

JOINT OPINION BY THE EXPERTS GROUP ON THE ASSESSMENT OF A  
STUDY PROGRAMME

STUDY PROGRAMME

The 2<sup>nd</sup> level (Master's) higher education study programme  
“Personnel Management and Labour Economics”, speciality  
051 “Economics” of the field of knowledge 05 “Social and  
behavioural sciences”

Interregional Academy of Personnel Management

Branch in Kropyvnytskyi, Kirovohrad region: Central  
Ukrainian Institute of the Interregional Academy of Personnel  
Management

Experts:

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- 4) Expert, Santa Katrina Meikalisa (student representative in the expert group)

20 September 2021 (Date)

## 1. Summary

This report includes the joint opinion of the group of international experts on the assessment of the 2<sup>nd</sup> level (Master's) higher education study programme "Personnel Management and Labour Economics", speciality 051 "Economics" of the field of knowledge 05 "Social and behavioural sciences" (hereinafter the study programme), implemented at Central Ukrainian Institute of the Interregional Academy of Personnel Management (hereinafter - Central Institute) – the branch of the Interregional Academy of Personnel Management (hereinafter MAUP) in the city of Kropyvnytskyi, Kirovohrad region.

Based on Central Institute self-assessment report (hereinafter SAR), currently, there are less than 10 students, mostly part-time, studying in 2-years study programme mode. There are no alumni of the study programme, yet.

Based on the development strategy of the study programme, Annex 1, the study programme was established in 2017 after studying the labour market and the needs of the state for the training of highly qualified specialists; it was approved by the Academic Council of the MAUP (Minutes of April 26, 2017, Nr.4), the license to conduct educational activities was obtained on August 28, 2017 (order of the Ministry of Education and Science of Ukraine Nr. 170-1 of 28.08.2017 ([http://kropivnitsky.maup.com.ua/assets/files/op\\_ekonomika\\_magistr\\_2017.pdf](http://kropivnitsky.maup.com.ua/assets/files/op_ekonomika_magistr_2017.pdf))). In 2018, the study programme was reviewed and approved by the Academic Council of Central Institute (Minutes №1 from 16.01.2019) and approved by the Academic Council of the MAUP (Minutes №1 from 30.01.2019) in connection with the recommendations of the Council of Employers and internal stakeholders of the MAUP and Central Institute ([http://kropivnitsky.maup.com.ua/assets/files/op\\_ekonomika\\_magistr\\_2019.pdf](http://kropivnitsky.maup.com.ua/assets/files/op_ekonomika_magistr_2019.pdf)). The updated educational programme was reviewed by experts from the academic community, employers and stakeholders. Admission to the study programme was carried out for the first time in 2019. In 2020, the study programme was reviewed and approved by the Academic Council of Central Institute (Minutes Nr.5 of May 27, 2020) and approved by the Academic Council of the MAUP (Minutes №5 of 17.06.2020) ([http://kropivnitsky.maup.com.ua/assets/files/op\\_ekonomika\\_magistr\\_2020.pdf](http://kropivnitsky.maup.com.ua/assets/files/op_ekonomika_magistr_2020.pdf)) in connection with implementation of the order of the Ministry of Education and Science of Ukraine from 04.03.2020 Nr. 382 "Standard of higher education in speciality 051 "Economics" for the second (master's) level of higher education" (<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2020/03/051-ekonomika-M.pdf>). Expert reviews from the academic community, employers and stakeholders were submitted for the 2020 study programme. Admission to the study programme was carried out in 2020.

As the **main strengths** of the study programme the expert group can mention that the study programme is developed based on the needs of local society and employers; opinions of all stakeholders were considered in development of the study programme; there are formal mechanisms in place allowing change initiation in the study programme; there is procedure for implementation of the questionnaire-based surveys and application of the obtained data for the improvement of the study programme; commitment to student-centred approach and variety of support mechanisms for students; internship as a part of the study programme; strong cooperation with local employers; qualified teaching staff with practical experience in the field

of teaching, active in participation in scientific conferences and publishing of their research results in the Ukrainian language; well-established conditions for professional development of the teaching staff; well-developed infrastructure (recently renovated auditoriums, well-equipped library); centralized support to the teaching staff in the application of the ICT tools.

As the **main weaknesses** of the study programme the expert group can mention lack of detailed risk assessment of the development of the study programme; lack of measurable KPIs (key performance indicators) to assess and measure achievement of MAUP strategic goals and success of the study programme; ; there is a limited choice of elective study courses and lack of interdisciplinary study courses; learning outcomes of the study programme and study courses are rather general; lack of comparison of the study programme with similar study programmes and related good practice in other regions of Ukraine and abroad; lack of student mobility and low mobility of the teaching staff; the ratio between the academic and research workload of teaching staff is not fully balanced, as also promotion system of the teaching staff is not transparent; there is no clear and transparent budget for each teaching staff member per year for the attendance of international conferences and professional development courses abroad; there is no one unified IT platform which is used by all teachers in all study courses for information storage (syllabus, homework, study requirements, access to grades) and communication with students on the daily basis.

As the main **short term recommendations** for elimination of weaknesses and further development of the study programme, the expert group can propose to ensure risk assessment and calculation of the breakeven point on the study programme's level; to develop a system of detailed and measurable KPIs for assessment of the implementation of the strategic goals of MAUP and successful development of the study programme; to compare the study programme with at least three local and three foreign similar study programmes in order to define competitive advantage and ensure relation of the content to the global and local trends; to review learning outcomes of the study programme and study courses, to make them more specific and split by knowledge, skills and competencies; ; to improve quality of syllabuses; to increase international mobility of students and teaching staff beyond Poland; to develop unified procedures for communication with students using ICT tools; to activate internationalization of the study programme inviting foreign guest lecturers, ensuring cooperation in joint scientific publications and international research projects; to update Central Institute website with easily available information on the study program including main aims of the program, competitive advantage, list of courses and student testimonies, as well as to add information on support mechanisms for students with special needs; to develop or make publicly available the mechanism of curator's work, defining and formalizing its responsibilities and necessary competencies.

As the main **long term recommendations** the expert group can propose to discuss with the related groups of the counterparts the main value proposition, competitive advantages, and key selling points of the study programme, in order to find a proper audience and selling channels, and increasing number of students within the next three years; to continue internationalization of the study programme, introducing study courses and study materials in the English language, broadening cooperation with foreign employers, look for export possibilities of the study programme; to balance the ratio between the academic and research workload of the teaching staff, to develop clear regular and transparent evaluation procedure of the teaching staff using KPIs for prolongation of the work contracts; to define on the level of the central administration, how to attract the most qualified teaching staff and researchers with high-level English language

skills and active in publication of scientific articles in international journals (indexed in Scopus or WoS); to develop a transparent financial distribution model including unified remuneration, clear budget per person per year for conferences and foreign trips; to do repairment in students' dormitories; to intensify international mobility of teaching staff and students outside Poland.

## **2. Information about the assessment procedure (timeline, experts group, scope of evaluation)**

The assessment procedure of the Master study programme "Personnel Management and Labour Economics" at Central Institute in Ukraine was implemented in July 2021. The site visit was organized online in Zoom on 8<sup>th</sup> July – 9<sup>th</sup> July 2021. The assessment was conducted by the international expert group:

- Assoc.Prof., Dr Ilona Baumane-Vitolina, University of Latvia (Chair of the expert group),
- Assist. Prof., Tatjana Mavrenko, BA School of Business and Finance (Secretary of the expert group),
- Assoc.Prof., Dr Lina Artemenko National Technical University of Ukraine Igor Sikorsky Kyiv Polytechnic Institute (expert),
- Santa Katrina Meikalisa (Student representative in the expert group).

The assessment was based on the following sources of information:

- SAR of Central Institute and supplementary information provided by Central Institute prior to the start of the assessment procedure,
- additional information supplied by Central Institute at the request of the Academic Information Centre (hereinafter AIC) prior to the site visit,
- information gathered during the online site visit from the meetings with the top management of MAUP; the central administration and support staff, Study Programme Director, the teaching staff, students, and employers' representatives of Central Institute; representatives of MAUP Centre of Internship and Employment of Students and Graduates, MAUP Institute of International Education, MAUP Department of Staffing Support and Labour Economy,
- additional information supplied by Central Institute on request of the expert group during the assessment procedure.

The assessment procedure consisted of the following stages:

- analysis of the SAR documentation prepared by Central Institute,
- online site visit,
- preparation of the expert group's joint opinion (assessment report).

The assessment report is based on the analysis of the available information from the sources listed above, in-person and remote discussions of the expert group members, and consensus decisions of the expert group.

The assessment procedure of the study programme was based on ten defined criteria:

- Criterion 1. Strategy aims and programme management,
- Criterion 2. Structure and content of the programme,
- Criterion 3. Teaching and learning materials,
- Criterion 4. Techniques and methods of educational activity,
- Criterion 5. Teaching staff,
- Criterion 6. Resources,

- Criterion 7. Research work,
- Criterion 8. Cooperation and internationalisation,
- Criterion 9. Employability of graduates,
- Criterion 10. Student services.

Each criterion was assessed according to the following evaluation scale:

- Excellent – no deficiencies in meeting the set criterion have been identified,
- Good – minor deficiencies in meeting the set criterion have been identified,
- Average – deficiencies have been identified in meeting a criterion, but they can be eliminated within a short period of time,
- Poor – significant deficiencies have been identified, and they cannot be eliminated within a short period of time.

Overview of the assessment of criteria:

Criteria	Mark
Criterion 1. Strategy, aims and programme management	Good
Criterion 2. Structure and content of the programme	Average
Criterion 3. Teaching and learning materials	Average
Criterion 4. Techniques and methods of educational activity	Good
Criterion 5. Teaching staff	Good
Criterion 6. Resources	Good
Criterion 7. Research work	Average
Criterion 8. Cooperation and internationalization	Good
Criterion 9. Employability of graduates	Good
Criterion 10. Student services.	Good

### 3. General description of the University profile

Based on the information provided on the MAUP website (<https://maup.com.ua/eng/pro-akademiyu/about-maup.html>), MAUP (in Ukrainian: “Міжрегіональна Академія управління персоналом”) was founded in 1989 as private higher education and scientific institution. MAUP is the biggest economic and humanitarian higher educational institution in Ukraine. MAUP is licensed by the Ministry of Education, Youth and Sports of Ukraine (License number AE 458585 from 07.28.2014), including the provision of educational services to foreign students. MAUP is accredited by the IV (higher) level of all licensed specialities. There are students from 39 countries, studying in 17 specialities, 93 specializations and 8 disciplines. MAUP includes Presidential University (Kyiv), Ukrainian University (over 40 institutes, branches, and subsidiaries in all regions of Ukraine) and International Open University (International Preparatory Institute in Kyiv, network of MAUP open education centres abroad). MAUP also includes Graduate School, Doctorate, Graduate School of Management

(programme MBA), Institute of Distant Education, College of Economics and Law, Desnyanskiy College of Economics and Law, "Prestige" educational complex, Computer courses, foreign language courses, Library and Information Centre named after Yaroslav the Wise, Staffing agency. The educational process is provided by over 2,300 teachers, 70% of whom have PhD degrees. MAUP is included in the World Database on Higher Education, which is regularly issued by the International Association of Universities under UNESCO auspice. MAUP ensures qualitative infrastructure for the study process. Information about Central Institute is provided on a separate web site <http://kropivnitsky.maup.com.ua/>, where existing and future students can get all the necessary information about the studies at Central Institute.

Based on MAUP development strategy (approved by MAUP Academic Council on 30 October 2019, Protocol Nr.10), MAUP is operating in accordance with the Law of Ukraine "On Higher Education", professional standards, European standards, and recommendations for internal quality assurance in higher educational institutions.

#### **4. Strategy, aims and programme management**

*Under this section, please assess the quality, effectiveness, and sustainability of the following:*

##### ***- Economic and social grounds for establishing the study programme***

Based on Central Institute SAR Annex2 of the study programme, in the current difficult economic realities of the development of the Ukrainian state, the demand for properly trained professionals in the field of economics is quite significant, even though they are prepared by many higher education institutions of Ukraine. The rapid change in the economic situation, the entry of foreign firms into the Ukrainian market after the country's accession to the WTO, the process of implementation of the Association Agreement with the EU and FTA – all that generates high demand for highly qualified professionals in the field of Economics. Central Institute is operating in the city of Kropyvnytskyi, Kirovohrad region, which in terms of economic structure is agro-industrial. In the Kirovohrad region, there are objects of uranium mining, food, machine-building, the energy industry and enterprises of the agro-industrial complex. In total there are 254 industrial enterprises and 455 small industrial enterprises in the region. Kirovohrad region has its own railway junction, developed shipping on the River Dnipro, airlines connect the city of Kropyvnytskyi with major cities of Ukraine. All these legal entities and their branches need support, representation in everyday life in each area of their activities. Most enterprises have full-time economist units or economic departments, enterprise security services and other departments, which are managed by specialists with higher economic education. All that was treated by MAUP as strong economic and social grounds for the implementation of the study programme in Central Institute. The study programme is focused on the preparation of highly qualified Masters of Economics with major in personnel management and labour economics, who can perform complex tasks, have modern economic thinking, theoretical knowledge and applied skills, able to solve complex research, innovation and management problems and problems in economic systems on different levels, characterized by uncertain conditions and requirements. The study programme ensures degree-related learning outcomes for rather broad variety of job positions, including human resource managers, economists, top level and middle level managerial positions. The above-described economic situation in the region provides demand for the skills and competences of the graduates of the study programme.

***- Aims of the study programme and their compliance with the strategic directions of the higher education institution***

Based on Central Institute SAR Annex 2 of the study programme, the main objectives of the study programme are “training highly qualified professionals in economics who have modern economic thinking, theoretical knowledge and applied skills, able to solve research and management problems and problems in functioning economic systems on different levels”.

The development strategy of MAUP for the period 2019-2029 (approved by MAUP Academic Council on 30.10.2019., Protocol Nr.10) is available on the official website (<http://kropivnitsky.maup.com.ua/assets/files/strategiya-rozvitku-maup.pdf>).

The mission of MAUP and Central Institute as its part is defined as: "together to the top of professional excellence and life success of everyone for the prosperity of Ukraine".

The vision of MAUP is based on the creation of a multicultural, entrepreneurial, innovative institution of higher education of leadership type; creation of the atmosphere of support and development for all counterparts, and formation of corporate culture and modern management system based on the principles of value and service leadership.

As the main strategic directions, MAUP defines the formation of the socio-cultural motivational environment at MAUP (promoting the professional growth of research, teaching and other staff; provision of high-quality education, acquisition of new competencies and their transfer to students; dynamic development of research and innovation), development of the legal framework of MAUP for the implementation of the Law of Ukraine "On Higher Education" (achieving academic, organizational and financial autonomy, the democratization of the management system, improving the social protection of students, research, teaching and other staff), formation of a model of MAUP activity on the basis of a combination of education, science and innovations (ensuring integration into the international scientific and educational space), and development of material and technical, financial and resource support of the educational and scientific process in MAUP. The implementation of the strategy of formation and promotion of the international brand of MAUP should increase the international recognition and reputation of MAUP and contribute to the increase of its research potential. Application for international accreditation for the study programme is a step forward to achieve MAUP strategic development goal and tasks, to strengthen MAUP position in the international education market.

The main objectives of the study programme, in general, comply with the strategic goal and strategic development directions of MAUP and Central Institute as its part but are less ambitious in the context of internationalization of the study process, research results and international recognition of Central Institute and the study programme. Currently, the study programme is provided only in the Ukrainian language, there is low international mobility of students and teaching staff, lack of scientific publications of the teaching staff in the English language. To fully comply with the strategic goals and directions of MAUP, internationalization should be intensified in the study programme.

***- Structure for programme management, including the involved parties/ individuals and their responsibilities***

Based on Central Institute SAR Annex 2 of the study programme, the structure of the study programme management is described as well-developed and capable to manage the study

programme in an effective and efficient manner. Management of the study programme has the leadership to offer and promote changes in the study programme, provide a timely reaction to the necessities of the study programme, and involve all the counterparts in the development of the study programme in a democratic manner. Content of the study programme is initiated and approved by the faculty, Director of the study programme. There is a formal procedure of study programme development, which is well-known by MAUP staff and is thoroughly followed.

During the meetings with the management of the study programme in the online site visit, the expert group got the evidence, that all involved counterparts – administration, teaching staff, employers and students - are well-informed about the study programme development procedure, and know how to initiate changes in the study programme. Some of the interviewees were participating in the development of the study programme and some of them have already initiated changes in the study programme.

Management of MAUP and its branches oversees the implementation of quality assurance in the study programme. The internal structure of quality assurance in MAUP operates at three levels: MAUP level, institute level and level of departments. The Centre for Educational and Methodological Support and Accreditation is directly responsible for ensuring the monitoring and operation of the internal quality system at MAUP and interacts with all other structures. The model of the internal system of quality assurance of higher education and educational activities is posted on the official website of Central Institute (<http://kropivnitsky.maup.com.ua/sistema-yakosti-osviti/>).

#### ***- Structure for student participation in programme management***

Based on Central Institute SAR Annex 2 of the study programme, and the procedure for developing, approving, monitoring and periodically reviewing the study programmes, which is regulated at MAUP by the Regulations on the Internal Quality Assurance System of Higher Education at MAUP and its branches, students are involved in the management of the study programme, can influence its content based on the following principles: being a part of scientific and/or methodological councils, monitoring the quality of regulations (for example, educational programmes, work programmes of disciplines, methodological support of the educational process); participating in the work of the student organization of self-government of the MAUP or its branch; participating in the work of academic groups, initiative groups or individually. Students' opinion and proposals on the content of the study programme and its improvement is obtained and analysed through questionnaire-based surveys. There is a separate procedure at MAUP on how to conduct and analyse questionnaire-based surveys (<http://kropivnitsky.maup.com.ua/napryam/ekonomik/anketi-opituvannya>). Students can also participate in roundtables, open forums, discussion clubs with the administration of the MAUP and its branches, and/or with the participation of employers.

During the meeting with students in onsite visit, expert group got the evidence, that students were actively involved in development of the study programme participating in the working group, have provided their opinions in questionnaires, have close daily communication with teaching staff and study programme administration in solution of study issues, are not afraid to express their opinion and appreciate responsiveness of the staff meeting their needs.

#### ***- SWOT (strengths – weaknesses – opportunities – threats) analysis of the study programme***

The SWOT analysis of the study programme is provided in SAR Annex 2 of the study programme, and the development strategy of the study programme, Annex 1. In both documents, SWOT analysis is different. In SAR Annex 2, SWOT analysis is provided as strengths, weaknesses, opportunities, and threats. In development strategy of the study programme, there are only strengths, weaknesses and development prospects. SWOT analysis



is an important part of the risk assessment procedure, it is of high importance to indicate the main positive and negative points, discuss with all the counterparts how to exploit positive factors and prevent negative ones. SWOT analysis provided by MAUP and Central Institute is rather general, some critical points as the need to review curriculum, low publication rating of the teaching staff, low internationalization are mentioned only in one document and not reflected in other programme development documents. During the onsite visit meetings, representatives of MAUP and Central Institute did not mention these factors as critical and could not name any of the risks (the only one – to get accreditation of the programme as soon as possible). It can indicate low-risk awareness of the management and other personnel, lack of internal discussions about updated SWOT analysis and next steps in risk management.

***- System and procedures for admission of students, including the mechanisms for recognition of prior learning***

Based on Central Institute SAR Annex 2 of the study programme, admission rules and requirements for entrants to the study programme are publicly available on the website of the MAUP: ( [http://maup.com.ua/ua/navchannya-u-maup/abiturientam\\_2/pravila-prijomu.html](http://maup.com.ua/ua/navchannya-u-maup/abiturientam_2/pravila-prijomu.html)) and Central Institute (<http://kropivnitsky.maup.com.ua/abiturient/pravila>).

Admission is carried out within the licensed scope. Information on accredited study programmes is available on the website of the MAUP and Central Institute.

MAUP creates consultation centres at the admissions committees to assist entrants in submitting applications in electronic form. Applicants can apply to such consultation centres of any institution of higher education to create an electronic cabinet, apply in electronic form and a certificate. Admission to the MAUP for all levels of higher education is based on competition. For the competitive selection of applicants are considered: previous education, the results of a single entrance exam in a foreign language (English, German, French or Spanish) and professional entrance examinations passed in the year of entry. The procedure for calculating the competitive score for admission to the study programme is clearly described in admission rules, all applicants can get acquainted with the requirements before the submission of the documents. Applicants with special needs and conditions have clear procedure and support mechanisms to join the study programme. The admission rules let MAUP admit good quality students, provide accessible higher education and merit-based benefits for students. There is a separate procedure how learning outcomes previously obtained in other higher education institutions or places of work can be recognized for the needs of the study programme.

***- System for internal monitoring, development, and review of the study programme, including the system for receiving and using the feedback of stakeholders, the use of key performance indicators (KPI)***

Based on the Regulations on the Internal Higher Education Quality Assurance System at MAUP on the Development, Approval, Monitoring and Periodic Review of Educational Programs, periodic review of the study programme is aimed at enhancing the attractiveness of the study programme for potential consumers, taking into account global trends in the development of educational programs, industry and society; ensuring academic mobility of higher education students; taking into account the results of feedback from graduates and stakeholders; improving the competitiveness of graduates in the labour market. The mentioned Regulations are available here: ( <http://kropivnitsky.maup.com.ua/sistema-yakosti-osviti/> ). The Regulations provide clear and detailed description of the system how to start, develop and review the study programmes. These regulations are formal, with strictly defined responsibilities, and involve teaching staff, students, alumni and representatives of employers of the study programme into the process management. Director of the study programme

(guarantor) in cooperation with Heads of subdepartments is responsible for the completeness and timeliness of the development of the study programme.

The described Regulations allow MAUP and its branches to keep their study programmes in the updated version, the procedures are well-thought and easy to implement. During the onsite visit, the expert group has received evidence, that all involved counterparts – management, teaching staff, employers, students - are aware of the mentioned regulations and are strictly following them. All of them also felt free to initiate necessary changes and believed to be supported by higher management.

Feedback about the study programme is collected through questionnaire-based surveys. During the onsite visit, the expert group received the evidence, that employers and students participated in the mentioned surveys (no alumni in the study programme, yet). It is quite common to share opinion in daily communication, when students can address Director of the study programme or member of the teaching staff with a proposal or question; management of the study programme contacts employers with direct questions. Statistics is collected on surveys' results on a periodical basis.

MAUP and its branch lack an internal system of detailed and measurable KPIs (key performance indicators) to assess the successful development of the study programme. This information is missing in MAUP Central Institute SAR documents. Also, nobody could reflect more on these issues during the onsite meetings. Moreover, in its development strategy, MAUP has defined the main directions of the strategic development, but there is no information about detailed and measurable KPI system, how to assess achievement of the strategic goals of MAUP and compliance of the study programme with the strategic goals of the whole Academy.

***Strengths:***

- 1) The study programme is developed based on the needs of local society and employers; opinions of all counterparts – management, teaching staff, students and employers were considered in development of the study programme; all stakeholders have formal opportunities to initiate changes in the study programme;
- 2) The main objectives of the study programme, in general, comply with the strategic goals and directions of the MAUP;
- 3) Strong leadership in development and management of the study programmes is evident from the side of MAUP in Kyiv;
- 4) Well-developed procedure for implementation of the questionnaire-based surveys and application of the obtained data for the improvement of the study programme.

***Weaknesses:***

- 1) Low risk awareness of the study programme: SWOT analysis is rather general, is not updated to the latest version in all the documents, and does not provide clear picture of the risks of the study programme; management and personnel of MAUP and its branch could not name the main risks of the study programme;
- 2) Internationalization (studies in two languages, foreign teaching staff, active mobility of students and teaching staff) as a part of MAUP strategy is not introduced into the study programme;

3) There is no clear system of detailed and measurable KPIs to assess and measure achievement of MAUP strategic goals, success of the development of the study programme and its compliance with MAUP development strategy;

4) ;

***Recommendations for elimination of weaknesses and further development:***

***Short term recommendations:***

- 1) To develop a system of detailed and measurable KPIs for assessment of the achievement of MAUP strategic goals, the success of the development of the study programme, and its compliance with MAUP development strategy;
- 2) To discuss SWOT analysis of the study programme and MAUP with all the counterparts, define the main risks and solutions how to overcome them;
- 3)

***Long term recommendations:***

- 1) To discuss with the related groups of the counterparts the main value proposition, competitive advantages and key selling points of the study programme, in order to find a proper audience and selling channels, and increasing number of students within the next 3 years;
- 2) To introduce internationalization strategic direction into the study programme.

Assessment:

Excellent	Good	Average	Poor	N.r.
	x			

**5. Structure and content of the programme**

***Under this section please assess the quality, effectiveness and sustainability of the following:***

***- The content of the study programme, including the compulsory and elective subjects***

Based on Central Institute SAR Annex 1, the study programme "Personnel Management and Labour Economics" is an educational and professional programme of the second (Master's) level. The level of qualification to be acquired is Master of Economics, the 7<sup>th</sup> Level of National Qualifications Framework and the 7<sup>th</sup> Level of European Qualifications Framework. The study programme is offered in the full-time and part-time form.

The study programme is updated in accordance with the new Higher education Standard of Ukraine: the second (Master's) level, the field of knowledge 05 "Social and behavioural sciences," speciality 051 "Economics" (approved and brought into force by the Order of the Ministry of Education and Science of Ukraine of 04.03.2020 Nr. 382).

The volume of the Master study programme is 90 ECTS. The total amount of compulsory components is 67 ECTS or 74.4%. The total amount of elective components is 23 ECTS or 25.6%. The latest version of the study programme for the academic year 2020/2021 was provided as a part of SAR documents.

The name of the study programme combines both Micro (personnel management in the enterprise) and Macro (labour economics) levels. The content of the programme does not look well-balanced in relation to both Micro and Macro levels. In the compulsory part, there are few large study courses (by number of ECTS), which by content can cover a broad volume of themes, but there is only one compulsory study course which is clearly related to Economics, almost copying the name of the study programme - Labour economics and social and labour relations. Most study courses related to personnel management are included in the elective part. There are three compulsory study courses – Foreign language, Ukrainian language and Civil Protection, which are connected to admission requirements (knowledge of the Ukrainian language and the foreign language is a must, civil protection issues very often are included already in previous levels of studies and can be included in the entry exam). These courses can be transferred to the elective part for those students, who need them, but for 9 ECTS can be added study courses that are more related to the professional topics. There is also no clear understanding of how and which elective study courses students should choose to achieve the necessary learning outcomes. During the site visit meetings, the expert group got the evidence, that because of small groups the students get the elective course, for which the majority has voted. For the future, when the study programme will achieve an adequate number of students, more detailed principles should be developed on how to meet the needs of students regarding the elective courses. During the online site visit, employers have mentioned a lack of interdisciplinary study courses, for example, Law and Personnel Management, Forensic and Fraudulent activities. Such courses could enrich the elective part of the study programme.

The relationship between learning outcomes (competencies), study courses and prerequisites for learning is provided in Central Institute SAR Annex 2 Table 2. In general, defined learning outcomes are related to objectives and development directions of the study programme. At the same time, the learning outcomes are described in different documents: description of the study programme, correspondence matrix of the study courses (Table 3 of the Central Institute SAR), annotations of disciplines, syllabuses of the study courses, comparison with education standards. All formulations are rather general and formal, that it is difficult to comprehend, what students should have as learning outcomes – knowledge, skills and competencies, graduating from the study programme. During the site visit, students could not name specific learning outcomes, just could explain in general, that they are going to become highly qualified economists and managers.

Central Institute as additional information to SAR has provided a comparison of the study programme only with one similar study programme at Central Ukrainian National Technical University. The compared study programmes look rather similar by study courses. In the study programme of Central Institute, more attention is paid to the scientific component (personal participation of the student in scientific activity under the guidance of the supervisor); a manifestation of greater attention to scientific work and issues of academic integrity is the teaching of the normative discipline "Research Methodology and Academic Integrity", which is not in the list of disciplines of the educational program of the competitor.

To improve the quality of the program it is suggested to assess the competitive advantage of the study programme. In order to compare it with the best practices, it is important to find few more local and foreign study programmes in a similar field and to do a comparative analysis. It

will provide a better understanding of the relation of the content of the study programme to the market realities.

***- The relevance of the content of the study programme and compliance with the needs of the labour market***

The study programme was established and developed in close cooperation with employers. It has ensured its close relation to the needs of the local/ regional labour market. Also, during the onsite visit, the expert group has received evidence, that employers are very active in the review of the study programme, participation in study programme–related events, discussion of the content and learning outcomes of the study programme.

MAUP and its branches are mostly cooperating with local small and medium-sized enterprises, but there are also few large scale companies among the partners. Cooperation with international companies in future could become a great advantage of the study programme. Introduction of study courses and study materials in the English language into the programme would contribute a lot to this kind of cooperation.

***- Interrelation of different study courses, the relation between the aims of study courses and the intended outcomes of the study programme***

Based on Central Institute SAR Table 3 “Matrix of correspondence of the programme learning outcomes, educational components, teaching methods and assessment”, Syllabuses of the study courses and structure of the study programme, the interrelation of different study courses, the relation between the aims of study courses and the learning outcomes of the study programme can be seen. At the same time, the provided information is rather big in volume and difficult to comprehend, it could be more comfortable for students to group the main objectives and learning outcomes, decreasing their number, and include the same correct information in all related documents. Otherwise, for a person from aside and potential students, it is difficult to understand what she/he will learn, in which study course and why.

Learning outcomes of the study programme and study courses are not clearly defined, formulations are too general, not in all documents there is a division by knowledge, skills and competencies. There is no clear obvious linkage between study courses - which course should be taken after which, how content and learning outcomes are interlinked, which elective courses should be chosen and why. Assessment of students is based on the provision of specific works (for example, written work, participation in lecture), but not clearly described how to assess achievement of the specific learning outcomes of the students.

***- The relation between the study courses and internship***

Pre-diploma internship 10 ECTS is a part of the study programme. As it is written in the Syllabus of the internship, its purpose is to consolidate and deepen the knowledge of students, to improve professional skills and acquire the necessary competencies of the Economist, to get experience in organizing and conducting research works, mastering modern methods and forms of work organization in the field of economic disciplines. The main competencies of the internship are clearly defined in the Syllabus of the internship. Pre-diploma internship is a research work that is performed based on the selection of factual material at the place of internship, its analytical processing in order to write a Master's thesis. Heads of enterprises, institutions, and organizations, which are bases of internship, are obliged to provide appropriate conditions for practical training at the enterprise, compliance with the rules and regulations of labour protection, safety, and industrial sanitation in accordance with the legal requirements. A

positive result of the MAUP cooperation with the internship bases is the fact of employment of MAUP graduates in these enterprises, institutions, and organizations. Upon completion of the practice, students defend the Internship Report on a 100-point scale. In SAR of the study programme, Central Institute has mentioned 10 main employers, with which there is successful cooperation in the provision of places of the internship. All of them are small-scale regional enterprises or organizations, or branches. Lack of cooperation with large-scale local and international enterprises limits the possibilities of students at Central Institute to get international experience and advance their careers out of the regional level.

#### ***- The topics of graduate qualification works***

To obtain a Master's degree in Economics, students should defend their Master thesis. Based on Central Institute SAR documents, there are 13 main competencies assigned to the Master thesis, all of them related to abilities to do qualitative research – get information, systematize, analyze, solve problems, apply IT skills, develop conclusions and recommendations.

In Central Institute SAR Annex2 of the study programme, there are 69 topics for Master's theses. Less than 10 of them are related to the macro level, others – to the micro level of the enterprises, and are more related to business administration, not economics. Central Institute has provided for review three students' works: two Master theses and one course work. Only one thesis work was related to the qualification of the study programme – development of the effective mechanism of personnel motivation. One more example thesis work does not relate to the qualification of the study programme, it is related to effective company management without relation to personnel management or economics. Example course work is related to SWOT analysis, which shows a very narrow tool and no relation to the main qualification of the study programme. It is very important for the management of the study programme to check compliance of students' written works to the degree and qualification of the study programme. In Central Institute SAR of the study programme, the final works of students are called a Master thesis, qualification work, diploma work. Usually, these are three different types of written works, and it is important to pay attention to the quality and application of research results of Thesis works, that they comply with the Master's level of studies.

#### ***Strengths:***

- 1) The study programme complies with the legal acts and is updated in relation to the new standard on higher education;
- 2) Internship is included in the study programme and provides students with practical experience and potential employment in the future;
- 3) Strong cooperation with employers and their involvement in the development of the study programme.

#### ***Weaknesses:***

- 1) The name of the study programme contains both micro (personnel management) and macro (labour economy) levels, there is a lack of balance between these two levels in the content of the study programme and proposed topics for the Master theses;

- 2) The programme is compared only with one similar study programme on the regional level, there is a lack of comparison with similar study programmes and related good practice in other regions of Ukraine and abroad;
- 3)
- 4) Not all topics of students' written works – Master thesis, course work – are related to the degree and qualification of the study programme;
- 5) A rather big volume of objectives and learning outcomes of the study programme and study courses, difficult to comprehend all of them and the interrelations between them.

***Recommendations for elimination of weaknesses and further development:***

***Short term recommendations:***

- 1) To compare the study programme with at least three local and three foreign similar study programmes to define competitive advantage and ensure relation of the content to the global and local trends and requirements;
- 2) To balance the content of the study programme and topics of the Master theses in relation to micro and macro levels, and the degree of the study programme, for example, add study courses related to Managerial Economics or Advanced Issues in Economics, Law and Personnel Management, Forensic and Fraudulent activities study courses; review study courses in compulsory and elective parts, broaden the choice of elective study courses (comparison with top level study programmes in similar fields can be used as a benchmark);
- 3) To review learning outcomes of the study programme and study courses, to group and make them more specific and split by knowledge, skills and competencies; to define clear links between study courses and study programme in relation to their goals, learning outcomes, sequence of study courses, and degree and qualification of the study programme;
- 4) To control compliance of topics of the Master thesis and course works of students to the degree and qualification of the study programme.

Assessment:

Excellent	Good	Average	Poor	N.r.
		x		

## **6. Teaching and learning materials**

***Under this section please assess the quality, effectiveness and sustainability of the following:***

***- Process for development and updating of teaching materials***

The procedure of developing, approving, monitoring and periodically reviewing educational programmes is based on Regulations on the Development and Implementation of Educational Programmes at MAUP (<https://maup.com.ua/ua/navchannya-u-maup/sistema->

yakosti/formuvannya-osvitnih-program-navchalnih-planiv.html), Regulations on Internal Quality Assurance System for Higher Education at PJSC "HEI MAUP". Regulations on the formation and implementation of individual curricula of applicants for higher education include formation, maintenance, monitoring individual student plans for compulsory and elective courses.

At the meeting with the top management of the MAUP, Director of the MAUP Educational and Methodical Institute talked about the procedure, principles, and official documents. During the meeting with central administration and support staff at MAUP, Head of the Educational and Methodical Department had explained that syllabuses are effective instruments for students, created for 5-year periods but updated every year according to surveys and analysis. The content is the same for both part-time and full-time students, but part-time students have more individual work. The syllabus is one for both, but the hours are different. Also, it was said about evaluation criteria, that every discipline has different coefficients and evaluation methods, finally converting to the 100-point system. This is because of differences in hours – how many seminars, how many in-person learning hours, how many tests. At the meeting with the expert group, the Head of the Department in Kropyvnycky has proved that he is responsible for checking syllabuses of the study courses. In the meeting with the Study Programme Director, she said that syllabuses are developed in the study programme, reflecting the demands and requirements of the market and educational standards. Students receive these materials, and they are important for their individual work. Syllabuses are updated once a year before the beginning of the academic year, accepted by the Head of the department, and the responsible person is Study Programme Director. In the first lecture of each course, teachers explain the evaluation of students. Part-time student evaluation is not included in the syllabuses, but the working programme is longer, and it also notes the part-time student regulation. In all, there is a clear procedure for developing and updating annually the teaching materials, but the abovementioned aspects must be improved.

***- Relevance and quality of the available teaching materials***

The self-assessment information is accompanied by syllabuses, which are also posted on the webpage of the Department of Economics and Personnel Management in the sections: Compulsory disciplines (<https://kropivnitsky.maup.com.ua/napryam/ekonomik/normativni-disciplini>) and elective courses (<https://kropivnitsky.maup.com.ua/napryam/ekonomik/vibirkovi-disciplini>). The experts found the following in syllabuses.

In the syllabus CGT 1 Foreign language for professional purposes, the content of the discipline does not take into account the initial level of student knowledge, assessment criteria with indicator 2.55 transfer to 100 points for full-time students, competences GC5 (Ability to apply modern information and communication technologies in scientific activity), GC 6 (Ability to effective oral and written presentation of the results of their own research), PC 10 (Ability to adapt foreign experience to the needs of an individual enterprise, industry, national economy in the context of globalization), programme learning outcomes (PLO 03, PLO 14, PLO 16) are not disclosed in the document, the latest publications of 2014 are outdated.

In the syllabus CGT 2 Research methodology and academic integrity, the assessment criteria with indicator 2.07 transfer to 100 points for full-time students, programme learning outcomes (PLO 02, PLO 04, PLO 18) are not disclosed, the latest publications of 2009 are outdated.

In the syllabus CGT 3 Ukrainian language for professional purposes, the prerequisites for learning relate to the subject from bachelor level, the programme learning outcomes (PLO 03, PLO 04, PLO 07, PLO 08, PLO 11, PLO 12, PLO 13, PLO 15, PLO 17, PLO 18, PLO 19, PLO 21, PLO 25) are not disclosed, the assessment criteria with indicator 4.34 transfer to 100



points for full-time students, Indicative List of Questions for semester complex control had only questions 51-64 for professional purposes.

In the syllabus CGT 4 Civil Protection, the prerequisites for learning relate to the subject from bachelor level, the programme learning outcomes (PLO 21) are not disclosed, the assessment criteria with indicator 2.34 transfer to 100 points for full-time students, the latest publications of 2010 are outdated.

In the syllabus CPT 1 Strategic human resource management, the competencies GC12 (Ability to act socially responsibly and consciously from a civic standpoint), PC9 (Ability to implement management decisions to ensure the competitiveness of the enterprise and its structural units) and the programme learning outcomes (PLO 05, PLO 08, PLO 09, PLO 17, PLO 20, PLO 25) are not disclosed, the assessment criteria with indicator 1,77 transfer to 100 points for full-time students, the latest publications of 2014 are outdated.

In the syllabus CPT 2 Labour economics and social and labour relations, the competencies GC10 (Commitment to security), GC12 (Ability to act socially responsibly and consciously from a civic standpoint), PC9 (Ability to implement management decisions to ensure the competitiveness of the enterprise and its structural units) and the programme learning outcomes (PLO 01, PLO 02, PLO 07, PLO 08, PLO 09, PLO 13, PLO 17, PLO 22, PLO 23) are not disclosed, the prerequisites for learning relate to the subject from bachelor level, the assessment criteria with indicator 2.54 transfer to 100 points for full-time students.

In the syllabus CPT 3 Corporate social responsibility, the competencies GC1 (Ability to abstract thinking, analysis and synthesis), GC8 (Ability to conduct professional communication), PC1 (Ability to apply knowledge in practical situations. Ability to self-study and continuing professional development), PC 5 (Ability to conduct a comprehensive analysis of the enterprise) and the programme learning outcomes (PLO 01, PLO 02, PLO 07, PLO 08, PLO 09, PLO 13, PLO 17, PLO 22, PLO 23) are not disclosed, the prerequisites for learning relate to the subject from bachelor level, the assessment criteria with indicator 1.47 transfer to 100 points for full-time student.

In the syllabus CPT 4 Innovative development of the enterprise, the prerequisites for learning relate to the subject from bachelor level, the competences GC7 (Ability to work in an international context), GC15 (Ability to analyse intellectual property, legal protection of intellectual property and their protection in Ukraine and the world), PC 6 (Ability to substantiate scientific conclusions and practical proposals to improve the efficiency of the enterprise), PC10 (Ability to acquire new knowledge, identify areas of priority innovative development of the enterprise, taking into account the needs and characteristics of the national economy) and the programme learning outcomes (PLO 04, PLO 05, PLO 13, PLO 15, PLO 16, PLO 17, PLO 20) are not disclosed, the assessment criteria with indicator 1.97 transfer to 100 points for full-time students.

In the syllabus CPT 5 Personnel management technologies, the competences GC8 (Ability to conduct professional communication), GC12 (Ability to act socially responsibly and consciously from a civic standpoint), GC13 (Solving socio-economic and political problems taking into account universal values, norms of behaviour and morality in state, production, interpersonal and social relations), PC9 (Ability to implement management decisions to ensure the competitiveness of the enterprise and its structural units), PC12 (Ability to implement methods of intellectual business management), PC 5 (Ability to conduct a comprehensive analysis of the enterprise), PC7 (Ability to make informed management decisions) and the programme learning outcomes (PLO 08, PLO 17, PLO 22) are not disclosed, the prerequisites for learning relate to the subject from bachelor level, the assessment criteria with indicator 1.95

transfer to 100 points for full-time students, there are no references relating with Personnel management technologies.

In the syllabus CPT 6 Information systems and technologies in enterprises, the programme learning outcomes (PLO 01, PLO 02, PLO 03, PLO 05, PLO 07 PLO 08, PLO 11, PLO 13, PLO 17, PLO 24) are not disclosed, the prerequisites for learning relate to the subject from bachelor level, the assessment criteria with indicator 1.82 transfer to 100 points for full-time students.

During the expert group meeting with the teaching staff at Central Institute, the teachers have proved the following: “Syllabus is the base of our study process. At the beginning of the semester, students receive their syllabuses and know everything that will be going on. We update them every August and can change it midyear if there is an emergency like changes in regulation. The syllabus is more aimed at full-time students, but it contains all the necessary topics. For part-time students, we do not work with them every day, but we prepare a methodological guide for each test that describes how they will be evaluated, what will be the content of the test. Student work during the year gives them access to the exams. Their practical work and tests during the year are cumulative with the exam to make 100 points system with different indicators.” In the meeting with students in Central Institute, the expert group has received evidence that students mostly used the e-syllabus for additional materials. For part-time students, e-syllabus is less useful, more valuable are methodical materials. Individual work for part-time students during the semester is the only criterion to have access to exams, there is no differentiated evaluation of this work, it is either “passed” or “not passed”, which lowers the motivation of students to put much effort into that.

Based on the analysis of syllabuses for relevance and quality, the experts can conclude that in general, teachers update their content on the subject, but there are several remarks about not correct prerequisites, learning outcomes and competencies. The experts have noticed that clearly formulated connection between prerequisites, learning outcomes, and competencies allows improving the quality of teaching materials. The assessment criteria only for full-time students, with points of the attended lectures, practical classes and specific indicators, which transfer to 100-point system, are different for each course. However, assessment criteria for part-time students are not separately indicated and available for students. Mostly, the relevance of the recommended sources is at a good level, however, the experts have emphasized the necessity of updating the list of recommended reading with the addition of current publications of teachers, international sources, electronic resources.

***- Availability of methodical guides for all disciplines and all types of activities – internships, course projects, diploma projects***

Based on information provided to experts during the study visit, methodical guides for all disciplines are placed on the site of Central Institute at the part for students, learning in MAUP, manuals, and, in the Moodle system. However, the expert group did not find confirmation of the existence of methodical guides on the site. Syllabus for course work of the course of the Labour Economics and Social and Labour Relations is not presented on the official website, but Methodical Guides for the course work can be found using the web-link: <https://kropivnitsky.maup.com.ua/assets/files/metodichni-rekomendacii-shhodo-pidgotovki-ta-ofrmlennya-kursovih-robot.pdf>. In the present guides, there are topics of course works, but only three relating to micro (enterprise) level, all other 32-macro levels. Although in the tasks

for the course “Labor economics and social and labour relations” three tasks relate to the micro-level, one task is focused on the macro level. The assessment criteria are not represented in Methodical recommendations. In the additional information, the expert group had the opportunity to consider the example of course work. This course work had related to the subject “Labour economics and social and labour relations”, but the topic was from the subject “Strategic Management”.

Methodical guides for the internship consist of organization and conduct, the programme of internship, evaluation criteria with indicator 1.30 to transfer into 100 points. Methodical guides for preparation and design of diploma work is available on the site with the list of topics in 2019-2020, 2020-2021.

***Strengths:***

- 1) The existence of a transparent and clear procedure for informing applicants about the content of mandatory and elective courses in the form of syllabuses;
- 2) The syllabuses of mandatory and elective courses are represented on the site of Central Institute;
- 3) There is a clear procedure for developing and updating annually the teaching materials.

***Weaknesses:***

- 1) Most syllabuses have not clear or missing prerequisites, learning outcomes and competencies;
- 2) In all syllabuses, there are represented evaluation criteria only for full-time students with points for attending lectures, practical classes, and specific indicators, which transfer to 100 points system; there are no separately defined evaluation criteria for part-time students;
- 3) Most syllabuses contain references to outdated literature, no references to modern periodicals, educational and methodological literature, international publications;
- 4) The methodical guidelines for all courses, including the course work of the study programme, are not available on the website and Moodle.

***Recommendations for elimination of weaknesses and further development:***

***Short term recommendations:***

- 1) To precise formulation of prerequisites, learning outcomes and competencies in syllabuses;
- 2) To improve the structure of syllabuses by adding a section with evaluation criteria for part-time students;
- 3) To update the list of recommended reading in syllabuses with modern periodicals, educational and methodological literature, international publications, electronic resources, and publications of teachers;
- 4) To provide methodical guides for all courses and course works on the website and Moodle

***Long term recommendations:***

1) To use the Moodle platform more effectively for student work, rating, tests, exams.

Assessment:

Excellent	Good	Average	Poor	N.r.
		x		

## 7. Techniques and methods of educational activity

*Under this section, please assess the quality, effectiveness and sustainability of the following:*

### ***- Process for development and principles for application of teaching method***

The teaching methods implemented are chosen by the responsible teaching staff according to the planned learning outcomes. Students are formally surveyed on the quality of each study course after its implementation, and each academic staff member creates their own questionnaire for this process, which is aided with *Methodical Recommendations for Conducting a Questionnaire on the Evaluation of the Educational Process*. Through this process, it is possible to receive written feedback on the implementation of the study course and the teaching methods used within. Other than this, due to the small size of study groups, it is possible to survey and adapt to the necessities of the students in real-time during the lectures as far as the teaching staff is capable.

Discussions regarding the methodology of study courses are also organized in the form of round-table discussions that feature both teaching and administrative staff and student representatives. The Methodical Council, which consists of the institute's director, deputy directors, heads of cathedra, the student ombudsman and an employee representative, also takes part in the evaluation of the study programmes and specifically the results of semi-annual student examinations and surveys, therefore taking note if a specific study course may require changes in its implementation. When creating this Master's study programme, MAUP and Central Ukrainian Institute participated in the analysis of foreign universities (namely Polish) and also implemented various teaching methods in the new study courses, e.g., in order to focus on student soft skill development.

### ***- Process for development and principles for application of student evaluation methods***

Study courses use a 100-point system where parts of the 100 points are given throughout the year and some part of the points is received for the final examination. Different systems and partitions of these coefficients are in place to adapt to different teaching methods, e.g., how many tests, seminars and other point-awarding activities are implemented, how much work is done in-person, in groups or individually, etc. and this is up to each individual teacher's choice. Altogether the main guidelines are regulated by the *Regulations on the Assessment of Academic Achievement of Higher Education Students at the Odessa Institute of PJSC HEI "IAPM"* and they describe the principles of application of evaluation systems, what criteria must be taken

into account when creating tests and evaluating them (e.g., evaluating the knowledge of facts, presentation of information, interpretation of knowledge).

Most courses implement a system where the work during the year gives students access to their final defences and exams, e.g., a student must reach a certain number of points or it is compulsory to complete some specific tasks during the year to be allowed to take their exam. Otherwise, coefficients for certain parts of the coursework are assigned so that coursework makes up, for example, 60% of the final grade, and the final exam – 40%. Extra points can be gained through additional tasks, exemplary work or participation in research activities.

Teachers introduce students to their evaluation methods on the first lecture of a study course, and if students have questions or complaints about the specific evaluation method at a later time, they can turn to the teacher directly or direct their complaint to the Educational and Methodical Office.

#### ***- Academic integrity principles, including the use of plagiarism detection tools***

Main academic integrity principles at MAUP are described in the *Code of Academic Integrity* and several regulations regarding the detection of plagiarism. These define breaches of academic integrity, which are: plagiarism and self-plagiarism, bribery, forgery, fabrication, providing inaccurate information about the results of own educational activities, and others. To ensure that students are well informed regarding these issues, the study programme includes a separate study course “Research Methodology and Academic Integrity” which discusses all technical and ethical questions of the study process and is a good, thorough solution to student knowledgeability of academic integrity issues, and helps prevent accidental breaches like forgetting to add sources for data or images, which during the interviews was noted as a frequent issue. In addition to this, the study contracts include a clause on following academic integrity principles, there are methodical materials prepared for students with recommendations on preparing their term papers and masters theses, and extra online seminars about academic integrity.

Concerning plagiarism, students can check their work for plagiarism before submission at the library. After submission of master’s theses, they are checked with a licensed and government-endorsed plagiarism detection programme *UniCheck*. The allowed threshold of plagiarism is 25%, requiring a minimum 75% of original content. Day-to-day coursework is also occasionally checked for plagiarism (in cases of essays, projects etc.), but with free anti-plagiarism software freely chosen by the teaching staff in each study course. The specific procedures for dealing with cases of plagiarism are regulated at the Academy level by *Regulations on the Prevention and Detection of Plagiarism in Scientific and Academic Texts* and *Regulations on the Verification of Academic and Scientific Texts for Plagiarism and their Placement and Storage in the Institutional Repository of PJSC HEI “IAPM”*.

#### ***- Implementation of student-centred approach in the learning and teaching process***

The student-centred approach at MAUP is felt throughout the study and managerial process. Students are part of all discussions and much of the services and opportunities available at MAUP are led by student demand. It is so in the teaching process in this programme as well. Methods of teaching are chosen by the teaching staff and adjusted according to student needs and preferences, and the small study groups allow for this to be very effective. They also allow for a very individual approach, helping students along with their educational and scientific growth. For example, during the masters' programme students are required to prepare a number of publications and their master's thesis, and this is integrated into the study process via using the student research work and topics for closer examination, thereof helping develop them further. Despite this, no students of this study programme have published their masters' theses so far. Oftentimes docents also include their personal dissertation topics and research to enrich the study materials. For further improvement and active involvement of students in the study process, docents use such teaching methods are situational models and case studies, business games, SWOTs, discussions, work in groups or pairs, seminars and other modes of work where open discussions and/or analysis of study material is done.

For further academic development, students are offered opportunities to participate in various conferences, Olympiads and competitions in tandem with their docents, and this has previously resulted in prizes on a national level. For students to gain knowledge in accordance with their personal needs and interests, it is also possible for them to choose 6 from 12 elective courses to complement their study and professional experience. The students are also free to choose their research topics, elective parts of their curriculum and places of internship, which gives them freedom in building their individual educational paths.

The teaching staff is often in direct contact with students through several modes of communication beginning with e-mails and Moodle messaging and leading up to Viber groups, Telegram chats and other messaging platforms, where they are always welcome to consult with the personnel about their coursework or other interesting questions. This is possible due to the small number of students, however, the expert group urges the Academy to consider formalization of student-docent communication in the future, when the study programme may attract a larger number of students and such free communication may become unmanageable.

During interviews, employers of MAUP graduates and interns noted that in comparison to other HEIs, these students and graduates have improved creativity and innovative thinking and better adaptation skills, which speaks for the viability of the existing study methods.

#### ***- Application of e-learning approach***

As previously noted, much of the interpersonal communication between students and academic staff is electronic, using different communication platforms such as Viber, Telegram, Skype and others. The global pandemic and lockdown situation have fast-tracked the development of e-learning methods and the introduction of electronic tools into the learning environment. Students use their personal computers, tablets, mobile phones and other technology to consume their study materials and prepare assignments and can receive consultations and feedback electronically.

In spring 2021 MAUP organized an academy-wide “school of professional development” on the topic of methods and tools of distance learning. During this event, 5–6 docents from each institute, including Central Ukrainian Institute, learned about interactive work tools such as Jamboard, Kahoot, Padlet, the full functionalities of Zoom, Classroom and other platforms from trained professionals. Online lectures with live student participation are recorded and saved for future use by students in their revision process, and live consultations are also available on Zoom. Moodle is used for the dispersion of study materials, practical assignments and testing, and methodological recommendations. Regarding tests, docents note that occasionally Moodle is not the preferred testing environment as it has the habit of crashing or incorrectly visualizing the prepared test material, in which case other online tools like *Deskpad* are used, however, there are some docents who don’t use Moodle in general.

### **- Mobility of students**

The academic mobility of students at MAUP is possible based on existing regulations on the recognition of previous educational activities, allowing students to acquire credit points at other national or foreign higher education institutions and have them recognized at their home institution. MAUP has existing cooperation agreements with about 30 countries including Poland, Iran, Turkey, Ecuador, China, India, Azerbaijan, Georgia, Tajikistan, the USA and others, however, they are not currently connected to this Master’s programme due to the lack of accreditation. Nevertheless, the management of MAUP sees that the new programme could be especially appealing for Chinese and Turkish students who have already conveyed their interest, therefore after accreditation this cooperation would be extended to this programme as well. Insofar, no students from this study programme have embarked on study mobility, which is partially explained by the lack of cooperation for the new programme and the state of the global pandemic, although experts believe this is an extra fruitful time for online mobilities and shouldn’t be an issue.

### **Strengths:**

- 1) Successfully implemented student-centred teaching and learning methods;
- 2) Small student groups allow for a more individual approach and communication;
- 3) The academy has implemented recommendations based on international practice (from experience exchange with Polish universities);
- 4) A procedure for the development and acceptance of changes in study programmes is in place;
- 5) The student evaluation systems are cumulative and take into account both year-long work and final examinations;
- 6) A separate course on academic integrity helps students understand it and prevent conflict situations;
- 7) The teaching staff is knowledgeable in a wide variety of e-learning tools.

**Weaknesses:**

- 1) The existing students have not had any publications so far although the study programme requires them;
- 2) There is no student academic mobility at Central Institute;

**Recommendations for elimination of weaknesses and further development:**

**Short term recommendations:**

- 1) To analyse the reasons for the lack of student academic mobility and create a plan for further improvement of the situation.

**Long term recommendations:**

- 1) To improve masters' students' work publication rate or reconsider the requirement for publication.

Assessment:

Excellent	Good	Average	Poor	N.r.
	X			

## 8. Teaching staff

*Under this section, please assess the quality, effectiveness and sustainability of the following:*

***- Procedures for attracting and/employing qualified teaching staff***

In the meeting with the top management, there were presented the courses for professional growth of the teaching staff and financial aid for participation in conferences.

During the Meeting with central administration and support staff, the procedure for attracting the new teaching staff was discussed. According to MAUP regulations, recruitment of the new teaching staff is based on competition, and one of the key parameters is professional qualification of the candidate to the teaching position. Administration also takes into consideration English knowledge skills of the candidates. New staff members prepare their yearly plans for publications and professional growth. At Central Institute, there have been no cases of rejecting candidates after the competition.

The Procedures for attracting and employing qualified teaching staff correspond with the following official documents: "Regulations on the election and employment of research and teaching staff in MAUP", "Regulations on the signing contracts for the employment of research and teaching staff". The vacancy for the teaching staff is announced in the public newspaper and on the website of the MAUP.



During the expert group meeting with the teaching staff at Central Institute, teachers have explained that the duration of the work contracts is 1–5 years. For the new teaching staff, the procedure of competition with open lectures is obligatory, but at the end of the contract, they do not have to participate in the competition again if their work results are good. The work contract is automatically prolonged for the next period. Working results of teaching staff are represented at the end of each academic year in the rating of research and teaching staff in accordance with "Regulations on the rating of research and teaching staff, departments, institutes" and the methodology of rating of research and teaching staff.

The study Programme Director discussed with the expert group the procedure for staff attraction. At Central Institute, a lot of students stay to become teachers. The Study Programme Director is responsible for staff, effective work and the study process. Head of department and Study Programme Director participate in the evaluation of candidates for the staff.

During the meeting with experts, the interviewees from administration also approved the prolongation of the work contracts for some members of the teaching staff. The teaching staff of Central Institute is financially motivated, actively working at Central Institute for many years. Teachers work mostly full time. Also, for attracting new staff they use the possibility of free professional publications within MAUP, tuition fee discounts, bonuses for scientific work, possibility for nominating staff members for government prizes and grants.

***- Compliance with the qualification of teaching staff with conditions for the implementation of the study programme***

The staff for the Study programme consists of 10 teaching staff members, of which - 2 Professors (Doctor of Sciences), 8 Associate Professors (PhD degree). 80% of teaching staff work at their main workplace. The fulfilment of 6 and more sub-items of item 30 of the License Conditions for Educational Activity in Ukraine (Master's level study programme requires minimum 6 sub-items) is ensured by all teaching staff of the Central Institute. Last three years, five teachers have obtained their PhD degrees.

Most teaching staff have relevant scientific publications, which are published in the journals included in the internationally indexed databases Scopus and Web of Science (Maksymova O., Hrebinchuk O., Panchenko V.), articles in professional publications, monographs (Bukovyns'ka M., Panchenko V., Kolisnichenko R.), educational and methodical recommendations for students, lecturers, educational and methodical manuals. The subject of scientific interests in the vast majority corresponds to the content of the courses, which they teach. However, the professional publications of several teachers are non-compliance with the courses, for example, Modern economic theories, Employer brand management, Labour economics.

At the meeting with the students, the experts received information that the results of the students' surveys are considered by MAUP in assessment of the teaching staff.

***- Procedures for improving the qualification of teaching staff***

The Centre for the Organization of Scientific Work of MAUP invites teachers at the Institute to participate in training within the School of Professional Development of Teachers. One person took part in the training "Fundamentals of working with the plagiarism check system from Unicheck", "Digital tools for distance education".

In the meeting with central administration and support staff at MAUP, the Head of the Center for Organization of Scientific Work and Innovations in the Educational Process told about the Spring School of professional growth concerning distance teaching with interactive tools like Jamboard, Kahoot, all functionalities of Zoom.

The Centre for Language Studies and Translation of MAUP conducts foreign language courses and testing to check the level of knowledge of a foreign language. Three teachers have certificates of English language skills at B2 level as the proof of English language proficiency.

The teaching staff has actively taken part in the international internship, for example, an international internship in “Internationalization of higher education” in Warsaw, Poland; international advanced training in Lublin, Republic of Poland; Scientific Center of Innovative Researches in Tallin, Estonia.

The experts can positively assess that most of the teaching staff has experience of practical work in the speciality for at least five years.

#### ***- Ratio between the academic and research workload of teaching staff***

During the additional meeting, interviewees have explained the ratio between the academic and research workload of teaching staff. There are no more than 650 hours of classwork in a year for one teacher. Research work is calculated separately in rating. For publications in Scopus, WoS there is no additional monetary bonus, but only compensation of the costs for publication. The expert group can conclude that the ratio between the academic and research workload of the teaching staff is not fully balanced. In the SAR documents, the distribution of research and pedagogical work is reflected in the individual work plan of teacher.

The current remuneration model consists of academic hours which include both auditorium work (teaching hours) and non-auditorium work (including such activities as development of methodological recommendations for the discipline, sets of examination cards, tests for attestation, comprehensive examinations, practice programmes; scientific guidance and reviewing of Master's and term papers, the guidance of pre-graduate practice, checking examinations, test and other types of practical assignments; leadership of scientific circles, review and verification of scientific works of participants in student Olympiads). However, non-auditorium hours do not include time devoted to the development of high-quality scientific publications. There is the only mechanism for covering the costs related to publications in journals indexed in Web of Science of Scopus.

Teachers are coordinators of the permanent student research groups: "English speaking club", "Financier", «Civil protection and safety of life», "Modern head of the organization", "Kadrovik" at the Central Institute. Members of the teaching staff are involved in scientific consulting of the Kirovohrad Regional Employment Center and the Regional Center for Personnel Management in Kropyvnytskyi.

#### ***- Mobility of teaching staff***

Teachers of the Central Institute actively participate in Polish-Ukrainian academic mobility programmes. For example, teachers with lectures on "Staff Motivation" (2019) and "Personnel Development" (2020) were invited for teaching to the Polish University of Internal Security (Lodz).

According to the invitation letter of the administration of the Odessa Institute of MAUP, teachers with lectures on "Economics" (2020), "Personnel Motivation" (2020, 2021), "Team management" took part in internal academic mobility of teachers.

The Study Programme Director explained that online internships are popular, especially during the pandemic. Financial support is in the form of 100% compensation for participation and living expenses. During the meeting with teaching staff in Kropyvnycky, they emphasized great interest in international internships for teaching staff but had financial issues to fulfil that. Also, the expert group noticed that so far the international mobility of the teaching staff is limited only by the Polish universities.

#### ***- Cooperation of teaching staff in the implementation of the study programme***

The teaching staff cooperates for the development of the study programme, discussing and improving the study programme, including the study content.

The teaching staff is free in choosing teaching methods, successfully applies modern practical information, online teaching methods and e-learning platforms like ZOOM, Moodle in the study process. The members of the teaching staff are very motivated and loyal towards MAUP.

#### ***Strengths:***

- 1) Competitive selection procedures for teachers are transparent and allow to ensure the high level of their professionalism for the implementation of the study programme;
- 2) There is a system of compensation for personal achievements of the teaching staff;
- 3) There are conditions created for professional improvement of teaching staff;
- 4) Most of the teaching staff have experience of practical work in the speciality for at least five years;
- 5) The teaching staff has opportunities and support for international internships;
- 6) Most teachers have practical experience in internal academic internships;
- 7) All types of internships are considered in the teacher's rating, which ensures the improvement of professional competencies and soft skills.

#### ***Weaknesses:***

- 1) The work contract for the teaching staff is automatically prolonged for the next period without clear and transparent evaluation system of the academic competencies and professional achievements of the employee, which excludes internal and external competition and might hamper professional development of the staff;
- 2) Insignificant correspondence of the professional publications of teaching staff to the courses, which they teach;
- 3) The ratio between the academic and research workload of teaching staff is not fully balanced;

- 4) Mobility of the teaching staff is mostly internal in MAUP, while external mobility is comparatively rare and limited to a couple of Polish universities.

***Recommendations for elimination of weaknesses and for further development:***

***Short term recommendations:***

- 1) To coordinate the topics of scientific professional publications with the study courses;
- 2) To activate publication of professional articles and scientific activity in relation to all study courses of the study programme.

***Long term recommendations:***

- 1) To develop the formal and transparent procedure with regular professional evaluation of the academic competencies based on KPIs for prolongation of work contract for the teaching staff;
- 2) To balance the ratio between the academic and research workload of the teaching staff;
- 3) To intensify the use of the potential of international project cooperation, including virtual, international and internal academic mobility;
- 4) To provide financial motivation to improve teaching staff's English skills and scientific activity close to the study courses they are teaching.

Assessment:

Excellent	Good	Average	Poor	N.r.
	x			

## **9. Resources**

***Under this section, please assess the quality, effectiveness, and sustainability of the following:***

***-The availability, quality and sustainability of financial resources***

Income sources for the study programme rely only on the tuition fee from students, there are no subsidies or grants from the state, neither financing from the EU or other institutional funds for research or study projects that could supplement staff salaries and be used for upgrading the equipment, infrastructure, or library resources.

Reliance solely on tuition fees has its threats as if the number of students is low (as in the case of 2020/21 enrolment – two students), it can jeopardise the whole programme.

Currently, MAUP does not practice calculation of breakeven point for each study program and while the institute which is implementing the programme is profitable, study programs can be the source of significant costs. During the study visit, it was mentioned that there is no methodology for calculating the break-even point on the study programme level. However, such methodologies do exist, and it is important that the top management of MAUP is aware and

cautious about the financial sustainability of the programme. Without a clear understanding and precise calculations of the minimal number of students needed for the study programme to be profitable, financial sustainability is very questionable.

MAUP representatives at all levels (at the level of the Academy; at the level of institutes/faculties; and at the level of departments) expressed hope that the number of students after international accreditation of the programme will increase (as it happened in the past with similar programmes at the department). However, this hope was based only on the past experience with similar but not the same programmes and there was no financial data or arguments to ground assurance of the financial sustainability of the programme.

Main expenses at the institute level consists of the expenses for wages, business trips, utility bills, rental of premises, advertising, purchase of stationery, computer equipment, household expenses, repair work, etc. But there is no understanding of the expenses at the level of each study programme.

The scheme for the distribution of financial resources is not clear either. For example, there is no defined amount that each department teacher can rely on for participation in the conferences (or qualification development courses) abroad. Currently, those decisions are made based on the mercy of the owner of the higher education institution who makes the final decision whom to grant what. This creates high risks of discrimination and nepotism as any social system where governance and resource distribution decisions are not clearly defined is affected by high probabilities of misuse of resources. This also applies to the international mobility of teachers. Current international mobility is taking place only with selected Polish universities.

***-The availability, quality and sustainability of material and technical resources (premises, equipment etc.)***

The availability, quality and sustainability of **material and technical resources** were evaluated based on the virtual tour provided for the assessment and information provided in the self-assessment report. Based on the information and visual facts study programme is sufficiently equipped and uses the premises and technical resources of the institute. There are 4 auditoriums with multimedia equipment observed in the video tour. Physical space is in satisfactory condition, there was the recent repair of the building where lectures take place.

Library resources are available both electronically and physically, but currently, the majority of students prefer online resources freely available and abundantly provided within the study programme. There is no default access to the library resources – students have to activate their subscription by sending the e-mail to the librarian. This action may discourage less diligent students from starting using library resources, thus it is advisable to have default option for the library access based on the student enrolment data.

There are dormitories available for students with a 69 maximal number of students who can be lodged there simultaneously. There is also a dining room and sports' ground available for the student disposal. Students with disabilities have access to physical premises. Overall, the physical infrastructure provided by the MAUP and available for the master students of the study programme "Personnel Management and Labour Economics" is sufficient and appropriate.

***- The availability, quality, and sustainability of methodological and informative resources (library, databases, online tools (Moodle) etc.)***

The availability, quality and sustainability of **methodological and material resources** are well developed. Both teachers and students have access to and actively use various online teaching

and learning tools. COVID restrictions boosted global and local usage of online tools among staff. There were also centralized courses available from MAUP to support teachers in using online tools, but, besides that local teams are eager to share knowledge and help each other in the advancement of their IT skills needed for the preparation and teaching of online courses. The library is well equipped with both local and foreign periodicals and e-resources. However, it would be advisable to have default access to the Online databases for all enrolled students. Currently, they must send an activation e-mail to the librarian.

The **use of information and communication technologies** in the implementation of the study programme is sufficient. All teachers involved in the study programme are using some of the ICT tools to provide their courses and to communicate with students. However, currently, there is no unified policy on which platform to use in all study courses. On the one hand, teachers say that they are flexible and are considering student needs, thus they are using all possible ICT tools – like Telegram, Viber, Moodle and other online platforms. However, that creates chaos and information overload for both teachers and students. In the virtual visit usage of all possible ICT tools was presented as an advantage of the programme and indicator of high availability of teachers. However, such 24/7 availability does not allow any work-life balance and can be very harmful in the long term for the staff members as leading to the high potential risk of burnout. Thus, it is advisable to have one unified platform for communication with students where they could get all information on the study course (starting with the syllabus, homework, grades, but also including everyday teacher/student communication).

The availability of **public information** on the study programme. On the website of the institute information about the study, programme is very hard to find. There is no information about the peculiarities of the programme, its' aim, its' competitive advantage, or any practical information on the courses comprising the programme, course schedule or students' testimonials. No such information is easily available for other programmes offered at the institute either.

#### ***Strengths:***

- 1) As a part of one of the leading Ukrainian private higher education institutions, the study programme is secured with the existing physical infrastructure – including premises and buildings, cafeteria, sports facilities and dormitories;
- 2) Parts of the premises (for example auditoriums) are recently renovated and are comfortable and appropriate for the study process;
- 3) There is physical access to disabled students;
- 4) The library is well equipped with both physical and online resources available to students;
- 5) Teachers and students of the study programme are using well-developed ICT tools and continuity of the programme was proved during the COVID restrictions when it was possible to get in the online regime;
- 6) There is centralized support to teachers in the usage of the ICT tools.

#### ***Weaknesses:***

- 1) No break-even point is calculated on the study programme level, which would allow calculating profitability of the programme; this jeopardizes the financial sustainability of the study programme in the context of the current economic situation in Ukraine and low number of students in the 2020/21 enrolment;

- 2) No transparent mechanism of financial resource distribution is available;
- 3) No clear budget for each teaching staff member per year for the foreign conferences and professional development courses is defined and available.
- 4) There is no one unified IT platform which is used by all teachers in all courses that would provide all needed features for both information storage (syllabus, homework, study requirements, access to grades) and communication with students on the daily basis; various communication tools that are used are, on the one hand, convenient for students, but it is a threat for teachers who have to be available 24/7; some discipline and defined requirements in the usage of ICT resources is desired.

***Recommendations for elimination of weaknesses and further development:***

***Short term recommendations:***

- 1) To calculate the break-even point of the study programme;
- 2) To develop unified procedures for communication with students using ICT tools (using defined channels instead of all possible tools available and defining regularity of feedback);
- 3) To ensure default access for students to the Online library resources;
- 4) To develop the website of the higher education institution in a way that allows detailed and understandable information on the study programmes taught at the institute level.

***Long term recommendations:***

- 1) To develop a transparent financial distribution model, including unified remuneration, clear budget per person per year for conferences and foreign trips;

Assessment:

Excellent	Good	Average	Poor	N.r.
	X			

## **10. Research work**

***Under this section, please assess the quality, effectiveness and sustainability of the following:***

***- Directions of scientific research of teaching staff and students***

In general, MAUP as a higher education institution has the policy and strategic goals to support the research activities of its staff. Several years ago, new rules for the promotion of teaching staff and for gaining scientific degrees were adopted and Web of Science / Scopus publications became obligatory factors. However, as there is no formal consequent evaluation procedure for the permanent staff based on the assessment of scientific achievements, all academic employees

who started to work before the new rules, can continue their work without high level scientific publications.

On the one hand, it is very positive, that MAUP supports the publication of the paid article in the Scopus / Web of Science journals, but, on the other hand, the very high workload of the teachers does not allow them to pursue high-quality scientific activities. Moreover, staff was not even informed about the existence of free of charge journals from Web of Science / Scopus databases.

Another important shortcoming in the research directions of the teaching staff and students is related to the very limited knowledge of the English language possessed by both teaching staff and, as a result, by students. As the international direction of the research is a very important prerequisite for the future development of the programme and department, international scientific publications are a crucial component for it. Currently out of all department members, there is only one member of the department, who has a list of international publications in English. Although three staff members of the department had certificates of English language skills at the B2 as proof of English language proficiency, during the visit, none of the teachers participating at the meetings with experts, was able to comprehend questions in English and provide coherent answers. Thus experts conclude that low English language proficiency of teaching staff is hampering high level research activities and should be improved in the next few years.

***Scientific activities performed by teaching staff and students (publications, participation in scientific projects,***

Students and teaching staff are very active in taking part in the various local and semi-international conferences organized at the university. For example, the Department of Economics and Personnel Management is a co-organizer of five scientific and practical conferences: International Scientific and Practical Conference "Scientific Research: Current Problems of Theory and Practice", International Scientific and Practical Conference "Science and Education: Problems and Prospects", International Scientific and Practical Conference "Actual problems of education and science in today's reform processes", the first International scientific-practical conference "Actual problems of education and science in world trends and national practice", the second International scientific-practical conference "Actual problems of education and science" in the conditions of world tendencies and national practice".

However, the practice of regular trips abroad for international scientific conferences to present the results of their scientific work and to gain knowledge on the current scientific discourse on the topics of management, and on Personnel management, is not yet well developed.

In the self-evaluation report lecture notes and methodological recommendations are presented as the research work. However, research work consists of the original empirical or theoretical studies. Lecture notes and methodological recommendations are not considered as research work in the international arena.

Involvement of students in the Student scientific society is a very good step toward wider popularization of science and research methods among students.



***- Relation between research work and study process, including the description and assessment of the use of the outcomes in the study process***

The results of research were used in conducting: a round table at the department "Problems of managing economic processes in the state in the context of social transformation of Ukrainian society" (September 17, 2014); conferences (<http://kropivnitsky.maup.com.ua/naukova-roboty>): International scientific-practical conference "On the way to science of the XXI century" (November 4-5, 2014) International scientific-practical conference "Scientific research: current issues of theory and practice "(November 25, 2015 ), International scientific-practical conference "Current issues of education and science in today's reform processes" (December 13, 2016), International scientific-practical conference "Current issues in economics and management" (December 6, 2017), the first International scientific-practical conference "Actual problems of education and science in the context of global trends and national practice" (April 25, 2019), the second International scientific-practical conference "Actual problems of education development and science in the context of world trends and national practice" (December 22, 2020).

The general research topic of the department "Problems of management of economic processes in the state in terms of social transformation of Ukrainian society" is very diffuse and not directly related to the study programme "Personnel Management and Labour Economics". Moreover, the object of the study - the process of state regulation of economic development of the Kirovohrad region and the subject of the study - the mechanisms of improving the state management of regional economic processes in Ukraine in the conditions of social transformation of the Ukrainian society, is on the macroeconomic level of analysis and has very limited connection to the main components and courses of the Master programme "Personnel Management and Labour Economics" where macroeconomic perspectives and state regulation is context, but not the core of the course. For example, it is very questionable how scientific results of the study of the process of state regulation of economic development of the Kirovohrad region can be related to such mezzo and micro level of analysis subjects as "Strategic management of human resources", "personnel management technologies", "Information systems and technologies in enterprises", "Staff motivation", "Personnel service", "Team management", "Personnel marketing", "Employer brand management", "Personnel development", "Human development". The general research topic of the department should comprise all the study programmes taught at the department, and this most probably was the main reason to define it in very broad terms. However, it is possible to have several research topics at the department level which would correspond to the various study programmes and have several staff members responsible for each of the research branches. Otherwise, it would be very difficult to argue that research results are used in the study process.

***Strengths:***

- 1) There is the strategic direction of the MAUP to enhance the research capacity of its institutes and departments; there is formal support for that in both monetary and moral forms; there are seminars provided to the teaching staff on the preparation of publications;
- 2) Staff members are very active in publishing in the Ukrainian language and in taking part in various scientific conferences organized at the department;

- 3) Students are involved in the scientific work of the department through their Master theses as well as through their engagement in Student scientific society.

**Weaknesses:**

- 1) Low level of English language of the staff members and students does not allow to internationalize research, to actively take part in international conferences and to publish in international scientific journals indexed in Scopus and Web of Science databases;
- 2) The scientific direction of the department defined as a research topic is overly broad and is not connected to the topic of the study programme; moreover, the research topic of the department is defined on the macro level of analysis, whereas topics of Master theses are on mezzo or micro levels;

**Recommendations for elimination of weaknesses and further development:**

**Short term recommendations:**

- 1) To avoid the situation when the department research topic is not connected to the study programme, it is highly recommended to have several research topics at the department level. One of those research topics should be connected to the theme of Personnel management; there should be straightforward evidence that all staff members involved in the provision of the study programme have at least one research paper on the topic of the study course they are teaching.

**Long term recommendations:**

- 1) To define on the level of the central administration, how to attract the most qualified teachers and researchers who possess a high degree of English language and are able not only to teach students but also to conduct quality research and publish articles in indexed databases. This might require a higher-than-average remuneration model. There should be clear KPI's defined and followed up on this requirement;
- 2) To improve English language knowledge of teachers through additional courses, encouragement to participate in the international scientific conferences abroad and taking part in the international mobility programs in the foreign universities.

**Assessment:**

Excellent	Good	Average	Poor	N.r.
		x		

## **11. Cooperation and internationalization**

***Under this section, please assess the quality, effectiveness, and sustainability of the following:***

In the SAR, the section of Cooperation and internationalization was not represented.

***- Strategy for cooperation and internationalisation***

There is a Development strategy of MAUP 2019-2029 with part for cooperation and internationalization of MAUP ([https://maup.com.ua/assets/files/publ-adm/strategiya-rozvitku-](https://maup.com.ua/assets/files/publ-adm/strategiya-rozvitku)

maup.pdf). The study programme is connected to a programme of academic international mobility. Teaching staff can become guest lecturers at partner HEIs. The international partners of the Institute of MAUP are the Graduate School of Management in Warsaw and the Higher School of Economics in Lodz.

The lack of knowledge on the Erasmus+ programmes of international academic mobility for students and teaching staff was mentioned by the expert group during the interview. The teaching staff expressed that pandemic situation have an influence on international academic mobility. However, teachers actively taken part in the international internships.

***- Cooperation with institutions in Ukraine and abroad (higher education institutions, municipalities, non-governmental organisations, scientific institutes), selection of cooperation partners***

The cooperation agreements with certain foreign higher education institutions have been concluded in recent years: WSWB (Lodz, Poland) in 2019, Warsaw Management University “Collegium Humanum” (Warsaw, Poland) in 2018, Burgas Free University (Burgas, Bulgaria) in 2019. The agreements provide opportunities for mutual academic mobility. International mobility of the teaching staff involved in the study process within the master study programme “Personnel Management and Labour Economics”.

On the site, the expert group observed that Academy takes part in the International Association of Universities, Black Sea Universities Network, Eastern-European University Network. An interview with a representative from the Institute of International Education provided the expert group with additional information about existing cooperation with about 30 countries, future plans to involve students from Iran, Turkey, Ecuador, China, India, Azerbaijan, Georgia, Tajikistan, USA – mostly China and Turkey who are interested in this Study programme.

In particular, the Kropyvnytskyi branch – with Kirovohrad scientific and research expert and criminalistics centre of Ministry of internal affairs of Ukraine.

The Head of the department became a member of the Association of Teachers and Researchers of European Integration for open cooperation with all those interested in various aspects of European studies and European integration.

***- System and procedures for attracting teaching staff and students from abroad***

According to the MAUP’s Regulation on Organization of the study process, academic mobility is organized in accordance with Regulation on the Academic Mobility. From an interview with top management, the experts have mentioned that the focus for attracting teaching staff and students are from Poland, because their programmes and educational standards are similar. Internal teaching staff mobility is between the branches of the MAUP. However, examples of attracting teaching staff and students from abroad for this Study programme were not presented to the expert group.

***Strengths:***

- 1) New cooperation agreements with international institutions and professionals are intensive in the MAUP;
- 2) Internal staff mobility is intensive between the branches of the MAUP.

***Weaknesses:***

- 1) Quality and effectiveness of cooperation and internationalization has average level in the Kropyvnytskyi branch, the teaching staff is not active in the international mobility programmes;
- 2) Lack of outcoming and incoming students and teaching staff at the international mobility.

***Recommendations for elimination of weaknesses and further development:***

***Short term recommendations:***

- 1) To invite foreign guest lecturers to participate in the study process including virtual, blended types;
- 2) To ensure active cooperation and participation the teaching staff in the Kropyvnytskyi branch for joint scientific publications and international research projects;

***Long term recommendations:***

- 1) To involve in Erasmus+ Joint Mobility Agreements with foreign universities, to participate at the International Information Week;
- 2) To include courses in English within the study programme.

Assessment:

Excellent	Good	Average	Poor	N.r.
	x			

## **12. Employability of graduates**

***Under this section, please assess the quality, effectiveness and sustainability of the following:***

***- Coherence of study programme’s goals with the labour market needs (regional, local)***

The goals of the study programme are coherent with the labour market needs of the region. When developing and updating the educational programme, the challenges of the modern market, changes in legislation, and the local context are taken into account. Educational components “Innovative enterprise development”, “Intellectual business”, “Employer brand management” correspond to the economic policy of the country and the region on innovative economic development, protection of intellectual property rights, development of commercial concessions, etc. Implementation of the programme involves the acquisition by graduates of economic and socio-humanitarian erudition, skills of research, communication, self-organization, use of information technology, understanding modern economic processes and phenomena, ability to apply scientific methods of normative, quantitative and institutional analysis, tools for international, national, regional, sectoral economic policy and business economics.

***- Statistics on employment of graduates, including the analysis of demand, workplace (field), the average pay***

As the programme is new, there are no official graduates yet, thus it is not possible to discuss the statistics on employment of graduates. However, there are mechanisms to gather such information on the central and regional levels of the institution.

On the other hand, when the number of graduates will grow, a more structured and methodologically coherent approach to the analysis of statistics on employment of graduates (including the thorough analysis of demand, workplace and pay) will be needed. Currently, during the study visit, it was described as a self-regulated mechanism mainly powered by the informal relations and information available through informal channels.

***- Mechanisms for the involvement of employers in the management and development of study programme***

The Institute has an Employers' Council, which operates on the basis of the Regulations on the Council of Employers.

The director of Chudna Private Enterprise, is the head of the Councils of Employers at the Institute. The director of the company from 2012 is a part of the Scientific and Methodological Council of the Department of Economics and Management, which proposed to enhance the curriculum by improving the educational components "Motivation of staff" on non-standard methods of personnel motivation and "Technology Resources Management" supplementing the tasks for independent work analysis of publications on current issues of personnel management.

***- Outcomes of surveys for employers and the use of these outcomes for improvement of the content and quality of study programme***

There are regular surveys of employers in place to find out possible improvements to the study programme. The opinion of employers is recorded through surveys. The purpose of the survey of employers is to improve the content of the educational programme, the results of the Institute, the harmonization of results with the requirements of employers, the modern labour market and more. One of the tasks is to use the questionnaire as one of the elements of monitoring the quality control system of educational services. A questionnaire for employers was conducted in September 2020 ([Http://kropivnitsky.maup.com.ua/assets/files/rezultati-anketuvannya-robotodavciv.pdf](http://kropivnitsky.maup.com.ua/assets/files/rezultati-anketuvannya-robotodavciv.pdf)).

***- Outcomes of surveys for graduates and the use of these outcomes for improvement of the content and quality of study programme***

Not applicable as there are no graduates of the programme yet.

***Strengths:***

- 1) The study programme was designed to address the need for qualified employees in the region;

- 2) Content of the study programme and courses offered to provide the good understanding and wholistic picture of personnel management issues in organizations, thus graduates should be well prepared to start working in both private and governmental structures;
- 3) There is well-established connection to employers and practice places for students ensured with long-term contracts. Employers participate in the roundtables, conferences and discussions organized by the department;
- 4) Some of the suggestions from both employers and graduates were considered in the design of the programme and minor amendments were made to comply with the needs of the most important stakeholders.

**Weaknesses**

- 1) Currently, there are mainly small companies or even individual service providers, as well as some regional institutions. There is a clear lack of bigger and more international employers that might also need young employees and would be glad to cooperate;
- 2) There is no professional and systematic tracking and updating of the graduation statistics.

**Recommendations for elimination of weaknesses and further development:**

**Short term recommendations:**

- 1) To further the development of employer relations, it is advisable to have one responsible staff member from the local team who would serve as a coordinator of the department and would develop new connections with the most desirable employers in the region.

**Long term recommendations:**

- 1) For the future it is advisable to have cooperation with more employers and to diversify possibilities for students within their practice periods; for example, there are such international as well as local brands in the region as Watsons, IdeaBank, Reikartz, Zakupka, Split Development, who are in constant need of employees and are actively looking for new staff members in the region; cooperation with them would be beneficial for both sides.

**Assessment:**

Excellent	Good	Average	Poor	N.r.
	x			

**13. Student services**

*Under this section, please assess the quality, effectiveness, and sustainability of the following:*

*- Support mechanisms available for students, including the support provided during the study process, as well as career and psychological support by specifying the support to be provided*

*to specific student groups (for instance, students from abroad, part-time students, distance-learning students, students with special needs, etc.)*

The MAUP Central Ukrainian Institute has a variety of support mechanisms that give their students access to higher education and the necessary aid for their personal and professional development. To evaluate the necessity of various support mechanisms, MAUP and Central Ukrainian Institute have active communication with the student self-government, which are in place for each faculty and institute, which helps them respond to upcoming issues in real-time, involving various faculties in creative problem-solving. They also have a Monitoring Commission for the Quality of Higher Education, which surveys students and entrants on the support services provided by the institute.

The basis of the student support is ingrained in a wide variety of regulations that describe the rights, responsibilities, collegial attitudes and opportunities of students during their educational process, e.g. *Code of Academic Integrity, Code of Ethics for Higher Education, Regulations of Procedures of Dealing with Confrontational Situations, Procedure for Responding to Cases of Bullying, Regulation on the Student Rights Ombudsman*, methodical recommendations for final works, and others. Such established bases help ensure an overall understanding of the support provided by MAUP and build the foundations to further mechanisms to follow these guidelines in the long term. It is commendable that much of this information is easily accessible on Central Ukrainian Institute's homepage, in a dedicated section for students.

At the beginning of the study journey, freshmen groups are assigned a curator that assists with their adaptation into the life of a student, helping them manage the information provided by the academy, suggesting resources for their personal development and promoting open communication with the staff. For Central Ukrainian Institute, the main curators are the methodologists and members of the teaching staff. As far as experts understand, a curator is only officially available to full-time students, however, a separate methodologist for part-time students is always available for support as well, therefore combining these roles can be handy for the implementation of support. These people are not prepared for their specific work as curators, as it is assumed that, due to their long-term experience in their methodological work, it is effective. No special preparation or introduction to curatorship and its responsibilities is in place. In the case of problems that students are not prepared to tackle directly, the institute also has Trust boxes that enable students to leave anonymous feedback or complaints about the curators, director of the institute and even the rector of the academy which helps create a more accessible environment.

Students also receive extra support before and during their internships, e.g., for finding a place of internship, preparing the necessary documents, preparing reports on their internship, managing work relationships etc.

For students in need, mechanisms are in place that allows receiving social support in the form of monetary grants after application to the methodical office or from the student self-government fund and this information is freely accessible on the institute's webpage. The Educational and Methodical Office provides help with students' applications for social benefits.

Local students can also get partial tuition grants in various competitions as well, organized outside the institute, and some discounts for participation in the institute's *Open Days* event.

Extra scholarship opportunities are also available for international students through government scholarship programmes both from the Ukrainian government and embassies of their home countries. For international students, MAUP provides opportunities for preparatory training for Ukrainian or Russian language and other choice subjects before the beginning of their studies, as well as further support for integration and study process management organized by the Institute of International Education, e.g., organizing excursions.

For people with special needs, all the same support mechanisms apply, supplemented by special additional training and support in their rehabilitation process, and the opportunity to create an individual study plan according to their needs. The institute's website has a good oversight of all these support mechanisms, however could do with a more pronounced separation of the mechanisms available for students with special needs, describing the availability of their facilities and other available aids.

During the study process, all students are also eligible to academic leave with rights to continue their studies in a set amount of time and forming individual study plans according to their needs – all these procedures are defined by the *Regulations on the Organization of the Educational Process*.

Students have the opportunity of receiving extra optional support in the forms of psychological, career and legal counselling, and support provided by the student self-governance. There is a Psychological Service at the Odessa Institute led by a senior lecturer and several practising psychologists which provides private psychological and career counselling for both students and personnel that is an available online service for Central Ukrainian Institute as well. Locally, occasional open seminars/lectures on the topics of bullying, domestic violence and other social issues are organized with the support of the Department of State Registration of Legal Acts, Legal Work and Legal Education of the Main Territorial Department of Justice in the Kirovohrad Region and the Kirovohrad Region Police Department. Other times the institute invites known public figures to speak to the students about self-development, motivation and soft skills, e.g., the writer Andrey Rudenko. Similarly, the institute organizes various events for World Mental Health Day to raise awareness in the area of student mental health. These are useful starting steps to further improvement of mental health and career guidance resources at the institute; however, they can be further improved and it would be preferable to have a psychological support service available locally.

Regarding legal counselling, online legal consultations for students of Central Ukrainian Institute can be provided by the MAUP Odessa Institute, which has a Legal Clinic led by a practising lawyer. Additionally, there are Student Ombudsmen – commissioners for the rights of students – at MAUP. These are individuals elected by the student self-government from their midst for 2 years. Their role is creating a safe space for students to express their concerns and helping investigate these concerns if they are substantial, both in academic and social affairs. They assist students with understanding the institute's rules and procedures, evaluate the



potential routes for solutions and are the neutral third person in mediation between students and personnel, help prepare official complaints to the administration and supports students through appeal procedures or other serious cases. There is a separate Ombudsman for Central Ukrainian Institute, as well as a common MAUP Ombudsman.

All students also have access to a variety of extracurricular opportunities like participation in open lectures, clubs, talent competitions (e.g., Super Dance MAUP which rewards participants with tuition fee discounts, or poetry recitals that offer creative writing masterclasses), excursions to museums and entrepreneurship, and other cultural happenstances organized by the student self-governance and the teaching staff, which enriches their day-to-day study lives.

The available support mechanisms can overall be evaluated as sufficient and a good starting point for further development.

***Strengths:***

- 1) There is a good regulatory basis for student support mechanisms;
- 2) There is a variety of basic support mechanisms aimed at all student groups in need of financial support;
- 3) There is a mechanism for support during the study process through curators and trust boxes.

***Weaknesses:***

- 1) There is scarce information regarding the accessibility of the institute and the available support measures for people with special needs;
- 2) No curators are officially available for part-time students and there are no preparatory activities for curators.

***Recommendations for elimination of weaknesses and further development:***

***Short term recommendations:***

- 1) To update Central Institute website with information dedicated to supporting mechanisms for students with special needs;
- 2) To develop or make publicly available the mechanism of curator work at Central Institute, defining and formalizing its responsibilities and necessary competencies.

Assessment:

Excellent	Good	Average	Poor	N.r.
	X			