
	f	73	3	81	1	149	4	165	8	231
	m	95	15	93	8	113	18	161	21	123
Application rate		120,00%	137,14%		174,84%		224,52%		247,10%	
# First-Year Students ( <i>accepted applicants</i> )	Σ	106	18	103	9	114	22	120	29	113
	f	46	3	50	1	59	4	67	8	62
	m	60	15	53	8	55	18	53	21	51
Rate of female students		0,433962	0,166667	0,485437	0,111111	0,517544	0,181818	0,558333	0,27586207	0,54867257
# Foreign Students	Σ	36	18	26	9	29	22	28	29	13
	f	11	3	11	1	7	4	8	8	2
	m	25	15	15	8	22	18	20	21	11
Rate of foreign students		0,339623	1	0,252427	1	0,254386	1	0,233333	1	0,11504425
Percentage of occupied study places		75,71%	86,43%		79,35%		91,61%		91,61%	
# Graduates	Σ	30	0	20	0	24	0	35	0	45
	f	19	0	13	0	17	0	14	0	25
	m	11	0	7	0	7	0	21	0	20
Success rate ( <i>students who finished their studies</i> )		63,83%	33,33%		36,36%		50,00%		42,45%	
Dropout rate ( <i>students who dropped their studies</i> )		36,17%	66,67%		63,64%		50,00%		57,55%	
Average duration of study		4	4,2		4		4,7		4,2	

<sup>5</sup> Students from all five Bachelor's programmes start together in the first two years and take the same courses. The University collects the statistical data of the cohorts for all Bachelor programmes together.

Average grade of final degree		2,58	3,01	2,11	2,11	2,45
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## Appraisal

The statistical data show that the gender ratio is well-balanced and the percentage of international graduates fits to the concept of the programmes.

With regard to the statistical data, meanwhile, the high dropout rate in recent years was noticeable. The University explained in the interview that as part of quality management they record which factors are at fault in order to identify whether it is external forces or related to the study structure. The reasons of the high dropout rate in years 2018-2021 were explained by the University as follows:

- unstable political situation in Ukraine in 2014-2015 and the beginning of the hostilities on the territory of Ukraine;
- Continued military conflict on the borders of Ukraine;
- a number of students admitted to the University did not finish the programme on time and continue their studies in subsequent years (due to academic leave or failure to complete some courses of the programme);
- Covid-19 (international students were particularly affected);
- Students are often given the opportunity to continue their studies at a partner university, which is also considered as dropout.
- War since 2022 is an extra component that has problematised the continuation of studying at the programmes for students.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

The International Economic Relations Bachelor programme and the International Business Bachelor programme are taking into account the needed specifics of the programme, the mission of the University, the practice of teaching similar programmes in niche universities and the views of stakeholders.<sup>6</sup>

#### **International Economic Relation**

The Bachelor programme International Economic Relations prepares students for an international career as it exposes them not only to the theoretical dimensions of international economics, but also to different cultures, customs and business practices. The programme provides a fundamental economic background and combines it with knowledge of management, business administration, social and political sciences. Furthermore, the programme exposes students to international economic processes in a global perspective, to prepare them for successful careers in a challenging multinational business environment. The development of entrepreneurial skills, soft skills as well as character development are also focal points of the programme priorities.

The programme integrates international dimension throughout the entire curriculum, which enables students to become successful employees and leaders of international companies, and prepares them for an international career. The students develop analytical, management and quantitative skills, which enable them to advance the performance of new and existing organisations together with well-developed soft skills and appreciation of diversity and cultural differences. These skills, together with advanced knowledge of qualitative areas of international economics and foreign languages shall make students highly competitive on the job market. The programmes' graduates have organisational and managerial knowledge in implementing economic projects and decision-making processes.

#### **International Business**

The Bachelor programme integrates international dimension throughout the entire curriculum, which shall enable students to become successful employees and leaders of international companies, and prepares them for an international career. Students develop analytical, management and quantitative skills, which enable them to advance the performance of new and existing companies together with well-developed soft skills and appreciation of diversity and cultural differences. These skills, together with advanced knowledge of qualitative areas of business and foreign languages make students highly competitive on the job market.

Graduates have organisational and managerial knowledge in implementing economic projects and decision-making processes. During the programme, students learn the principles of international management and specialised vocabulary in finance, management, and marketing. The programme

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<sup>6</sup> See, self-evaluation report, p. 23

covers practical business knowledge connected with planning and implementing strategies for activities carried out on an international scale, negotiation with cultural differences, and conducting effective business discussions with foreign contractors.

### **Both programmes**

In both Bachelor programmes, students shall be able to

- conduct detailed analyses and make effective decisions on the development of socio-economic systems of international importance to form proposals for changes in the economic activity of companies and institutions;
- develop business projects of national and global significance and start a system of integrated actions for their implementation on the ground, taking into account the main objectives, the desired economic efficiency and social responsibility, possible risks; choose effective methods of management;
- collect information;
- summarise and form decisions based on relevant data;
- generate and substantiate promising international entrepreneurial projects;
- apply modern information technologies and specialised software within the framework of international cooperation.

Students should develop an in-depth understanding of business operations in different areas of specialisation and in different international markets and economic sectors. The programmes provide the opportunity to acquire the necessary level of knowledge and skills through multidisciplinary and interdisciplinary training in English with the involvement of specialists both teaching theoretical knowledge (qualified research staff) and the practical segment (guest lecturers from companies, firms of national and international levels).

Stakeholders' recommendations are taken into consideration during the development and upgrading of the international aspect of the programme. Such entities include the Honorary Consulate of Ukraine to Germany (Mainz), Chamber of Commerce and Industry, Academy of Higher Education of Ukraine, NGO "Association of International Economists", All-Ukrainian Association of Employers, Union of Small, Medium and Privatized Enterprises of Ukraine, international companies (IRE (USA) Inc., Ire (Ukraine) L.L.C. (Industrial Mobility, Agentur Fur Gestaltung "DOSSCOM"), World Trade Center and Economy of Trust Inc.

University staff regularly participates in conferences and training of Accreditation Commissions (international and Ukrainian) to understand and discuss the latest trends and challenges in higher education. The University is constantly trying to improve the positioning of graduates on the labour market through the improvement of the programmes based on market monitoring, close cooperation with entrepreneurs (lectures, excursions, internships), interaction with graduates, and established international relations. Therefore, UACU is additionally oriented on forecasts of the World Economic Forum, International Labor Organisation and other recognised agencies (including international and Ukrainian HR agencies).

## Appraisal:

The qualification objectives of each of the programmes are explained and sufficiently presented in relation to the target groups, targeted professional fields and societal contexts of the related disciplines. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The described objectives and skills to be acquired correspond with the aspired bachelor level at graduation.

The programmes take into account the requirements of the Ukrainian national qualification framework.

The panel evaluates the strategy of the University as well as the named objectives as very fitting to each other (see also appraisal in chapter 1.3). The panel was particularly impressed by the strong involvement of stakeholders from the professional/business areas in which the students shall gain a foothold in the future. Through the strong integration of these into the quality optimisation process of the study programmes, the objectives are systematically and constantly reviewed for their appropriateness and topicality and adjusted accordingly.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)	X				

## 1.2 International orientation of the study programme design (Asterisk Criterion)

### Both programmes

Both programmes take into consideration the practices and approaches of the relevant programmes of domestic and foreign universities. According to the UACU, these are in particular:

- The University of Minnesota Crookston (USA),
- The University of Concordia, Wisconsin (USA),
- University of Trier (Germany),
- University of Applied Sciences (Worms, Germany),
- Taras Shevchenko National University of Kyiv (Ukraine),
- National Aviation University (Ukraine),
- Vadym Hetman Kyiv National University of Economics (Ukraine),
- ACSEDA School of Management (Canada).<sup>7</sup>

The distinguishing features of the programmes in terms of international orientation are stated as follows:<sup>8</sup>

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<sup>7</sup> See self-evaluation report, p. 25

<sup>8</sup> See self-evaluation report, pp. 25-25

- The educational trajectory of the programme includes multiple activities with international companies and international business people. Examples include guest lecturing and excursion to the enterprises and hubs (for example, Coca-Cola, UnitCity, iHub) or conferences;
- The list of elective courses is comprised of courses with strong international orientation. There are courses like International Investments, European Integration, International Management, and Global Marketing Strategies to develop an understanding of international aspects of entrepreneurial activities.
- A strong emphasis of the programmes is on the development of soft skills, crucially needed for success in international business or international economic relations. For example, communication in multinational business communities when visiting Chamber of Trade meetings and negotiations, preparing and delivering presentations, speeches, and projects on different topics and in various styles.
- UACU provides many opportunities for students to take classes abroad in partner universities. Students have the opportunity to study in the United States of America, Canada, Great Britain, Germany, or Turkey. This aspect shall help them to develop their practical skills in a multicultural environment. UACU students can choose to take one or several courses abroad with the subsequent transfer of credits<sup>9</sup>.
- For students who do not have the opportunity to leave the country, there is the option of online mobility, where students can take online courses at foreign universities.
- Stakeholders' recommendations are taken into consideration during the development and upgrading of the international outlook of the programme<sup>10</sup>.
- Guest-speakers: UACU enjoys a steady flow of well-respected leaders of business companies from many countries who share their international business experience with students<sup>11</sup>. This significantly increases students' understanding and appreciation of international/intercultural aspects.
- Under the guidance of the faculty members, students participate in international scientific competitions and case studies and publish joint articles.
- In addition, faculty plays an important role in bringing to realisation the international aspects of the programmes. This work goes in two directions: professional self-development of faculty in terms of international outlook, and creating the course content with strong international emphasis<sup>12</sup>.

## Appraisal:

By talking to lecturers and students during the online conference and by reviewing the documents provided, the panel gained the impression that the international orientation of the study programmes is very advanced. The University has a clear focus on American and European areas. Through a high proportion of international students (see chapter 3.4), international guest lecturers

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<sup>9</sup> See also chapter 3.4

<sup>10</sup> Such entities include the Honorary Consulate of Ukraine to Germany (Mainz), Ukrainian Chamber of Commerce and Industry, the Academy of Higher Education of Ukraine, NGO "Association of International Economists", All-Ukrainian Association of Employers, Union of Small, Medium and Privatized Enterprises of Ukraine, international companies (IRE (USA) Inc., Ire (Ukraine) L.L.C., Industrial Mobility, Agentur Fur Gestaltung "DOSSCOM", World Trade Center Kyiv and Economy of Trust Inc.

<sup>11</sup> See for more information chapter 3.3

<sup>12</sup> See for more information chapter 3.4

(see chapter 3.3) and a broad list of cooperation with different international Higher Education Institutions and business cooperation (see chapter 4.3), students are offered many opportunities to engage with and in an international environment. In addition, all courses are offered in English, so the programmes not only provide students with an important language tool, but are also attractive to international guest lecturers and exchange students (see also chapter 3.4). Overall, the panel concluded that the orientation of both study programmes enables graduates to competently handle international tasks in their future employment.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)	X				

### 1.3 Positioning of the study programmes

#### Positioning of the study programmes on the educational market

UACU states in its self-evaluation report that according to the source Osvita.UA<sup>13</sup>, in 2022, 101 universities offered programmes under the "International Economic Relations" specialisation in Ukraine. Of those, 15 Ukrainian universities offer strictly "International Business" programmes. According to the UACU, three of these universities are located in Kyiv. The programmes of the Taras Shevchenko National University of Kyiv is considered the only direct competitor, as the University also offers courses in English.<sup>14</sup> UACU explains that its programme is comparatively more practice-oriented, with a big emphasis on real case studies involving teachers, guest-speakers from the real economy and high performing enterprises.<sup>15</sup>

In addition, UACU points out further benefits of the programmes such as:

- Language: The University offers all courses in English. Additionally, students can study a third language (Spanish, German).
- Internationality: The University has long-term relations with international Universities – Concordia University Wisconsin, Trier University, ACSEDA School of Management (Canada, Vancouver). Involvement of international faculty and practitioners in the teaching process is one of the main advantages.
- Focus: UACU specialises exclusively in modern business education. All efforts aimed at improving learning and teaching processes always focus on the specifics of business education in current conditions. This focus allows UACU to achieve professionalism and maintain a high level of teaching programmes.

<sup>13</sup> <https://vstup.osvita.ua/spec/1-O-0/0-150-1968-0-0-0>, last access on 03.04.2023

<sup>14</sup> See self-evaluation report, p. 27

<sup>15</sup> See self-evaluation report, p. 27

- Flexibility: the University is a private business entity that can quickly respond to market changes to avoid losing its market position. In addition, due to its relatively small size, the University can promptly implement various changes and abandon ineffective practices.
- Multinational environment. The University traditionally involves speakers from Canada, USA, Germany, Great Britain, Italy, Ecuador, Kenya, or Vietnam<sup>16,17</sup>

At the UACU, active cooperation with for example Ukrainian Chamber of Commerce and Industry, Kyiv Chamber of Commerce and Industry, the International Trade Club in Ukraine or Ukrainian associations of entrepreneurs support the national level of competitiveness. The regional level of European competitiveness is supported, among other things, by close cooperation with other universities and implementation of exchange programmes. International level is sustained by participation in international events with a broad level of representation. All these factors shall strengthen the level of competences of students and future graduates of this programme.

#### Positioning of the study programmes on the job market for graduates („Employability“)

Both programmes were created based on surveys of a wide range of stakeholders, taking into account their vision of future requirements for professionals in this field. The programmes' qualification objectives enable graduates to find employment in the industries and companies of their choice. UACU actively collaborates with national and international organisations to make sure students develop those skills that employers are looking for. More specifically, UACU collaborates with major national business associations such as:

1. The Federation of Employers of Ukraine (FEU)
2. European Business Association (EBA)
3. American Chamber of Commerce in Ukraine (ACC)
4. Ukrainian Chamber of Commerce and Industry (UCCI)

These collaborations help the UACU to keep abreast of all employability trends in companies, as these organisations are the focal point for such information.<sup>18</sup> According to UACU, FEU is the most influential association of Ukrainian business.<sup>19</sup> At present, the FEU unites almost 100 sectoral and regional organisations of employers representing the most important sectors of the economy of Ukraine<sup>20</sup>. Communications with FEU, ACC and EBA give the University not only access to potential employers but also understanding of the up-to-date market. Furthermore, UACU is regularly in close contact with many business companies to raise the employability of the students<sup>21</sup>.

The University is constantly trying to improve the positioning of graduates on the labour market through the improvement of the programmes based on market monitoring, close cooperation with entrepreneurs (lectures, excursions, internships), interaction with graduates, and established

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<sup>16</sup> See for more information chapter 3.3

<sup>17</sup> See self-evaluation report, pp. 27-28

<sup>18</sup> See self-evaluation report, p. 29

<sup>19</sup> See self-evaluation report, p. 29

<sup>20</sup> such as machine building, metallurgy, automotive, aerospace and defense industries, agriculture, chemical industry, IT, media industry, energy, medical and microbiological industry, construction, transport and infrastructure, retail and logistics, light and food industries, tourism, utilities, services sector.

<sup>21</sup> For a concrete list of cooperation partners see chapter 4.3

international relations. Furthermore, UACU has a practice of collecting, analysing, and taking into account information on the career path of graduates with the purpose of increasing graduates' employability. The procedure for gathering information on the career path of graduates is established through UACU's Alumni Association.

#### Positioning of the study programme within the HEI's overall strategic concept

All programmes at the UACU are built in accordance with the University's strategy. UACU explains that the programmes attract students with the best scores on the National Graduation test from all over Ukraine.<sup>22</sup> This is seen as instrumental in developing a programme with great potential.

One of the core elements of the University's mission<sup>23</sup> is training of high-level professionals who have cultural and professional competencies and meet national and international standards. Another part of the mission is provided by university higher education that helps students become efficient, enterprising, competitive, highly moral, and responsible citizens. In addition, importance is also attached to determining the quality of the education of future professionals, which includes both professional knowledge and the ability as well willingness to apply it in professional activities, which is outlined in the University Strategic Plan until 2025.

UCAU explains that the programmes are designed and regularly updated in line with the goals and mission of the University.

### Appraisal:

The panel assesses the rationale for positioning in the education market for both programmes as plausible and considers UACU to be well fitted and established in the education market in this respect.

The arguments for the employability of graduates based on the stated qualification goals are also convincingly presented. In particular, international orientation and the integration of practical parts in the study programme (see chapter 3.1) are assessed as positive indicators that show a good embedding in the job market. In addition, the UACU works closely with business stakeholders, whereby the job market is thoroughly analysed and the results flow into further development and improvement of the study programmes. Furthermore, the panel sees the objectives of the study programmes as the core of the UACU's clear strategy, which is also supported by the manageable size of the institution and the clear range of programmes offered by the University in the field of business, management and economics.

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<sup>22</sup> See self-evaluation report, p. 32

<sup>23</sup> <https://www.concordia.edu.ua/uk/strategic-plan/>, accessed on 06.04.2023

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

## 2. Admission

The rules of admission to the Private Educational Establishment-institute – Ukrainian-American Concordia University are approved by the rector annually and can be found on the UACU official website.

According to the requirements of the Ministry of Education and Science of Ukraine, upon acceptance to the University, students who are interested in the **International Business (IB)** programme are admitted first to the **International Economic Relations (IER)** programme. According to the Ministry of Education and Science, International Economic Relations is a *Programme Subject Area* and both programmes **International Economic Relations (IER)** and **International Business (IB)** are assigned to this subject area. According to the Ministry of Education and Science, IER is therefore a *Specialty*, and therefore IB is a *Specialisation* of this Specialty. Consequently, students first need to be admitted to a *Specialty* programme and then they will choose a *Specialisation* within this *Specialty*. The *Specialty* IER has therefore two *Specialisations*: **International Business** and **International Economic Relations**.

Nevertheless, the programmes are two independent study programmes in which students of the IER programme receive the degree Bachelor of International Economic Relations, educational programme "International Economic Relations" and students of the IB programme receive the degree Bachelor of International Economic Relations, educational programme "International Business".

### National applicants

The admission requirements for national students are as follows:

- a Secondary School Diploma with satisfactory GPA
- an adequate level of English language knowledge (by presenting UACU English Placement Test, TOEFL, IELTS or equivalent proficiency tests with a score not lower than B1 aligned to the Common European Framework of Reference for Languages.)
- Certificate of the National Multi-subjects Tests (Ukrainian language, Mathematics and History of Ukraine) or Certificate of External Independent Evaluation (Ukrainian language and History, Mathematics and English language). National applicants have to go through the unified state exam (External Independent Evaluation) in order to be able applying for a Bachelor programme at Higher Education Institutions in Ukraine. The minimum score with which Ukrainian applicants may participate is 140 points for the specialty 292 "International Economic Relations", to which both study programmes are assigned.
- Letter of motivation explaining why the person is suitable for the desired major and the university to which they are applying for.<sup>24</sup>

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<sup>24</sup> This is an additional requirement set by the Ministry of Education and Science of Ukraine

### International applicants

All requirements for the international applicants are written at the Admission policies published on the official website of the University<sup>25</sup>. The Ministry of Education and Science of Ukraine has designed due to the current situation new rules for the admission process of international students. According to the new rules, admission of international students may be carried out on campus but the online mode is preferred. International students must obtain a letter of invitation valid for one year from the date of registration on the Ukrainian State Center for International Education, authorised by the Ministry of Education and Science of Ukraine. International applicants who have received the letter of invitation and received a visa to enter Ukraine for educational purposes can participate in the remote admission process. To organise the remote admission process of foreign applicants for higher education, UACU must sign an agreement with a partner organisation that is a resident of the country of origin of the prospective students. The subject of the agreement should be the provision of services in personal identification, verification of entrants' original documents, organisation of application reception for entrants in electronic form, provision of premises and technical means for consultations and entrance examinations by higher education institutions in remote format.

All applicants must pass entrance exams and hand in documents on the obtained level of education, which was received in the country of origin. These documents have to pass the procedure of legalization and recognition.

International applicants are enrolled to a Bachelor programme based on the admission examination results (assessed on a 100-point scale), which are transferred from the 200-point placement test (the competitive score being 100-200). The exam was developed by UACU based on the basic Math and English knowledge that secondary school graduates are expected to have upon graduation.

After the beginning of the war (February 24, 2022), a new rule of admission of applicants with Russian and Belarus citizenship was introduced. According to the new law, citizens of the Russian Federation and the Republic of Belarus who do not have a residence permit in Ukraine can be accepted for education only by the individual permission of the Ministry of Education and Science of Ukraine.

International students must meet the following requirements:

- English Proficiency Test and Math exams if they enroll on campus: UACU English Placement Test if the international students did not do TOEFL, IELTS or equivalent proficiency tests in the native country. The score must be not lower than B1 aligned to the Common European Framework of Reference for Languages.
- Or they must pass an interview in English and a Math knowledge test if they have a remote enrolment. (According to the rules of the Ministry of Education and Science of Ukraine concerning international students).

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<sup>25</sup> <https://www.concordia.edu.ua/international-students-enrollment/>, last access on 03.04.2023

The exams were developed on the basics of Math and English knowledge that students are supposed to have upon secondary school completion.

#### Counselling for prospective students

Ukrainian-American Concordia University Admission Office advises and informs prospective students – secondary (high school) school students, individuals holding a Bachelor degree looking to obtain a Master's degree, or prospective students who would like to transfer from another university, on all questions about starting and carrying out studies.

UACU ensures a constant availability of counselling services for prospective students. The Admissions Office provides help in matters related to applying to restricted-admission degree programmes, enrolment and re-registration. Each study programme has a designated degree course advisor. These advisors provide counselling and assistance in all matters related to the study programme, such as its structure, content, research topics and perspectives.

The International Office provides prospective international students with extensive support and advice concerning study programme offer, study preparatory language courses, admission requirements, application processes, visa and financial matters.

The Admissions Office and the International Office are open 9:00-18:00 on weekdays and 10:00-16:00 on Saturdays (during the admission period) and counsel prospective students by telephone, email and social media. Each fall and spring semester, academic advisors offer pre-registration counselling. Each potential or current student is required to make an appointment with the Admission Commission (380-50-331-42-95, 380-50-440-13-56) (info@uacu.edu.ua). They advise students on all issues concerning registration and the process of studying.

#### Ensuring foreign language proficiency

As the language of instruction at UACU is English, applicants must submit a Certificate of External Independent Evaluation of English language or pass UACU English Placement Tests or hand TOEFL, IELTS or Cambridge English test. The score must be not lower than B1 aligned to the Common European Framework of Reference for Languages – the international standard in measuring language ability. Applicants whose score falls below B1 on the placement test are expected to enrol in the UACU English School for Ukrainian students or Preparatory Departments for international students.

All students are taking additional Business English and English Composition courses during the first year of study. In order to ensure effectiveness in language learning, English language classes are subdivided into groups of 15-20 students in each group according to the levels of English knowledge.

### Appraisal:

The admission requirements are defined and comprehensible and based on national regulations. They are documented, comprehensible and openly available for interested parties via the University's website.

The panel is convinced that UACU's counselling processes and services are strongly tailored to the needs and location of the target group. The possibilities for communication are diverse and accessible regardless of the place and time of the enquiries. The website is also very transparent for outsiders and contains relevant information.

The selection procedure for the admission of Bachelor students is transparently presented. It is based on clearly defined criteria and a proven procedure that is practised equally for every applicant. It ensures that qualified students are admitted.

The admission requirements with regard to the English language proficiency guarantees that all enrolled students are able to participate with their skills actively in the English taught Bachelor programmes. In addition, English language courses are curricularly anchored in both study programmes in the first year in order to further strengthen the students' language skills.

The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

Students of the **International Economic Relations** Bachelor programme and of the **International Business** Bachelor programme study the first year together in the same courses (see curriculum). In the second, third and fourth year, they split up and have courses in their specialisation

##### **International Economic Relations**

As presented in chapter 1.1, the goal of the International Economic Relations programme is to help students become active, socially responsible and high-level professionals with good moral values. This should be achieved by providing a fundamental economic background that is combined with the knowledge of management, business administration, social and political sciences, development of entrepreneurial skills and soft skills. The programme exposes students to international economic processes in a global perspective.

As such, the curriculum is built to support these goals. The core courses, electives, internship and numerous outside-of-classroom activities sponsored by the University are seen as instrumental in this regard. The courses of the professional cycle, the content of internship and the Bachelor qualification work contribute to the formation of professional knowledge such as understanding of the functioning and development of the world economy, the forms of international economic relations and the mechanisms of their implementation, motivation and behaviour of the actors of international relations at all levels.

A group of general courses (e.g. English Composition, Business Ukrainian, Interpersonal Communications) allow students to develop soft skills such as communication skills, group project skills and social skills as well as further develop their self-knowledge and awareness. Elective disciplines expand and deepen their competencies in this area as well.

The core courses (such as International Economic Relations, Macroeconomics, Microeconomics, and International Investment) shall provide solid theoretical knowledge. Electives (such as Leadership, Principles of Diplomacy) develop better cultural awareness and appreciation of diversity. Two required internships in companies are instrumental to help students practically apply their knowledge.

Important features of the IER programme are courses that provide for the formation of a specialist capable to solve specialised complex tasks and practical problems characterised by complexity in the uncertainty of conditions in the field of international economic relations. The skills of solving complex tasks under conditions of uncertainty are acquired within such disciplines as Mathematics for Economics, Macroeconomics, or International Business.

**Table 1: Curriculum International Economic Relations**

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Modul 1/ Semester I</b>	<b>33</b>								<b>300</b>	<b>720</b>			
ENG-111	English Composition I	6								60	120	L/T/S	Exam Computer (90 Min)	40%
MGMT-111	Principles of Management	6								60	120	L/T/S	Exam Computer (90 Min)	40%
CSCI-111	Computer Science	6								60	120	L/T	Exam Computer (90 Min)	40%
EINT-111	Educational Internship "Introduction to Profession"	3									120	T/S	Exam	100%
	Elective	6								60	120		Exam Computer (90 Min)	40%
	Elective	6								60	120		Exam Computer (90 Min)	40%
<b>M2</b>	<b>Modul 2/ Semester 2</b>		<b>30</b>							<b>300</b>	<b>600</b>			
MATH-111	Mathematics for Economics		6							60	120	L/T	Exam Computer (90 Min)	40%
ENG-122	English Composition II		6							60	120	L/T/S	Exam Computer (90 Min)	40%
BUS -111	Introduction to Business		6							60	120	L/T/S	Exam Computer (90 Min)	40%
BUKR-111	Business Ukrainian		6							60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective		6							60	120		Exam Computer (90 Min)	40%
<b>M3</b>	<b>Modul 3/Semester 3</b>			<b>30</b>						<b>300</b>	<b>600</b>			
ECON-212	Macroeconomics			6						60	120	L/T/S	Exam Computer (90 Min)	40%
STAT-221	Statistics			6						60	120	L/T	Exam Computer (90 Min)	40%
MKTG-211	Principles of Marketing			6						60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective			6						60	120		Exam Computer (90 Min)	40%

	Elective			6					60	120		Exam Computer (90 Min)	40%
<b>M4</b>	<b>Modul 4/Semester 4</b>				30				300	600			
COMM-231	Interpersonal Communications				6				60	120	L/T/S	Exam Computer (90 Min)	40%
IBUS-221	International Business				6				60	120	L/S	Exam Computer (90 Min)	40%
EINT-211	European Integration				6				60	120	L/S	Exam Computer (90 Min)	40%
ECON-211	Microeconomics				6				60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective				6				60	120		Exam Computer (90 Min)	40%
<b>M5</b>	<b>Modul 5/Semester 5</b>					27			240	600			
PSY-211	Psychology					6			60	120	L/S	Exam Computer (90 Min)	40%
ASTU-321	Area Studies					6			60	120	L/S	Exam Computer (90 Min)	40%
MGMT-333	International Management					6			60	120	L/S	Exam Computer (90 Min)	40%
CPEC-311	Course Paper in Economics					3				120	T/S	Exam	100%
	Elective					6			60	120		Exam Computer (90 Min)	40%
<b>M6</b>	<b>Modul 6/Semester 6</b>						30		300	600			
IER -331	International Economic Relations					6			60	120	L/S	Exam Computer (90 Min)	40%
LAW-311	Business Law					6			60	120	L/S	Exam Computer (90 Min)	40%
GMS-432	Global Marketing Strategies					6			60	120	L/S	Exam Computer (90 Min)	40%
ITA-331	IT Applications					6			60	120	L/T	Exam Computer (90 Min)	40%
	Elective					6			60	120		Exam Computer (90 Min)	40%
<b>M7</b>	<b>Modul 7/Semester 7</b>							30	240	600			
OBEH-321	Organizational Behavior						6		60	120	L/S	Exam Computer (90 Min)	40%
ININ -334	International Investments						6		60	120	L/T/S	Exam Computer (90 Min)	40%
EINT-411	Internship						6			120	T/S	Exam	100%
	Elective						6		60	120		Exam Computer (90 Min)	40%

	Elective							6		60	120		Exam Computer (90 Min)	40%
<b>M8</b>	<b>Modul 8/Semester 8</b>								27	240	600			
HRM-431	Human Resource Management								6	60	120	L/S	Exam Computer (90 Min)	40%
EUL-431	European Law								6	60	120	L/S	Exam Computer (90 Min)	40%
BUPL-432	Business Policy								6	60	120	L/S	Exam Computer (90 Min)	40%
PRP-424	Bachelor's Qualification Work								6		120	T/S	Exam	100%
	Elective								6	60	120		Exam Computer (90 Min)	40%
<b>total</b>		<b>33</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>27</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>2220</b>	<b>4920</b>			

*L:* *Lecture*

*S:* *Seminar*

*T:* *Tutorial*

The list of electives can be found in the subchapter "electives".

## **International Business**

The International Business programme aims to educate high-level professionals with subject knowledge such as the formation of competences to understand the functioning and development of the world economy, the forms of international economic relations and the mechanisms of their implementation, the motivation for the behaviour of people dealing with international relations at all levels. In addition, graduates shall have well-developed soft skills, high level of moral character development, appreciation of diversity, multicultural understanding and corporate social responsibility.

The group of the general educational courses, in particular English Composition, Business Ukrainian, Interpersonal Communications allow a student to acquire soft skills, such as communication skills, group work skills and social skills. Professional skills oriented toward highly professional content (for example, skills for solving complex problems in conditions of uncertainty) are acquired in such required core disciplines as Mathematics for Economics, Money and Banking, Macroeconomics, or International Business.

Elective general educational courses serve the goal of developing moral character in students, as well as diversity appreciation. This goal is achieved by courses such as Leadership, Public Speaking, Business Ethics. Multicultural diversity appreciation and knowledge takes place with the help of such courses as European Integration, Green Economics and the formation of tools for analysis and presentations of the obtained results (Project Management, PR Management)..

Table 2: Curriculum International Business

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Modul 1/ Semester 1</b>	<b>33</b>								<b>300</b>	<b>720</b>			
ENG-111	English Composition I	6								60	120	L/T/S	Exam Computer (90 Min)	40%
MGMT-111	Principles of Management	6								60	120	L/T/S	Exam Computer (90 Min)	40%
CSCI-111	Computer Science	6								60	120	L/T	Exam Computer (90 Min)	40%
EINT-111	Educational Internship "Introduction to Profession"	3									120	T/S	Exam	100%
	Elective	6								60	120		Exam Computer (90 Min)	40%
	Elective	6								60	120		Exam Computer (90 Min)	40%
<b>M2</b>	<b>Modul 2/ Semester 2</b>		<b>30</b>							<b>300</b>	<b>600</b>			
MATH-111	Mathematics for Economics		6							60	120	L/T	Exam Computer (90 Min)	40%
ENG-122	English Composition II		6							60	120	L/T/S	Exam Computer (90 Min)	40%
BUS-111	Introduction to Business		6							60	120	L/T/S	Exam Computer (90 Min)	40%
BUKR-111	Business Ukrainian		6							60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective		6							60	120		Exam Computer (90 Min)	40%
<b>M3</b>	<b>Modul 3/Semester 3</b>			<b>30</b>						<b>300</b>	<b>600</b>			
ECON-212	Macroeconomics			6						60	120	L/T/S	Exam Computer (90 Min)	40%
STAT-221	Business Statistics			6						60	120	L/T	Exam Computer (90 Min)	40%
MKTG-211	Principles of Marketing			6						60	120	L/T/S	Exam Computer (90 Min)	40%
ACCT-211	Principles of Accounting			6						60	120	L/T	Exam Computer (90 Min)	40%
	Elective			6						60	120		Exam Computer (90 Min)	40%
<b>M4</b>	<b>Modul 4/Semester 4</b>				<b>30</b>					<b>300</b>	<b>600</b>			
COMM-231	Interpersonal Communications				6					60	120	L/T/S	Exam Computer (90 Min)	40%
IBUS-221	International Business				6					60	120	L/S	Exam Computer (90 Min)	40%
ACCT-222	Managerial Accounting				6					60	120	L/T	Exam Computer (90 Min)	40%
ECON-211	Microeconomics				6					60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective				6					60	120		Exam Computer (90 Min)	40%

<b>M5</b>	<b>Modul 5/Semester 5</b>					<b>27</b>				<b>240</b>	<b>600</b>			
PSY-211	Psychology					6				60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
ASTU-321	Area Studies					6				60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
FIN-321	Principles of Finance					6				60	120	L/T	Exam Computer (90 Min)	<b>40%</b>
CPEC-311	Course Paper in Economics					3					120	T/S	Exam	<b>100%</b>
	Elective					6				60	120		Exam Computer (90 Min)	<b>40%</b>
<b>M6</b>	<b>Modul 6/Semester 6</b>						<b>30</b>			<b>300</b>	<b>600</b>			
IER -331	International Economic Relations						6			60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
LAW-311	Business Law						6			60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
FIN-342	Business Finance						6			60	120	L/T	Exam Computer (90 Min)	<b>40%</b>
ITA-331	IT Applications						6			60	120	L/T	Exam Computer (90 Min)	<b>40%</b>
	Elective						6			60	120		Exam Computer (90 Min)	<b>40%</b>
<b>M7</b>	<b>Modul 7/Semester 7</b>							<b>30</b>		<b>240</b>	<b>600</b>			
OBEH-321	Organizational Behavior							6		60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
ECON-333	Money and Banking							6		60	120	L/T/S	Exam Computer (90 Min)	<b>40%</b>
EINT-411	Internship							6			120	T/S	Exam	<b>100%</b>
	Elective							6		60	120		Exam Computer (90 Min)	<b>40%</b>
	Elective							6		60	120		Exam Computer (90 Min)	<b>40%</b>
<b>M8</b>	<b>Modul 8/Semester 8</b>								<b>27</b>	<b>240</b>	<b>600</b>			
HRM-431	Human Resource Management								6	60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
BUPL-432	Business Policy								6	60	120	L/S	Exam Computer (90 Min)	<b>40%</b>
PRP-424	Bachelor's Qualification Work								6		120	T/S	Exam	<b>100%</b>
	Elective								6	60	120		Exam Computer (90 Min)	<b>40%</b>
	Elective								6	60	120		Exam Computer (90 Min)	<b>40%</b>
<b>total</b>		<b>33</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>27</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>2220</b>	<b>4920</b>			

**L:** **Lecture**

**S:** **Seminar**

**T:** **Tutorial**

## Both programmes

### Electives

The elective courses shall strengthen and expand skills and competencies acquired during studying of mandatory disciplines. They include the ability to justify the feasibility of applying legal, economic and diplomatic methods (tools) for resolving conflict situations at the international level. These courses also diagnose the level of research in international economic relations and the world economy in an interdisciplinary combination with political, legal, and natural sciences. Furthermore, elective core courses serve to deepen the skills and competencies acquired during the compulsory courses, including the ability to justify the use of legal, economic and diplomatic methods (means) of resolving conflicts at the international level; the diagnosis of the state of research in international economic relations and the world economy in an interdisciplinary combination with political, legal, natural sciences.

The study of electives takes place during the entire period of study. General information on the electives is available on the website, but information on specific courses offered for the next semester is provided to students on the Moodle platform. When registering for subjects, students receive advisory information about the number of places offered by the electives in the group, the necessary prerequisites, if any.

**Table 3: List of elective courses**

<b>Electives</b>	
<b>General Education Courses – students choose 5 courses (30 credits)</b>	<b>Core Courses – students choose 6 courses (36 credits)</b>
American Culture Business English I, II Foreign Language I, II – Spanish Foreign Language I, II – German Business Ethics European Integration European Law. Area Studies Leadership Public Speaking Principles of Diplomacy Introduction to Programming Public Administration Sociology Ukrainian Foreign Language (for international students) PR Management Philosophy	Analysis and Design of Information Systems Global Marketing Strategies Money and Banking Econometrics Green Economy Sustainability Management International Business International Management International Investments Project Management Managerial Accounting Business Finance Financial Accounting Modeling and Forecasting of the Economy Operational Management Introduction to Business Information Assurance and Systems Security Principles of Entrepreneurship Principles of Finance Database Management Systems World Economics Strategic Management

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### Integration of theory and practice

All courses utilize case studies as a teaching method to combine theoretical knowledge with the development of skills to apply this knowledge in real life situations. The Harvard Business Publishing platform is used as main source for case studies. Combining theoretical and practical aspects through discussion, research or real life cases allows not only to demonstrate the link between academic knowledge and their practical application but also to respond quickly to world changes and adapt courses to modern realities (for example, on fluctuations in energy prices, the issue of changes in the preferences of the population after the pandemic).

In addition, an internship takes place in both study programmes. The purpose of the internship is to consolidate students' theoretical knowledge, skills, and abilities during their studies. All information about internships is thoroughly documented and available for students. All documents describing the internship, guidelines, explanations, and the recommended list of companies are posted in the Moodle system.

There are two types of internships: an educational and an industrial one. The educational internship takes place during the first semester of studies. Students do research on companies of their choice and present a report on the researched information. The industrial internship takes place before the last year of their studies. Students spend four weeks at a business company of their choice to study the business operations of the company. Students shall use their theoretical knowledge and analyse the practical work of a company. Both types of internships are designed to acquire the competencies necessary for further professional activity and to promote the formation and adaptation of professionals to the application of acquired knowledge in practice. Moreover, when the students analyse the data in their Bachelor thesis later, they can use the real database from their internship.

During the interviews, the panel also learned that students are strongly supported in their own ideas and projects. For example, the President of the World Trade Center and Economy of Trust, Inc. agreed to teach first-year students during their first semester. He then founded an international start-up company and involved almost 30 students in a real entrepreneurial activity with international elements. Another example showed that a group of students had an idea for a "start-up club" that should serve as an incubator and received a budget from UACU to set it up.

### Interdisciplinary thinking

UACU conducts yearly student conferences with a focus on interdisciplinary (one to two per year). Topics for such conferences can be addressed from multiple angles. Students are encouraged to choose a subject area on the basis of which they will discuss a certain topic. All students of all majors are invited to participate and attend such conferences. By participating in discussions of each presentation during the conference, students should expand and deepen their understanding of how the same issue can be analysed from the viewpoint of many fields.

Another way of interdisciplinary thinking promotion is students' Bachelor thesis (Bachelor Qualifications Work). While writing the thesis, students need to look at the topic from different

angles. They need to analyse a specific area of the work of a company broadly utilizing the knowledge they have obtained during their entire studies. Thus, they need to synthesize the knowledge to come up with suggestions regarding organisational improvement, which is one of the goals of the thesis.

Regular open lectures delivered by invited guest-speakers should help students broaden their horizon and develop interdisciplinary approach to issues. As guest-speakers represent multiple business areas, students learn how to look at a business issue from different perspectives. All students are invited to such open lectures which are conducted free of charge. There is also a non-compulsory course that is called “Principles of Entrepreneurship”. This course consists of individual business lectures delivered by different businesspersons. Students solve business issues delivered during the lectures. This course is a delivering of multiple angles’ views on business.

In addition, the electives allow students many different opportunities to acquire transdisciplinary knowledge.

### Ethical aspects

Regarding the ethical aspects in the programme, students are constantly reminded about ethical issues via course design. Instructors often present case studies which have an ethical aspect in mind. By analysing them, students shall strengthen their understanding and commitment to ethical behaviour. The course Business Ethics directly addresses the topic and provides an analysis of ethical issues arising in contemporary business life. Sample topics include fair and unfair competition; responsibilities towards employees, society and the environment; honesty and integrity in business; the moral status of corporations; corporate culture and group thinking, types of discrimination.

Each course’s syllabus has a statement on unacceptability of cheating and plagiarism. There is a Code of Academic integrity and Corporate Ethics published on the website.<sup>26</sup>

### Methods and scientific practice

The programmes are designed to enable students to systematically develop their skills and knowledge and to enhance their scientific/research skills from the second year of study when they start working on their coursework. This is achieved via multiple methods including students’ work with original financial and economic data, as well as with publications in the field of social science published in peer-reviewed journals.

Almost all UACU courses include elements of research and scientific practice. Many projects in the programmes’ courses require students to conduct research and to make class reports based on research results. It can be an individual work or a group project, but the main goal is to research thoroughly and learn how to do a real analysis. This is especially when students work with the Bachelor’s Qualification Work. The qualification work is the final research conducted by the student under the supervision of the faculty member. The work consists of theoretical, methodological, and practical parts related to a single research goal. This work allows students to process the

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<sup>26</sup> <https://www.concordia.edu.ua/wp-content/uploads/2021/03/code-of-academic-integrity-and-corporate-ethics-eng.pdf>; accessed on 03.04.2023

information obtained during the internship at the company and offer their recommendations based on their observations and research in this field. Furthermore, students use scientific methods during the qualification work, in particular deduction - induction, retrospective analysis, generalisation, or deconstruction.

In addition, annual scientific conference for the students take place. During such conferences, students present the research that they conduct in different courses. Furthermore, students can publish their research results after conferences.

### Examination and final thesis

There are two compulsory tests in each course: Midterm exam and Final exam. Final exam is carried out in the form of an exam, including various forms of test and practical tasks on all the educational material defined in the syllabus. Final exam is performed in the Moodle system. The curriculum also provides for the assessment of students' performance and results in two internships as well as in a coursework.

The course includes the following types of assessment activities:

- Topic assessment activities – in the form of tests, practical work, discussions, individual and group projects, oral interviews, participation in forums, chats and webinars, which are mainly performed in the Moodle system. The evaluation details are specified in the syllabus.
- Midterm – consists of tests, practical work and takes place after the logically completed part of the training in a particular course; is performed in the electronic system Moodle.
- Final – conducted in the form of an exam, includes various forms of test and practical tasks, performed in the electronic system Moodle. The control includes the entire amount of course material defined by the syllabus.
- Test center is an auxiliary form of control, which involves compiling missed midterms and finals simultaneously by all students in different courses at the end of each semester (or twice a semester) in Moodle in the presence of the dean's office representative and system administrator (excluding instructors), which makes the procedure objective and accessible to all participants in the educational process. The schedule is determined by the dean's office. This control is carried out in accordance with the Regulations of the test center.

The results of the Final exams are displayed in the Gradebook of the course and personal accounts of students in the Moodle system. In addition, a syllabus of each discipline provides a detailed description of the requirements for the proposed tasks with the maximum number of points for this type of work, as well as a table of ranking grades depending on the level of performance of a particular type of work by the student. The total number of points is rounded according to general mathematical rules. This system is valid and is confirmed by the data entered in Moodle. Thus, students in their Moodle accounts have the opportunity to constantly monitor academic achievements.

The procedure for conducting assessment activities within the framework of the general procedure for ensuring reporting, control and monitoring of performance indicators for quality assurance in

education, UACU is regulated by paragraph 3.8 the Regulations on the Organization of the Educational Process<sup>27</sup>.

Each final and midterm exam contains a test part, which is automatically checked by Moodle and tasks (essays, problems, cases) that require a detailed answer. The instructor evaluates such tasks and comments are provided to the student personally in the comments to the work. The student has the opportunity to appeal the results. To do this, he/she appeals to the Academic Council<sup>28</sup>.

The UACU ensures the objectivity of examiners by, in particular, the procedure for preventing and resolving conflicts of interest, determines the procedure for appeals, according to which in case of disagreement of the student with the received results he/she has the right to file an appeal. It is made in the form of a written application to the Academic Council within five days from the date of the results in the student's personal account in the Moodle system. The appeal is considered at a meeting of the Academic Council in accordance with the rules of its work. As a result of the analysis of work the grade can be changed. It is recorded in the minutes of the Academic Council and communicated to the student.

The UACU defines clear standards and procedures, the policy of adherence to academic integrity, which are enshrined in the Code of Academic Integrity and Corporate Ethics of the UACU<sup>29</sup>, and also in paragraph 3.8 of the Regulations on the Organization of the Educational Process<sup>30</sup> and in the Regulations of the Academic Council.

Furthermore, UACU tried the new approach with start-up company “Eye Pass”, which developed tools necessary for self-studying. For example, the teacher’s presence was not required during quizzes, exams, because the system could check cheating on answering tests’ questions.

The Bachelor’s Qualification Work is an individual analysis of a real-life issue to be solved in an organisation, putting together theoretical research and its practical application to that organisation. In order to be able to conduct such an analysis well and to develop practical business suggestions and recommendations, students need to synthesise their knowledge in the business areas. During the process of writing the Bachelor’s Qualification Work, students conduct literature search and analyses and learn to formulate their thoughts logically and intelligently. Writing and defending a Bachelor's Qualification Work is regulated by the Regulations on the Organization of the Educational Process and Guidelines<sup>31</sup>

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<sup>27</sup> <https://www.concordia.edu.ua/regulations-on-the-organization-of-the-educational-process/>, accessed on 03.04.23

<sup>28</sup> The mechanism of which is reflected in the Regulations of the Academic Council <https://www.concordia.edu.ua/wp-content/uploads/2021/03/regulations-on-academic-council-of-the-private-higher-educational-establishment-institute.pdf>, accessed on 04.04.2023

<sup>29</sup> <https://www.concordia.edu.ua/wp-content/uploads/2021/03/code-of-academic-integrity-and-corporate-ethics-eng.pdf>, accessed on 03.04.2023

<sup>30</sup> <https://www.concordia.edu.ua/regulations-on-the-organization-of-the-educational-process/>, accessed on 03.04.2023

<sup>31</sup> <https://www.concordia.edu.ua/wp-content/uploads/2022/06/metodychni-materialy-krb.pdf>, accessed on 04.04.2023

## Appraisal:

With regard to the overall concept of both programmes, the panel concludes that the curricula adequately reflect the qualification objectives of the programmes and the courses are logically linked to each other. Especially the electives enable students to acquire additional competences and skills. With regard to the documentation of the study programme, especially in the context of the descriptions of the individual modules, the panel still sees room for optimisation (see also appraisal in chapters 3.2 and 3.3).

Particularly with regard to the **International Economic Relations** programme, the question of whether enough economics content is represented was raised during the interviews. The interviews revealed that there is definitely a strong connection to economics topics in some courses, but that the descriptions did not make this clear. Therefore, the panel would like to encourage the University to work out more clearly for the respective courses to what extent and which economic content is referred to or used as a basis. The panel therefore **recommends** that the content of the individual courses be described more clearly in the syllabi, especially with regard to the economic content/components of the courses. In addition, if the programme is already in the process of adapting the syllabi, the panel **recommends** that in the same process the share of economics in the programme could be systematically tracked, reviewed and presented accordingly in the syllabi.

With regard to **both study programmes**, it was also noticeable that some content appears redundant. For example, the Area Studies and Macroeconomics courses have the same content and readings, and the syllabi make it more difficult to recognise whether it is redundant or a repetition of the content to build on each other. Therefore, the panel makes a recommendation in chapter 3.2 to better elaborate the descriptions in the syllabi in order to present the study programmes and their content more transparently. These discrepancies could only be satisfactorily clarified through the interviews.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

In the panel's assessment, the link between theory and practice is very well organised and implemented in both study programmes. Case studies are used to help explain and understand theoretical approaches. The integration of theory and practice is also promoted by the integrated internships and visitation of companies. Overall, the University has a good structure in the cooperation with different enterprises (see also chapter 4.3) and integrates many guest lecturers from practice into the courses, so that the theoretical discourse and the practical application complement each other in the development of the students' qualification profile.

Many interdisciplinary projects are made possible in the programmes, guest speakers from various fields are invited and integrated, and various electives such as law or foreign language classes show that the programmes qualify for interdisciplinary thinking.

Ethical implications are appropriately communicated for example in the course Business Ethics and by using case studies where ethical issues are discussed. The panel welcomes that UACU pays great attention to academic integrity and corruption.

The panel formed the view that students acquire methodological competences and are enabled to do scientific work on Bachelor level and consider that it has a good mix/balance of quantitative and qualitative matters.

In regard to examinations, the level of performance and the theses are aligned with the learning outcomes of the courses in terms of form and content. The requirements are in line with the level necessary to attain the desired qualification level.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programmes' qualification objectives. Students collect information from real enterprises and incorporate them into their theses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

### Both programmes

Projected study time	8 semesters
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	30 hours
Number of modules/courses	8 modules, 40 courses
Time required for processing the final thesis and awarded CP	One semester, 6 ECTS credits
Number of contact hours	2220 (60 hours per course of in-class time x 37 courses) + Course Paper in Economics + Internship + Educational Internship "Introduction to Profession" + Bachelor's Qualification Work

The main regulations on the organisation of the educational process, including the structure of courses and the assessment system, general information on internships and academic mobility are presented in the Regulations on the Organization of the Educational Process<sup>32</sup>. Information on the internship is provided in the Regulations on the Organization of the Internship<sup>33</sup>.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Convention and is regulated in the “Regulations on Students’ Academic Mobility at Ukrainian- American Concordia University” and published on the website.<sup>34</sup>

Each course is evaluated on a 100 % scale – the minimum percentage value to pass the course is 60 %. The assessment of each course includes: Final – 40 %; Midterm – 20 %; other assessment activities (tests, mini-tests, cases, project, quizzes, etc.) – 40 %. The grades obtained at the test center are inserted in the gradebook of each course on the Moodle and the additional examination sheets.

**Table 4: Grading Table**

<b>Grade</b>	<b>ECTS Grade</b>	<b>International Grade</b>
90% - 100%	<b>A</b>	5 (Excellent)
83% - 89%	<b>B</b>	4 (Very Good)
75% - 82%	<b>C</b>	4 (Good)
70% - 74%	<b>D</b>	3 (Good)
60% - 69%	<b>E</b>	3 (Acceptable)
35% - 59%	<b>FX</b>	Not acceptable, possible repetition of course

Forms of assessment activities and evaluation criteria within the courses are given in paragraph 3.8 of the Regulations on the Organization of the Educational Process<sup>35</sup>. Furthermore, the syllabus of each course provides a detailed description of the requirements for the proposed tasks with the maximum number of points for each type of work, as well as a table of ranking grades depending on student approaches to the presentation of a particular type of work.

Students receive information about the forms and terms of assessment activities at the beginning of each course. Also in the first lesson, the instructor announces all requirements, tasks, types of work, forms of assessment activities and evaluation criteria. The information is constantly stored in the student's personal account.

<sup>32</sup> <https://www.concordia.edu.ua/regulations-on-the-organization-of-the-educational-process>, accessed on 04.04.2023

<sup>33</sup> <https://www.concordia.edu.ua/uk/polozhennya-pro-organizacziyu/>, accessed on 03.04.2023

<sup>34</sup> <https://www.concordia.edu.ua/wp-content/uploads/2021/03/academic-mobility.pdf>, accessed on 04.04.2023

<sup>35</sup> <https://www.concordia.edu.ua/regulations-on-the-organization-of-the-educational-process/>, accessed on 03.04.2023

Students receive additional reminders in the Moodle system and / or via corporate mail no later than four days before the Midterm, Final. Students also receive information on the test center in order to use the opportunity to make up mid-term or final exams missed for valid reasons..

#### Feasibility of workload

According to the paragraph 3.10 of the Regulations on the Organization of the Educational Process student workload for the academic year is 60 ECTS credits (1,800 hours). The duration of theoretical training, compulsory practical training, semester control, performance of individual tasks and certification is determined by the curriculum and adjusted by the schedule of the educational process for the year.

To monitor compliance with the workload, students and instructors are interviewed several times during the semester, mutual attendance of the classes and discussions at the meetings of the department to understand the difficulties are held. During the first wave of quarantine, an additional questionnaire was conducted to make adjustments to the courses of the spring semester of 2020. An additional survey of students and instructors was conducted in the spring semester of 2022 in connection with the introduction of martial law in Ukraine.

#### Equality of opportunity

UACU strictly adheres to the equality of opportunity requirement. Female and male applicants as well as female and male students have equal rights at the University. Everyone is treated equally. The number of applicants is about the same among female and male students (with male applicants being in majority in some years and female applicants being in majority in other years). The similar picture is with female and male students.

### Appraisal:

The panel comes to the conclusion that the programmes' structure supports the successful implementation of the curriculum and is suitable to reach the defined learning outcomes. The programme assigns ECTS credits per course based on the necessary student workload. Practical components like the internship are designed and integrated in such a way that credits can be acquired.

The syllabi provide descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the panel sees need for further optimisation, as for some courses the exact same contents or learning outcomes were formulated, so that it seemed as if there was no correlation between learning outcomes and course contents, or the recommended literature does not correspond concretely to the course subject. For example, the courses Statistics and Business Statistics have the same syllabuses, including learning outcomes, course contents and recommended readings. The interviews and other documents gave the panel a better insight into the courses and their contents, so that the descriptions should be improved. Therefore, the panel **recommends** that syllabi be revised and that learning outcomes and content be clearly formulated for each individual courses.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme

is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, UACU also takes into account evaluation findings, including student feedback. In addition, the students also stated in the interview that most of them feel that the semester workload is appropriate.

The UACU ensures gender equality and non-discrimination. Also during the interview rounds, the HEI ensured gender equality and non-discrimination.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

In both study programmes theory is delivered via lectures immediately followed by its practical application that is achieved via group discussions, solving case studies, group projects, and team work. In order to help students to actively participate in the acquisition of knowledge, freedom is provided here. More specifically, students themselves choose the topics for their group projects, they themselves choose the additional sources of information to be used for projects, and they themselves decide how they want to prepare a project. Furthermore, the encompassing student-centered approach is realised in such a teaching/learning environment where students and professors are partners in the educational process. The following methods are regularly used:

- Students are free to choose their internship location and the topic of their Bachelor thesis.
- Students develop their competencies thanks to a wide range of free workshops, webinars, fieldtrips, and conferences.
- Students conduct scientific research and prepare reports for the conferences sponsored by UACU or other universities. Conducting research is seen a powerful teaching method as

students create their own knowledge and understanding under the guidance of professors<sup>36</sup>.

- Furthermore, the methods of teaching/learning shall meet the requirements of academic freedom. The following methods are used: Forums, chats, open discussions, group and individual projects.

In September 2014, a distance learning project on the Moodle platform was launched. Since September 2017, the platform has been used as the main electronic educational and methodological support and quality control of education, to which all instructors and students have access. Access to the platform for all users is provided using logins and passwords from any device connected to the Internet. The system contains information about each course that students take. On the course page students can find all the necessary information. In particular, a list of references, links to electronic sources, audio and video materials, and text files.

Most classes have a team project and group work as compulsory course assignments. To complete the assignments, students need to cooperate in teams, solve their personal differences and learn to appreciate each other. It is instrumental for them to develop their soft skills.

The educational materials include textbooks, electronic manuals, audio and video materials. Lectures use the latest scientific and practical resources and are updated each year. Moreover, the latest trends and challenges, from Covid to fluctuation of gas and oil prices, are discussed with the students, latest managerial theories and approaches are reflected in practical tasks for the courses.

### **Both programmes**

The involvement of top managers of national and international companies, organisations, and well-known scholars contributes to the achievement of learning outcomes. Traditional methods with interactive modern educational technologies (networking, webinars, case studies, simulations) are used in the implementation of the programmes.

### **Guest lecturers**

The UACU has a widespread system of partners and guest-speakers. They are representatives of local and international markets. Speakers from different spheres are invited: marketing, management, diplomacy, journalism, design, fashion, food industry, finance, and accounting. The systemic approach that is used for attracting guest lecturers is based on the following features:

- An initiative of the International Department of the University, which has established links and offers a list of lecturers who might be available in the current semester (to have the opportunity to hold a lecture or a meeting)
- The Alumni Club initiative - to attract lecturers who can provide helpful information for students and personal presentations from graduates with their success stories and career paths.
- Lecturer's initiative - to invite those who can tell deeply about specific topics within the subject taught.

At the beginning of each semester, the meeting of the departments discusses the need to involve certain lecturers and the need for the University to be involved in the organisation of such meetings.

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<sup>36</sup> See self-evaluation report, p. 76

Each lecturer tries to organise at least one meeting with the invited lecturer within the course (this allows to expand the list of invited lecturers and make it unique for each year and course). There are also general university meetings and conferences organised by UACU to which guest lecturers are invited.

In addition, the UACU invites speakers from around the world to its lectures; this practice evolved significantly during the pandemic as online communication became the norm. Moreover, the University established a new practice in 2022 - the involvement of lecturers who carry out their research within the framework of the Fulbright programme<sup>37</sup>.

The following tables provide an overview of the guest lectures that have taken place in the last three years for both programmes.

**Table 5: List of guest lectures in 2019-2020**

Professional Field	Country	Topic
Design	Germany	Visual language
Politician	Germany	"Economic Development through Disruptions"
Sustainable development, investments	USA	"The Future of Work"
Education abroad	Germany	German education
Tourism	Ukraine	Development of inCruises company
Economist	Germany	The Power of diversity in Leadership
Finance	Ukraine	"Innovations as a driver of economic growth"
Business Administration, Management	Ukraine	The value of corporate values
Sustainable development, investments	USA	A new capitalism for a new economy
Migration service	Germany	The relation of business and creation – the role of labour unions
Entrepreneurship	Ukraine	How did I become a serial entrepreneur?
IT and Innovations	Ukraine	IT & Innovation: Legacy and Learning
Parfum industry	Ukraine	Brand management (Brocard, Hexagone)
Innovations	Bolgaria	The Innovative Side of Amazon

<sup>37</sup> The Fulbright Programme is a scholarship that relates solely and globally to academic exchange to and from the USA through bilateral contracts and agreements.

	USA	How to make a profit from a socially responsible business?
Lawyer	Ukraine	«Crimes against business»

**Table 6: List of guest speakers in 2020/2021**

Professional Field	Country	Topic
	USA	The future of work”
	Germany	Picture Style”.
Politics	Germany	Company "Action Press"
Marketing	Spain	“Effectuation Theory, Principles, and Implications for Ukrainian Startups”
Education and Entrepreneurship	Kenya	Research Conceptualization in Business World”
	USA	Communications in Business: The Role of Information, Misinformation and Disinformation in Marketing”.
Leadership	USA	"An Introduction to Servant Leadership"
Sustainable development and entrepreneurship	Ukraine	COVID-19 trends in Entrepreneurship"
Entrepreneurship and bioproducts	USA	Entrepreneurship – What is an Entrepreneur, and What do They Do?”
Marketing	Ukraine	How to build win-win communications using principles of Nonviolent communication?"
Innovation	Mexico	"Open innovation: ecosystems and platforms"
Education and innovation	UK	Entrepreneurship, Innovation and Creativity"
World Trade Center Kyiv, entrepreneurship	Ukraine	Founder, International Business Hub of Ukraine.
Innovation and entrepreneurship	Ukraine	What does it really take to be an entrepreneur? Beliefs that are wrong.
Marketing	Spain	Design Orientation and Its Implication for Ukrainian Startups.

In the fall semester of 2021, UACU invited the following guest speakers to talk about their activities and entrepreneurship:

- Managing Partner at Briggs Capital
- The Founder of 10X Incubator with Grant Cardone and CILA Labs and SYNDUIT (launching 10,000 Tech Companies in ten years)
- The Managing Director at AGINSKY CAPITAL GROUP LLC

- The General Director and Founder at ZELENÁ BIOMASNA ENERGIJA d.o.o.
- The CEO&Co-Founder, Bank of Memories, Blockchain, TOP 20 Women in Tech, MBA
- A Realtor
- A International Business Advisor
- A Global senior executive, board member, and advisor
- An Indian corporate/securities lawyer with more than 23 years experience advising VC/PE and other funds, exciting start-ups, and high-growth corporations
- A dynamic business and commercial leader with a strong track record of performance in fast-paced organisations and environments.
- The CEO of Digital Benefits Pte Ltd.

## Appraisal:

The panel assesses the didactical concept of both programmes as very good and oriented towards the programme objectives. Different teaching and learning methods are used and project work, discussions and case studies enable the students to actively shape the learning process. However, in the opinion of the panel, this could be better documented. For example, the syllabi seem to be standardised with regard to the learning and teaching methods or planned learning activities and not differentiated according to individual courses. The panel sees an opportunity to show transparently and concretely for the individual courses which of the various methods are used in the respective course. The panel therefore **recommends** that the syllabi describe the didactical methods used more clearly and differentiated for the individual courses.

The course materials correspond to the teaching approach used and the respective qualification level of the course for which it is intended. Its style is suitable for encouraging students' individual learning initiative.

Especially in this respect, the panel positively emphasises that the materials are designed in such an individualistic way that they demand a high value of student self-efficacy and also allow them a high degree of flexibility (e.g. through pre-produced videos or interactive group work in which students have to network with social media groups and organise themselves). Through this interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy. In addition, the materials are continuously further developed and convincing resources (e.g. Harvard case studies) are utilised.

The involvement of guest lecturers is the strength of the UACU. Various professors from foreign universities or people from the business world are regularly invited to contribute to the students' qualification process with their special experience. The guest lecturers are strongly integrated into the didactical concept and form an integral part of the programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)		X			
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors					X

## 3.4 Internationality

International and intercultural aspects are taught to students via the formal means of the course content, internships and academic conferences as well as via the informal means of student university events.

More specifically, every course is built with the idea of preparing students for international work. Each course utilizes international case studies (via Harvard Business Publishing instructor access). Furthermore, each course utilizes international academic and practical journals' articles to help students expand their understanding and horizon. When students study this material and use it in their teamwork, they further deepen their understanding and appreciation of the area. For the teamwork, students are always encouraged to form diverse groups that include students from different countries. Working on a project together, helps students in this regard as well.

UACU implements the international context and intercultural aspects in the curriculum in the following directions:

- UACU uses international educational standards: international style curriculum, syllabus, requirements, grading system, policies;
- the instructors prepare cases from national and international business experience;
- in training international data is used;
- in the formation of the structure of the subject, there is a focus on different international culture, intercultural competences and skills;
- international experts from all-over the world, lecturers, top-managers, politics, who are able to share their professional experience with students, are invited;
- in the educational process American (international) textbooks are used;
- studies are only in English. German and Spanish languages are used as second language and influence on increasing of intercultural competences and skills;
- students from more than 44 countries study at UACU making analysis and decision, prepare term papers, different assignments about their home countries and business, having opportunity to compare existing international experience.

### Student and Faculty body

A certain group of student community comes from abroad.<sup>38</sup> Following is the overall statistics about international students (Bachelor programmes) at UACU:

**Table 7: International Bachelor Students (percentage)**

<i>Year</i>	<i>Enrolled students in total</i>	<i>International students</i>
2017	106	36
2018	121	44
2019	123	38
2020	142	28
2021	142	42

Representatives from different countries such as Germany, Italy, Canada, Great Britain, Kenya and US teach at the programmes. The faculty plays an important role in bringing to realisation the international aspects of the programmes. This work goes in two directions: professional and self-development of faculty in terms of international aspect, and creating the course content with strong international emphasis: As such:

- Conditions are created for the self-development of faculty members through participation in international scientific and practical seminars, and round table meetings;
- Publication of scientific achievements in international journals;
- For the transfer of modern knowledge and skills, training courses are held at partner universities. For example: training for trainers organised by Koblenz-Landau University (Germany), visiting Rutgers University (USA), or University of Economics and Humanities (Poland).
- Faculty members participate in webinars of national and international organisations, where they share information and skills in organising classes.
- Under the guidance of the faculty members, students participate in international scientific competitions and case contests and publish joint articles.
- All these measures form a strong system that sustains the deep international emphasis on the programme.

### Foreign language

Foreign language plays important role in the programmes. All courses of the programmes are taught in English. Furthermore, a second foreign language (Spanish or German) can be studied during the programme. Sufficient use of foreign language material is in place, which promotes graduates' employability on a continuous basis.

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<sup>38</sup> Countries represented at UACU are as follows: Algeria, Austria, Bangladesh, Czech Republic, Egypt, Estonia, Georgia, India, Iran, Japan, Jordan, Korea, Lebanon, Libya, Namibia, Nigeria, Pakistan, Republic of Cameroon, Republic of Congo, Republic of Ecuador, Republic of Gambia, Republic of Ghana, Republic of Guinea, Republic of Kenya, Republic of Nigeria, Republic of Pakistan, Republic of Serbia, Republic of Sierra Leone, Republic of Yemen, Republic of Zambia, Republic of Zimbabwe, Russian Federation, Saudi Arabia, South Africa, State of Israel, Syria, Turkey, Ukraine, United Republic of Tanzania, the USA, Republic of Belarus.

In addition, UACU provides tutoring in English to interested students through extra classes. During tutoring sessions, students can continue practicing and developing their English language skills.

## Appraisal:

International contents are part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples like case studies, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programmes' concept. A significant proportion of students come from various language areas and cultural backgrounds. Thus, discussions in classroom and group work constantly reflect international aspects.

In addition, an international environment is promoted by the international composition of the faculty, which consists of lecturers from different countries as well as lecturers with international academic and professional experience. In addition, international conferences and staff exchanges are used to further strengthen the internationality of the faculty.

Furthermore, the entire programme is taught in English. Hence, lectures as well as course material in a foreign language not only predominate, but are 100 % used in another language. Therefore, internationality is a clear key element of the programmes. The resulting English skills and the knowledge of a second language promote clearly the employability of the students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Communication skills and public-speaking skills, as well as teamwork and conflict-handling are nurtured throughout the programme, and the development of these skills is ensured on a consistent basis.

The UACU students practice communication and public-speaking skills in various ways. For example, most classes have research team-projects that students need to not only complete in writing but also in presenting the results in class to the fellow students. Conferences, seminars, round-table discussions, charity activities – all of them help UACU students develop their communication and public speaking skills.

The conferences and seminars have been excellent networking events for UACU's students, as well as outstanding learning opportunities.

The UACU students practice teamwork and conflict-handling in various ways during their tenure at UACU. Each class has a team-project as a part of the class. In order to complete the assignment, students need to cooperate in a team and go through all steps of team development. Work in teams inevitably is connected with conflict, often because of organisational behaviour issues. In classes, students are counselled on how to deal their team problems. They have their instructor's support in guiding them through the process.

Students at UACU use an interdisciplinary approach to analyse the problems, topics, or issues too complex to be satisfactorily addressed through a single lens. Thus, multidisciplinary thinkers apply multiple perspectives, paradigms, and frameworks to problems, topics, or issues. Furthermore, UACU looks at the multidisciplinary topic from a broader perspective trying to teach students how to use knowledge from different fields to solve complex questions.

Furthermore, the programme contains courses such as Organizational Behavior, Business Ethics, Leadership, and Human Resource Management, which are aimed at developing skills such as interpersonal communication, project management, diplomatic protocol and etiquette, foundations of diplomacy and diplomatic work, business ethics, and leadership.

#### Appraisal:

Through various methods like role-play, team working and critical discussions the students acquire communication and public-speaking skills as well as cooperation, conflict handling and critical thinking skills in the study programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The list of courses and their content in the programmes help students acquire the skills needed to do business at the local to global levels. During their classes, case-studies, seminars and internships students get a chance to demonstrate their potential for future promotions and career development and to be a success when applying to job vacancies. Another way of increasing employability via integration of theory and practice is via UACU's cooperation with multinational and local companies. The Internship Department of UACU plays an important role in UACU's cooperation with enterprises and organisations. The main purpose of the UACU Internship Department is providing students with practical experience in business according to international standards and with attention paid to Ukrainian specificity. Students obtain important business experience in the companies. Students may visit for example Coca-Cola Beverages Ukraine, Microsoft, OBV finance company, and Diamond. Internship opportunities are versatile and flexible.

Based on UACU's assessment of the job market, the following skills are the core competencies that UACU focuses on developing in students:

- *Cognitive flexibility.* Students develop this by learning new things and in particular, learning new ways of thinking, expanding interests, stimulating reading outside your comfort zone.
- *Ability to communicate and negotiate well.* Students learn to negotiate with a wide range of people, working in different groups, participating in meetings and conferences, and co-working on different issues.
- *Service orientation.* During studying, the UACU focuses student's attention on the consumers and anticipation of what their needs will be in the future.
- *Critical thinking.* Students should be motivated to analyse and discuss news in the media, identify the fallacy of false cause, differentiate positive and normative statements.
- *Complex problem-solving.* Students learn how to solve novel, ill-defined problems in complex, real-world settings. Excursions, open lectures with outdoor professionals, internship are organised and students are involved in educational and practical events organised by partners of the UACU.

Following is the overall statistics for the employment after graduation of Bachelor students.

#### Appraisal:

In order to provide students with skills that are useful for their future careers, the study programmes combine theoretical knowledge with practical application and promote multidisciplinary competences, so that the promotion of employability runs like a thread through both programmes. Moreover, employers are involved in designing and improving the curricula and their content.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

## 4. Academic environment and framework conditions

### 4.1 Faculty

In the **Department of International Economic Relations, Management & Business** four professors, ten associated professors, five senior lecturers and four lecturers teach in both programmes. In total, 23 persons of whom eleven belong to full-time faculty and twelve to part-time faculty.

In the **Department of General Studies (incl. Preparatory Department)** two professors, six associate professors, four senior lecturers and one lecturer are teaching in both programmes. In total, 13 persons of whom seven belong to full-time faculty and six to part-time faculty.

In the **Department of Information Technologies & Innovations (incl. Distance Learning Department)** six associate professors and one senior lecturer are teaching in the programmes. In total, seven persons of whom five belong to full-time faculty and two to part-time faculty.

Instructors constantly improve their qualifications by participating in seminars, conferences, webinars according to their professional profile. Some examples are shown in the following:

- In 2019, all instructors who did not have the legally confirmed status of English language proficiency had training at the National University of Education and received the appropriate certificates.
- In the 2019-2020 academic year, all instructors underwent advanced training (internship) on the topic "Information technologies in science and education" at the Institute of Information Technologies and Teaching Aids of the National Academy of Sciences of Ukraine and received relevant certificates.
- In 2021, UACU received free six-month access for instructors and students to the Coursera courses. Most instructors completed various professional and self-educational courses on the Coursera educational platform.
- Some Instructors completed short-term internships at partner universities in Germany and the USA.
- During the June – December 2021 UACU organised special advanced training programmes "Professional skills of UACU instructors".
- On January 27th, 2022 UACU's faculty attended the webinar sponsored by John Hopkins University "Covid-19 & Mental Health: Response and Management".

Furthermore, the University pays for various webinars, master-classes from the fields necessary for instructors. Faculty participates in round tables, discussions, expert sessions, conferences, and meetings in scientific and practical areas. Moreover, they organise and moderate trainings, conferences and seminars. In addition, faculty regularly represent the results of their research in publications in journals of different levels (SCOPUS, Web of Science) and mass media. Another part of the activity for the faculty is participating as speakers, partners, and participants in main economic public events in the country – Economic forums, Days of Science, Smart City forum, and others.

All scientific-pedagogical workers have undergone advanced training in information technologies and specialised areas. Their results are implemented in the educational process and are taken into account when improving the content and educational components of the programmes.

The instructors of the programme have practical experience they use in the teaching of their classes. Furthermore, the University involves guest speakers, stakeholders for improving the content of the programme.

The UACU verifies the qualifications of the faculty members by means of an established procedure, which consist of such levels:

1. Applicants send their CV.
2. HR manager reviews the CV and recommends to the Academic Department.
3. The Dean of Management and Business Faculty, Head of Distance Learning Center, accompanied by the Head of the Department, conducts interviews with each faculty position applicant. The meeting aims to ensure that they have adequate pedagogical and didactical skills and qualifications. Suppose the candidate does not have pedagogical credentials, in that case, special training is conducted (seminars, lectures, individual attendance of classes, and their discussion afterward) to ensure that the faculty develops necessary pedagogical competencies.
4. After the interview, the Directors of Programs recommend the best instructors to the Academic Council. Then the Academic Council reviews the documents and decides on professional suitability.
5. For new instructors, UACU offers visiting training, seminars and lectures at the University, partner universities, and companies. Academic Council sends its member to visit classes of new instructors and supports development and improvement.
6. Instructors have ongoing support (especially in Moodle service questions) and regularly visit professional trainings, seminars, workshops, and master classes during their work at UACU.
7. In case a highly qualified professional without pedagogical experience is hired to teach courses, the Department Head mentors this instructor offering special meetings, advice and support to help this instructor develop teaching skills.

### Internal cooperation

According to the organisational structure, UACU has three departments: Department of international economic relations, management & business; Department of general studies; and the Department of information technologies & innovations. Departments regularly (every two months) hold meetings and discuss pressing issues: programme approval, curricula, syllabi, normative educational documents, discussion of class organisation, highlighting the experience of the instructors, instructors' advanced training, approval of student and instructor ratings and many other issues of internal activities of the University.

At the meeting of the departments, instructors discuss issues of interdisciplinary links and clarify topics that are common or consequential and ways to cover them in different subjects. Additionally, during the meeting of the departments and all-departments meeting, instructors present their

courses (description, main topics) in order to identify and clarify the interdisciplinary connections. This tradition is intended to help teachers learn about the content of each other's courses in order to use this knowledge and understanding to build interdisciplinary connections.

Promoting the professional development of instructors is a holistic system, which includes the provision of mutual methodological assistance at the departments of UACU, exchange of pedagogical experience during open classes and other educational and methodological activities. Attending classes delivered by other instructors is seen as an important part of sharing experiences and providing interdisciplinary links the problematic aspects of the teaching methodology and the course in general using professional assessment.

Each semester each instructor attends at least two classes of his/her colleagues and submits a report to the Dean's office. After attending the class, the instructor fills out a questionnaire and gives a brief description of the class. Instructors are sure to discuss issues that arise during the visit. Comments and recommendations are taken into account in further work of the instructor. General issues of mutual visits must be discussed at the meetings of the departments.

Instructors are involved in the development of methodological requirements for the programme, review and recommendation of curricula, examination of courses, approval for printing textbooks and other educational materials, providing advice on the appropriateness of educational materials in the educational process, use of innovative technologies and dissemination of better experiences in organising the educational process.

#### Student support

UACU has a system in place to make sure students are well-supported by the faculty. Students' support by faculty is taking place via a number of venues:

- *Regular communication via email.* The instructor's e-mail addresses are available in Syllabuses and students can contact instructors with their questions at any time. Usually, the response time is 24 hours or less. Students can also leave their questions and comments in the Forum section of each course (in the Moodle system).
- *Office-hours.* Each instructor has established office-hours. This is the time when face-to-face additional communication between an instructor and a student can take place with the purpose of additional consultation. With online classes, students can have a face-to-face meeting with an instructor via Zoom or Google Meet during the instructor's office hours.
- *Additional consultation meetings on the course content.* There are two exams in each course – the Midterm and the Final Exam. Every instructor organises special consultation meetings before the exams. Students receive additional explanation and training with some difficult material/hard topics of the course. It is also the stage at which students can get answers to any other questions they may have about the course content. Instructors are always available to help students understand the course content better.
- *Research collaboration between students and professors.* To help interested students further develop their skills, collaboration between faculty and students take place. As a result of scientific and research collaboration of the students and instructors theses and scientific articles are usually published.

## Appraisal:

The panel concluded for all study programmes that the structure and number of teaching staff correspond satisfactorily with the programmes' requirements. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are satisfied.

On the basis of the CVs provided, the panel was able to get an overview of the staff employed and came to the conclusion that the academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. In addition, the practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

In terms of pedagogical and didactical qualification of the faculty, the panel assesses the faculty's qualification as outstanding due to the fact that the UACU lecturers are offered a broad and regular range of further training to ensure that the teaching staff is always able to develop their competences and skills further and in a flexible way. This contributes positively to the didactical concept of the study programmes.

Regarding internal cooperation, the size of the UACU allows for a close cooperation amongst core staff. In addition, the departments host joint events, in which all of the HEI's teaching staff and students participate. Furthermore, the panel learned that many joint projects are undertaken and the system of attending each other's courses to learn from and evaluate them is viewed as very positive.

As affirmed by students of the UACU during the online conference, the counselling of students by teaching staff is intensive. The lecturers are there for the students during and outside their office hours. In the conversation with the students, the panel got the impression that they are fully satisfied with open door policy and the support from the lecturers. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

The Programme Director is responsible for the coordination and administration of all aspects of the study programme including the following responsibilities:

- To carry out general management of the faculty.
- To carry out planning, organisation, and control of educational, methodological, scientific, methodological, scientific and research work of the faculty.
- To directly supervise the faculty's educational, methodological, scientific, and academic work.
- To ensure the implementation of educational and professional programmes in the specialties (areas) assigned to the faculty.
- To control the conduct of all types of educational sessions, practices, and final certification of faculty students.
- To organise the accounting of the current monitoring of academic performance, intermediate certification of students, and attendance of education sessions by students.
- To timely draw-up submissions for student expulsion, documents for transfer, restoration, and admission to senior courses in the manner prescribed by the relevant provisions.
- To organise the work of the scholarship commission (ex., Erasmus+ programme).
- To conduct social training work with students at the faculty.
- To improve the methods and forms of educational and social training work with faculty students.
- To carry out work with letters and applications of citizens on issues of study and life of students.
- To approve work schedules for department heads and dean's staff.
- To ensure timely execution of work specified in the regulation of standard procedures for managing the educational process.

- To carry out work on the recruitment, placement, and training of staff
- To supervise the continuing education of the faculty.
- To monitor the condition of the educational rooms and maintain them in working condition.
- To supervise the management of the documentation at the faculty.
- To take part in the organisation and conduct of admission of applicants.
- To take the necessary measures to coordinate the scientific work of the faculty.
- To coordinate communication with the alumni, as well as with the enterprises and companies in which they work, to timely adjust the educational process at the faculty.
- To inform promptly the heads of departments and staff of orders, instructions and other documents of the dean's office and administration concerning the faculty and University's activities and monitor their implementation.
- To control and take all necessary measures for labour protection, industrial hygiene and fire safety at the faculty in order to ensure the safety of work in educational, scientific and other premises of the faculty, the complete exclusion of occupational injuries and occupational diseases of faculty employees.

One of the main responsibilities of the Programme Director is to monitor the educational market, visit different events and provide proposals for programme development. New cooperation and continuous improvement of the programme are stated as the advantages of the programmes<sup>39</sup> as these are instrumental toward making the programmes flexible and adapting them to the requirements of the current market. The University described as an example that due to Ukraine's new status in the EU, the Cabinet of Ministers proposed to provide universities with materials on Euro integration. Therefore, the programmes at UACU were improved immediately. The Director of the Programme proposed to add topics to some courses and to add topics to bachelor's qualification work.

Faculty can raise issues of interest during regular Departments' meetings. Department Heads are also always open for an individual meeting with each instructor. Support of their ideas is provided actively.

#### Process organisation and administrative support for students and faculty

There is a system in place, which makes sure that admin support is available for UACU's students and faculty. Following is the description of the support for both groups.

##### *Admin support for students*

- Admin office participates in organising the orientation sessions for freshmen.
- Admin Office participates in organising freshmen visits to international companies in the very beginning of the first semester. Students attend international companies of Ukraine (Porsche, L'Oreal, etc.) to review the organisation of these firms and prepare group presentations on what they had seen and heard;
- Students can contact the Admin office with any of their questions. UACU follows an open door policy.

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<sup>39</sup> See self-evaluation report, p. 120

- Admin office organises parent-administrator and parent-instructor meetings to explain the specifics of different education-related issues.
- Academic counselling takes place on a regular basis. The Admin Office is always available to counsel students on different questions such as registration, taking classes internationally, taking classes in partner universities.
- Admin office sustains and regularly updates academic records of each student and can answer any student's question related to his/her academic progress.
- The Admin office helps students to register for classes if they need any help. The Admin office guides students during the entire semester providing guidance on the educational process, if necessary
- The Admin Office organises qualified non-stop psychological assistance to students. Personal assistance may be sought by contacting the Dean's office (by phone or email). Information for any questions (including issues of a psychological nature, health, etc.) is contained on the Moodle page.
- UACU trust box is a place where every student or team member may leave his/her comments, questions, proposals and wishes. The application will be considered by the relevant department of the university.
- Library specialists help students with their literature search.
- Career counsellors advise students on career planning and job opportunities.

#### *Admin support of faculty*

- Library provides significant assistance to faculty. Librarians not only assist faculty members with literature search, but also advise them on various issues related to the Library's operations. Librarians can be contacted by a variety of modern means.
- UACU Academic Office provides support to faculty on any issue of faculty appointment such as reviews for promotions and reappointments, faculty compensation, leaves of absence, faculty retirements, interpretation of policies and procedures.
- The Admin Office provides faculty with the information on students' academic progress necessary for conducting the educational process, for example, gradebooks.
- The Admin Office collects data and conducts statistical analysis on student course satisfaction and feedback and provides this information to faculty with the purpose of course improvement.
- Admin office holds scientific and methods workshops on teaching and methodology with department heads and methodology assistants, and the Dean's Office administrative staff on the subject of modern records, record keeping standards, and new technologies in teaching and learning;
- The Admin Office provides faculty members with workshops and consultations about the Moodle system.
- The Admin Office organises qualified non-stop psychological assistance to instructors and staff members. Personal assistance may be sought by contacting the Dean's office (by phone or email). Information for any questions (including issues of a psychological nature, health, etc.) is contained on the Moodle page.

- During difficult times of pandemics and war, the administration takes care of the health of the personnel, helps in case of troubles (health, shortages), and takes care that all fees are paid to the faculty and personnel regularly and on the full basis.

In the interview, the participants reported that administrative staff have various opportunities for continuous professional development. For example, at the beginning of the Covid19 pandemic, IT training courses were organised for all staff members, or staff members can consolidate and expand their language skills in the form of language courses.

## Appraisal:

In the discussions with the Programme Director, the panel gained the impression that the study programmes are very well organised and that the overall programme organisation ensures effective and efficient management. In addition, the programme director successfully takes initiatives to foster the systematic development of the study programme in a way that includes the input of all relevant groups. Since it is a small institution in terms of structure, it allows all relevant groups to be actively involved in the two study programmes.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. Students and faculty members are able to access a wide range of services on- and offline. The UACU offers its administrative staff opportunities for continuous professional development. Above all, the administrative staff acts as a service provider for students and faculty.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)		X			
4.2.2 Process organisation and administrative support for students and faculty		X			

## 4.3 Cooperation and partnerships

### Cooperation with HEIs and other academic institutions or networks

According to strategic goals, UACU develops widespread relations with international HEIs from the USA, Canada, Germany, Great Britain, Turkey. Some of them were organised as Erasmus programmes, some as Dual Degree programmes, some are very active in students' and faculty mobility. UACU focuses on developing interdisciplinary, international connections and cooperation for students' increasing competitiveness, developing the faculty's research power, building internationality, and widening the horizons for development for all stakeholders.

International cooperation is one of the most important directions of UACU's activity. Purposeful work toward achieving this goal is being conducted at UACU since its foundation.<sup>40</sup> UACU students have opportunities to study at UACU's partner universities located in the USA and Western Europe.

Currently, UACU cooperates with the following Universities abroad<sup>41</sup>:

- Concordia University Wisconsin /Ann Arbor (Wisconsin / Michigan, USA)
- Rutgers University (New Jersey, USA)
- University of Minnesota (Crookston, Minnesota, USA)
- East Central University (Oklahoma, USA)
- Indiana Wesleyan University (Indiana, USA)
- Plymouth Marjon University (St Mark & St John) (Plymouth, UK)
- Richmond, The American International University (London, UK)
- Schiller International University (Florida, USA; Germany)
- Trier University (Trier, Germany)
- Ukrainian Free University (Munich, Germany)
- University of Applied Sciences Worms (Worms, Germany)
- University of Koblenz-Landau (Koblenz & Landau, Germany)
- University of Occupational Safety Management in Katowice (Poland)
- Varna University of Management (Varna, Bulgaria)
- Kazakh-American Free University (Ust-Kamenogorsk, Kazakhstan)
- Bahcesehir University (Istanbul, Turkey)
- Acsenda School of Management (Vancouver, Canada)

Moreover, UACU is a member of the Association of Private Universities in Ukraine.<sup>42</sup> Around two hundred educational establishments are members of the Association. UACU actively cooperates with many of them in organising conferences and other events. Thus, in the framework of this cooperation, in 2019 UACU sponsored the All-Ukrainian conference "Quality assurance, academic integrity, and transparency in higher education of Ukraine."

Furthermore, UACU is a co-founder and a member of the academic research-practice and educational-methodological system (complex) and National Pedagogic Dragomanov University. As such, UACU actively cooperates with National Pedagogic Dragomanov University in the effective practical implementation of education research and in conducting its research (pursuing the development of specific research fields). UACU also actively cooperates with the National Academy of Science of Ukraine. It is a self-governing, state-funded organisation in Ukraine that is the main center for the development of science and technology by coordinating a system of research Institutes in the country.

### Cooperation with business enterprises and other organisations

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<sup>40</sup> See evaluation-report, p. 127

<sup>41</sup> A list and information of all partners can be accessed through <https://www.concordia.edu.ua/partners/>, accessed on 04.04.2023

<sup>42</sup> <http://www.assoc.e-u.in.ua/>, accessed on 04.04.2023

UACU has very active cooperation with entrepreneurs and business enterprises, which have several benefits for the students by

- providing internship possibilities,
- participating in surveys (questionnaires) on the possibilities of improving the programmes (proposals for the development of new competencies, the introduction of new subjects),
- participating in scientific and practical conferences, round tables,
- conducting lectures for students (as guest lecturers) and reading individual courses,
- participating in meetings of departments, with proposals for improving the programmes,
- updating the topics of project papers and theses.

UACU is a member of the German-Ukrainian Society of Economics and Science. The Society allows UACU to cooperate with German universities, companies, industries, Accrediting Boards, and government and social organisations. German-Ukrainian Society of Economics and Science and UACU organise joint conferences, seminars, round-table discussions, exchange visits, and other activities to strengthen mutual understanding and friendship between Ukraine and Germany.

Another way of cooperation is UACU's cooperation with multinational and local companies. The internship Department of UACU plays an essential role in UACU's collaboration with enterprises and organisations. UACU Internship Department's primary purpose is to provide students with practical business experience according to international standards and attention to Ukrainian specificity.

On January 29, 2020, a cooperation was agreed with the Ukrainian Chamber of Commerce and Industry. The subject of the agreement is cooperation in the field of organising and conducting practical work and internship for Bachelor and Master students with the aim of mastering modern experience in managing exhibition activities, improving foreign language knowledge, acquaintance with new forms of trade relations, project work, with global trade and commerce styles and working conditions in the international environment.

In addition, the collaboration between the World Trade Center in Ukraine and the UACU has helped in the development of new educational ideas. The Presidents of the company taught at the University and invited students to complete their internship at the World Trade Center. After successful completion of the internship, students received an invitation to join the company and to create a new start-up, which can involve more students from the University and the entire Ukraine.

Overall, the list of companies UACU actively cooperates with is as follows:

- American Chamber of Commerce in Ukraine
- AES "Kievlenergo"
- Baker Tilly Ukraine
- Beiersdorf
- British Council in Ukraine
- DTEK Ukraine
- Economy of Trust

- INSTAR Logistics Ltd
- International Trade Club Ukraine
- JSCB “OTP Bank” Ukraine
- L'Oreal Ukraine
- METRO Cash & Carry Ukraine
- Microsoft Ukraine
- OJSC “Deutsche Bank DBU” in Ukraine
- Pfizer H.C.P. Corporation, in Ukraine
- PJSC “Citibank” in Ukraine
- Peace Corps Ukraine
- Phoenix Capital Investment Bank (Ukraine)
- Premier Palace Hotel
- Samsung Electronics Ukraine, LLC
- SAS Radisson Blu Hotel in Ukraine
- TASK LTD Investment Group
- Technorely in Ukraine
- UN Electronic Information Centre (Ukraine)
- VOLVO Truck Ukraine LLC
- WINNER Imports Ukraine
- World Trade Center, Ukraine
- Economy of Trust Ltd.

## Appraisal:

Cooperation with HEI, other academic institutions and networks are aligned with the strategy of the study programmes and actively promoted. Cooperation with companies and other organisations is actively promoted through regular meetings with those responsible for the study programme to jointly discuss the further development of the programmes' content.

Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. Through targeted measures such as student and staff exchanges or the involvement of diverse guest speakers or provision of internships or projects, they contribute significantly to the development of qualifications and competences.

Through the cooperation between students and the cooperation partners, data is collected that students can use for their own thesis and thus make an important contribution to the improvement of their skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

## 4.4 Facilities and equipment

Since the procedure was conducted online, the panel was provided with descriptions and information of UACUS's premises and facilities. The following table gives an overview on the quantity, quality, IT and Media Facilities of the UACU<sup>43</sup>:

The name of the specialised rooms	Existing equipment	Detailed description	Software
Online Learning Center (Room 2-13)	Computers – 20 pieces Scanner – 1 piece Multimedia projector – 1 piece	R-Line Intel Corei3-8100 3.6 GHz / 8 Gb DDR4 / SSD 500Gb / HDD 1 Tb / Win 10 Pro / Monitor 23.8» Dell P2417H	1. Microsoft Office 2019 2. Avast Antivirus 3. "R" 4. "Python", 5. "C++ Shell" 6. "Diamond FMS" 7. Online software: "Wrike", "Zoho People", "ERPnext", "Power BI", "Zoom".
Library, Academic Department, Offices	Computers – 5 pieces Computers – 25 pieces Scanners – 6 pieces Printer – 10 pieces Copier – 2 pieces	Impression SMART Intel Dual-Core E3300 2.5 GHz / 2048 MB / 320 GB SATA2 / Intel GMA 3100 256 MB / Win7 Pro OEM / Monitor 20` LCD Artline Intel Corei3-8100 3.6 GHz / 8 Gb DDR4 / SSD 500Gb / Win 10 Pro / 24»	1. Microsoft Office 2019 2. Avast Antivirus 3. "R" 4. "Python", 5. "C++ Shell" 6. "Diamond FMS" 7. Online software: "Wrike", "Zoho People", "ERPnext", "Power BI", "Zoom".
Rollaway equipment for the classes	Notebook – 10 pieces Computer – 4 pieces Multimedia projector – 4 pieces iPad – 3 pieces	Notebook Acer Aspire 5633 15» Notebook Acer Aspire 5310 14» Computer Intel Corei3-8100 3.6 GHz / 8 Gb DDR4 / SSD 250Gb / Win 10 Pro / Monitor 22»	
Server	Server 3 pieces	Windows Server	Windows Server 2019
Server	Server 3 piece	Linux Server	Ubuntu 20

Since 2017, UACU has been using the Moodle online system as the main platform for studying. The system can be accessed from any device connected to the Internet. Each student and instructor has a personal account in the system. In the personal cabinets, students have the opportunity to visit the page of each course, familiarise themselves with the syllabus, upload materials and links, and complete the tasks. Midterms and Finals are held in the system.<sup>44</sup>

In order to support students, the University provided essential equipment and comprehensively promoted the involvement of all members of the educational process and stable learning. In

<sup>43</sup> See self-evaluation report, p. 135

<sup>44</sup> Although the programmes are not originally distance learning programmes, the world pandemic and the war contributed to the programmes being conducted entirely online.

addition to the educational platform called Moodle, the UACU uses the tools of Zoom, Google Teams webinar rooms.

Students can perform homework and process material in the library, classrooms and computer lab of the Institute with the new computer equipment. The premises are equipped with security and fire alarm systems. Students can access the Internet from the computers located in the computer lab, as well as from laptops and their own gadgets with Wi-Fi connected to the local network. To work on homework, process materials, students have the opportunity to work in the following programmes available on the computers: “Power BI<sup>45</sup>”, “Python”, “Zoho People<sup>46</sup>”, “ERPnext”, “RStudio<sup>47</sup>”, “C++ Shell”, “Diamond FMS”, “Wrike<sup>48</sup>” as well as MS Word, MS EXCEL, MS Access, MS Power Point.

In classrooms (2-4, 2-13 and 2-20), projectors and computers for the instructors are installed. Room 2-4 also has an audio system. In addition, instructors use three mobile projectors, laptops, tape recorders and a music center. Furthermore, the licensed Zoom platform for online teaching and learning has been used since 2020.

At the entrance there is a ramp; elevator cabins are designed to accommodate a wheelchair.

#### Access to literature

Because of the war in Ukraine, the library currently provides services and consultations remotely. The UACU library places the main emphasis on providing users with the opportunity to work with electronic resources (catalogues, search engines, web portals, repositories, databases), provides online services (electronic references, document indexing, editing bibliographies), and creates conditions for conducting online events (video conferences, online clubs, webinars, training courses). Students and employees can receive copies of articles of periodicals, reports from the materials of scientific and practical conferences, fragments or sections of books from the library fund, methodical instructions to their e-mail. The UACU library offers resources that provide the opportunity to use scientific and educational resources in open access. It helps library patrons to find necessary information with the help of the following sources:

- Electronic archive of Harvard (Digital Access to Scholarship at Harvard) – more than 13,000 documents (dissertations, books, articles, student works in economics, law, medical sciences, pedagogy, etc.).
- Open access textbook library maintained by the University of Minnesota

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<sup>45</sup> Power BI software is cloud software designed to retrieve, analyse, transform and report data for business intelligence.

<sup>46</sup> Zoho People is an online Human Resource Management System designed to manage and access all employee data from a centralized location. This HRMS can cut down manual HR work and help manage workforce on the cloud.

<sup>47</sup> RStudio is a free and open integrated development environment (IDE) for R, computational programming language and data visualisation.

<sup>48</sup> Wrike is a cloud CRM system. It is minimalist multi-pane software and consists of features in two categories: project management, and team collaboration. Wrike helps teams track dates and dependencies associated with projects, manage assignments and resources, and track time.

- The scientific portal of the Stanford University library, which provides access to more than 7.5 million full-text peer-reviewed articles from various fields of science, about 2 mil
- The European Digital Library provides access to more than 50 million digitised objects – books, music, photos, audio, videos, works of art, etc.
- Directory of open access books (DOAB – Directory of open access books). Provided by OAPEN Online library and publication platform in cooperation with Semper Tool.
- Duke Law Scholarship Repository, USA. Open access to publications of university scientists (more than 10,000 documents – articles in scientific journals, conference materials, working documents, lectures, student works).
- The electronic repository of the University of California (eScholarship University of California Repository) – about 6,000 materials on various sciences, including the works of the Programme in Law and Economics (Berkeley), the Center for the Study of Democracy (Irvine), the Institute of Social, Behavioral and Economic of Research (Santa Barbara), Institute of Business and Economic Research (Berkeley).
- IDEAS: Economic and Finance Research (IDEAS: Economic and Finance Research)
- Statistical databases of the International Monetary Fund (IIMF Data)
- Institute for Social & Economic Research / University of Essex
- Publications in open access in European networks (OAPEN – Open Access Publishing in European Networks)
- Public Library of Science (PLOS – Public Library of Science)
- Questia
- EconPapers
- Research Papers in Economics (RePEc – Research Papers in Economics)
- The Social Science Open Access Repository (SSOAR – Social Science Open Access Repository)
- The Social Science Research Network (SSRN)
- The Institute for Fiscal Studies (IFS)
- The Research Institute of Industrial
- The World Bank database
- The Tinbergen Institute
- EBSCO Open Dissertations
- The European Union's CORDIS information system
- International portal Worldwidescience
- Jstore
- United Cataloging Project

## Appraisal:

Since the procedure was conducted online, the panel was not able to visit the University on-site and was provided with descriptions and information of UACU's premises and facilities. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes.

During the interview round with the students, they confirmed that the currently offered library services consider students' needs. Literature is digitally accessible and ensured (through electronic media and databases). The literature explicitly required for the programmes is kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## 4.5 Additional services

The Internship and Career Counseling Department has been operating at UACU since the University was founded.<sup>49</sup> The Career Counselor Department helps the students to find an internship and to achieve their goals. The department works with students, gives them advice and information about new vacations on social networks and posts information on the official site, Facebook, LinkedIn, Telegram chats, Instagram and other venues. A part of the careers advice services is a series of lectures given by guest lecturers who are invited each year to give lectures in their area of their specialisation.

Career counsellors organise workshops on resume writing, job interviewing techniques and other relevant issues. They advise students and graduates on career planning and job opportunities. Career counsellors expose qualified UACU students to their potential future employers and form links between the University and business community.

Three times a year UACU organises a Job Fair. In addition, offers for internship opportunities and employment in Kyiv, Ukraine and abroad in the field of business, management, international relations from e.g. L'Oreal, Nestle, Cargill, Microsoft, Pfizer are offered on their Careers – Vacancies site page and on the FB ConcordiaUA Internship page.<sup>50</sup>

UACU organises *open hours* or *open doors* days for first year students at international partner-companies as motivation as well as opportunity to find out more about work in the company from inside, to communicate with partners and managers and to obtain first-hand information about the career opportunities within the company

### Alumni activities

The Alumni Association operates to create opportunities for experience exchange, the realisation of graduates' professional and creative potential, assistance in the employment of graduates who studied at the University, creating a database of graduates and monitoring their professional achievements, organising and conducting events with invited expert practitioners.

<sup>49</sup> See self-evaluation report, p. 149

<sup>50</sup> <https://www.concordia.edu.ua/uk/vakansiyi/>, accessed on 04.04.2023

The Alumni Club strives to show support in bringing graduates, faculty and administration together. In general, Alumni participate in:

- Guest Lecturing
- Internships and Career development for UACU students
- Research – publishing, conferences
- Consulting on programmes, curricula and university development, participating in accreditation procedures
- Participating in cultural, sports events and ceremonies, celebrations, programs abroad
- Evaluations
- Alumni References
- Employers References, Placement Reports
- UACU Marketing
- Membership in UACU Supervisory Board

At UACU, it is common for alumni to meet with students to share their experiences in finding jobs, organisational tasks and other topics useful to students.

There is an UACU Alumni page<sup>51</sup> on Facebook which allows UACU to keep alumni up to date with UACU progress and events, career opportunities and possible collaboration and communication with each other.

## Appraisal:

Careers advice and a placement service are offered for the students and graduates to promote employability in different ways. Besides offering assistance in entering the job market, the Internship and Career Counseling Department also keeps students updated on possible internships and vacancies offered by company partners. In addition, a broad network of corporate contacts exists.

An alumni organisation has been set up with the aim of developing an alumni network. In particular, the Facebook group created for this purpose is used for communication and information exchange between the University and the alumni. Regular meetings take place and the alumni are invited to several UACU activities to also promote contacts between alumni and current students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

<sup>51</sup> <https://www.facebook.com/groups/wiuu.alumni>

## 4.6 Financing of the study programme (Asterisk Criterion)

In its self-evaluation report, UACU presents the calculation of expenditures per semester and for the entire programme for international and Ukrainian students. The total expenditure per one student for one entire programme is as follows SER

Ukrainian students	156000 UAH	~ 4901 EUR
International students	216000 UAH	~ 6786 EUR

Ukrainian students studying at the Bachelor programmes pay a little bit less than international students (the fees for the activities of International Department, related to international persons' registration etc. are covered by this increase in price for international students).

As presented in the self-evaluation report and during the online conference, financial stability of the programme is confirmed by the facts that UACU is capable of fulfilling its financial responsibilities. The existence of the Reserve Fund stresses the financial stability of the programmes<sup>52</sup>:

### Appraisal:

With regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for each current programme cycle and the entire accreditation period.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

<sup>52</sup> See self-evaluation report, p. 159

## 5. Quality assurance and documentation

In order to ensure the quality of education at the UACU, the concept of Internal Quality Assurance of Education at UACU<sup>53</sup> and Regulations on Internal Education Quality Assurance at UACU<sup>54</sup> have been developed. According to these documents, the responsibility for ensuring the quality of teaching and learning in UACU is divided between the heads and departments of UACU.

In order to increase efficiency, quality assurance policy reflects the link between Research and Development, learning, teaching, practice and internships, as well as takes into account both the Ukrainian national context and the institutional context of the UACU and its strategic approach. The policy is put into practice through a set of internal quality assurance processes and procedures enabling the participation of various stakeholders within UACU. The ways to implement, monitor and review the policy are determined by the UACU scholars and instructors, with the possible involvement of students. The quality assurance policy also covers all aspects of UACU's activity that are subcontracted or performed by other parties.

UACU monitors and periodically reviews its programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programmes. Regular monitoring and improvement of the programmes in the process of its implementation is organised by the guarantor of the programme with the involvement of members of the working group, including students, stakeholders and includes determining the content of the programme based on recent research in international economic relations. Revision of the programmes take place at least once in two years.

This process includes the evaluation of the following factors:

- The content of the programme in the light of the latest research in the given discipline aiming to ensure that the programme is up-to-date;
- the changing needs of society;
- the students' workload, progression and completion;
- the effectiveness of procedures for assessment of students;
- the student expectations, needs and satisfaction in relation to the programme;
- the learning environment and student support services, as well as their fitness for purpose of the programme.

In accordance with the internal quality policy of UACU, the student government actively participates in the procedures of internal quality assurance of education. Employers and

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<sup>53</sup> <https://www.concordia.edu.ua/wp-content/uploads/2021/02/concept-of-internal-quality-assurance-of-education.pdf>, accessed on 04.04.2023

<sup>54</sup> <https://www.concordia.edu.ua/wp-content/uploads/2021/02/regulations-on-internal-education-quality-assurance.pdf>, accessed on 04.04.2023

professional associations are also directly involved in the process of periodic review of the programme and other procedures to ensure its quality.<sup>55</sup>

#### Evaluation by students

Students are directly and through student self-government bodies involved in the process of periodic review of the study programme and other procedures to ensure the quality. Students are involved in the process of monitoring and updating the programme by communicating within the educational process, identifying their opinions and recommendations through online questionnaires on the quality of teaching for each educational component of the curriculum in the semester. Access to questionnaires for students is open all the time, twice a semester these questionnaires are collected and provided to instructors for analysis and changes in accordance with the students' suggestions and comments. Based on the analysis of the responses of students and instructors (in the framework of mutual attendance of courses), the guarantor submits proposals to the meeting of the Academic Senate on the need to initiate the procedure for making changes to the programme.

Discussions on proposals for amendments of a programme are also held periodically at meetings of the Supervisory Board of UACU and the Presidium of the Academy of Sciences of the Higher School of Ukraine.

The programmes are regularly reviewed and improved by a working group involving students. The collected information is analysed, and the educational programme is adapted to ensure its compliance with modern requirements. The organisation of internal quality assurance of educational activities shall be based on the principles of student-centeredness, openness, academic honesty.

In accordance with the internal quality policy of UACU, the student government actively participates in internal quality assurance procedures by participating in the UACU Academic Senate, the working group for the development of the programmes, which ensures transparency of all educational processes and measures to achieve learning outcomes. academic mobility, satisfaction of students of the first degree with the quality of education in the programme.

#### Evaluation by faculty

Members of the academic community are involved in the procedures for ensuring the quality of education within the programme. Meetings of the Department of International Economic Relations, Business and Management are held to examine the possibilities of realisation of implementing internship results, advanced training measurers, research results to ensure the quality of education in the programmes.

Instructors who provide the educational process are involved

- in the development of methodological requirements for the programme,
- review and recommendation of training programmes,

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<sup>55</sup> internal - the Supervisory Board, the Institute of Advisors, the founder - Concordia University Wisconsin (USA); external - Chamber of Commerce and Industry of Ukraine, Public Institution «Institute of Environmental Economics and Sustainable Development of the National Academy of Sciences of Ukraine», Academy of Higher Education of Ukraine, All-Ukrainian Association of Employers, German-Ukrainian Society of Economics and Science (Mainz, Berlin, Bonn, Kyiv), and the University of Minnesota Crookston (UCAU's partner in the double degree programme).

- examination of courses,
- approval for printing textbooks and other educational materials,
- providing recommendations on the appropriate use of educational materials in the educational process,
- use of innovative technologies,
- spreading of best practices in the organization of the educational process.

Attending classes of other instructors is an important part of sharing experiences and providing interdisciplinary connections. In addition, the analysis of the lesson helps the instructor based on professional assessment to focus on the problematic aspects of teaching methods and the course in general.

Each semester the instructor attends at least two classes of his colleagues. After attending the class, the instructor fills out a questionnaire and gives a brief description of the class. Instructors are sure to discuss issues that arise during the visit. Comments and recommendations are taken into account in the further work of the instructor. General issues of mutual visits must be discussed at the meetings of the departments. The instructor submits a report on the visit to the dean's office.

Based on the analysis of the answers of students (questionnaires) and instructors, the guarantor submits proposals to the meeting of the Academic Council on the need to initiate the procedure for making changes to the programme.

#### External evaluation by alumni, employers and third parties

The UACU regularly conducts an external evaluation to get employers' and alumni's opinion and track record of what alumni have achieved thanks to the knowledge acquired at the University.<sup>56</sup>

Employers and professional associations are directly involved in the process of periodic review of the programme and other procedures to ensure its quality.<sup>57</sup> When reviewing the programme, the working groups must involve all stakeholders who have the opportunity to make suggestions.

The University's website also contains a questionnaire for interviewing graduates/alumni of UACU<sup>58</sup>. Employers who are supervising the students during the internship can fill out an internship evaluation form giving an indirect feedback about the programmes. As part of ensuring the quality of the programme, cooperation has been established with the heads of enterprises with foreign capital by reviewing work programmes and managing the internships in accordance with internship agreements.

In addition, business associations such as UACU collaborates with such major national business associations as the Federation of Employers of Ukraine (FEU), European Business Association

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<sup>56</sup> References of the alumni can be seen here: <https://www.concordia.edu.ua/alumni-references/>, accessed on 06.04.2023

<sup>57</sup> internal - the Supervisory Board, the Institute of Advisors, the founder - Concordia University Wisconsin (USA); external - Chamber of Commerce and Industry of Ukraine, Public Institution «Institute of Environmental Economics and Sustainable Development of the National Academy of Sciences of Ukraine», Academy of Higher Education of Ukraine, All-Ukrainian Association of Employers, German-Ukrainian Society of Economics and Science (Mainz, Berlin, Bonn, Kyiv), and the University of Minnesota Crookston (UACU's partner in the double degree programme).

<sup>58</sup> <https://www.concordia.edu.ua/alumni-questionnaire/>; accessed on 06.04.2023

(EBA), American Chamber of Commerce (ACC) and Ukrainian Chamber of Commerce and Industry help UACU to be up-to-date with all business employability trends.

### Programmes description

The programme descriptions are available on the UACU's website.<sup>59</sup> All needed information is publicly available and constantly updated. General issues of the educational process are documented in the "Regulations on the organization of the educational process".

The programme, curriculum and regulations on the organisation of the educational process are reviewed, clarified and approved at meetings of departments with the involvement of students, stakeholders, the Academic Council of the University annually. Updated documents are posted on the University website<sup>60</sup>.

### Information on activities during the academic year

The UACU has established a system of informing about the events:

- University website<sup>61</sup> – three information channels (Announcements, News, Events) allow students, instructors and site visitors to be aware of what is happening at the University;
- introduction of corporate mail for students in 2020 made it possible to timely and promptly notify about events taking place at the UACU.

Inclusion of the University in network systems are seen as an opportunity to communicate and inform not only students and instructors, but also a variety of areas of interested community: graduates, parents, applicants, friends and supporters of higher education. Main network systems that are used:

- YouTube – various rubrics give an opportunity to show the activities of the University in various fields: "Cultural diversity", "Greening the planet", "Cooking delicious meals together", "Social advertising", "World Poetry Day", "For a healthy lifestyle", or "Everything will be Ukraine! »
- Facebook – allows quickly convey information about University life to more than 6,000 followers. In addition, separate pages and groups that cover information, in particular, for master students, graduates and others.
- Instagram – contain information about student life;
- LinkedIn – almost 85% of our graduates are united on the page.

Pages Admissions and Academics on the university website cover all information about available programmes or admission requirements. Page Regulations<sup>62</sup> contains all documents (Statute, Regulations, Memo, accreditation materials) and other necessary documentation for the functioning of the University within the legal framework. There are also Rector's reports for recent years.

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<sup>59</sup> IB: <https://www.concordia.edu.ua/ib-2/>; IER: <https://www.concordia.edu.ua/ier/>, accessed on 06.04.2023

<sup>60</sup> <https://www.concordia.edu.ua/uk/university-regulations/>, accessed on 06.04.2023

<sup>61</sup> <https://www.concordia.edu.ua/>

<sup>62</sup> <https://www.concordia.edu.ua/uk/university-regulations/>, accessed on 05.04.2023

## Appraisal:

The panel formed the view that the University has established a quality system that regularly reviews the development of the study programmes. For this purpose, student, lecturer, alumni and employer give feedback on a regular basis. The panel was also provided with results and templates for review. The used survey for the course evaluation checks on various subjects. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures.

Evaluations by students, by the faculty, by alumni and employers are carried out regularly and according to a predefined procedure and provide input for the quality development process. However, the panel misses more formal measures to close the loop of these quality assurance instruments. Thus, while the results and measurements are shared informally, the panel **recommends** that the evaluation results and the quality assurance measures to be derived from them be shared with participants in a more formal process.

Since it was rated particularly positively that various stakeholders from the business community are involved, the panel also sees it as recommendable to work out more strongly how, for example, the results of the internship evaluation form are formally handled and incorporated.

The study programmes' aims and curricula have been suitably documented and published. Students have access to all relevant information on the programme (e.g. regulation, course descriptions, information on examinations can be found on the University's website). In addition, the University regularly publishes the latest news and information about the programmes, events or other useful information like possibilities of dormitories.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: Ukrainian-American Concordia University

**Bachelor programme:** Bachelor of International Economic Relations  
Bachelor of International Business

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)		X			
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X			
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)		X			
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body		X			
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		