

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

MStP STUDY PROGRAMME

**MStP - Administrative Management**

Educational and professional program of the second (master's) level

**Interregional Academy of Personnel Management**

**Міжрегіональна Академія управління персоналом (МАУП)**

(Name of HEI)

**Experts:**

1. **Romans Putans**, Dr.sc.admin., Head of the Department of International Business and Economics at Rīga Stradiņš University
2. **Prof. Olha Pyroh**, Dr.oec. Professor, Head of Management and International Business Department at Lviv Polytechnic National University
3. **Modris Ozoliņš**, Director of International program Department and MBA Program Innovation and Entrepreneurship at Riga Technical University, Faculty of Engineering Economics and Management
4. **Maris Lapšovs**, student representative from Rīga Stradiņš University

\_\_\_\_\_ (Date)

## Summary

Experts have concluded and present this joint opinion on the analysis and evaluation of the Educational and professional program of the second (master's) level “Administrative Management” with the qualification of “Master of Public Management and Administration” implemented in the Chernihiv Institute named after Heroes of Kruty of the Private Joint-Stock Company “Higher Educational Institution "Interregional Academy of Personnel Management" (MAUP).

In the course of the analysis, experts have identified a number of good case practices in the programme's implementation, management, administration and development, as well as have also identified several necessary and recommended improvements.

The major positive aspects of the programme are: the programme pays strict attention to the compliance of legal requirements as a result provides mostly good structure of information according to national legislation and also the programme's contents relate well to legal regulations and national strategic priorities; the programme management corresponds to the conventional setting of higher education organizational management top to bottom approach with the information flow integrated also from bottom to top; programme has good cooperation with labour market representatives, that are engaged in the implementation and partly supervision and development of the programme as well as with other stakeholders (incl. students, graduates) with good variety of mechanisms for employers' involvement in the programme's implementation and development; has good support for scientific advancement of staff - there is a motivational system in place for facilitation of scientific work even beyond national requirements; facilitates student-centered approach in the study process, including binar lectures (science+practice) and students participation in organization and contents of the Conference; awareness of the necessity of programme's and its elements (e.g. teaching materials, infrastructure, incl. e-platforms) development; strong regulatory documents and procedures are related to academic integrity and other methodical guidelines of the study process; appropriate professional qualifications of the academic staff; the physical educational environment is safe for health and sufficient for students to allow them to satisfy their needs and interests in an academic environment, incl. positive attitude towards the programme (staff, process, attitude, study results) by first graduates to come in 2021 and also various support institutions for different cases of questions including psychological, social support and support for difficulties in the study process; very good microclimate that facilitates good cooperation and communication with students; good intentions of staying in touch with graduates via Alumni Database, social media and social communication platforms created during the study process

The fewer weaker points of the programme implementation relates to: general top to bottom performance analysis (SWOT) is not used to its full potential; some miscommunication among nearly all organization levels in relation to the master programme, incl. misorganization e.g. in marketing and financial dimensions; feedback analysis of programme's stakeholders is clearly missing it's potential and shall be organized more structured in the alignment of courses syllabuses` and teaching materials updates; having international accreditation procedure with large share of documents provided in Ukrainian; having accreditation procedure after current students have finalized their study process; lack of wider comparison with the international benchmark in the design of the study programme; insufficient mapping of study results and goals among study courses and programme's general study results and goals; insufficient clear thus uncertain mix of fields of public administration and business administration, including the respective cooperation in labour market; rather weak system and process of development and update of teaching materials; lack of Moodle-platform (or other e-studies platform) in the study process and its administration and management; low students' interest in international mobility opportunities; low level of academic staff participation in international educational and scientific projects and scholarship programs and lack of strong and clear internationalization strategy; insufficient English language proficiency of students; financial stability and independence of the programme is at risk which is also supplemented by insufficiently transparent calculation of costs and

income; comparatively low (mostly below and up to average) employers' evaluation results of the programme.

The expert recommendations are based on the wide analysis of the programme's implementation as well as on expert international experience, and aimed at correcting and improving the weaknesses, as well as at sustaining and developing further the strengths.

The overall joint evaluation by experts on the Educational and professional program of the second (master's) level "Administrative management" is **AVERAGE**. The programme has a potential for further development and increase of competition, which however requires addressing, revising and solving a number of challenges, weaknesses and several substantial shortcomings. Therefore, the recommendation of the expert group is to accredit the Educational and professional program of the second (master's) level "Administrative management" for **2 years**, which in experts opinion is sufficient term for the implementation of necessary revision and improvements.

## **Information about the assessment procedure (timeline, expert group, scope of evaluation)**

The assessment report is based on the analysis of the available information from the following major sources:

- 1) Self-assessment report (SAR) - [https://drive.google.com/file/d/1Gw5Ua\\_mdYB47iHZwtwqxNgheWywUOE8C/view?usp=sharing](https://drive.google.com/file/d/1Gw5Ua_mdYB47iHZwtwqxNgheWywUOE8C/view?usp=sharing)
- 2) SAR annexes and added documentation - [https://drive.google.com/drive/folders/1sLT7oJiIzrTREF3xMCZjnQmi9\\_1R8POv](https://drive.google.com/drive/folders/1sLT7oJiIzrTREF3xMCZjnQmi9_1R8POv)
- 3) MAUP homepage and its sections - <https://maup.com.ua/eng/pro-akademiyu/about-maup.html>, including homepage versions in English, Ukrainian and Russian.
- 4) MAUP Chernihiv Regional branch homepage and its sections - <http://maupchern.pp.ua/>, including homepage versions in English, Ukrainian and Russian.
- 5) Other related sources of information e.g. Ukrainian national education standards and regulations available at <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2020/08/05/281publichne-upravlinnya-ta-administruvannya-magistr.pdf> and <https://zakon.rada.gov.ua/laws/show/1556-18?lang=en#Text>, link to the video site-visit MStP (Chernihiv) available at <http://maupchern.pp.ua/mizhnarodna-akreditacija-osvitnoi-programi-administrativnij-menedzhment-zi-specialnosti-281-publichne-upravlinnja-ta-administruvannja-dlja-drugogo-magisterskogo-rivnja-vishhoi-osviti/> and <https://drive.google.com/file/d/1fXx4lihEmSNbahQitKtyXPuSPSvA7DAa/view?usp=sharing>.
- 6) Experts online visit and the meetings with MAUP and StP representatives and stakeholders on 5th and 6th July 2021.
- 7) Remote discussions of the expert team members, and consensus decisions of the expert team.

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	Overall evaluation of the Criterion
Criterion 1. Strategy, aims and programme management	<b>Average</b>
Criterion 2. Structure and content of the programme	<b>Good</b>
Criterion 3. Teaching and learning materials	<b>Average</b>
Criterion 4. Techniques and methods of educational activity	<b>Average</b>
Criterion 5. Teaching staff	<b>Good</b>
Criterion 6. Resources	<b>Average</b>
Criterion 7. Research work	<b>Good</b>
Criterion 8. Cooperation and internationalisation	<b>Average</b>
Criterion 9. Employability of graduates;	<b>Average</b>
Criterion 10. Student services.	<b>Good</b>

## General description of the University profile

Interregional Academy of Personnel Management (MAUP, in Ukrainian: Міжрегіональна Академія управління персоналом, МАУП) is a private Joint Society «Higher Educational Institution». MAUP has more than 15`000 students, the majority in Kyiv. MAUP offers academic and professional level study programmes on 17 specialities, 93 specializations in 8 study fields` disciplines (<https://maup.com.ua/eng/pro-akademiyu/about-maup.html>) within the structure of 6 major institutes. The 6 institutes are further structurally organized by specialized departments and sub-departments, which are implementing the study programmes and organizing the study process (<https://maup.com.ua/eng/pro-akademiyu/institutions/institut-kompyuterno-informacijnih-tehnologij.html>).

The educational and professional master level program (MStP) of the second (master's) level “Administrative Management” under evaluation according to programmes Self-Assessment Report (SAR) is implemented at the Chernihiv Institute named after Heroes of Kruty, however, such institute does not appear on MAUP’s website - <https://maup.com.ua/eng/pro-akademiya/institutions>, instead there is a separate website - <http://maupchern.pp.ua/>, while the link of <https://chernigov.iapm.edu.ua/> is inactive. According to experts' understanding - the MStP is implemented at the Regional department of Chernihiv (<https://maup.com.ua/eng/pro-akademiya/regionalni-pidrozdili.html>), Department of Personnel Management, Labor Economics and Public Administration. The name of Chernihiv Institute named after Heroes of Kruty is however present in some online sites (e.g. <https://jobs.ua/rus/university/531>). Experts would like to suggest to MAUP to structure the information on Chernihiv Institute institute correctly taking into account these findings. This would strengthen the MAUP’s and Chernihiv Institute online visibility and integrality as a one strong organization. Also, this would strengthen Chernihiv Institute's sense of belonging to MAUP as a large higher education institution.

### **Recommendations:**

1. To structure the information on Chernihiv Institute institute correctly on MAUP’s general website, linking it to the existing link <http://maupchern.pp.ua/> through sub-sections *Institutions* or rename this subsection to *Institutes* which would be more precise to the current contents of this webpage subsection.

## **1. (MStP) Strategy, aims and programme management.**

Ukraine is undergoing major economic and social changes during the last seven years. The public administration reform is a significant part of the package of reforms to develop a modern, democratic, human-oriented state. The public administration reform “includes the formation of an efficient public administration system that can develop and implement an integrated public policy focused on the people’s needs, sustainable social development and addressing internal and external challenges properly.” <https://www.kmu.gov.ua/en/reformi/efektivne-vryaduvannya/reforma-derzhavnogo-upravlinnya>

According to the development goals declared by the government of Ukraine, effective governance is essential for efficient government operations and is a precondition for achieving the broader government objectives of economic growth and human development. Good and efficient governance at the national level, combined with empowered local authorities, are pre-conditions to better service delivery to citizens and sustainable public funding. The first round of the Public Administration Reform (PAR) is being implemented according to the comprehensive PAR Strategy of Ukraine 2016–2020. PAR’s main objective is to develop an effective system of public administration, capable of developing and implementing coherent state policy, focused on socially sustainable development and quality public services delivery. This will include restructuring line ministries and strengthening the role of the Cabinet of Ministers of Ukraine in providing strategic guidance for the development of a professional and ethical civil service that has the skills needed to deliver reform and change. [https://www.kmu.gov.ua/storage/app/media/reform%20office/Ukraine\\_Reform\\_Conference\\_II\\_web.pdf](https://www.kmu.gov.ua/storage/app/media/reform%20office/Ukraine_Reform_Conference_II_web.pdf)

There is strong economic and social ground for the study programme in the field of public administration. The success of a pro-democracy, anti-corruption revolution in 2014 brought Ukraine a

chance to join the countries of Central Europe in embracing democracy and the rule of law. EU and NATO integration looked likely to follow. <https://www.atlanticcouncil.org/blogs/ukrainealert/resetting-ukraines-reforms/>

Consequently, knowledgeable and highly qualified personnel are a critical component of the success of modernizing the public administration in Ukraine. By offering the master level study programme MAUP is playing a significant role and supporting the needs of the state and municipal governance. The graduates of the study programme are able to perform duties of the various level public servants as well as NGO-s and related fields.

The purpose (goal) of the master programme is defined in the SAR as follows (p.1): “Training of qualified specialists who are capable of independently and effectively solving organizational, managerial, information-analytical, control, forecasting, design and innovation-research tasks and problems of functioning enterprises and organizations of all forms of ownership, state organizations and institutions, local governments, non-profit organizations, public associations.” It is indicated in the SAR (p.2): Therefore, graduates of the educational program "Administrative Management", as universal managers, will be able to find their vocation in business, government and local government, in the activities of public organizations, social entrepreneurship and other areas.

The expert team has noticed that the goal of the study programme is lacking focus. Combining business administration and public administration fields leads to the blurred goal of the study programme. The competencies necessary for managers in the field of public administration is quite different from the field of business administration. Targeting on preparing *universal managers* for both business and public sectors look quite questionable. That was confirmed during the meeting with employers, as well.

The goal of the master programme "Administrative Management" fits the quite broadly defined strategic directions of the MAUP, namely: promoting the comprehensive development of humans as a personality and the highest value of the society; enrichment of intellectual, creative, cultural potential of Ukraine; providing conditions for mastering the knowledge system; meeting the needs of society and the state in the education and development of gifted, talented and capable citizens... training of human resources of management and entrepreneurship. (<https://drive.google.com/file/d/1gc8jbvUW12EWpO9WgAqt1yhZGZtjYjZH/view?usp=sharing>).

The mission of the Chernihiv Institute of MAUP is equal to the mission of MAUP: "Together to the top of everyone's professional excellence and life success for the prosperity of Ukraine" by:

- providing high-quality and socially significant higher education with the use of the latest educational technologies in order to improve constantly the educational and cultural level of the population of Ukraine and other countries;
- creating an atmosphere for self-improvement of research and teaching staff, other personal and students in the process of their joint educational, scientific, innovative and organizational activities, taking into account the personal vocation and respect for human, changes in the world;
- training recognized in Ukraine and abroad professionals of the new generation.”

Master of Public Administration degree holders serve the demands of the state. The study programme is well grounded in the social and economic needs of the contemporary Ukrainian state. The study programme is in line with the mission of MAUP.

The structure of the programme management corresponds to the conventional setting of higher education organizational management top to bottom approach with the information flow integrated also from bottom to top. MAUP's higher management provides and oversees the strategic aims and support provided by general structural units (Personnel, Finances, Marketing and others), while the

subordinated institute and its respective department ensure the study process. The Guarantor (the head, director) of the programme holds the major managerial and coordination responsibility of the programme management in close cooperation with the department head and the head of the Chernihiv institute. Also teaching staff is being involved in management and coordination of the study process, mostly in everyday work and department meetings.

The master level programme “Administrative management” has recently undergone changes in management personnel. Some miscommunication was clearly felt during the experts` visit and meeting with the involved individuals from various management levels. There seem to be slightly different approaches in different institutes for e.g., promotional activities and library, Moodle. In Kyiv, it is clearly central coordination, while in Chernihiv - rather locally. That feels like contradicting the fact that both are structural units of one joint-stock company.

The students of the Chernihiv Institute of MAUP can participate in all institutions that are responsible for study programme development (SAR annex 2, page 46). Due to the small student group, it is possible for students to directly communicate with responsible teachers and suggest improvements already during the study process. There is an established working group for study process development, where students can also take part and suggest new improvements. Once in the year, all students can fill in an evaluation form about study courses and later this information is being used for further programme development. After each academic year in cathedra meetings, academic staff go through these surveys and also analyze all information that is received from students. For students, the university provides a friendly environment for bringing new ideas and suggestions.

SWOT analysis (SAR page 8) of Chernihiv Institute of MAUP makes a good overview of the strength of the study programme, as well providing good indicators that describe the *status quo*. However, the SWOT part about weaknesses raises questions about reasons for mentioned problems, which is caused by a lack of analysis for mentioned points. The part that describes threats is indicated some important aspects that can influence further programme development in Ukraine, however, SAR does not provide information on how the Chernihiv Institute of MAUP is trying to avoid or solve those aspects.

The system and procedures for admission of students in MAUP are regulated by “The Conditions (rules) of admission to studies in 2021” (link: <http://maupchern.pp.ua/wp-content/uploads/2021/01/pravila-prijomu-v-2021.pdf>) and the Law of Ukraine “Higher Education” (dated on 01.07.2014 № 1556-VII).

Information on the study programme (MStP) of Administrative management and the rules of admission are publicly available on the website of MAUP (links: [http://maupchern.pp.ua/kaf\\_upr\\_20/](http://maupchern.pp.ua/kaf_upr_20/); <http://maupchern.pp.ua/pravila-prijomu/>; <http://maupchern.pp.ua/wp-content/uploads/2021/01/pravila-prijomu-v-2021.pdf>).

The license of MStP of Administrative management is for 120 persons per year (link: <http://maupchern.pp.ua/sertyfikaty-ta%20-%20licenzii%20/>).

The MAUP admits full-time and part-time Master-students in Administrative management.

For the competitive selection of candidates who on the basis of a bachelor's degree, master's degree (educational and qualification level of a specialist) enrolls the study for the Master study programme of Administrative Management is credited:

- the results of the single entrance test in a foreign language (English, German, French or Spanish);
- professional entrance test passed in the year of entry. The program of professional entrance test for the related fields of knowledge / specialties (dated on 2020) is publicly available on the website Chernihiv branch (link: <http://maupchern.pp.ua/prohramy-vstupnyh-vyprobuvan/>).

Overall, for the applicants with the relevant education background in the business or public administration field (particularly only for these applicants) the admission system and procedures with its supporting materials is fully suitable for the enrolment of the qualified potential students and can be

considered sustainable - it complies with the Ukrainian legislation and is well regulated by internal documents of MAUP, it is publicly available on the website of the Chernihiv branch of MAUP and should also be supported in such structured manner in the future. However, for applicants of the unrelated previous education, the requirements and a program of professional entrance test for the unrelated fields of knowledge / specialties on the website of the Chernihiv branch of MAUP is not publicly available. From the experts' online visit to MAUP and meeting with programme management and from the information available, experts conclude that it is the same entry test for both types of applicants. This signals for risks of either unfair entry competition (in case of limited number of students to be enrolled) or formal, irrelevant entry test which results do not make a difference in students` study plan (curricula).

The system and the model of the internal system of quality assurance of higher education and educational activities are established and posted on the official website of the MAUP available at <http://maup.com.ua/ua/navchannya-u-maup/sistema-yakosti/structure-systems.html> (SAR, pages 4-6). The model indicates the organizational cooperation of all the structural units of the academy involved in the quality assurance, narrowing it down to the level of departments that are further responsible for the quality implementation of the very study programme. Managing personnel at the department is also involved in discussion and decision-making at higher organization structure level through membership in respective Councils. The procedure for developing, approving, monitoring and periodically reviewing educational programs is regulated at the Academy by the Regulations on the Internal Quality Assurance System of Higher Education at PJSC "HEI "IAPE" [https://drive.google.com/file/d/1QDazR210fWRL7VLPE1hQhQk2VEO0\\_Oxv/view?usp=sharing](https://drive.google.com/file/d/1QDazR210fWRL7VLPE1hQhQk2VEO0_Oxv/view?usp=sharing), and "Regulations on the Development and Implementation of Educational Programs" <https://drive.google.com/file/d/1AzQ4AY?usp=sharing> (link is not working). A large part of the assessment documentation provided is in the Ukrainian language, which is an obstacle for sufficient international evaluation. Experts base their opinion on the fact of the existence of such documentation, but cannot provide proper opinion on its contents.

Also, during the expert online visit to the MAUP and meetings with representatives of all the groups involved (from top management to students and external stakeholders - graduates, employers), experts received affirmation of such a working system in place. The major input in internal monitoring, development and review of the study programme takes place at the department level, during the department meetings and during daily work. Major involved parties are the head of the department and head of the programme they are coordinating the further involvement of teaching staff (e.g. review of study courses contents in department meetings, results of students` evaluation and feedback, results of employers` surveys) and further subordinated involvement of students, graduates and employers mostly via course evaluations, surveys. The open and positive cooperation between students, employers and the labour market are of great benefit for the internal quality system. During the visit, an example was given to the experts of how e.g., based on the feedback by students and employers a Praxis Curricula was adjusted to better meet the interests of the students and the needs of employers. At the same time, particularly for the master programme a serious miscommunication was detected among nearly all organization levels, e.g. 1) teaching staff did not much know about study programme`s results mapping organized by department and programme`s management; 2) miscommunication about study fee and financial aspects between the top and department managements 3) miscommunication about role distribution for e.g. marketing activities among centralized support units in Kyiv and local activities in Chernihiv; 4) miscommunication about the period of studies (1,5 or 2 years) among programme and

top management with support units. These miscommunications are impeding the program from the use of its potential, are causing inefficient use of resources (e.g., extra communication, overlapping double-work from central to regional structural management), are weakening the programme's team, e.g. in clear vision of programme's further development.

In the internal monitoring system MAUP does not identify and formulate specific key performance indicators, but instead use a number of mechanisms and indicators to ensure conformity to legal requirements, national strategic directions and socio-economic trends, including labour market monitoring and general needs for public administration. Such an approach to experts finding is fully sufficient for the programme as separately formulated KPI's might become the goals themselves, thus become formal and creates a risk of deviation from actual performance analysis. MAUP Chernihiv branch has collected and published their Internal quality assurance system of education at their website <http://maupchern.pp.ua/vszjao/>. E.g., the very good structure of information provided in the self-assessment report according to national legislation (e.g., Publication by teaching staff - Indicators of the level of scientific and professional activity of teachers) is a proof of such a system in place. Feedback from stakeholders (major groups are students, graduates, employers) are being collected in various ways (e.g. surveys, working routines in study process, memberships in joint meetings, committees - <http://maupchern.pp.ua/anketi%20/>) and also put in practice e.g. during the visit, an example was given to the experts of how e.g. based on the feedback by students and employers a Praxis Curricula was adjusted to better meet the interests of the students and the needs of employers. However, the feedback process should be more clearly structured. The formal way of feedback analysis that was presented to the experts - via department meetings, however such mechanisms are rather vague and not specifically targeted towards study programme development.

### **Strengths**

1. The structure of the programme management corresponds to the conventional setting of higher education organizational management top to bottom approach with the information flow integrated also from bottom to top.
2. Good structure of information provided in the self-assessment report according to national legislation (e.g., Publication by teaching staff - Indicators of the level of scientific and professional activity of teachers).
3. The system and procedures for admission of students to the MStP of Administrative management in MAUP comply with the Ukrainian legislation and are regulated by internal documents of MAUP. Documents for entering to MStP of Administrative management are publicly available on the website of the Chernihiv branch of MAUP.
4. Feedback from stakeholders (major groups are students, graduates, employers) are being collected in various ways (e.g., surveys, working routines in study process, memberships in joint meetings, committees).

### **Weaknesses**

1. MAUP provided SWOT do not provide a clear analysis and indicated further problems and threats in the way of possible solutions are not mentioned in the Self-Assessment report.
2. The field of business administration is mixed with the field of public administration.

3. The requirements and a program of professional entrance test for the unrelated fields of knowledge / specialties on the website of the Chernihiv branch of MAUP is not publicly available.
4. From some to substantial miscommunication among nearly all organization levels in relation to the master programme.
5. A large part of the assessment documentation provided is in the Ukrainian language, which is an obstacle to sufficient international evaluation. Experts base their opinion on the fact of the existence of such documentation, but cannot provide proper opinion on its contents.
6. The formal way of feedback analysis that was presented to the experts - via department meetings, however such mechanisms are rather vague and not specifically targeted towards study programme development.

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

1. Distinguish between business administration and public administration and adjust the goal of the study program accordingly.
2. The selection system for entering the MStP of Administrative management in MAUP should also be supported in the future.
3. The Chernihiv branch of MAUP should separate and publish a program of professional entrance requirements and tests for the unrelated fields of knowledge / specialties on the website.
4. MAUP should pay more attention to analysis for SWOT, including brief but augmented descriptions for reasons why they are having such situations for each SWOT position.
5. Organize an annual (or each semester) internal targeted seminar with programme management and teachers about syllabuses and mapping of study results of the programme and its courses.
6. Improve information exchange between top management with support structures (e.g. Financial department, Marketing) in Kyiv and institute, department, programme management in Chernihiv. In addition to the existing top to bottom information transfer, include also bottom to top information exchange, ensuring clear joint understanding and awareness of all management levels.
7. Specify the process of feedback analysis from stakeholders - provide the feedback of feedback to students, graduates, employers; organize targeted department meetings on the feedback preferably together with the targeted meetings for course syllabuses` annual updates.
8. For the next accreditation and assessment of study programmes - in the case of international (European) assessment ensure the English translation of the necessary documentation. Alternatively, given the fact that the study programme is aimed at domestic market, national needs and implemented in the Ukrainian language, consider the efficiency balance between 1) translating a large amount of documentation with the necessity and benefits of the international evaluation and 2) undergoing national evaluation (with no translation of documentation).

**Assessment:** Experts joint opinion on this assessment criterion is - **AVERAGE.**

Excellent	Good	<b>Average</b>	Poor	N.r.
		<b>X</b>		

## 2. Structure and content of the programme

The content and the structure of the study programme is designed according to Ukrainian legislation and the needs of the labour market. According to the Law of Ukraine "On Higher Education" from 01.07.2014 № 1556 VII <https://osvita.ua/legislation/law/2235/>; Article 5, paragraph 5, the volume of the professional master's program is 90-120 ECTS credits. The volume of the master study programme "Administrative Management" submitted for accreditation is 90 ECTS credits. However there is ambiguity regarding the full or part time versions of carrying out the study programme. According to the SAR (p.1) the length of the full time studies is *1 year 6 months on the basis of a bachelor's degree, master's degree in related fields of knowledge / specialties*, and the length of the part time studies is *2 years on the basis of a bachelor's degree, master's degree in unrelated fields of knowledge / specialties*. Such an interpretation of full and part time studies is inconsistent and makes the differentiated entry requirements (related or unrelated fields of previous education) irrelevant, as the amount of credits and content of the programme is identical for both variations. This also makes the connection of full/part time studies to the previous education irrelevant, which in its turn weakens the higher education quality offered by the Academy.

According to Article 62, paragraph 15 of Law of Ukraine "On Higher Education" the elective courses should be not less than 25% of the total number of ECTS credits. The share of electives in the master study program "Administrative Management" submitted for accreditation is 26,6%.

According to Article 1 paragraph 14 of Law of Ukraine "On Higher Education" the workload of one full-time academic year is up to 60 ECTS credits.

In general, the composition of the study programme covers the competencies necessary for fulfilling duties in the field of public administration. However, no information about the principles of choosing the elective courses is provided in the SAR. Mapping of the learning outcomes to be acquired is incomplete as it includes only mandatory courses (Mapping of training courses (disciplines).xls - <https://drive.google.com/file/d/1nS3bvcVwoicFCgcLc23rZZfd0mQPPOF/view?usp=sharing>). The expert team didn't find any comparison of the study programme with any other study programme in the field neither in Ukraine nor any international benchmark either.

The expert group identified that the mandatory 4 CP course "Theory and history of public management and administration" is identical for both master and doctoral study programs. No clear and convincing explanation of such a contradictory case was provided during the conversation with MAUP representatives.

Representatives of the labour market have been involved in the design of the study programme. As indicated in the SAR (p.7), the following representatives of employers have been directly or through associations involved in the process of design of the master programme:

- Scientists, practitioners working in the field of public management and administration are invited to cooperate with the guarantor of the educational programme and participate in the design of the study programme.
- Leading specialists in the field of public management and administration are periodically invited to the meetings of the methodical council of the Institute, where discussions and adjustments of the educational programme take place.
- Leading lecturers-practitioners are involved in the development of course syllabuses and writing study cases. They participate in defining the objectives and programme learning outcomes of the study program.  
During the site visit, the experts had conversations with the representatives of the business. They confirmed their contribution to the design and development of the study programme.

Evidence of the contribution of external stakeholders in the development of the study programme is provided in the accreditation documents. ([http://maupchern.pp.ua/rada\\_robotodavciv/](http://maupchern.pp.ua/rada_robotodavciv/))

In SAR (page 13, table 2) are provided goals for all study disciplines. The major disadvantage of this list is the fact that many goals are similar for many study courses. It seems that this is a formal part of study courses without special analysis nor specifically defined goals for each course. During the discussion with students, experts received information on the goals for each study course they are receiving during the first lessons. Despite that, for better clearance, each study course needs to also have specific goals that should be mentioned in the curriculum.

MAUP representatives informed an expert's group that the interrelation of study courses is discussed every time at the end of the academic year. Also during these meetings, academic staff and students discuss the content of the study courses which duplicates each other and initiates improvements for next year. During the meeting, MAUP representatives made clear that the content of each study course is usually reviewed and improved, providing a better way to reach the goals of the study program.

Internship plays an important role in acquiring the necessary professional competencies. The purpose of master's students' internship is to ensure the integration of theoretical and practical knowledge, professional skills and abilities that form the competence of a specialist.

The total number of credits for internships had been slightly increased from 8 to 10 already a year after launching a study program, in 2020 according to the recommendations of the Council of Employers and internal stakeholders of the Academy and the Chernihiv Institute of MAUP (Minutes № 5/1 of January 28, 2020) and (Minutes № 1 of January 29, 2020).

The internship is carried out in accordance with the agreements signed by the Academy. Examples of the contracts are presented in the package of the accreditation documents. Before the internship starts the heads of internship from the Institute hold Constituent Conferences on internships. Students receive an Internship Diary, the Internship program and an Individual Task. Upon completion of the internship, students defend the Internship Report on a 100-point scale. The process of internship at the Academy is regulated by the "Regulations on the practice of higher education" (p.53, SAR). Examples of the internship providers are presented in the SAR (pp.53, 54.) A mixture of business and public organizations are on that list, however business organizations are the majority.

According to the SAR (p.59), surveys on the results of internships are carried out. Employers are contributing to the evaluation of internships, as well (p.41, SAR).

*Note: the term "undergraduate practice" which sometimes is used in the SAR is a bit misleading as the term "undergraduate" usually is applied for bachelor studies.*

The *topics of graduate qualification work*. MStP is offered and implemented with clear professional and practical orientation, which is strongly supported by Ukrainian national legislation stating that professionals, specialists, experts working in the public domain, certain middle and higher managerial positions, must hold higher education degree in the public administration study field. This aspect is also well supported by StP's good cooperation with the labour market, particularly public institutions and larger private corporations, who provide guest-lectures at the programme, internship places as well as participate in consulting student qualification works or diploma works. From the expert visit to MAUP, and particularly from the meetings with the programme management, teaching staff and also employer's representatives, it can be concluded that the topics of graduate qualification works are rather balanced between academic study results (knowledge, understanding) and practical study results (skills, competencies) thus well relates to students' and later graduates' actual work. Expert team were also provided with the officially confirmed lists of diploma works' topics -

[https://drive.google.com/drive/folders/1JNo8tI\\_Qz81gjaLNc3dagJ9Si1X2XpuF](https://drive.google.com/drive/folders/1JNo8tI_Qz81gjaLNc3dagJ9Si1X2XpuF): two documents in Ukrainian language - *Теми дипломных работ 2020-21\_ua* and *Распоряжение на утверждение тем дипл\_работ\_ua*. The topics are much related to administrative management with a strong focus on the public administration domain - they are topical and practically related to regional socio-economic necessities. The list of topics offered to students for the academic year 2020/2021 and confirmed by the head of the institute includes 67 topics (*Теми дипломных работ 2020-21\_ua*) and corresponds to the topics chosen by 11 students and again approved by the institute (*Теми дипломных работ 2020-21\_ua*) e.g. respectively from one document to the second: No.27-No.1, No.55-No.2, No.39-No.3 etc. It is again to be emphasized that the topics of students diploma work are strongly in the field of public administration domain which corresponds to specialization provided in the programme according to national legislation on professional studies framework (28 and 281 - Public management and administration). The topics do not cover much of Business management and business administration topics, which during the expert visit was claimed by the Chernihiv institute and programme management to be also a core direction of the study programme. Although business administration and management aspects are also partly visible in the programme`s contents and self-assessment report (see pages 2, 12, 19) and also in Curricula and planned study results (competencies developed), this rather causes a slight confusion on the programme`s focus, which again by law and regulated specialization is in public administration.

### **Strengths**

1. The content and the structure of the study programme is designed according to Ukrainian legislation mostly with the focus on public management and administration.
2. Strongly committed employers` organizations are willing to provide their contribution to the design and development of the study programme.

### **Weaknesses**

1. Not enough comparison with the international benchmark in the design of the study programme is provided.
2. The current interpretation of full and part time studies (SAR, page 1) is inconsistent and makes the differentiated entry requirements (related or unrelated fields of previous education) irrelevant, as the amount of credits and content of the programme is identical for both variations. This makes the connection of full/part time studies to the previous education irrelevant, which in its turn weakens the higher education quality offered by the Academy.
3. Mapping of the learning outcomes to be acquired is incomplete as it includes only mandatory courses, but not elective courses.
4. Too few non-business organizations are providing internship places.
5. Duplication of the same mandatory 4 CP study course "Theory and history of public management and administration" in both master and doctoral study programmes.
6. A major part of study course goals is similar for many other courses, which complicates understanding the exact aim of each course.

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

1. Carry out more analysis of the leading international study programmes in public administration and integrate results in the development of the MUAP study programme.
2. Separate the full time (3 semesters, 90 ECTS) and part time (4 semesters, 90 ECTS) study period planning and linkage to the previous education in a distinguished order.
3. Consider the possibility to design different versions of the study programme for applicants with the profiling and non-profiling previous education e.g., 90 ECTS for 3 semesters (for related previous education) and 120 ECTS for 4 semesters (for unrelated previous education).

4. Increase the share of non-business organizations as internship providers to strengthen the public administration competencies of the students.
5. Provide detailed analysis for each study course goal in the curriculum and avoid situations that most of the study courses are having the same unspecific goals.
6. Eliminate duplication of the same mandatory 4 CP study course “Theory and history of public management and administration” in both master and doctoral study programmes.
7. It is necessary to provide a better analysis of the goals of each study course. It is definitely acceptable that some goals might be the same for many courses, however, there is a need for defining unique goals for each course in their curriculums.

**Assessment:** Experts unanimous joint opinion on this assessment criterion is - **GOOD**.

Excellent	<b>Good</b>	Average	Poor	N.r.
	<b>X</b>			

### 3. Teaching and learning material

#### *1. Process for development and updating of teaching materials*

The process for development and updating of teaching materials involves mostly teaching staff (as leaders, conductors of the study courses), students (through course evaluations and feedback), StP, department and institute's directors (as coordinators, managers), partly employer's representatives (through guest-teaching, Employers Council) as well as the MAUP's management via changes in legislation, strategy, socio-economic trends. The most practical work on the development and updating of teaching materials lies on teaching staff before study courses begin - to update topics, materials, literature sources. Content-wise the process for development and updating of teaching materials is supported by a few MAUP's guidelines and national regulations for professional programmes.

During the expert visit and meeting with the teaching staff and programme management experts deliberately targeted the question of the mechanisms in place to identify and avoid the risk of overlapping contents in the study course which is closely related to the development and updating of teaching materials. The MStP director gave a brief and unconvincing answer that this is organized via department meetings. During the expert meeting with the teaching staff, the teachers confirmed course contents are discussed in department meetings and also through interaction with one another on a daily basis. As a result, overall the system of and process of development and update of teaching materials, although do take place, is however weak and more based on individual performance of teaching staff and has no structured organization in place. For instance, there are no questions in the study courses' evaluation forms for students about the overlap of contents in various courses, which is rather often identified in higher education internationally, and is a crucial part in assessing the quality of the programme's contents, its development and updates of teaching materials.

The quality of the teaching materials on MStP of Administrative management (in Chernihiv branch of MAUP) is regulated such internal documents of MAUP:

- Regulations on the development and implementation of study programmes (link: [https://drive.google.com/file/d/1V7lqVYJs8\\_B144CHP-drgKGUsabotlux/view](https://drive.google.com/file/d/1V7lqVYJs8_B144CHP-drgKGUsabotlux/view); <http://maupchern.pp.ua/wp-content/uploads/2020/11/polozhennja-pro-rozr.-ta-real.-osvitnih-program.pdf>);

- Regulations on the development of syllabuses of study courses (link: [https://drive.google.com/file/d/1KFEvCu\\_NFhNteFP-cfaxZiKXNEbGF-O0/view](https://drive.google.com/file/d/1KFEvCu_NFhNteFP-cfaxZiKXNEbGF-O0/view)).

According to the “Regulations on the development and implementation of study programmes” (link: [https://drive.google.com/file/d/1V7lqVYJs8\\_B144CHP-drgKGUsabotlux/view](https://drive.google.com/file/d/1V7lqVYJs8_B144CHP-drgKGUsabotlux/view); <http://maupchern.pp.ua/wp-content/uploads/2020/11/polozhennja-pro-rozr.-ta-real.-osvitnih-program.pdf>), the syllabuses of study courses are updated annually or as needed. It's affected by current changes in legislation, research in a particular field, etc.

Teaching materials: syllabuses of study courses (compulsory and elective) and some methodical recommendations are publicly available on the website of the Chernihiv branch of MAUP: [http://maupchern.pp.ua/kaf\\_upr\\_20/](http://maupchern.pp.ua/kaf_upr_20/). Other teaching materials (lectures, tasks for practical classes, textbooks, methodical recommendation, etc.) are available in the library of the Chernihiv branch of MAUP. The Chernihiv branch of MAUP is not using the Moodle-platform (e-studies) in the study process, which would be beneficial, more convenient to students and more in accordance with the best international practices in higher education.

Methodical guidelines for the programme's activities are available online on their website at the section of “Activities of the department for the 2020-2021 academic year” - [http://maupchern.pp.ua/kaf\\_upr\\_20/](http://maupchern.pp.ua/kaf_upr_20/). Although the methodical guidelines are established and published, it would be more structured to keep methodical guidelines at a separate section as large parts of them do not change over years. Methodical recommendations, regulations, instructions, curricula and syllabuses of the courses, internships (practices), tasks, projects, thesis are available in this section. The Chernihiv branch of MAUP is not using the Moodle-platform (e-studies) in the study process, which would be beneficial, more convenient to students and more in accordance with the best international practices in higher education.

### **Strengths**

1. The department and its teaching staff do pay attention to the necessity and the very updating and development of teaching material despite the lack of specific mechanisms in place.

### **Weaknesses**

1. Overall the system of and process of development and update of teaching materials, although do take place, is however weak and more based on individual performance of teaching staff and has no joint structured organization in place.
2. Risk of content overlap in the study courses is not addressed sufficiently.
3. The Chernihiv branch of MAUP is not using the Moodle-platform (or other professional e-studies platform) in the study process and its administration and management.

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

1. Establish a more targeted and organized process for the updates and development of teaching materials (e.g. focuses seminars, workshops, online system with deadlines) and preferably aligned with the process of feedback analysis from stakeholders.
2. To add a question on the students' and graduates' course and programme evaluation forms about the contents overlap among study courses, including among study levels - bachelor, master, PhD (where possible to evaluate in case the same student goes from one level to the next).
3. To implement the Moodle platform in the Chernihiv branch of MAUP.
4. It would be more structured to keep methodical guidelines at a separate section of the website as large parts of them do not change over years.

Assessment: Experts joint opinion on this assessment criterion is - **AVERAGE**.

Excellent	Good	<b>Average</b>	Poor	N.r.
		<b>X</b>		

#### 4. Techniques and methods of educational activity

The development and application of teaching methods similarly as with the updates of study courses and avoidance of contents overlap in them at MStP is mainly organized through interaction and experience exchange of programme`s teaching staff as well as taking into account the results of courses` evaluations by students. There are also centralized guidelines of the MAUP to touch the aspects of teaching methods (e.g. the one provided to experts - Критерии оценивания знаний и умений студентов - [http://maupchern.pp.ua/wp-content/doc/4/ocinka\\_znan.pdf](http://maupchern.pp.ua/wp-content/doc/4/ocinka_znan.pdf)), however, they are not detailed and names just most classic and traditional evaluation methods leaving the major responsibility of methods to be used up to the responsible department (see page 4 in the document). Application of teaching methods are more detailed identified in course syllabuses (see e.g. [http://maupchern.pp.ua/wp-content/doc/4/ocinka\\_znan.pdf](http://maupchern.pp.ua/wp-content/doc/4/ocinka_znan.pdf)). On one hand, although there is no specific centralized Academy`s quality policy on development for application of teaching methods, during the experts` visit and meeting with the teaching staff as well as during the meeting with StP students the expert group obtained an impression of a rather well organized student-centred approach, including on the methods of teaching. This can be partly because of a small number of students in the programme which allows providing a rather individual approach. On the other hand, a more focused action specifically on teaching methods (annual seminar, department meeting, shared collection of methods a.o.) might be beneficial for further development of the application of teaching methods.

The Chernihiv Institute of MAUP organise surveys of undergraduates of speciality 281 Public management and administration in reference group IN3-8-19-M1AdM (2.z) conducted in October 2020. In May 2021 a new survey is planned, although the student may complete the questionnaire at any time. A total of 11 people were interviewed. In general, students noted the sufficient content of the educational program "Administrative Management", the feasibility of including a list of disciplines and their sequence, indicating that the free choice of disciplines is realized and from their point of view a sufficient amount of practice is proposed. In general, their expectations after getting acquainted with the educational program coincided with its real content.

It is worth mentioning, that due to the small students` group, there is well developed informal communication between academic staff and students in the programme, which is a good basement for bringing new ideas and suggestions. During the two day visit, it was clear that the Chernihiv Institute of MAUP is using this informal communication very professionally and beneficially for the programme.

Academic integrity is regulated by the number of internal documents issued by the MAUP:

- Code of Academic Integrity: (<http://maupchern.pp.ua/wp-content/uploads/2021/01/kodeks-akademichnoi-dobrochesnosti-pedagogichnih-naukovo-pedagogichnih-naukovih-pracivnikiv-ta-zdobuvachiv-osviti-prat-vnz-maup-2.pdf>);
- Regulations on the prevention and detection of plagiarism in scientific and academic texts: <https://drive.google.com/file/d/1Mj5N2nBwssIworXaa6bx5sO6fjcuH8nJ/view>;

- Regulations on the verification of academic and scientific texts for plagiarism and their placement and storage in the institutional repository of PJSC HEI "MAUP": <https://drive.google.com/file/d/1fjNHCCLkQlfXRn9KD9twEmiRxNC07ZEv/view>.

Issues of academic integrity, including citation rules, are integrated into the "Methodical recommendations for writing diploma (master's) theses", and "Methodical recommendations for writing term papers" (<http://maupchern.pp.ua/wp-content/uploads/2021/01/metodichni-rekomendacii-do-napisannja-magisterskih-robot-1.pdf>; <http://maupchern.pp.ua/wp-content/uploads/2020/12/metodichni-rekomendacii-shhodo-pidgotovki-ta-oformlennja-kursovoi-roboti-z-disciplini-teorija-ta-istorija-publichnogo-upravlinnja-ta-administruvannja.pdf>). Academic integrity issues are covered in the mandatory study course "Research Methodology and Academic Integrity" ([http://maupchern.pp.ua/metod\\_nauk\\_dosl\\_dobro/](http://maupchern.pp.ua/metod_nauk_dosl_dobro/)).

Specialized tools like Unicheck.com and Plagiat.pl are applied to identify and prevent plagiarism cases. In order to academic integrity issues and familiarize with the latest issues in the field special training events on academic integrity issues are organized. (<http://maupchern.pp.ua/uchernigivskomu-instituti-maup-vidbuvsja-seminar-z-pitan-zastosuvannja-komp-juternih-zasobiv-vijavlennja-plagiatu/>).

No serious cases of academic dishonesty have been identified by the expert team.

During the expert visit in the meeting with MStP students, students` clearly confirmed the student-centred approach in relation to the micro-climate and staff attitude towards students and the cooperation in the study process. Experts received very positive feedback from students about the programme`s staff. Content-wise (in curricula, syllabus) student-centered approach is also present - course outcomes, results are well formulated. However, some courses are missing evaluation methods. Selective courses are missing to mapping with other courses`s results and programme`s results. Clear guidance on the study process remotely (during pandemic restrictions) is missing, incl. no e-learning platform is in place.

The programme does not use any e-learning platform. To ensure the remote study process during 2020/2021 in times of Covid epidemiology restrictions, the study materials were published online on Chernihiv Institute`s department website. E-mails and social media communication platforms (telegram, whatsapp) were used in communication with students. Given the small number of students to work with, this approach temporarily was used comparatively well to achieve the study results, however it is not a sustainable long-term solution and experts suggest to use quality e-learning approach with the support of MAUP centralized infrastructure, e.g. Moodle system that is well used by the PhD programme.

According to the general procedure for organizing academic mobility programmes on the territory of Ukraine and abroad is regulated by the Resolution of the Cabinet of Ministers of Ukraine "On approval of the Regulations on the procedure for application of the right on academic mobility" dated 12.08.2015 No. 579 <https://zakon.rada.gov.ua/laws/show/579-2015-%D0%BE>, students can use mobility options. However, the real situation in Chernihiv Institute of MAUP where all 16 MStP students have part-time studies, that they combine with work. This factor limits students' interest in using mobility programmes and according to discussion during the visit, none of 16 MStP students used mobility options.

### ***Strengths***

1. Strong regulatory documents and procedures are related to academic integrity.

### ***Weaknesses***

1. No e-learning platform is used for remote studies.

2. Student questionnaires that are organised once a year are quite complicated because they include information about all academic years, all courses and all teachers.
3. Students' interest in mobility programmes is low that can be caused by their work and thus time availability, however, students also mentioned that they do not see the need for such exchange programmes.

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

1. It would be easier for students and more beneficial for universities to organise student evaluation questionnaires at the end of each semester, and also organise separate forms for each study course.
2. Students need to be better informed about the benefits of mobility programmes and also about the importance of experience that is gained during mobility in further work.
3. Use a professional e-learning platform for studies, preferably the one of Moodle used by MAUP in general.

**Assessment:** Experts unanimous joint opinion on this assessment criterion is - **AVERAGE**.

Excellent	Good	<b>Average</b>	Poor	N.r.
		<b>X</b>		

## **5. Teaching staff**

Procedures for attracting and/employing qualified academic (teaching) staff in the Chernihiv branch of MAUP have been fully described in SAR of MStP of Administrative management. The procedure has been developed on the basis of the requirements of Law of Ukraine “Higher education” and the internal regulations of MAUP: “Regulations on the election and employment of research and teaching staff” (link: <https://drive.google.com/file/d/1ciP6541MseQFH6mU6PegrS4S2i93Qv5q/view?usp=sharing>) and “Regulations on the conclusion of contracts for the employment of research and teaching staff” (link: [https://drive.google.com/file/d/10c6RgR5wEfQWJFrVr4bCMHkEp\\_GwF9oN/view?usp=sharing](https://drive.google.com/file/d/10c6RgR5wEfQWJFrVr4bCMHkEp_GwF9oN/view?usp=sharing)).

The documents provide all the necessary information on procedures for attracting and/employing qualified academic staff in the Chernihiv branch of MAUP. It has been stated that apart from the formal demands of the applicant, the applicant can conduct an open lecture, practical session or seminar. There are no requirements corresponding to the uniqueness of a study programme (for example, MStP of Administrative management) in the hiring process.

According to compliance of the qualification of academic (teaching) staff of MStP of Administrative management with Licensing conditions for the implementation of the Master study programme, it has been stated that the teaching staff have the appropriate professional qualifications, academic title, degree and the necessary practical experience gained in educational projects, organizations etc. that generally meet the conditions of MStP of Administrative management.

The analysis of the data on scientific and pedagogical staff (Annex 3 of SAR of MStP of Administrative management; also link: <http://maupchern.pp.ua/sciad-kafedr/>) showed that both the qualification and the academic titles are appropriate for all the academic staff. According to Annex 3 of SAR, the academic staff of MStP of Administrative management are:

- 1 Doctor Science, Professor;
- 6 Candidate of Science, Associate Professors.

All academic staff have scientific papers (articles, thesis, monographs, textbooks) that were published during the last 5 years.

According to the information provided in SAR and communication with faculty and administration of MAUP, the experts recognized that the Academy has a system of professional development of faculty in place. Methodological assistance is available to the departments. Masterclasses are taking place to share the best experience and support professional development. Junior faculty members get individual support from their experienced colleagues.

According to the SAR (p.34), all professors of the Chernihiv Institute of MAUP have recently improved their qualifications. Most of the training has been performed locally. It is mentioned in the SAR (p.34), that the Institute has a schedule of professional development for 2021. However, experts didn't find a specific plan of professional development particularly designed for the faculty of Chernihiv Institute of MAUP.

It is mentioned in the SAR, that the faculty members can take part in the annual professional development activities offered by the Higher School of Management of MAUP (<http://maup.com.ua/ua/navchannya-u-maup/programa-mba.html>).

According to the SAR, the workload of the faculty is quite balanced. The annual workload of the faculty members of MAUP is formed from teaching, methodical, scientific and organizational activities. The planned average weekly workload of the research and teaching staff is on average 36 hours. The typical workload of the faculty member is distributed as follows: study load – 30...40%; methodical work – 15...30%; scientific work – 30...40%; organizational activities – 5...20% of the total workload. The maximum study load of a research and teaching staff is 600 hours per academic year.

According to the discussions with faculty members, the expert team identified that the real workload of the faculty sometimes is higher. But that can't be considered a shortcoming as academic and scientific personnel are working hard all over the world.

The workload for the next academic year is planned till the June of the previous academic year.

Academic staff of the Chernihiv branch (MAUP) get the information on academic mobility (all-Ukrainian and international conferences, seminars, scientific schools, international projects, internships, webinars from the MAUP's partners, research institutions, higher education institutions and civil society institutions) into the website of MAUP (link: <http://maup.com.ua/ua/navchannya-u-maup/programa-mba.html>).

International mobility of academic staff is limited. Academic staff of the Chernihiv branch are involved in internal mobility between the branches of MAUP and Ukrainian higher education institutions.

The cooperation of teaching staff in the implementation of the study programme is good. During the implementation of MStP of Administrative management, all issues that arise are considered at the regular meetings of Personnel management, labour economics and public management department (see SAR).

### **Strengths**

1. According to Licensing conditions, the academic staff of MStP of Administrative management have the appropriate professional qualifications, academic title, degree and the necessary practical experience gained in educational projects, organizations.
2. Academic staff of MStP of Administrative management is mostly involved in internal academic mobility between the branches of MAUP.

### **Weaknesses**

1. Low level of academic staff participation in international educational and scientific projects and scholarship programs.

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

1. To promote academic staff for submitting applications of participation in international education and/ or research projects and scholarship programs.

**Assessment:** Experts unanimous joint opinion on this assessment criterion is - **GOOD**.

Excellent	<b>Good</b>	Average	Poor	N.r.
	<b>X</b>			

## **6.Resources**

Just two sentences about financial resources and financial sustainability are provided in the SAR (p.35) for clarification of financial sustainability. As far as the experts acquired from the discussions with MUAP representatives, financial planning and distribution of income are done in a very centralized way. The institute or program level management is not involved in financial planning at all. The attention is not paid to the small student group size and related expenses. Programme level management is not tracking financial viability, accordingly. There is inconsistency related to some basic financial figures. For instance, two different amounts of tuition fees were mentioned by the administration and students of MAUP. The third different tuition fee is posted on the webpage of the institution. <https://maup.com.ua/eng/navchannya-u-maup/abiturientam2/vartist-navchannya.html>

According to the request of the accreditation agency MAUP provided some extra information regarding the tuition fee and distribution of finances. The information from MAUP indicated that ~59% of income goes to covering operational expenses. 53% of income is allocated for the remuneration of faculty. Actually, it has the potential to increase remuneration. The structure of the rest of the expenses is really questionable and needs extra clarification.

Taking into consideration the low number of students, the experts can assume that the study programme is not financially self-sustainable and cross-subsidies are taking place. It is acceptable at the launching stage of the study programme. However, there is no statistical evidence that the number of students is growing.

The infrastructure of the Chernihiv branch includes the educational premises, the library with the reading hall, the computer classes, the equipped classrooms, the assembly hall, the sports hall, the cafeteria, the hostel. The Chernihiv branch has properly organized fire safety and accessibility of the environment for people with disabilities. Living conditions in the dormitory are properly organized.

In general, educational and methodological support of MStP of Administrative management encourages the achievement of goals and program learning outcomes which are defined for the study program under evaluation.

The Chernihiv branch of MAUP mentioned above has classrooms equipped with computers, multimedia screens and multimedia projectors, and an interactive whiteboard. The educational environment is safe for the life and health of Master-students and allows them to satisfy their needs and interests. All classrooms, staff rooms, teacher rooms, training and support facilities meet health and fire safety requirements.

According to SAR - for the educational process the Chernihiv Institute of MAUP provides 25 computers, 4 photocopiers, 20 printers, 2 risographs, 3 scanners, 3 multimedia projectors and 2 multimedia screens, an interactive whiteboard, audio and video equipment. The managers and personnel of the Chernihiv Institute have received the necessary training in the basics of life safety and have the necessary certificates. Students and teachers of the Institute have a library (the book fund includes 11,551 copies of literature and professional periodicals) and a reading room, which has computers for use of the Internet electronic library of the Academy and other MAUP institutes. Students have access to the electronic library of the International Library and Information Centre named after Yaroslav the Wise MAUP: <http://library.iapm.edu.ua/>.

During COVID-19 pandemic limitations, the university switched the study process from in-person to online using ZOOM, Viber and Telegram services. However, the main disadvantage for MStP was and still is the lack of Moodle or other relevant e-platform that could provide a professional environment for students and would enable them to download lectures and find necessary materials on the internet, as well as carry out contact classes. During the discussion with students, the experts team didn't get full confidence that the appropriate communication with students via distance had been carried out. Students didn't communicate via their individual communication channels during the meeting. During the discussion with administration and faculty members, the experts team didn't get confirmation that the appropriate e-study materials are available to students and they are able to use them. Instead there was a questionable remark from the administration that distribution of the handouts electronically can't be carried out due to restrictions of intellectual property rights.

As it was mentioned before, the Chernihiv Institute of MAUP has a field for improvements. Lack of Moodle or other e-platform which students could use for better information exchange with teachers is raising additional challenges. So far students were able to have materials that teachers are using during classes online directly from him/her. However, it is worth mentioning that the Chernihiv Institute of MAUP has good communication channels with students through Telegram and Viber online platforms, but these are not appropriate tools for carrying out the study programme online.

Information on MStP of Administrative management published on the official website of the Chernihiv Institute named after Heroes of Kruty (link: <http://maupchern.pp.ua/>). During the review of the website, the Expert group came to the conclusion that all public information is correct, up-to-date and provides sufficient information to external users, including potential students.

### **Strengths**

1. The educational environment is safe for life and health and sufficient for Master-students to allow them to satisfy their needs and interests in an academic environment.
2. Because of the small number of students in MStP, it is easier to coordinate the information among students, as academic staff using e-platforms like Telegram or Viber can easily inform students about the latest events.

### **Weaknesses**

1. The study programme seems to be operating on the basis of cross-subsidies meaning is being financed by other sources of income rather than study fees from students, which puts its financial stability and independence at risk.
2. Program management is not involved in financial planning. Programme management is not responsible for achieving better financial performance.
3. The calculation of expenses is incomplete and not clear enough (transparent).
4. The lack of a special e-platform that would contain all study materials is raising additional challenges for students in their study process.

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

1. Pay serious attention to the financial sustainability of the study programme.
2. Consider involving the program level management in financial planning. Integrate responsibility of the program level management in achieving the financial results.
3. Improve the budget calculation procedures.
4. Launch a special e-study platform like Moodle or similar, that would allow delivering the contact activities with students and provide access to the study materials and other important information online.

**Assessment:** Experts unanimous joint opinion on this assessment criterion is - **AVERAGE**.

Excellent	Good	<b>Average</b>	Poor	N.r.
		<b>X</b>		

## **7. Research work**

On the Personnel management, labour economics and public management department implement such research topics: “Improvement of the methodology of forming strategies of economic entities” and “Imperatives of modernization of social policy and its components: methodology and practice” (link: <http://maupchern.pp.ua/sclad-kafedr/>).

Students of MStP of Administrative management are involved in scientific activities through:

- - participation in the student scientific circle «Scientia» (link: <http://maupchern.pp.ua/stud-nauk-gurt/>);
- - within the framework of the theme of diploma research;
- - cooperation with research and teaching staff;

- - participation in scientific conferences: XII International scientific and practical online conference “Improvement of legal and socio-economic mechanisms of decentralization of regions in Ukraine” (15.04.2020) (link: <http://maupchern.pp.ua/xii-mizhnarodna-naukovo-praktichna-onlajn-conference-improvement-of-legal-and-socio-economic-mechanisms-of-decentralization-regions-ukraine/>); VI Regional scientific and practical conference “Rules of law under current conditions” (16.10.2020) (link: <http://maupchern.pp.ua/16-zhovtnja-2020-roku-v-chernigvskomu-instituti-maup-vidbulas-vi-regionalna-naukovo-praktichna-konferencija-pravova-derzhava-v-suchasnih-umovah/>); etc.

Based on the information provided in the SAR, which was confirmed during the discussions with students, as well as academic and administrative staff, students and faculty are actively involved in research.

Students are taking part in the following various research activities:

- all students have research components in developing their master thesis/ diploma paper;
- participation and publications in the student scientific conferences (students have to participate in one or two conferences during the studies);
- in some cases, internships have research components.

Students having a particular interest in research have a possibility to participate in the student scientific circle «Scientia» (<http://maupchern.pp.ua/stud-nauk-gurt/>). The best student researchers participate in nationwide student research contest (<http://maupchern.pp.ua/vidbuvsja-i-tur-vseukrainskogo-konkursu-studentskih-naukovih-robit-sered-magistriv/>). According to the SAR, students have participated in six different research-oriented events (conferences, seminars, round tables, etc.) in 2020 (p.p.37,38 SAR).

The faculty members conduct different scientific activities. Those activities are confirmed by quite rich outputs. In 2019-2020 5 textbooks and 2 monographs have been prepared for publication. Faculty members are involved in the supervision of doctoral dissertations. 48 scientific articles by faculty members and 20 articles by students have been published during 2019-2020.

Faculty members and students are organizing and actively participating in various numerous activities like scientific-practical conferences, seminars, "round table discussions". Competition for the best scientific activity is taking place.

Each year faculty and students are participating in a business forum.

According to the SAR, faculty members are actively participating in the research events organized by other institutions, as well.

A detailed list of publications as well as participation in the different scientific activities and national scientific organizations is provided in the appendix *Teachers\_en.doc*.

Experts did not find much information about the participation of faculty members in international projects.

According to the information that experts received during meetings, the Chernihiv institute has a well-balanced programme. Students admit that they have enough time and knowledge for both things and they are reaching study programme goals. Despite the fact that all MStP are part-time students, they can participate in student scientific circles, scientific conferences of MAUP and also publish their research in local scientific literature. MStP students have mandatory criteria of participation in conferences, with topics from their MA work or with any other topic that is not necessarily related to their MA work.

### ***Strengths***

1. Students are extensively involved in research activities.
2. The research output of the faculty members is quite rich.

### ***Weaknesses***

1. A limited number of joint international research activities/ projects.

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

1. Increase activities in the international research projects.

Assessment: Experts unanimous joint opinion on this assessment criterion is - **GOOD**.

Excellent	<b>Good</b>	Average	Poor	N.r.
	<b>X</b>			

## **8.Cooperation and internationalization**

No formal cooperation and internationalization policy documents of the Chernihiv Institute of MUAP are presented for evaluation. Analysis of internationalization activities is not presented either. However, during the discussions with administration and faculty members, cooperation with higher education institutions in neighbouring Poland was mentioned often. MAUP has a cooperation agreement with Burgas Free University in Bulgaria, as well. Studies in the Ukrainian language minimizes cooperation possibilities, particularly opportunities to host incoming students.

In MAUP, the general cooperation agreements with certain foreign higher education institutions have been concluded in recent years (link: [https://drive.google.com/drive/u/0/folders/1s5xJygcdpQzcOmaWgc\\_eYWYV4D0VAW-U](https://drive.google.com/drive/u/0/folders/1s5xJygcdpQzcOmaWgc_eYWYV4D0VAW-U)): Burgas Free University (Burgas, Bulgaria; Agreement dated on 29.10.2019), Warsaw Management University “Collegium Humanum” (Warsaw, Poland; Agreement dated on 04.09.2018), Wyższa Szkoła Bezpieczeństwa Wewnętrznego (Lodz, Poland; Agreement dated on 19.04.2019). The agreements provide, in particular, opportunities for mutual academic mobility.

There are cooperation agreements concluded by the Chernihiv Institute with Higher education institutions in the field of administrative management (link: [https://drive.google.com/drive/u/0/folders/1E51ab7-k-AQKEO-srJVb\\_2BgaAdj\\_caK](https://drive.google.com/drive/u/0/folders/1E51ab7-k-AQKEO-srJVb_2BgaAdj_caK)). In particular, on MStP of Administrative management:

- with the Chernihiv institution of information, business and law HEI “International scientific-technical university named after Yuriy Buhay”.

Academic staff from the Chernihiv branch are invited as guest lecturers in other branches of MAUP (link: [https://drive.google.com/drive/u/0/folders/1E51ab7-k-AQKEO-srJVb\\_2BgaAdj\\_caK](https://drive.google.com/drive/u/0/folders/1E51ab7-k-AQKEO-srJVb_2BgaAdj_caK)).

Attracting students and faculty from abroad is limited as the language of tuition is Ukrainian. Incoming students must be able to communicate in Ukrainian in order to join the local student group. The expert team identified from the discussions with Chernihiv’s students that their English language proficiency is not at a high level either. That limits opportunities to invite visiting faculty from the West. Some examples of inter-university faculty exchange mentioned in the SAR (p.p.34,

35) doesn't refer to the study programme under accreditation. The system and procedures for attracting teaching staff and students from abroad are not presented in the SAR.

**Strengths**

1. Academic staff of MStP of Administrative management are involved in internal academic and scientific mobility between the branches of MAUP.

**Weaknesses**

1. Lack of strong and clear internationalization strategy.
2. Low level of participation in international educational projects (international academic mobility of academic staff and students).
3. Low level of participation of academic staff and students in international research projects and scholarship programs.
4. Lack of visiting professors from foreign higher education institutions.
5. Insufficient English language proficiency of the Chernihiv's students.

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

**Short-term recommendations:**

1. Promote academic staff for submitting applications for participation in international research projects and scholarship programs.

**Long-term recommendations:**

1. Attract the visiting professors which are specialists in the sphere of administrative management from foreign higher education institutions.
2. Intensify the participation of academic staff and students in international educational projects.
3. Strengthen English language knowledge of students (and faculty).
4. Develop a comprehensive plan for internationalization in order to strengthen the ground for integration into the international education space.

Assessment: Experts joint opinion on this assessment sub-criterion is - **AVERAGE**.

Excellent	Good	Average	Poor	N.r.
		<b>X</b>		

**9. Employability of graduates**

The goal of MStP of Administrative management is “to train qualified professionals in the field of public management and administration, able to solve independently and effectively organizational, administrative, information-analytical, control, forecasting, design and innovation-research tasks and problems of enterprises and organizations of all forms of ownership, state organizations and institutions, local governments, non-profit organizations, public associations” (see SAR, p. 3).

Such a study programme goal corresponds with Ukrainian and Chernihiv region labour market needs and requirements. According to the SAR (pp.2-3), the labour market of Ukraine and the Chernihiv region needs professionals in the speciality 281 Public Management and Administration. Employers are involved in the self-assessment process of the study programme, both by completing the employer surveys and by participating in the study process.

According to SAR (criterion 9. – see p. 40) and information acquired during the site visit to the Chernihiv Institute (Chernihiv branch of MAUP), the Expert group can conclude that there have been no graduates in MStP of Administrative management yet. After meeting with students and employers, it was found that all students were part-time students who were already working in the medical sphere, and a Master degree in Administrative management was the requirement of Ukrainian legislation and a step towards their career development.

The importance of MStP of Administrative management in the Chernihiv region was also noted during the meeting with employers, as there was a need for competent professionals in administrative management.

Employers are involved in the design, management and development of the study programme in several main dimensions: 1) Employers surveys (during the expert visit and meetings with employers, several of them confirmed participation in annual employers` surveys); 2) as guest-lecturers; 3) Internship places providers; 4) Evaluators of students` internships; 5) Members of the Employers Council of MAUP (SAR, p.7, [http://maupchern.pp.ua/rada\\_robotodavciv/](http://maupchern.pp.ua/rada_robotodavciv/)); 6) Committee members at the final thesis (diploma works) defence; 7) Participants of the MAUP Conferences; 8) At some cases also as consultants and co-authors with students of joint conference thesis together with students; 9) Employers are invited also by the programme director and the head of the department to internal meetings to cooperate with the guarantor of the educational program and participate in the revision of the educational program (SAR, p.7).

During the expert visit and meeting with employers, experts obtained an impression of closeness and content-driven engagement of employers in the development and quality assurance of the study programme.

Survey forms and results for employers are published on Chernihiv Institutes website - <http://maupchern.pp.ua/anketi%20/>:

- [Questionnaire for employers / interns](#) (link on the text)
- [the results of the survey of employers on the quality of educational services provided by the Chernihiv Institute of IAPM in the specialty 281 "Public Administration" of the second \(master's\) level of higher education PLO "Administrative Management"](#) (link on the text).
- [the results of the survey of employers on the quality of educational services provided by the Chernihiv Institute of IAPM in the specialty 281 "Public Administration" of the second \(master's\) level of higher education PLO "Administrative Management" \(May 2021\).](#) (link on the text).

Large share of the employer evaluations are up to average (low + average). The programme should take into account these results and use the rather good cooperation with employers` representatives to make necessary improvements in the programme to increase the labour market`s recognition and evaluation of the programme`s results. Also, the survey methodology is inconsistent (e.g., Question 1) - the level of competences acquired during the study process and employer`s evaluated impact level are out of the survey scale.

The respective department has established forms of questionnaires and existing survey results are presented at the Chernihiv Institute webpage: <http://maupchern.pp.ua/anketi/> (SAR, p.8). Also methodical recommendations for conducting a questionnaire on the evaluation of the educational process: <https://drive.google.com/file/d/12jfjdQ5kdomB1ggarlrF3lJbHxcPevO/view?usp=sharing>. As for the very graduates, the questionnaire form is also established as googleform - [https://docs.google.com/forms/d/e/1FAIpQLSd\\_IijEC22xUmitg7F-lGYKkoqN6SqP3IyQP3wdCkNFqWOSTA/viewform](https://docs.google.com/forms/d/e/1FAIpQLSd_IijEC22xUmitg7F-lGYKkoqN6SqP3IyQP3wdCkNFqWOSTA/viewform), but the first graduation of masters in the program "Administrative Management", speciality 281 "Public management and Administration" will be hosted in 2021 (after this assessment procedure and receiving of accreditation), so the results of surveys of these graduates will be used to improve the content and quality of the educational (SAR, p.36). This means that no results of graduate surveys are yet officially to be assessed.

In the SAR (p.39) the department describes its experience from bachelor programme or other in relation to cooperation with graduates - *After graduation, graduates often remain in their current positions, but in many cases, there is a qualitative career growth over a period of time. Monitoring of the trajectory of professional growth of graduates is done regularly. During the educational process, contact groups are created on social networks, with the help of mobile devices and electronic resources, which facilitate fast communication and support of bilateral ties, which will be maintained even after graduation from the Institute. In this way, they share their own employment experience and provide information on the practical application of knowledge and skills acquired during training. An Alumni Database will be created.*

During the experts` visit and meeting with students, who have just finished the program and are waiting for graduation, experts were left with an impression of these students` good satisfaction of the programme overall.

### ***Strengths***

1. Rather good variety of mechanisms for employers` involvement in the programme`s implementation and development.
2. Having established the graduates` questionnaire form online as google form (for the first graduates to officially come in 2021).
3. Good intentions of staying in touch with graduates via social media and social communication platforms created during the study process.
4. The idea of Alumni Database.
5. Positive attitude towards the programme (staff, process, attitude, study results) by first graduates to come in 2021 (experts` meeting with `students` before graduations).

### ***Weaknesses***

1. Lack of reliable information regarding the employment of graduates, including the analysis of demand, workplace (field).
2. Comparatively low (mostly below average and up to average) employers` evaluation results of the programme.
3. Given the fact that current students have actually fully finished the study programme, incl. defended their diploma works (final thesis), and are now waiting for the results of this assessment procedure and for the programme to receive accreditation, which would allow the programme to issue diplomas, it would have been useful to already do the graduate survey.

4. Survey methodology is inconsistent (e.g., Question 1) - the level of competences acquired during the study process and employer`s evaluated impact level are out of the survey scale.

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

1. The programme should take into account the comparatively low employers` evaluation results and use the rather good cooperation with employers` representatives to make necessary improvements in the programme to increase the labour market`s recognition and evaluation of the programme`s results.
2. Keep and develop the idea of the Alumni Database. Consider and take actions in the data privacy of Alumni.
3. Revise and improve the survey methodology in order to get the most appropriate and valuable responses for further development of the study programme.

**Assessment:** Experts unanimous joint opinion on this assessment criterion is - **AVERAGE**.

Excellent	Good	<b>Average</b>	Poor	N.r.
		<b>X</b>		

## 10. Student services

In accordance with the Regulations on the organization of the educational process ([https://drive.google.com/file/d/1UK3JkulPnOnH5\\_PBkRMKwpuNY4ip-4Ru/view?usp=sharing](https://drive.google.com/file/d/1UK3JkulPnOnH5_PBkRMKwpuNY4ip-4Ru/view?usp=sharing)) students have the opportunity to use for libraries, information funds, educational, scientific and sports facilities of the Chernihiv Institute of MAUP, they are provided with information for training in accessible formats with the use of technologies that take into account the limitations of life due to health conditions (for people with special educational needs).

The Chernihiv Institute of MAUP conducts consultations with student self-government, periodic surveys, systematic meetings, etc. in order to identify and take into account the needs and interests. Premises in which classrooms are held have the appropriate sanitary permits and final permits on the state of fire safety in the premises. The institute “Trust boxes” introduced the institute of curatorship for students of higher education in the first year of study.

Regulations on the organization of the educational process have imposed restrictions to all educational processes and related questions:

[https://drive.google.com/file/d/1UK3JkulPnOnH5\\_PBkRMKwpuNY4ip-4Ru/view?usp=sharing](https://drive.google.com/file/d/1UK3JkulPnOnH5_PBkRMKwpuNY4ip-4Ru/view?usp=sharing)

Educational and organizational support for students is primarily through its interaction with the staff of the educational and methodical office, where they can receive at the initial request any necessary information regarding the educational process, educational and methodological support (general issues) and the organization of training and accommodation in a hostel. Also, the educational and methodical office provides free of charge services to provide higher education applicants with the necessary documentation for registration of social benefits, provision of personal information for regulatory authorities, etc. Employees of the educational and methodical office consider conflict situations between teachers and students as the primary link, consultations in case of training according to the individual plan are coordinated.

Information support for students is based on the main information platform of the Academy - the official website (<http://maup.com.ua> and the official website of the Chernihiv Institute of MAUP: <http://maupchern.pp.ua/> ), which contains up-to-date information about the life of HEI: events, regulations, announcements. As information support of the educational process at the MAUP, the Chernihiv Institute uses a software product (Telegram), posted on the official website, which provides online access to students to the schedule of classes of all specialities and teachers with the ability to track operational changes.

As social support, the educational and methodical office and the student self-government apply with a request, if necessary, for financial assistance in cases established by law. Departments are engaged in educational work, the functions of which are to monitor social and communicative issues among students. The Monitoring Commission for the Quality of Higher Education, which was established by the Methodical Council of the Institute, conducts a survey of applicants in order to determine the students' assessment in providing comprehensive support from the HEI. In case of comments or complaints about the work in any direction of support, the administration of the Institute takes appropriate measures to increase the level of service provision.

To use the right on the education of persons with special educational needs at the MAUP, the Chernihiv Institute Regulations on the organization of the educational process: [https://drive.google.com/file/d/1UK3JkulPnOnH5\\_PBkRMKwpuNY4ip-4Ru/view?usp=sharing](https://drive.google.com/file/d/1UK3JkulPnOnH5_PBkRMKwpuNY4ip-4Ru/view?usp=sharing) provides the opportunity to provide benefits or breaks in studies with the preservation of certain rights, as well as the resumption of studies in the manner prescribed by the Academy; the participation of the applicant in the formation of an individual curriculum on the basis of medical or other reasons, documented.

The office of psychological counselling has been working at the Chernihiv Institute of MAUP since 2019 [http://maupchern.pp.ua/kab\\_psih\\_konsult/](http://maupchern.pp.ua/kab_psih_konsult/). The post of student ombudsman permanently operates in MAUP (<http://maup.com.ua/ua/pro-akademiyu/studenska-rada/upovnovazheni-prav-studentiv.html>) and the Institute ([http://maupchern.pp.ua/stud\\_ombutsmen/](http://maupchern.pp.ua/stud_ombutsmen/)). Educational ombudsmen represent the interests of students against the administration in resolving conflict situations (<https://drive.google.com/file/d/1KmO33YREo-rezNisoG11DAkJ8vje0A6L/view>).

### ***Strengths***

1. The Chernihiv Institute of MAUP has made a strong student-oriented infrastructure and also MAUP is available to provide individual learning programmes for students with special needs.
2. Due to the small number of students, the Chernihiv Institute of MAUP can provide more person-oriented support and also has a well-organized circulation of information.
3. The Chernihiv Institute of MAUP has various support institutions for different cases of questions including psychological, social support and support for difficulties in the study process.

### ***Weaknesses***

1. All part-time students of MStP of the Chernihiv Institute of MAUP have limited options of participating in university events, student scientific circles etc. because they are primarily organised for full-time students.
2. The support system of applying for financial support (for research or study needs) is unclear and it seems that all these questions are solved individually without a centralised system.

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

1. The Chernihiv Institute of MAUP together with the student union should provide options for part-time students to join university events and non-study programme activities.

2. The Chernihiv Institute of MAUP should develop transparent criteria for students that want to apply for financial support due to research process or study needs and publish it on the MAUP webpage.

Assessment: Experts unanimous joint opinion on this assessment criterion is - **GOOD**.

Excellent	<b>Good</b>	Average	Poor	N.r.
	<b>X</b>			