

Decision of the FIBAA Accreditation Committee for Programmes



107th Meeting on 5/6 July 2018

Project Number: 17/058
Higher Education Institution: Ukrainian-American Concordia University
Location: Kyiv, Ukraine
Study Programme: Master of Business Administration (MBA)
Type of Accreditation re-accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited with three conditions.

Period of Accreditation: September 1st, 2017 and finishing on end of summer semester 2024

Conditions:

Condition 1 (chapter 2.3)

The HEI further develops its selection procedure by defining assessable and comparable criteria for the selection decision.

Condition 2 (chapter 3.2)

The HEI revises all module descriptions regarding the representation of the given international content

Condition 3 (chapter 4.4)

The HEI provides an access to relevant databases and journals.

Proof of meeting these conditions is to be supplied by April 6th, 2019.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on September 3rd, 2021.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Ukrainian-American Concordia University
Kyiv, Ukraine

Master study programme:

Master of Business Administration

Qualification awarded on completion:

Master of Business Administration (MBA)

General Information on the study programme

Brief description of the study programme:

The MBA programme is designed to provide an applied business education in a multi-cultural learning environment. The overall objective of the programme is to improve decision making capabilities of the students by providing a functional business foundation and enhancing their analytical, communication, and technological skills and to develop competencies that will make them effective middle-level professionals in a variety of organisational settings. The students will be, among others, introduced to the latest developments in the fields of international management and prepared to identify problems, consider alternative solutions, evaluate and analyse situations and implement solutions.

Type of study programme:

master programme

Projected study time and number of ECTS points assigned to the study programme:

1.5 years, 90 ECTS

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

1 class, 50 students per year

Programme cycle starts in:

both winter and summer semester

Initial start of the programme:

2001

Type of accreditation:

re-accreditation

last accreditation period:

27. September 2012 until the end of summer semester 2017

In 2017, the accreditation period was extended until the end of summer semester 2018.

Procedure

A contract for the re-accreditation of the Master of Business Administration (MBA) was made between FIBAA and Ukrainian-American Concordia University on June 2nd, 2017. On August 2nd, 2017, 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 were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Britta Bergemann

University of Applied Sciences Heilbronn

Professor of "Marketing and Sales Eastern Europe" (Marketing, Communications / Advertising, Corporate Relations, Director of MBA Program)

Prof. Dr. Reinhard Bachmann

University of London

Professor of International Management (International Business, Entrepreneurship, Organisational Behaviour, Business Administration, Strategic Management, Trust Research)

Professor Dr. Iryna Taranenko

Alfred Nobel University, Dnipro, Ukraine

Head of Department of International Marketing Rector's Adviser in International Education (Marketing, International economic relations, MBA Programs)

Director/Shareholder Konstantin Skomorokhov

Avtoban Trailers Ukraine, Ltd.

Manager-Shareholder, Director in a manufacturing business

Nelli Velker

University of Bamberg

Student of International Information Systems Management (M.A.)

FIBAA project manager:

Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on April 17/18th, 2018 at the HEI's premises in Kyiv. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on June 22th, 2018. The statement on the report was given up on June 27th, it has been taken into account in the report on hand.

Summary

The Master of Business Administration offered by the Ukrainian-American Concordia University fulfils with three exceptions the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 1st, 2017 and finishing on end of summer semester 2024, under three conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified need for improvement regarding the following aspects: selection procedure, structure and facilities and equipment¹. They recommend the accreditation on condition of meeting the following requirements:

Condition 1 (chapter 2.3)

The HEI further develops its selection procedure by defining assessable and comparable criteria for the selection decision.

Condition 2 (chapter 3.2)

The HEI revises all module descriptions regarding the representation of the given international content

Condition 3 (chapter 4.4)

The HEI provides an access to relevant databases and journals.

Proof of meeting these conditions is to be supplied by April 6th, 2019.

Furthermore, the quality requirement that has not been fulfilled – External evaluation by alumni, employers and third parties, chapter 5 – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- Objectives of the study programme (see chapter 1.1),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Logic and conceptual coherence (see chapter 3.1),
- Integration of theory and practice (see chapter 3.1),
- Methods and scientific practice (see chapter 3.1),
- Examination and final thesis (see chapter 3.1),
- Internal cooperation (see chapter 4.1),
- External evaluation by alumni, employers and third parties (see chapter 5.2)

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

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

- Counselling for prospective students (see chapter 2),

¹ These aspects are asterisk criteria which means that they are essential for the study programme.

- Integration of theory and practice (see chapter 3.1),
- Internationality of the student body (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Process organisation and administrative support for students and faculty (see chapter 4.2) and
- Cooperation and partnerships (see Chapter 4.3)

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

Information on the Institution

The Ukrainian-American Concordia University (previously WisconsinWIUU), was established in 1997. It 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. The HEI has as its mission the creation of stimulating teaching and learning environment for multicultural student body and internationally minded faculty. It follows the traditions of an American university, in terms of its courses, semester sessions, grading system, and academic records. Classes are conducted in English. All programmes have an international business orientation:

| Degrees Offered | Diplomas Obtained |
|--|--|
| Joint Ukrainian - American Bachelor Degree in Business Administration and Management | Ukrainian State Diploma - Bachelor of Management (BM) International Diploma - Bachelor of Business Administration (BBA) |
| American Degree - Bachelor of Business Administration | International Diploma - Bachelor of Business Administration (BBA) |
| Ukrainian Degree - Bachelor of Management | Ukrainian State Diploma - Bachelor of Management (BM) |
| Bachelor of International Business Degree | Ukrainian and International Diplomas in International Business (BIB) |
| American Degree - Master of Business Administration | International Diploma - Master of Business Administration (MBA) |
| Ukrainian Degree - Master of International Management | Ukrainian State Diploma - Master of International Management (MIM) |

The HEI is a member of the American Chamber of Commerce in Ukraine, Association of Ukrainian Non-State Owned Universities, Academy of Higher Education of Ukraine, German-Ukrainian Society of Economics and Science, International Trade Club in Ukraine, Kyiv Chamber of Commerce and Industry and the Social Association "International Personnel Academy". It will also build on its extensive and long term international partner Institutions.

Faculty and students take part in research and scientific activities of the University. The HEI is one of two (out of 200) private higher educational establishments in Ukraine and one out of 27 of all higher education establishments in Ukraine which enjoy governmental support of their research activity in form of non-paying taxes on profit which is spend on research activities. This support is granted for three years until April 4th, 2016. Moreover, the University organises and takes an active part in international scientific and practical conferences and seminars, jointly with the American Chamber of Commerce in Ukraine, the German-Ukrainian Society of Economics and Science, Indiana Wesleyan University (USA), Precedent Academics (USA), Kazakh American Free University (Kazakhstan), National Institute of Strategic Studies under the President of Ukraine and Kyiv National University of Technologies and Design (Ukraine). The research journals 'Education, Management, and Business: International Dimension' as well as 'Education and Management' are being published by the HEI.

Further development of the programme, implementation of recommendations from previous accreditation, statistical data and evaluation results

The programme was accredited under seven conditions on September 27th, 2012 until the end of summer semester 2017. In 2017, the accreditation period was extended until the end of summer semester 2018.

The conditions were fulfilled nine months later. Further recommendations were:

- redefining the programme objectives more precisely, while also relating to specific study programme contents and courses, when describing the overall programme objectives,
- reconsidering a differentiation between programme title and programme degree in order to also avoid existing tautologies,
- defining in a more clear and structured way the demand for graduates from the programme. Equally, alumni positioning studies should be carried out continuously,
- broadening access to disabled students in all parts of the HEI by either offer special assistance or through rebuilding measures on a long term view,
- organizing the programme in a more coherent and clear way,
- establishing regular meetings for all teaching staff members involved in the MBA programme at hand,
- establishing an Advisory Body, consisting of representatives from academical and business area and with the aim to hold regular meetings and
- implementing evaluation tools for teachers.

All recommendations except the redefining of the programme objectives as well as establishing an Advisory Body were considered. As usual for MBA programmes, the HEI prefers the same title and degree. Regular meetings were intended, but difficult to do because the majority of instructors is not always on the spot.

The following statistical data was presented by the HEI:

| <u>Year of Enrollement</u> | <u>Total</u> | <u>Female</u> | <u>Male</u> | <u>International</u> | <u>Local</u> |
|----------------------------|--------------|---------------|-------------|----------------------|--------------|
| 2013-2014 | 9 | 5 | 4 | 3 | 6 |
| 2014-2015 | 12 | 5 | 7 | 1 | 11 |
| 2015-2016 | 9 | 5 | 4 | 2 | 7 |
| 2016-2017 | 11 | 7 | 4 | 3 | 8 |
| 2017-2018 | 4 | 2 | 2 | 3 | 1 |
| Total | 45 | 24 | 21 | 12 | 33 |

Moreover, the programme management was able to conclude the professional status and/or development of every graduate since graduation. The contact is personal due to the manageable number of graduates since 2012.

Appraisal

The panel found a classical MBA programme which is running smoothly although political and economic circumstances could have been more advantageous. The fulfilling of the given conditions, especially the implementation of the two years of professional experience, was at first sight a competitive disadvantage. Now, the statistical data show that the HEI can compete in the Ukrainian education market and beyond. The panel was impressed by the high number of students from abroad and the obviously given gender equality. Based on the interviews during the on-site visit, the panel is convinced that this relies on the great

commitment both of the university and programme management in keeping the programme running by e.g. employing professionally interesting instructors and facilitating foreign students' income. The administration staff pays high attention in welcoming and hosting students from abroad. The programme impresses applicants with the well qualified faculty and the fact, that it is taught in English. However, the panel stated also that the basically adequate MBA programme has not been revised or further developed in terms of content, structure or strategic goals since fulfilment of the conditions, e.g. on basis of the given recommendations. As the HEI strives for a long-term competitive MBA programme in a globalized education and job market, the following conditions and recommendations should be taken into account as a possibility to strengthen both the MBA programme and the HEI for this challenge.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The MBA programme is designed to provide an applied business education in a multi-cultural learning environment. The overall objective of the programme is, as the HEI states, to improve decision making capabilities of the students by providing a functional business foundation and to enhance students' analytical, communication, and technological skills and to develop competencies that will make them effective middle-level professionals in a variety of organisational settings. The students will be amongst others introduced to the latest developments in the fields of international management and prepared to identify problems, evaluate and analyse situations and consider as well as implement alternative solutions. Approaches, skills and competencies in core areas of management practice cited in the national and local goals for higher education should be adopted. The knowledge and skill areas include communication, reasoning, analytical, and reflective thinking abilities. .

Other areas focus on ethical understanding, legal responsibilities, information technology use and an understanding of multicultural and diversity issues. Financial theories including markets, analysis and reporting are taught. Finally, students also learn the importance and impact of information technologies to management.

Appraisal:

The objectives of the programme is consistent in relation to the targeted vocational field of middle-management business. They are based on subject-specific and generic learning outcomes. In the view of the panel the Dublin Descriptors are adequately covered by the intended learning outcomes. Also, the requirements of academic abilities are fulfilled. Hence, the panel considers the learning outcomes of the MBA programme to be at the appropriate level for Master degrees.

The objectives of the programme also reflect the international character of the existing modules and are in line with the final qualifications.

The panel is positive about the level and contents of the jobs graduates hold in the professional field. By reference to the interview with graduates the panel learned that the graduates' approach to their professional field is completely different and that they are satisfied with their personal and career development since graduating. On the other hand, companies in the Ukraine still underestimate the MBA degree and the achieved competencies. That's why the panel encourages the HEI to refine strategic ideas regarding the goals of the MBA by using their contacts to business partners to better promote their MBA programme and to expand the possible unique position of an MBA. This could be accompanied by some "updates" in content of the modules (compare chapter 3.1).

| | | 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)

The HEI aims to become an internationally-known university, which attracts excellent students from all over the world thanks to its extensive international activities and cooperation with international organisations and educational establishments all over the world, and thanks to its high-quality level of education. Hence, the international orientation is a clear focus of this MBA's programme design and can be seen in the international components of certain modules, the international experience of the teaching staff and the intercultural composition of the study group. Moreover, the programme is entirely taught in English. All learning and teaching materials, including text books and other source materials, are also in English.

Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching and research as well as graduate employability. Achieving this aim is specially nurtured through English as the teaching language. In opinion of the panel the programme equips graduates with the skills they need to perform the tasks required in an international environment by means of targeted knowledge and skills development. The orientation reflects in the internationally oriented content. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

| | | 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 programme

The MBA programme occupies an existing niche in business education in Kyiv and Kyiv region. Apart from the HEI, there are five major business schools in this region with population of around five and a half millions: Kyiv Mohyla Business School, Kyiv Business School, International Management Institute-Kyiv, Kyiv International Institute of Business, and Institute of International Business Relations (IBR). All these HEIs successfully meet the professional needs of certain groups of people. Each of the schools meets the standard requirements of standard business programs, however the HEI is unique in its approach in allowing students a choice of receiving MBA education entirely in English. The HEI's pool of applicants is middle-level / middle class young professionals, which is in the view of the programme management the class especially important for the development of the country and especially influential in the politico-socio-economic development of Ukraine.

As for the positioning on the Job market, the HEI is convinced that there is a demand for its graduates thanks to their high professional level and excellent personal skills. Besides acquiring relevant knowledge, character development is taken seriously at the HEI. According to the programme management, referring to the positions of Alumni in 2013-2017, former students hold such positions as Senior Investment Advisor, Senior Product Manager, International Programme Coordinator, Brand Manager, Project Manager, Personnel Manager, Sales Manager, Implementation Manager or Head of Finance Consulting. Some Alumni are self-employed or work as analysts, economists or lawyers. Most of the former students hold positions in the area of leadership or management.

With regard to the positioning within the HEI's overall strategy, the HEI's activity is connected with providing higher education services on the Bachelor and Master levels. The MBA programme is an integral part of the programme portfolio offered by the HEI, which utilises standard American programmes and curricula commonly used by American universities.

Appraisal:

The profile and the competence goals are such that the programme can compete both on the education and on the job market. The panel appreciates the orientation of the programme, which combines American and Ukrainian requirements and that it is completely taught in English. In the view of the panel this makes the programme unique and promotes the competitiveness of its graduates. The way in which the programme is incorporated into the HEI's overall strategy is described and reasons are given, i.e. focus on business and international orientation. The programme follows qualification aims, which comply with the overall concept and strategic planning of the HEI. In the view of the panel, this planning could be refined: The MBA programme could, accompanied by the BBA programme, strive to achieve and sustain a corporate reputation of being at the forefront of the sector in meeting the needs of students and employers, by also constantly involving the HEI's broad national and international network. The Ukrainian university should implement a strategic planning process to stay on top of changes in the market and maintain a competitive edge. (compare chapter 1.1).

| | | 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

To be accepted into the programme, the following admission requirements must be met:

- Degree in Bachelor of Business Administration, Bachelor of International Management, Specialist of International Management, or Master of International Management from the HEI, Bachelor's Degrees from other universities or equivalent qualifications accepted, Master's Degree in another discipline and Professional qualifications considered equivalent to Bachelor's Degree status. For individuals whose primary background is in the study of law, engineering, or computer science, the successful completion of specified individual prerequisite courses are required for entrance into the MBA programme;
- (Under)graduate degree (2.00 minimum GPA) or equivalent of C grade average;
- At least two years of relevant fulltime working experience after graduation;
- English proficiency: The HEI's English Placement Test (minimum score of 60%), TOEFL (minimum score – from a test date within two years – 500 for paper based test or 173 for computer based test or 60% for internet based test) or IELTS (a minimum IELTS band score of 5.5) or equivalent proficiency tests;
- Placement Tests in Principles of Management, Microeconomics, Macroeconomics, Business Statistics, Accounting, and Principles of Finance* for the applicants who

wish to be exempt from the stated prerequisite courses; graduates of the BBA programme at the HEI can be exempted from the placement tests.

List of the Documents Required for Admission of Ukrainian students:

- application form;
- official transcripts and diplomas (Bachelor Degree and/or Master Degree);
- medical certificate of health condition;
- copy of passport and copy of national ID card;
- military recruits' registration certificate for men;
- six pictures (3×4);
- proof of previous employment history;
- proof of fully paid tuition and other fees (including library deposit, dormitory).

List of the Documents Required for Admission of international students:

- application form;
- official transcripts and diplomas (translated and legalised by the respective country's official authorities either in the home country or in the embassy of the country in Ukraine);
- birth certificate (translated and legalised);
- medical certificate of health condition (translated and legalised);
- Health certificate (translated and legalised);
- copy of passport;
- ten pictures (3×4);
- two recommendation letters (from former or present employers, institutions, lecturers and other relevant sources);
- return ticket with open date (for the period of one (1) year);
- proof of fully paid tuition and other fees (including library deposit, dormitory, medical health insurance, immigration insurance and registration).

According to the university, the overall procedure is as follows:

The admissions team which consists of the Admissions director, the International programmes coordinator, the Head of the Preparatory Department for International Students and the Dean of the International programmes is counselling the applicants in personal information talks or via telephone. Applicants are asked and given advice on their qualifications, motivation, background and experiences. In the course of these discussions, the suitability and fulfilment of the basic admission criteria is already being discussed. After this counselling a recommendation is usually given by the counselling person for the application in the MBA or a different programme of the HEI or for an application a few years later if more professional experience is needed. The admissions team pays particular attention to that pre-counselling and support components to only let probably suitable applicants to the following selection interview with the programme management.

In this interview led by the programme management who knows all students personally and decides on the composition of the MBA students group, the applicants are assessed on their motivation ("ambitiousness"), their leadership and managerial skills, their economic and financial knowledge, their responsibility and their international mentality based on their previous professional experience. After this interview, the applicants will be informed whether he/she's supposed to join the MBA programme or not. The decision is taken by the programme management and has to be approved by the management of the HEI.

If the English skills are not sufficient the applicant will be offered some prerequisite courses in English language.

After an applicant has successfully passed the admission process the HEI enrolls the new student and takes over the counselling of the participant. This includes the issuing of the study contract and the provision of prior information before the start of the programme (i.e.

study and examination regulations, programme overview, study conditions and infrastructure, practical advice such as on housing and visa issues).

The admissions procedure is described in the MBA Student Handbook and the MBA Catalogue, which are in public access in hard copy and online.

Appraisal:

The admission requirements for the MBA programme are in line with national requirements and the requirements of the EQUAL MBA Guidelines, including the need of two years professional experience prior to the studies.

The required language proficiency level or required result in a concrete language test and the offer of preparatory language courses ensure that students are able to successfully complete the study programme.

The preceding detailed consultation and information meeting meets the needs of the target group, initiates the qualitative selection procedure and allows in the actual selection interview the focus on the essentials. Throughout the process, the university responds swiftly to incoming inquiries and guarantees a very good accessibility for the students.

Based on the talks with the programme management, students and alumni of the MBA as well as based on the composition of the running MBA group the panel is convinced that the selection interview is appropriate to ensure that qualified students are admitted. The topics in the interview allow an indication that the applicants fit for the goals of an MBA. Nevertheless, the panel states that the decision only depends on one person. The lack of interview guidelines and interview notes, which enumerate and weight the assessed criteria does not allow that someone else could do the selection in a comparable way. The panel therefore recommends the accreditation under the **condition**

- that the HEI further develops its selection procedure by defining assessable and comparable criteria for the selection decision.

This could be done by making a note of every selection interview enumerating and weighting the assessed criteria. Through these notes, a guideline with criteria as a basis of the decision has to be developed.

Full transparency with regard to the approval procedure and the approval decision is guaranteed.

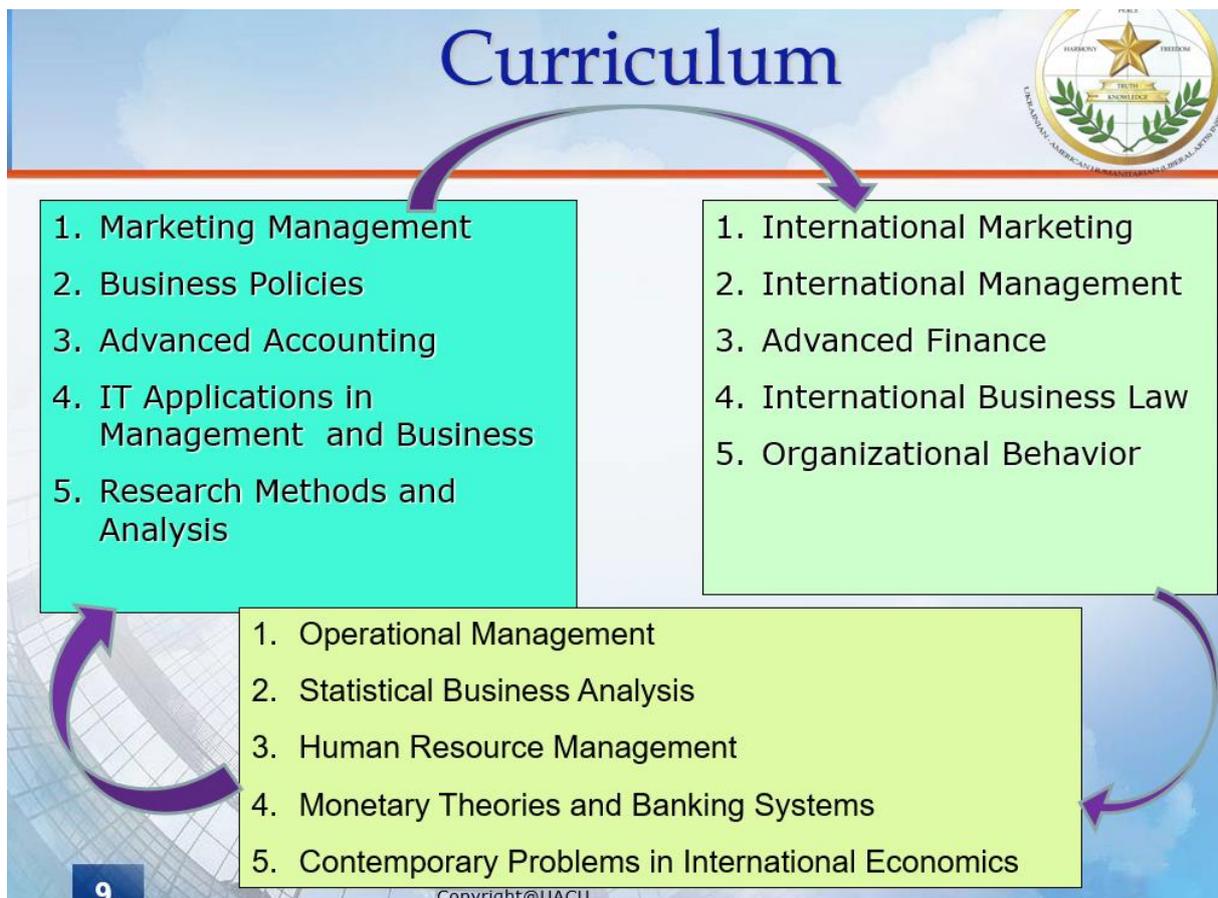
| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | |
| 2.2 | Counselling for prospective students | | X | | | |
| 2.3* | Selection procedure (if relevant) | | | | condition | |
| 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

The programme focuses on knowledge and skills development while considering all relevant aspects of an MBA programme. It is broad based, rather than technical training for a particular job. The broad goal of the programme is to improve decision making capabilities of the students and enhancing their analytical, rhetorical and technological skills.

The programme consists of three compulsory strands. No electives are included within the programme:



Together, as the HEI points out, these elements constitute a comprehensive, coherent and balanced study of the theory and practice in an international business context. In some cases (see *), the following prerequisite courses are necessary: Principles of Management, Macroeconomics, Macroeconomics, Accounting I and II, Business Statistics and Principles of Finance:

| | MBA Curriculum | Credits | Auditory Hours |
|----|---|----------------|-----------------------|
| 1 | Advanced Accounting*/Value-based Management | 3 | 45 |
| 2 | Advanced Finance* | 3 | 45 |
| 3 | Contemporary Problems of International Economics*/Net Economy | 3 | 45 |
| 4 | Human Resources Management | 3 | 45 |
| 5 | International Business Law/Business Law | 3 | 45 |
| 6 | International Management*/International Management and Leadership | 3 | 45 |
| 7 | International Marketing | 3 | 45 |
| 8 | IT Applications in Management / E-Business/ Business Software | 3 | 45 |
| 9 | Marketing Management* | 3 | 45 |
| 10 | Monetary Theory and Banking Systems* | 3 | 45 |
| 11 | Operational Management*/Business Process Management | 3 | 45 |
| 12 | Organizational Behavior/Enterprise Architecture | 3 | 45 |
| 13 | Research Methods and Analysis*/Research Work and Presentation | 3 | 45 |
| 14 | Seminars in Business Policies* | 3 | 45 |
| 15 | Statistical Business Analysis* | 3 | 45 |
| | Total: | 45 | 675 |

Giving a broad view of the complexity of issue's in today's business environment, the integration of theory and practice is delivered via case studies, project works, presentations, discussion groups and business games. In "Research and Analysis Class" an exhibition to a trade show is included, where students are actively involved in. In "Business Law and Monetary Theory", court exercises, where students take roles of plaintiffs, defendants and juries to argue legal cases in court, are mandatory. "Business Policy" includes a case study with the task of opening production in a foreign country. Another example are the "Marketing Management" and "International Management" classes, where a mix of in class discussions

on current events (i.e. articles from business journals offered by the instructors), practical case studies and readings from required textbooks are used.

The degree title is Master of Business Administration (MBA), which has been chosen in accordance to international standards. The MBA programme is broad based, concentrating on career advancement rather than on technical training for a particular job.

As the HEI describes, interdisciplinarity is delivered in many modules i.e. in “Research and Analysis”. The field is derived from sciences such as mathematics, computer technology, or graphic arts. Students learn to understand the nature of information, its different formats and existing types of analysis. In “Business Law and Monetary Theory”, sociological readings referring to monetary and financial arrangements are, amongst others, implicated in class. Also, while analysing a company, as required in “Risk Management and Finance”, students will need to handle questions and problems with different perspectives.

Ethical aspects are taken into account by the HEI’s general attitude against cheating and plagiarism. A part of freshmen convocation is therefore dedicated to teaching students the rules of studying at the HEI, which include honest academic conduct. Regarding the content of the programme, ethical aspects are taken into account in the programme by embedding the principles of sustainable and responsible management in teaching and research as well as enabling students to take on responsibility as citizens and leaders in society, business and for themselves and to act in accordance with ethical and professional standards. Modules like e.g. “Organisational Behavior” and “Human Resource Management” are as such characterised by ethical aspects.

Methodological competence is systematically embedded in the programme aims and learning outcomes, and the module learning outcomes. There is an emphasis throughout the programme on the application of analytical and conceptual skills, i.e. in “Research Methods and Analysis or Statistical Business Analysis”. By working with original financial and economic data, as well as with original social science research published in peer-reviewed journals, students acquire methodological competence and practical experience with use of data. The instructors are required to conduct research as a part of their work. A faculty member holds his/her position partially contingent on the quality and quantity of his/her research. Like already mentioned, the HEI is one of two (out of 200) private higher educational establishments in Ukraine and one out of 27 of all higher education establishments in Ukraine which enjoy governmental support of its research activity. Teaching is therefore, according to the HEI, highly based on Academic Work and Research.

In order to record a full profile of student strengths and weaknesses, to promote variety in learning outcomes and approaches to learning, intellectual achievement is measured by a varied and diverse range of methods appropriate to the learning outcomes. Each module has at least two major tests – midterm test and final test – as well as different assignments during the semester, such as quizzes, group presentations, and papers. The scheduling of final examinations is done by the Academic Office and is usually completed by the thirteenth week. The major purpose of examinations is to certify a student's achievement in a course. Examinations utilised generally are of the following types: Multiple choice questions, true/false (T/F) questions, matching items, short answer or structured response questions, extended answers or essays and team presentations. For students who miss an exam with a valid excuse, a time to take the exam will be scheduled together with the Academic Office within one week.

Appraisal:

The curriculum takes the programme objectives into consideration to a sufficient extent. There is a balanced mixture of modules in terms of content and they are arranged in a logical sequence. The panel has seen the course descriptions and course materials and is positive that all basically needed disciplines for an MBA programme are addressed. However, the panel would like to encourage the programme management to develop the curriculum further by implementing current topics such as Change Management, Strategic Management, or Monetary Theories in the existing courses.

The reasons for the qualification title are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.

By using the case studies and also because of the business experience of the instructors the panel was impressed by the practical approach of the courses to impart the theory. The panel would like to reinforce this approach in recommending the programme management to use more case studies out of the students' professional field. Interdisciplinary contents as well as ethical aspects are also included in the curriculum.

The panel has seen a variety of assessments, e.g.: written tests, papers, multiple choice tests, etc. Assessment techniques comply with the subject matter to be tested. The level of performance in examinations 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 Master qualification. The panel came to this conclusion considering also that there's no final thesis to be written. In this context they are satisfied with the methodological and scientific approach. However, they recommend to use multiple choice tests more restrictive and to encourage the students to use (if possible) their current work experience to do some research assignment for or with their employers. E.g. in "Marketing Management" could be included a genuine market research by generating data and evaluating consumer research.

| | 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

| | |
|------------------------------|------------------------------|
| Projected study time | 1,5 years |
| Number of Credit Points (CP) | 45 American credits, 90 ECTS |
| Workload per CP | 25 h |

| | |
|--|--|
| Number of modules | 15 |
| Time required for processing the final thesis and awarded CP | No final thesis (American system) |
| Number of contact hours | <p><u>According to the American system:</u> 15 courses each worth of 3 credits: 45 credits 1 credit = 15 auditory hours of workload and 20 hours of outside work 3 credits = 45 auditory hours of workload and 90 hours of outside work A 3-credit course = total of 135 hours of workload MBA program = 15 three-credits courses = total of 675 auditory hours + total of 1350 hours of outside work</p> <p><u>According to the ECTS:</u> 15 courses, 6 credits each = 90 credits 1 credit = 25 hours = 7.5 hours in class + 17.5 hours outside of class 1 course = 6 credits = 7.5 hours x 6 credits + 17.5 hours x 6 credits 1 six-hours course = 45 hours in class + 105 hours of outside work 1 six-credit hour course = total of 150 hours of workload MBA program = 15 six-credits courses = total of 675 hours in class + 1575 hours of outside work</p> |

All modules are core modules. The study programme at hand does not include optional electives. Modules have been described in course descriptions enclosing among others the name of the module, if necessary, prerequisites for a module, the learning outcomes and descriptions of contents. In addition the descriptions contain time schedules for the module during the semester with detailed information about examinations. In order to record a full profile of student strengths and weaknesses, to promote variety in learning outcomes and approaches to learning, intellectual achievement is measured by a varied and diverse range of methods appropriate to the learning outcomes. Each module has two major tests – midterm test and final test – as well as different assignments during the semester, such as quizzes, group presentations, and papers. The scheduling of final examinations is done by the Academic Office and is usually completed by the thirteenth semester week.

As for the application to the European Credit Transfer and Accumulation System (ECTS), the HEI, according to its own statement, utilises the following national orders: Order # 943 by the Ministry of Education and Science of Ukraine as of Oct 16, 2009 – about the implementation of European Credit Transfer and Accumulation System in higher educational establishments in Ukraine and Methodological Recommendations toward implementation of European Credit Transfer and Accumulation System and its key documents in higher educational establishments in Ukraine. An Academic Transcript is handed out to the graduates. The Transcript records all grades successfully and unsuccessfully completed which are calculated in the cumulative Grade Point Averages (GPA) both, for each semester and for the overall period of study. A relative grade, according to ECTS, is recorded in the transcript as well.

A set of study and examination regulations (MBA Programme Student Handbook, module descriptions) exists dealing i.e. with all matters regarding assessment, ensuring fairness,

course descriptions, recognition of degrees or periods of study at other HEIs etc. As the HEI states, students are provided with advice and support by their Module and Personal Tutors. They can advise on how to manage the workload and discuss matters that could lead to claims for extenuating circumstances. Furthermore, the Academic Office provides support and advice to faculty members and students. The Office also provides guidance for staff and students about how to handle circumstances that might have affected student's performance in examinations/assessments. Regarding the special needs of disabled students the MBA Catalogue includes the regulation that students may petition for a time extension in examinations due to unusual circumstances. The feasibility of the study programme is surveyed by the evaluation of students and alumni. The study time on average is 3,5 semesters which relies on student's personal circumstances.

Appraisal:

The programme consists of modules and assigns American credit points as well as ECTS-Points per module on the basis of the necessary student workload. The programme structure with its uniform distribution of credit points over three semesters helps the students to reach the defined learning outcomes with a substantial proportion of structured contact.

The module descriptions provide detailed descriptions of intended learning outcomes and information defined in the ECTS Users` Guide (e.g. type and level of course unit, number of ECTS-points, name of lecturer, assessment methods etc.). The module specific schedules allow the students to organise their studies well before and after the contact time with the lecturer and to prepare for the assignment that take place during the semesters.

In the view of the panel, the recommendation of relevant literature could be improved. Moreover, the panel misses in the content descriptions of the module descriptions e.g. of the modules Marketing Management, Human Resource Management and Business Policy a clear representation of the international aspects which are indeed taught and represented in the course materials. According to this the panel recommends the accreditation under the **condition**

- that the HEI revises all module descriptions regarding the representation of the given international content.

The existing set of regulations contains all relevant information about the programme structure, the admission procedure, the examinations, the grading process and the credit transfer. They are legally binding by signing the study contract.

There are several aspects that promote the feasibility of the MBA programme. The admission requirements ensure that students are enrolled who have the necessary English skills. Subject-specific and general support is provided to the students. The number and frequency of examinations is high but manageable due to the fact that the time schedules and preparation information is announced early via the module descriptions.

| | | 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) | | | | condition | |
| 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

The HEI encourages the use of many different teaching methods, to enable a choice for the most effective methods and to connect to different learning styles, thereby improving the attractiveness of many courses for students.

The overall goal of the MBA programme is not only to educate high level professionals, but also to prepare them as leaders for their organisations and industry. To achieve this goal, the programme management does not merely provide instruction, but produces learning with every student via different methods (Learning Paradigm instead of Teaching Paradigm). Instead of being passive consumers of knowledge, students are to a certain degree required to create knowledge. Thus, the HEI utilises a broad spectrum of methods to create an environment that helps students discover knowledge and makes the student learning experience learner-centred, varied and stimulating. This learning environment is partly created via logical and transparent teaching and learning methodology that is used. All the assistant learning tools (course descriptions, etc.) are available for every student via the institutional intranet. By taking a look at these materials, students can understand the logic of the programme and position themselves as active and affective learner.

In every class, a diverse range of teaching and learning methods is used. The range of learning, teaching and assessment methods includes lectures (as the core teaching method), practical classes (when students solve practical problems associated with the studied topic), Computer-supported learning (a part of the work is to be accomplished online), individual and group work such as library and web searches, interviews, analysis, presentations, etc.), written assignments, written examinations and the use of technology (i.e. video). Knowledge and understanding of a subject is often developed through lectures and seminars. Lectures define the content of the course and provide an essential overview of the subject, its concepts and theories. Case studies and practical projects are employed within the learning, teaching and assessment strategies very often.

The learning and teaching materials used on the programme comprise text books, academic journal articles, specialist trade and practitioner publications, news and current affairs publications, case study materials, company reports, statistical material, software applications, scripts and exercise materials produced by teaching staff. The materials are made available for every student via the institutional intranet. By taking a look at these materials, students can understand the logic of the program and position themselves as active learners.

Guest lecturers are invited regularly by the HEI and contribute to the teaching activities (13 guest lecturers have been invited in 2016/17).

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects.

During the on-site visit the panel members had the possibility to survey the accompanying course materials of all courses. They came to the conclusion that the quality of those materials varies but on balance was of a good, sometimes outstanding quality and do meet international standards. They are digitally accessible, user-friendly and encourage students to engage in further independent studies. Regarding the used literature the panel recommends to have a stronger focus on keeping it up-to date.

Guest lecturers are invited and contribute to the student`s qualification process with their special experience from professional practice. Lecturing tutors are not part of the MBA programme and also not necessary.

| | 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

Due to the HEI`s international business approach, each course of the MBA programme is taught with the perspective of internationalisation, which has become a reality and a distinguishing feature of the modern world. Students study how business theories are applied in major European countries and the USA, and what laws based on these theories the countries developed. International aspects as well as intercultural subjects are covered in many modules. For instance, different legal systems around the world are covered in Business Law. In Monetary Economics Class, theory is applied to central banking and financial practices in the world, with examples and casework from Europe, US, Japan and China. Apart from the classes, both the lecturers and students represent different cultures. Also, when it comes to teamwork, i.e. to prepare group projects and presentations, teams are, if possible, composed internationally.

In the last years, twelve international students joined the MBA programme. Countries represented at the HEI (now and in the past) are among others Azerbaijan, Belgium, Egypt, Finland, Georgia, Ghana, India, Iran, Kazakhstan, Latvia, Libya, Nigeria, Pakistan, China, Cameroon, Gambia, Serbia, Russia, Saudi Arabia, South Africa, Turkey, Turkmenistan and the USA.

With regard to internationality of the teaching staff the HEI points out, that several specific members of the faculty incorporated in the programme have international experience in the form of teaching, research activities, working, and/or studying abroad. During the academic years from 2012 to 2017, 13 professionals and scholars with international education and experience taught in the MBA programme.

Appraisal:

Based on the course materials (not the course descriptions, see chapter 3.2) the panel states that international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples and, of course, through the intercultural composition of the study group, students are enabled to act in an intercultural environment. With 15 students, a significant proportion of the students comes from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

| | 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)

As for Leadership, the programme aims to develop students' ability to anticipate and recognise the need for change, take an active role in change processes and to manage change. Leadership qualities will be, amongst others, acquired within the module Organizational Behaviour, but also throughout the whole programme via the variety of case studies and group works and presentations.

Management concepts and their application are taught in different modules, for instance in International Management, Production and Operations Management, Marketing Management and Human Resource Management, where students develop and strengthen their understanding of these concepts.

Communication and rhetoric skills are practised by the students in various ways. Communication skills (including presentations and talks, interpersonal skills, collaborative and group working) are also developed in an embedded manner within the curriculum and assessment of other modules: written communication skills are developed through written assignments; oral communication skills through presentations in seminars; or team working skills through collaborative projects. Most classes have research team-projects that students need not only to complete in research and writing but also in presenting the results in class to the fellow students. Conferences, round-table discussions and charity activities are also considered to help students in developing their communication and public speaking skills. Also, team-work and conflict-handling are practised through group discussions, case studies and cooperation in team work within the study programme. Instructors will support students in guiding them through the process in group work.

Appraisal:

Competencies as social behaviour, conflict-handling and ethical aspects are given regard in the programme. In a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. Equally, leadership concepts are taken into account in the programme. Especially, the programme serves to strengthen leadership skills in students in different specific modules.

| | | 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 HEI claims that during their education students not only acquire solid managerial knowledge, but also develop skills and qualities such as: team-work, leadership, initiative, work ethics, responsibility, integrity. These skills and qualities are considered to be highly important in the current socioeconomic environment.

The employability of graduates from the MBA programme is based on the following elements:

- a strong link between theory and practice,
- English as the teaching language and international content,
- the training of leadership skills,
- and the training of social skills.

Since the MBA students already have jobs, this programme allows them to have better qualifications to seek higher-level positions in their current company or elsewhere.

Appraisal:

The panel has no doubt that the graduates of the programme are employable, given the application orientation of the programme. Although the HEI does not use formal alumni tracking so far, the programme management could give information about the further career development of all alumni during the last three years. Most of them sought higher-level positions in their companies or elsewhere. The alumni the panel talked to all profited from a new perspective to managerial processes and relations.

| | | 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

The HEI's team of permanent academic staff combines academic, educational, professional and intercultural expertise. As for the instructors, fourteen lecturers (as listed also for the past two years) have been teaching the MBA programme at hand, of whom five persons hold a PhD title or are doctoral candidates. Most of them have deep practical experience and an international background.

In order to guarantee the necessary variety of the faculty body as well as the range of choice among the modules, selected guest lectures support the faculty in providing lectures within the modules.

In order to be employed at the HEI, teaching staff must demonstrate their teaching ability via appropriate qualifications or suitable teaching experience, i.e. higher education undergraduate teaching experience in a range of relevant modules. The Dean of the International Programmes conducts interviews with each faculty position applicant to ensure that s/he also has adequate pedagogical skills and qualifications. For those outstanding professionals in their field who are hired as faculty but do not have pedagogical credentials, the Dean conducts special trainings (seminars, lectures, individual attendance of classes and their discussion afterwards) to ensure that faculty develops necessary pedagogical competencies.

The Dean of the International Programmes attempts to ensure that each staff member understands that teaching, service and close cooperation with other faculty members as well as with corporate partners are important factors for the HEI's success and will check continuously whether a staff member is willing and able to work productively and successfully in this environment and culture.

Student support and coaching are an integral part of the services provided by the faculty and academic and administrative staff and are offered on a regular basis, also via Emails. Support for students is provided through an orientation programme with the aim to help new students in adapting to the programme and by giving advice and guidance on a range of welfare related matters to all international students. Finally, the University offers extracurricular events such as trips and excursions, charity events, and conferences.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. A list of all involved lecturers shows the availability of the required capacity to implement the programme. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the MBA programme for teaching. Besides, a high number of lecturers have long-year experience in teaching. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. As the panel learned measures for personal development of the lecturers are available.

Regarding internal cooperation, the size of the HEI allows for a close cooperation amongst core staff. Also, the department regularly hosts joint events, in which all of the HEI's teaching staff, administrative staff and students participate. However, it became obvious in a discussion round during the on-site visit, that external lecturers are not structurally involved in regular meetings. Consequently, the panel recommend the programme management establishing meetings for all teaching staff members involved in the MBA programme more regularly, e.g. via skype or telephone conferences.

As affirmed by students of the HEI during the on-site visit, the counselling of students by teaching staff is satisfying. Student support and coaching is part of the services provided by the teaching staff and are offered on a regular basis. Emails are answered fairly quickly. Where necessary, the students are given support with academic and related issues.

| | 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

As the HEI describes, the workflow management and decision-making processes and responsibilities are set down and are implemented accordingly. The programme management consists of the following persons:

- Rector and the Head of the Fundamental Studies Department,
- Vice rector,
- Provost for Academic Affairs and the Head of the International Management and International Business Department,
- Dean of the International Programmes,
- PR and Internship Director,
- Admissions Director,
- and the International Programme Coordinator and Programme Advisor.

The Programme Management is responsible for the coordination and administration of all aspects of the academic study programme including the achievement of its aims and objectives through the implementation of the agreed curriculum, the effective management of staff and the allocation of teaching resources in the interests of students within the given budget. Monitoring and quality assurance procedures to the programme are also tasks carried out by the programme management.

Upon their acceptance into MBA programme, students are provided with an information folder, which helps them to navigate administrative issues and explains all the necessary steps and certain offices they need to see while having questions. Admission support regarding courses and programmes, questions about the University, specific entry requirements, housing, registration, etc. is an essential part of the HEI's student support. A variety of official University letters and documents are handed out by the Administration as well (including confirmation of degree, confirmation of student status, transcript, letters of references, etc.). The HEI offers continuous professional development for the administration staff (e.g. IT-courses, seminars in the field of HR, language courses).

Appraisal:

As the panel came to know, the programme management coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The process organisation, administrative support as well as decision-making processes and responsibilities are determined transparently. The administration acts as a service provider for students and teaching staff. In terms of both quality and quantity sufficient staff is available taking account of their involvement on other programmes so that the processes described can be implemented appropriately. Measures for personal qualification for the administration staff are provided.

| | 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

According to the HEI cooperation is one of the most important directions of its activities. Purposeful work toward achieving this goal is being conducted since its foundation. The students have opportunities to study at partner universities located in the USA and Western Europe. Currently, the HEI cooperates with the following universities abroad:

- City of London Academy (London, Great Britain),
- German-Ukrainian Society of Economics and Science (Mainz, Germany),
- Highmark, Inc. (Georgia, USA),
- Institute of Commercial Management (Hampshire, Great Britain),
- Indiana Wesleyan University (Indiana, USA),
- Precedent Academics (Indianapolis, USA),
- Richmond, the American International University (London, Great Britain),
- Schiller International University (Florida, USA),
- Ukrainian Free University (Munich, Germany),
- East Central University (Oklahoma, USA),
- University of Applied Sciences Worms (Fachhochschule Worms, Germany),
- Kazakh American Free University (Ust-Kamenogorsk, Kazakhstan),
- and University College Plymouth St. Mark and St. John (Plymouth, Great Britain).

Besides cooperation with HEI the university has several partnerships with companies and other organisations.

The HEI is a member of the German-Ukrainian Society of Economics and Science. The Society provides possibilities to cooperate with German universities, companies, industries, accrediting boards, government- and social organisations. With this society the HEI organises joint conferences, seminars, round-table discussions, exchange visits and other activities aimed at strengthening of mutual understanding and friendship between Ukraine and Germany.

Another way of cooperation is the HEI's cooperation with multinational and local companies for internships needed in other study programmes.

Appraisal:

Cooperation with HEIs and other academic institutions/networks are actively pursued. To be an important international player, the HEI strives for intensive relations with partners of high quality in their domain. The panel members appreciate the current cooperation of the HEI in this field. Results are among others activities such as student exchanges, joint conferences, internships for students, and invitations of guest lecturers. They don't have a direct impact on the programme but help the HEI in a whole to strengthen their strategic position. The panel encourages the HEI to make these cooperation also fruitful for the MBA (compare also chapter 4.4)

| | 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

The following table gives an overview on the quantity, quality, IT and Media Facilities of the HEI:

Quantity, Quality and IT and Media Facilities

| № п/п | The name of the specialized rooms | Existing equipment | Detailed description | Software |
|-------|--|--|--|---|
| 1 | Center of On-Line Learning (Room 2-13) | Computers – 21 pieces Scanner – 1 piece Multimedia projector – 1 piece | Impression PERFECT Intel Core2Duo E4500 2.2 GHz 2048 MB DDR2 80 GB SATA2 Intel GMA X3000 256 MB Windows 7 Pro DOEM 19" LCD monitor Benq G900 | 1. Microsoft Office 2007 2. Microsoft Office 2010 3. Microsoft Office 2013 4. Abbyy Lingvo |
| 2 | Library, Academic Department, Offices) | Computers – 21 pieces Scanners – 6 pieces Printer – 10 pieces Copier – 2 pieces | Impression SMART Intel Cel Dual-Core E3300 2.5 GHz 2048 MB DDR2 320 GB SATA2 Intel GMA 3100 256 MB DVD±RW NEC Win7 Pro DOEM 20" LCD monitor Samsung E2020 | 5. Avast - Antivirus |
| 3 | Rollaway equipment for the classes | Notebook – 9 pieces Multimedia projector – 4 pieces | Acer Aspire 5633 15" Acer Aspire 5310 14" Impression First 537 13,3" Fujitsu-Siemens Esprimo V5535 | |
| 4 | Server | Server 4 pieces | Window Server -3 шт. Linux Server -1 шт. | Win Server 2008 |

As for media access, wireless hotspots enable students to access the internet and the HEI's online resources via their laptops from all parts of the campus. They are informed on enrolment as to hardware and software specifications. The Library and Learning Centre are equipped with PCs, printers and scanners that the students can use. The availability of media equipment, in terms of both type and amount, is in the view of the panel appropriate and fit for purpose (i.e. video projectors, CD players, televisions, DVD players, video recorders and overhead projectors).

Considering access to required literature, a library is available. According to the HEI, each class instructor regularly updates the library on the relevant books and textbooks s/he would like to use. Access to the literature and journals are geared to the programme content and are up-to-date. Overall, the library houses a growing collection of textbooks, 13465 books at the time of the on- site visit. The language structure of the books/textbooks is as follows: English – 70%, Ukrainian, German, Russian, and Spanish – 30%. The library also has subscription to nine journals (the "Economist" is in English).

The library currently opens from 9 a.m. to ??? p.m., six days a week and is taken care by two staff persons, who are also willing to assist and support students in all matters regarding the library. The library is surrounded by additional rooms which may be used by the students for self- quiet study or group activity.

Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account the use of resources for other programmes. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. The building is equipped with elevators. Nonetheless, there are some barriers that impede the access for disabled people to parts or rooms of the building. But the HEI sufficiently assured to provide barrier free access in case that disabled students are enrolled.

A library is available and open both during and outside of semester times for sufficient periods. The opening hours and the support service take into account the students' needs. There are sufficient library workstations available to students with sufficient technical equipment and space for group work.

Access to literature is given but as the panel stated already regarding the literature recommendations in the module descriptions, it is not assured that the students have access to the relevant journals as well as to digital media or databases. For the time being the offered course materials cover the needs of the students. Nevertheless, the panel deems the work with journals as essential for a competitive MBA programme. The HEI may use her cooperations with other universities or business partners for this need. According to this, the panel recommends the accreditation under the **condition**

- that the HEI offers an access to relevant databases and journals.

As adequate database, the panel recommends the so-called EBSCO host or a similar database, as there are the Social Sciences Citation Index (SSCI), Elsevier or Springer. Moreover, JSTOR is a huge digital library and provides the institutions with limited free access. In addition, there is a programme for individuals, "Register & Read", offering limited free access to articles for individuals who register for the service. Registered readers may read up to six articles online every calendar month.

| | 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) | | | | condition |

4.4 Additional services

Career advisers from the HEI's Career Counseling and Business Internship Department help students on duty with queries every weekday. The students may but don't need to book an appointment to see the careers adviser. A student can ask the careers adviser to check his/her CV, or for advice on jobs or interviews. A careers adviser helps on resume writing, job interviewing techniques and other relevant issues if they are needed. He advises students and graduates on career planning and job opportunities. 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.

The Alumni Association aims establishing and strengthening connections among graduates, students and the faculty. The purposes of an alumni association are to bring together the organised efforts of alumni, to encourage participation more fully in the life of the University, to provide information about the University and to facilitate association among alumni of the same community for the benefit of their cooperation. Alumni activities involve career chats between alumni and current students, involvement in charitable and social projects, helping students through their first steps in business (career advisor), participation at HEI conferences and publishing in academic journals.

Apart from administrative and organisational matters, welfare support is offered by faculty and administrative staff. If wanted the student's parents can be involved in the counselling. In case of financial problems regarding the tuition fees individual solutions can be found.

Appraisal:

Careers advice and a placement service are offered for the students/graduates to promote employability via different ways. Besides offering assistance in entering the job market, the Career Counselling and Business Internship Department also keeps students updated on possible internships and vacancies offered by company partners. These activities are planned on a long-term basis, performed regularly and advertised vigorously. Thus, sufficient resources are provided by the HEI. Also, a broad network of corporate contacts exists.

An alumni organisation has been set with the aim of developing an alumni network and promote contacts between alumni and current students. Regular meetings do take place and the alumni are invited to several activities of the HEI.

| | 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 |

4.6 Financing of the study programme (Asterisk Criterion)

The HEI is a private university, which sustains itself. As the HEI states, fees for education constitute the main source of its income. The income is divided according to a financial table. This information is readily available for students. Financial activity is given by the facts that the number of students has been stable, the fees have been paid on time and through the existence of a reserve fund of the HEI. Ukrainian students studying at the MBA programme pay 5 percent 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).

A document setting out the MBA programme's financial situation and strategy has been handed to the panel with the aim to demonstrate that the HEI is in a position to secure funds for requisite investment, to cover the running costs over the planning periods and demonstrate that the continued financial viability of the MBA programme are guaranteed.

Appraisal:

The programme finances itself through tuition fees which cover the running costs. A reserve fund exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years and the existing reserve fund, the panel concludes that financial stability is ensured for the 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 | | | | |

5 Quality assurance and documentation

The HEI is determined to maintain and improve its quality continuously and goes considerable lengths to do so. Therefore, the HEI continuously reviews and improves its quality management instruments.

Referring to quality assurance, the HEI has according to own information established systems for regular monitoring, evaluation and reporting of programme performance and action planning to ensure that appropriate measures are taken to tackle issues raised through this activity. In its Quality Assurance pursuit, it utilises the Total Quality Management approach. Overall, this approach means constant search for better ways of organising educational administrative process and continual improvement of all processes. This approach is insured by the Quality Circles, when staff and administrators meet regularly to solve problems and discuss the HEI's movement toward its goal of becoming one of the best private universities in Ukraine. By implementing the best practices of conducting business, correspondence with all legal and administrative/academic requirements and financial transparency, the University aims for better results.

A quality assurance and enhancement procedure is used to systematically and continuously control the MBA programme content, processes, and outcomes. Therefore, the Dean of the International Programmes regularly evaluates the module descriptions, as well as attends random classes to monitor the quality of content delivery. Moreover, a regulatory mentoring with faculty members and administrative staff takes place. All MBA instructors are encouraged to participate in the professional seminars/conferences of their respective fields and deliver papers. Faculty participation in such events is one of the ways used by best universities all over the world to make sure faculty is current on the latest practices in their fields.

At the end of every semester students write their anonymous review of the class and give their feedback on its quality. These reviews are used continually to improve the quality of the programme. The evaluation produces information on how the content and the structure of the course were perceived by students and how they assess the quality of the teaching and the faculty. Additionally the students answer open questions on which aspects they liked and disliked about the lecture as well as what suggestions they have to improving the course. The used questionnaire contains several detailed questions regarding the actual workload of the courses.

Also, quality assurance by the teaching staff is carried out on a regular basis. The Dean of the International Programmes evaluates each instructor's classes and gives instructors ideas of how they can improve. Instructors' professional activities on their jobs as well as publishing and attending professional events are considered an important way of quality assurance.

Also the HEI has questionnaires to ask alumni of the programme about their current job situation and about the positive and negative aspects of the programme in general and the content, these are not used on a formal basis for the MBA programme. Alumni are invited by the HEI to several events like seminars or conferences and the HEI uses these occasions to get feedback on the programme. Moreover, there is a personal contact between the programme management and the alumni of the last three years.

Details of the study programme are provided in the following documents, which are made available to students and staff at the start of the academic year:

- MBA Student Handbook (provides students with general information about the programme of study and directs them to more specific information about their studies)

including admission, academic information, academic regulations, module descriptions and information on the campus),

- MBA Catalogue (includes general information about the HEI, general MBA programme information, academic policies, rough information on admission),
- MBA Students Information Folder (including relevant information for international students, Ukrainian students, overall issues, overall structure in the administrative process of the MBA programme and contact details of relevant persons),
- and Internet based services (all printed information is also available online at the HEI's website).

The activities, which take place in the academic year, are regularly documented. Information is published at the website. Furthermore, research activities are published in an annual report. Such reports are delivered to the Ministry of Education, to the Association of Non-State Universities, and are available upon request for students and their families.

Appraisal:

The HEI has formulated quality targets for the development of programmes and regularly assesses their implementation. A quality assurance and development procedure of the programme exists as well, but could be implemented more systematically. Several processes of quality assurance are carried out by different members of the University's staff. But in the view of the panel the documentation of the processes could be improved. The collaboration of all participants seems effective.

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The questionnaire which is used for evaluation of the courses covers the key aspects of the programme. Several questions aim to check if the actual workload of the students corresponds to the estimated workload.

The teaching staff is involved in the further development of the programme through regular meetings and has the possibility to point out options for quality enhancement. Third parties like alumni are involved in the quality assurance system not in a formal way. The panel strongly recommends to formalise and document the evaluation process for alumni to enhance business contacts especially for the development of the MBA and to further develop a network among the MBA students and graduates. This could improve the strategic position of this programme in the educational market.

In the view of the panel, the information handed to the students is comprehensive and by the use of the online-platform, constantly updated by the HEI. Thus, information provided for the students corresponds with the students' needs and gives details on various aspects of the programme, including programme content and programme structure. In addition, subject specific and generic advice is provided to students. A documentation of activities during the academic year is observable and published at the HEI's website.

| | | 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, | | | | X | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| employers and third parties | | | | | |
| 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

Master programme: Master of Business Administration (MBA)

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1 | Objectives | | | | | |
| 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 | | |
| 2 | Admission | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | x | | |
| 2.2 | Counselling for prospective students | | x | | | |
| 2.3* | Selection procedure (if relevant) | | | | condition | |
| 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 | | | | | |
| 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 | | | | condition | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| programme (Asterisk Criterion) | | | | | |
| 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 | | | | | |

| | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 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 | | | | | |
| 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) | | | | condition | |
| 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 | | |