ROBERT ELWORTHY ECONOMICS AND TECHNOLOGY INSTITUTE

FACULTY OF ECONOMICS
DEPARTMENT OF MARKETING, MANAGEMENT AND ECONOMICS

EDUCATIONAL PROGRAMME SELF ASSESMENT DATA
073 "Management

Second (Master's) degree

Kropyvnytskyi, Ukraine

2023

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Common abbreviations:

EP - Educational and Professional Programme

ETI - Robert Elworthy Institute of Business and Technology

HEI - Higher Education Institution

NAQA - National Agency for Quality Assurance in Higher Education

MESU - Ministry of Education and Science of Ukraine

USEDE - Unified State Electronic Database for Education

BEC - Branch Expert Councils

SPS - Scientific and Pedagogical Staff

VC - Variable Component

ECTS - European Credit Transfer System

SC - Subject-Specific Competences

PLO - Programme Learning Outcomes

JSC - Joint Stock Company

PJSC - Private Joint Stock Company

EC - Educational Component

UEE - Unified Entrance Examination

UPEE - Unified Professional Entrance Examination

CCW - Comprehensive Control Work

PC - Personal Computer

QES - Qualified Electronic Signature

EU - European Union

Part 1: General Information

1.1.   General Characteristics of the Higher Education System in Ukraine

Higher education is defined as a set of systematised knowledge, skills, practical abilities, ways of thinking, professional, ideological, and civic qualities, moral and ethical values and other competencies acquired in a higher education institution (research institution) in a relevant field of knowledge with a specific qualification at the higher education levels and is regulated by the Law of Ukraine "On Higher Education" dated 28 September 2017 No. 1556-18 (https://zakon.rada.gov.ua/laws/show/1556-18?lang=en#Text *ENG*). This law establishes the basic legal, organisational, and financial principles of the higher education system, creates conditions for strengthening cooperation between government agencies and enterprises and higher education institutions on the principles of autonomy of higher education institutions, combining education with science and industry to prepare competitive human capital for the country's high-tech and innovative development, personal fulfilment and meeting the needs of society, the labour market and the state for qualified specialists.

The legislation of Ukraine on higher education is based on the Constitution of Ukraine (https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80?lang=en#Text *ENG*) and consists of the Laws of Ukraine "On Education" (https://zakon.rada.gov.ua/laws/show/2145-19?lang=en#Text *ENG*), "On Scientific and Scientific-Technical Activities" (https://zakon.rada.gov.ua/laws/show/848-19?lang=en#Text *ENG*) and other regulatory acts, as well as international treaties of Ukraine concluded following the procedure established by law.

The training of specialists with higher education is carried out within the framework of relevant educational or scientific programmes at various levels of higher education:

1. primary (short cycle)
2. first (bachelor) level
3. second (master) level
4. third level (pedagogical-scientific/educational-creative)
5. research level

These levels are regulated by the National Qualifications Framework https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text *UKR* (a systematic and competency-based description of qualification levels), which is intended for use by executive authorities, institutions and organisations implementing state policy in the field of education, employment, and social and labour relations, educational institutions, employers, other legal entities and individuals for development, identification, correlation, recognition, planning and development of qualifications.

Under Article 7.6 of the Law of Ukraine "On Licensing of Economic Activities" (https://zakon.rada.gov.ua/laws/show/222-19?lang=en#Text *ENG*), educational activities are subject to licensing.

Licensing conditions for conducting educational activities are regulated by Resolution of the Cabinet of Ministers of Ukraine No. 1187 of 30.12.2015 (as amended) (https://zakon.rada.gov.ua/laws/show/1187-2015-%D0%BF#Text *UKR*).

By these licensing conditions (paragraphs 16-33, paragraphs 35-40), higher education institutions must ensure compliance with organisational, personnel, and technological (logistical) requirements to start and conduct educational activities at the higher education level.

- submitting a package of documents to the licensing authority - the Ministry of Education and Science of Ukraine

- provision of the educational programme with pedagogical and scientific and pedagogical personnel who have a scientific degree and academic title and who work at the principal place of work. Their amount must be at least 50 per cent of the educational programme, of which persons with a doctoral degree and academic title of professor must be at least 10 per cent;

- provision of classrooms and laboratories, workshops, including computer workstations (the account shall be taken of computer equipment with a useful life of not more than eight years), equipment and facilities sufficient for the implementation of the educational programme and curriculum, a medical station, a library with a reading room, an assembly or concert hall, and catering facilities

- Provide classrooms with multimedia equipment, at least 25 per cent of the classrooms.

- compliance with the standards of the classrooms' area for the educational process (not less than 2.4 square meters per person, taking into account not more than three shifts of study, but not less than 2000 square metres for a higher education institution).

A higher education document (academic degree) is issued to someone who has completed the relevant educational (academic) programme and passed the certification.

The following types of higher education certificates (academic degrees) are issued according to the respective degrees:

1. Junior Bachelor's degree
2. Bachelor's degree
3. Master's degree
4. Doctor of Philosophy/Doctor of Arts
5. Doctorate

A higher education document of state standard is issued by a higher education institution only for an accredited educational programme. For non-accredited educational programmes, higher education institutions prepare and give their own higher education certificates following the procedure and specimen determined by the academic council of the higher education institution. If a person receives higher education within the framework of educational programmes agreed upon between higher education institutions, including foreign ones, higher education institutions have the right to produce and issue joint diplomas under the model determined by a collective decision of the academic councils of these higher education institutions.

As of 1 January 2023, 736 higher education institutions were listed in the Register of Educational Entities "Higher Education Institutions" of the Unified State Electronic Database for Education (USEDE). Regarding ownership, the higher education institutions are distributed as follows: 439 are public, 49 are municipal, and 248 are private (Figure 1.1).
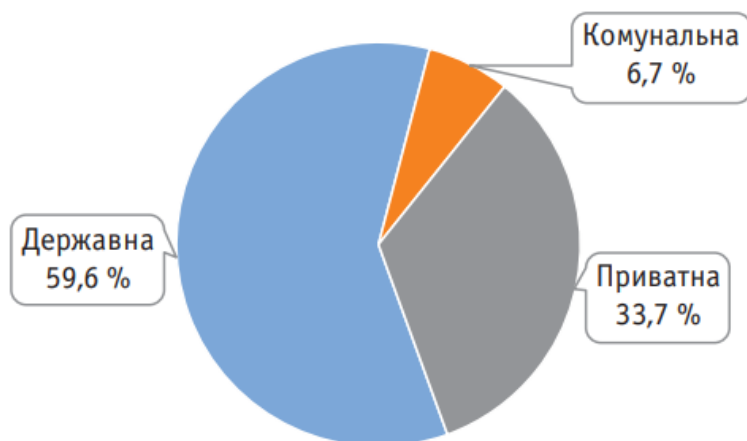
Public – 59, 6%   Municipal – 6,7%   Private – 33, 7%

Figure 1.1. Distribution of HEIs by Ownership Type

The regional distribution shows the concentration of most higher education institutions in Kyiv and the Dnipropetrovs'k, Lviv, Odesa, and Kharkiv oblasts (regions.)

According to the USEDE database, there were 1,077,685 students with junior bachelor's, bachelor's, specialist, master's, doctorate, and PhD degrees in Ukraine as of 1 January 2009.

Just over one-third of students (36.9%) receive their higher education at the expense of the state or local budget (Figure 1.2). In quantitative terms, 397,134 students study at the expense of state or local government budgets, and 680,551 students look at the expense of individuals and legal entities.
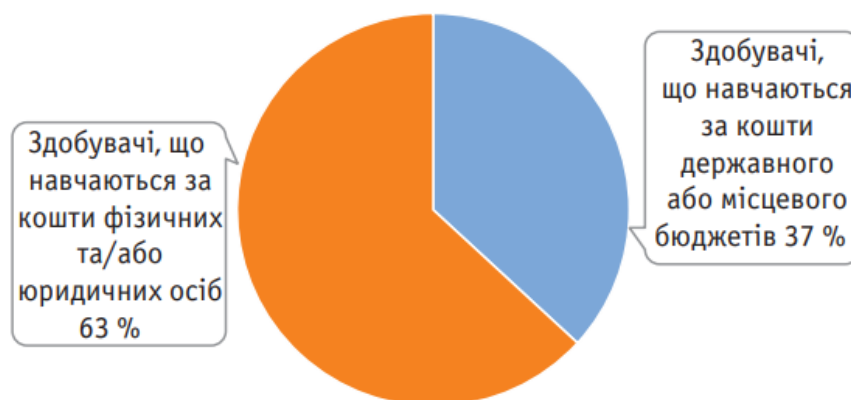
Students studying at the expense of individuals and legal entities – 63%
Students studying at the expense of state or local government budgets – 37%

Figure 1.2. Proportion of Students by the Source of Funding

The distribution by mode of study is as follows: more than three-quarters of the students study full-time (75.4%). Almost a quarter of students study part-time (24.2%), and the smallest number of students study in the evening form of studying (0.4%) (Figure 1.2.2). The form of study (online, offline, mixed) is chosen independently by the institution. In quantitative terms, there are 812,157 full-time students, 261,159 part-time students, and 4,369 evening students.

The current distribution of applicants by higher education level is shown in Fig. 1.3.
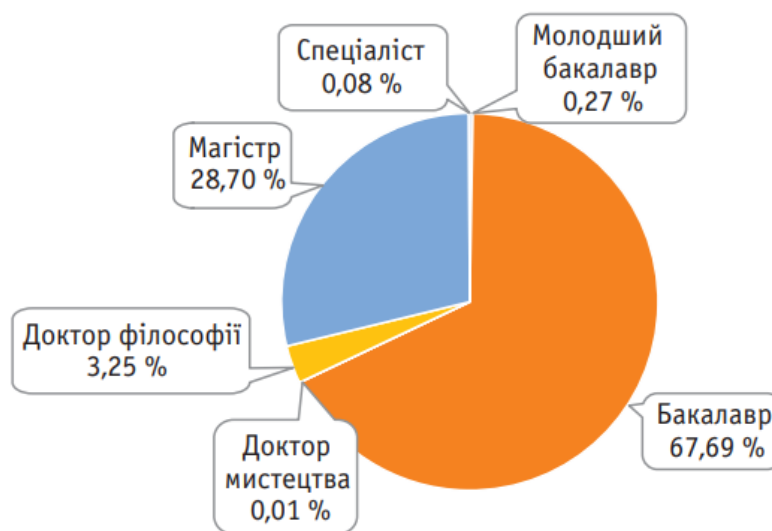
Junior Bachelor's degree – 0, 27%   Bachelor's degree – 67, 69%
Specialist degree – 0,08%   Master's degree – 28, 70%
Doctor of Philosophy – 3,25%   Doctor of Arts – 0,01%

Figure 1.3. Distribution of Applicants by Degree of Education

The distribution of applicants by field of study (Figure 1.4) shows that the most popular fields of study are 081 Law (80 329 applicants, 7.46% of the total), 222 Medicine (58 820/5.47%), 014 Secondary Education (57 144/5.31%), 073 Management (56 388/5.24%), 053 Psychology (38 630/3. 59%), 035 Philology (38.144/3.54%), 122 Computer Science (36.913/3.43%), 051 Economics (27.599/2.56%), 072 Finance, Banking and Insurance (25.551/2.37%), 121 Software Engineering (23.721/2.2%).

The analysis of the distribution of applicants by field of study in private institutions reveals certain characteristics specific to this category of institutions. For example, the % of applicants studying 081 Law in private institutions is 14.25% of all applicants studying in private higher schools. In contrast, in public institutions, it is 8.46% of all applicants studying in state higher institutions. 073 Management - 11.3% (public institutions - 5.94%), 053 Psychology - 8.33% (public institutions - 4.7%), etc.

081 Law – 80329   222 Medicine – 58820   014 Secondary Education – 57144
073 Management – 56388   053 Phycology – 38630   035 Philology – 38114
122 Computer Science – 36913   051 Economics – 27599
072 Finance, Banking and Insurance – 2551   Software Engineering – 23721

Fig. 1.4. Ten Most Popular Specialties

General information on the proportion of applicants according to the form of ownership of the higher education institution, the source of funding, and the type of study is presented in Table 1.1.

(https://is.gd/beZK8h *UKR)*

Table 1.1.

Distribution of Applicants by Higher Education Institutions of Different Forms of Ownership and Forms of Education

Ownership Type	Full-time (students studying at the expense of of the state or local budgets)	Full-time (students studying at the expense of of physical and/or legal entities persons)	Distant Learning (students, studying who are studying at the expense of of the state or local	Distant Learning (students, studying studying at the expense of of physical and/or legal entities persons)	Evening Studying (students, studying studying at the expense of state or or local budgets)	Evening Studying students, studying who are studying at the expense of physical and/or legal entities	Total
State (public)	358465	374470	24952	186711	2936	807	948341
Public	275	60974	35	43297	0	368	104949
Municipal	9921	7446	348	4868	54	204	22841
Total	368661	442890	25335	234876	2990	1379	1076131

Table 1.2 shows the distribution of students in higher education by institutions with different forms of ownership and by level of higher education.

Table 1.2

Distribution of Higher Education Students by Type of Institution and Level of Education

Degree	State (Public)	Private	Municipal	Total
Junior bachelor	2732	131	28	2891
Bachelor's Degree	638477	72360	17974	728811
Specialist	32	157	20	209
Master's Degree	275430	29345	4299	309074
Doctor of Philosophy	31559	2956	511	35026
Doctor of Arts	111	0	9	120
Total	949183	105657	22845	1076131

At the beginning of February 2023, the EDBO database contained the following (by degrees of higher education) (Figure 1.5):
- Bachelor's degree - 17184 educational programmes;
- Master's Degree - 15123 educational programmes;
- Doctor of Philosophy - 2833 education programmes;
- Doctor of Arts - 11 programs;
- Junior Bachelor's Degree - 485 education programmes.
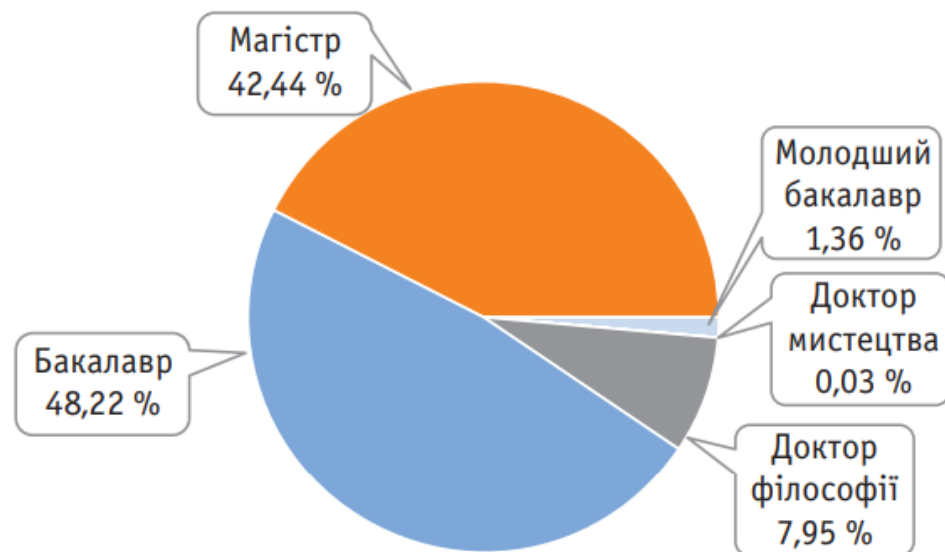
Bachelor – 48,22%   Master – 42,44%   Junior Bachelor – 1, 36%
Doctor of Arts – 0,03% Doctor of Philosophy – 7,95%

Figure 1.5. Distribution of Education Programmes by Degrees of Higher Education

At the Master's level of higher education, the apparent 'leaders' are fields of knowledge such as 01 Education/Pedagogy (17.5% of the total number of EPs) and 07 Management and Administration (16.0%);

2022, the year of Russia's full-scale invasion of Ukraine, was an incredible challenge for Ukraine's higher education system. As a result, the institute buildings were damaged or destroyed; hundreds of thousands of teachers and students moved

abroad or to other safer places in the country; higher education institutions under occupation or in the war zone were relocated and had to re-establish their activities in a new location.

This analysis of the quality of higher education in Ukraine shows that, despite the difficulties, the processes of ensuring the quality of education continue. The higher education system in Ukraine continues to function, and the efforts to ensure compliance with the requirements of the European Higher Education Area are practical.

The Ukrainian education and science system will focus primarily on developing globally competitive citizens, integrating into the European Education and Research Area, and ensuring inclusiveness and accessibility of education for the entire population.

1.2. Robert Elworthy Economics and Technology Institute Brief Overview

Robert Elworthy Economics and Technology Institute (ETI) (https://eti.edu.ua/ *UKR*) is the first private institution of higher education in Kropyvnytskyi, Ukraine.

The history of the Institute (https://eti.edu.ua/zahalna-informatsiia/istoriia-instytutu *UKR*) (https://eti.edu.ua/about-us/about-institute *ENG*) dates back to 1993, when the Kirovohrad Institute of Commerce was established (Certificate of State Registration No. 02512-GO dated 16 July 1993). KIC became the first private higher education institution in Kropyvnytskyi and the Central Region, where students could study such specialities as Finance, Marketing, Accounting, Auditing, etc.

In August 2017, the Institute underwent a rebranding - the Elworthy Charitable Foundation became a new owner, and a few months later, in December 2017, the educational institution changed its name to the Robert Elworthy Economics and Technology Institute (extract from the USREOU No. 1003456973 dated 10.01.2018).

Today, Robert Elworthy ETI is one of the leading higher education institutions in Kropyvnytsky and the region. The Institute has a robust material and technical base, allowing it to carry out the educational process at a modern level and train specialists per the needs of the times and the region. In 2018, a new modern ETI building was completed, which houses modern computer rooms, a library with a reading room, a cafeteria, and laboratories for future engineers. Each of the Institute's lecture rooms is equipped with laptops, video projectors, and other multimedia equipment to ensure the quality of the students' education. During the war, the material and technical base of the ETI was not damaged. The learning process is offline (the Institute is equipped with a full-fledged bomb shelter https://eti.edu.ua/images/files/shovishe.pdf *UKR*).

The Robert Elworthy Economics and Technology Institute offers Bachelor's level educational programs in the following fields of study: 071 'Accounting and Taxation,' 072 'Finance, Banking and Insurance,' 073 'Management,' 075 'Marketing' (subject area 07 'Management and Administration'), 051 'Economics' (subject area 05 'Social and Behavioural Sciences'), 131 'Applied Mechanics' (subject area 13 'Mechanical Engineering'), and 122 'Computer Science' (subject area 12 'Information Technology'). Upon completing their Bachelor's degree, students can pursue further studies in the

Institute's Master's programme in 073 'Management'. In addition, the Institute has a separate structural subdivision known as the "Cybernetic Professional College," which provides education in the field of study 072 'Finance, Banking and Insurance' and 122 'Computer Science' at the educational level of 'Professional Junior Bachelor'.

According to Figure 1.6, the Institute has five departments, including "Marketing, Management and Economics," "Finance and Accounting," "Social Sciences and Humanities," "Applied Mechanics," and "Information Technologies." As of October 4, 2023, the Institute has 297 students, 51 full-time and part-time teachers, and 13 administrative staff members.
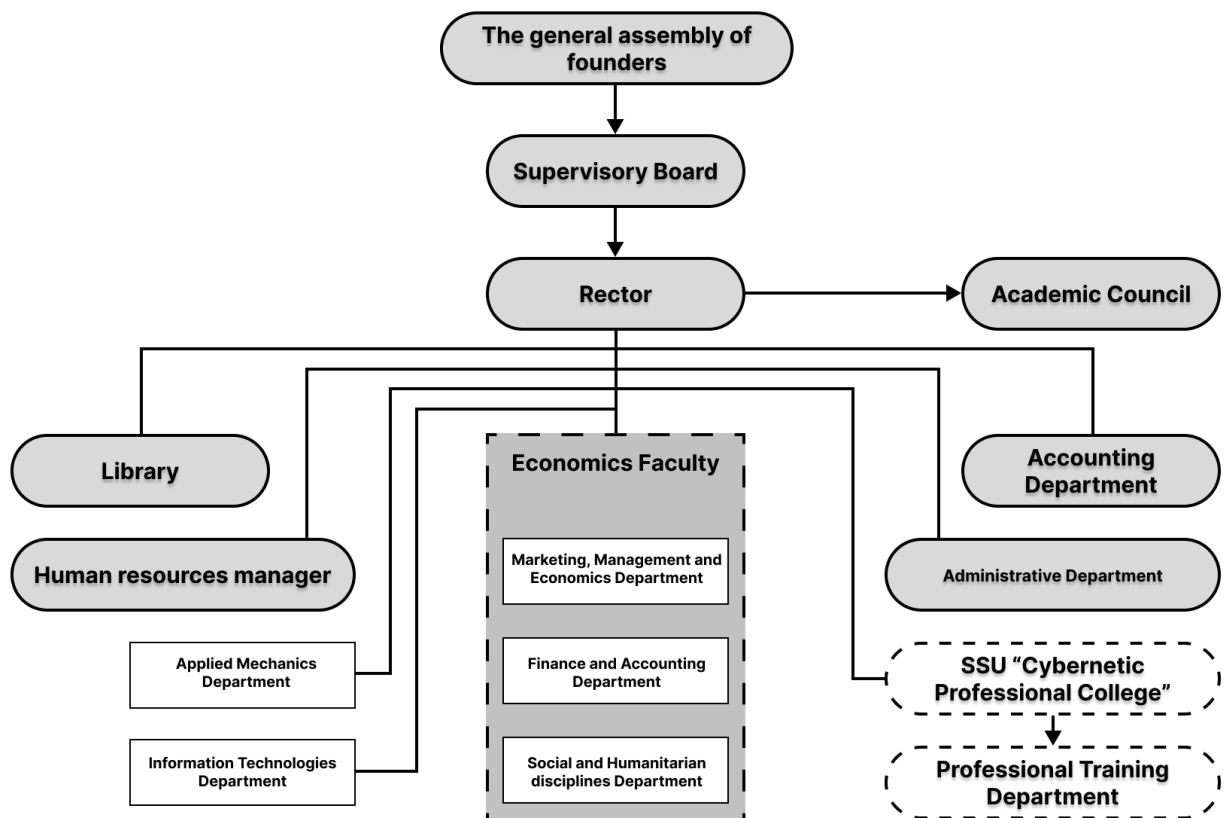
Fig. 1.6. General Structure of ETI

1.3. Cover page of the Second (Master's) level Management EP. Field of specialisation 073 "Management."

Robert Elworthy Economics and Technology Institute, Faculty of Economics
3, Yevhen Chykalenko Str., Kropyvnytskyi, Ukraine, https://eti.edu.ua/
Title of the OP: Management
Cycle (level of higher education): Second (Master)
Field of Knowledge: 07 - Management and Administration
Field: 073 Management
Graduate qualification: Master of Management
In 2019, the study program passed the licensing procedure in the Ministry of Education and Science of Ukraine. It was recognised as fulfilling all licensing conditions (Order of the Ministry of Education and Science of Ukraine of Apr.09.2019 No. 262-l).
The first intake of students in 2019
Programme specialisation: none
Duration of study: 1 year six months (three semesters)
Total number of credits: 90
Beginning/End of EP Semesters
I Autumn semester: Sep.09 to Jan.31
II Spring semester: Feb.02 to June.30
III Autumn semester: Sep.09 to Feb.02
Frequency of enrolment for full-time courses: once a year
The licensed volume of the programme: 50 people per year
Number of students per EP:
One year: 26 full-time students (intake 2023/24 academic year)
2nd year: 20 full-time departments, five part-time departments (intake 2022/23)
The average number of EP graduates per year is 15 people.
Tuition fee for the academic year 2023/24 - 28300 UAH (per year)
Types of education at the OP: distance learning, full-time

1.4. General information on the programme, history of its development and implementation (ESG 1.2.)

The Educational and Professional Programme (EP) (APPENDIX 1.1.) is a second (master's) degree programme in the field of specialisation 073 "Management," subject area 07 "Management and Administration," and is aimed at providing basic theoretical and practical training of specialists who can solve practical problems and complex professional tasks in the management of an organisation and its subdivisions. The programme promotes the development of entrepreneurial qualities, professionalism, creativity, entrepreneurship, independence in growth and decision-making, organisation, and readiness to work in a dynamic, highly competitive environment.

The EP is developed following the Law of Ukraine "On Higher Education," Resolution of the Cabinet of Ministers of Ukraine of Nov.23.2011 No. 1341 "On Approval of the National Qualifications Framework" as amended by Resolution of the Cabinet of Ministers of Ukraine of June 06.2019 No. 509, Resolution of the Cabinet of Ministers of Ukraine "On Approval of Licensing Conditions for Educational Activities, of Dec.30.2015 No. 1187, "The Standard of Higher Education of Ukraine", approved by the Order of the Ministry of Education and Science of Ukraine on July.10.2019 No. 959.

Education programme information is publicly available on the ETI website https://eti.edu.ua/images/files/OP_073_2.pdf *UKR*,
https://eti.edu.ua/images/accreditation/4.pdf *ENG*

The department has justified the relevance, feasibility, and necessity of implementing the EP through an analysis of current labour market demands, feedback from employers and students, previous experience of similar EP implementation by Ukrainian and foreign higher education institutions, and the Institute's ability to provide organisational, personnel, scientific, methodological, informational, and material support for the EP.

At the beginning of the EP creation, in September 2018, a survey on the need to create a second Management (Master's) level in the speciality 073 "Management" was conducted.

1) Employers (representatives of Kropyvnytsky leading enterprises), Stakeholders - Employers emphasised that they urgently needed professional leaders (managers). The following took part in the discussion of the EP: the ETI Chairman of the Supervisory Board, the Chairman of the Supervisory Board of JSC "Hydrosyla Group" and JSC "Elworthy Group," the member of the Council and Presidium of the Association of Employers of Ukraine P.L. Stutman; the CEO of JSC "Elworthy" S. Kalapa. G.; the Member of the Supervisory Board of ETI, the General Director of JSC "Hydrosyla" Yurii Titov; the General Director of "Kirovograd Tool Plant LESO" LLC Musienko V. O.; the Director of PJSC "Pyramis"; the Director of a JSC "Elworthy Trading House " V. O. Podskalnyuk; the Director of a JSC "Hydrosyla Trading House " O. O. Lisovenko, I.V. Pavlov, the Head of the Sales Department of "Hydrosila LEDA", T.M. Subotina, the Chief Design Engineer of "Hydrosila APM", etc.

2) Students, graduates of ETI and other universities who have expressed an interest in continuing their studies at the second (master's) level in the field of specialisation 073 "Management."

3) ETI scientific and teaching staff who supported the need for the creation of the second (Master's) level "Management " course in the field of 073 "Management.

The survey results had been discussed at the Graduate School meeting, Minutes No. 2 of 21.09.18. It was decided to develop the second (Master's) level Management EP in the specialisation 073 "Management", and a proposal for the EP Support Group was formed.

At the meeting of the Academic Council of ETI on 15.10.18 (Minutes No. 5, at the request of the graduating department, the proposal to create the second level of Management in the specialisation 073 "Management" was considered, and a decision was made on the launch of the admission procedure for the second (Master's) level in specialisation 073 "Management."

In October 2018, work began on defining the profile and key competencies of the program, formulating program learning outcomes, resolving issues related to the modularisation of the program, defining approaches to teaching, learning, and assessment in the program, and developing a curriculum.

When formulating the objectives and programme learning outcomes for the EP "Management," the trends in the development of the modern labour market as well as its sectoral and partly regional context were taken into account, in particular, specific provisions and objectives of the Strategy for the Development of the Kirovohrad Region until 2027 (https://economika.kr-admin.gov.ua/files/str1-lish-270320.pdf *UKR*).

The relevance to the industrial context has been established through meetings with employers in constant contact with the ETI. In this way, EP students can undertake work placements in the best companies. They are provided with all the necessary educational and research infrastructure, which makes it possible to integrate general, professional, practical, and socio-cultural training in the learning process and to ensure the full range of program competencies. In a narrower sense, the regional and sectoral contexts of training are considered when students choose topics for courses and bachelor theses, solve cases, consider analytical situations in practical classes, and conduct research.

To formulate the objectives and programme learning outcomes of the EP, an analysis was made of the existing educational programmes in the field of specialisation 073 "Management" at the second (Master's) level of education of ten domestic and two foreign institutions, namely Kyiv National University of Trade and Economics, National University of Kyiv-Mohyla Academy, KNEU named after V. Hetman, KNUTD, TNTU named after I. Puluj, Alfred Nobel Institute, NTU "Dnipro Polytechnic," NULES, DonSU, HNUE named after S. Kuznets, Higher School of Management (Warsaw, Poland), Schiller Institute of Jena (Jena, Germany). The analysis of the programmes showed that these higher education institutions are guided by the current situation in the labour market, which requires the training of qualified managers, and focus on the current standard of the discipline when defining the

learning outcomes of the programmes. Foreign institutions focus their programmes on providing their graduates with specialised competencies.

In our view, the goal of higher education institutions should not only be to produce human resources but to create new and innovative human resources that possess modern economic knowledge, management skills, and an understanding of the direction of management development and trends in their professional field. This strategic and competence-based approach forms the basis for the EP's objectives and programme outcomes, considering the national and global economies' peculiarities, trends, and prospects.

The work to prepare the EP was presented and discussed at the Division meeting (Minutes No. 5 of 12/12/18). Afterwards, the draft EP was made available on the official ETI website for stakeholders to review and discuss.

Following a round table and questionnaire with stakeholders, the second-level EP Manager in Specialisation 073, "Management," edited the EP, considering the comments and suggestions received. During a meeting, The Academic Council approved the edited EP (Minutes No. 7 of 28.01.19). Finally, based on the council's decision, the EP was approved and put into effect by order of the Rector of the R. Elworthy Economics and Technology Institute on 29.01.19 (No. 05-2/OD) Academic Council of ETI.

External stakeholders provided feedback on the report (ANNEXES 1.2, 1.3, 1.4, 1.5):

Yuriy Titov, CEO of "Hydrosyla" JSC https://eti.edu.ua/images/files/GidrosulaPR.pdf *UKR*; https://eti.edu.ua/images/accreditation/8.pdf ***ENG***

Serhiy Kalapa, CEO of "Elworthy" JSC https://eti.edu.ua/images/files/dodatok1vidgukelvorti.pdf *UKR*; https://eti.edu.ua/images/accreditation/5.pdf ***ENG***

Viktor Kivernyk, CEO of "Metalit" PJSC https://eti.edu.ua/images/files/MetalytPR.pdf *UKR*; https://eti.edu.ua/images/accreditation/7.pdf ***ENG***

Viktor Nikitenko, CFO of "Elworthy" JSC https://eti.edu.ua/images/files/ElvortiPR.pdf *UKR;* https://eti.edu.ua/images/accreditation/6.pdf ***ENG***

Employers have noted that specialists with knowledge of the specifics of management and administration of industrial enterprises are in great demand in the labour market today. The programme competencies and learning outcomes provided by the EP generally reflect the trends in the development of the real sector of the economy, the market requirements, and the needs of employers.

In February 2019, the Graduation Department started the licensing procedure for the specialisation 073 Management at the second (Master's) level.

In 2019, the process of expanding educational activities in higher education was implemented through the licensing procedure (the procedure for recognising the ability of a legal entity to conduct educational activities following the licensing conditions for conducting educational activities).

The Licensing Conditions for Educational Activities were developed by the Ministry of Education and Science of Ukraine under the Laws of Ukraine "On Education," "On Higher Education," "On Professional Higher Education," "On Vocational (Technical) Education," "On Professional Development of Employees," "On Completed General Secondary Education," "On Pre-school Education," "On Out-of-School Education" and "On Licensing of Economic Activities" and approved by the Cabinet of Ministers of Ukraine on Dec.30.2015. No. 1187 (amended by the Resolution of the Cabinet of Ministers of Ukraine of March 24 2021, No. 365). https://zakon.rada.gov.ua/laws/show/1187-2015-%D0%BF#Text *UKR*

On Feb.25. 2019, Robert Elworthy Economics and Technology Institute submitted an application and licence file for extending the implementation of educational activities in higher education to train applicants for the second (master's) level in the specialisation 073 Management.

The Licence File contains the following documents confirming compliance with the Licence Conditions.

- Documents confirming the ownership of fixed assets for the educational process for a period not less than the period required to complete the entire cycle of educational activities;

- a copy of the previous year's statistical report on the licensee's financial results.

- Concept of educational activities in the field;

- Information on the project team;

- Information on quantitative and qualitative indicators of material and technical support for educational activities;

- Information on the use of information resources, classroom equipment, and other facilities with calculations confirming the ability of the educational institution to carry out educational activities;

- Copies of documents certifying the level of education and qualifications of the members of the project team;

- Copies of documents certifying the level of education and qualifications of the head of the educational institution.

The Specialisation 073 in Management at the Master's level has successfully passed the licensing procedure of the Ministry of Education and Science of Ukraine. It has been recognised as satisfying all licensing conditions, as stated in Order No. 262-l of the Ministry of Education and Science dated Apr.09, 2019. The first intake of Master's students took place in 2019.

Starting from March 2021, licensing in the field of higher education will be subject to the following, based on the amendments to the Law of Ukraine "On Higher Education" (Article 24, Part One, Paragraph 1, as amended by Law No. 1369-IX of March 30, 2021) https://zakon.rada.gov.ua/laws/show/1556-18#Text: *UKR*

1) Educational activities of a higher education institution at a specific level (Bachelor's or Master's).

2) Educational activities within the educational programs' framework lead to granting professional qualifications in professions requiring additional regulation.

The educational program undergoes regular reviews and updates to cater to the needs of the stakeholders. The following amendments have been made to the OP:

Protocol No. 16 of September 16, 2019 (amendments approved for the Standard of Higher Education of Ukraine under knowledge field 07 Management and Administration, specialisation: 073 Management at the second (Master's) level); Protocol No. 22 of October 20, 2020 (amendments made based on the stakeholder survey analysis); Protocol No. 12 of September 24 2021 (amendments made based on the stakeholder survey analysis); Protocol No. 23 of September 1 2022 (modifications made based on the stakeholder survey analysis and changes to the assurance group composition); Protocol No. 30 of March 24 2023 (made changes based on the stakeholder survey analysis and modifications to the assurance group composition). Section 2.9.1 and APPENDIXES 2.3, 2.4, 2.5, 2.6, 2.7. https://eti.edu.ua/monitorynh/vnutrishnii-kontrol-iakosti-osvity/rezultaty-opytuvannia-steikkholderiv *UKR*

The EP outlines the requirements for the Master in Management degree, including a list of educational components and their logical sequence, the number of ECTS credits needed to complete the program, resource provision, expected learning outcomes for a modern manager, and the means, methods, and criteria for their assessment.

The Department of Marketing, Management, and Economics, led by Olha Pavlova, PhD of Economics, is responsible for the second level of higher education in specialisation 073 "Management" at ETI.

The team responsible for the OP for 2023/2024 includes Guarantor Head of the Department of Marketing, Management, and Economics Pavlova O.V., PhD of Economics and Associate Professor Yakovenko R.V., and PhD of Political Science and Associate Professor Zholonko T.V.

In 2021, the second (Master's) level management program was successfully accredited by the National Agency for Quality Assurance in Higher Education (https://eti.edu.ua/images/00anketu/rishennya.pdf *UKR*, https://eti.edu.ua/images/Documentu_2021/Sertefikar_Akred_men.pdf *UKR* APPENDIX 1.6). In the report on the results of the accreditation examination of the second (master's) level management program (https://eti.edu.ua/images/00anketu/zvit.pdf *UKR*, https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.*)* the expert commission recognised that the program meets all the main criteria for assessing the quality of educational programs. The experts found that the theoretical and practical content fully corresponds to the field. The educational components provide all the learning outcomes of the program. Interviews with students and employers confirmed that the EP is constantly updated, considering the suggestions and inclusion of new modern disciplines in the curriculum, which provides additional opportunities to create competitive advantages of the EP in the market of educational services.

Prospects for the further development of EP "Management" are obtaining international accreditation, intensifying international cooperation and mobility of applicants for integration into the world, European educational and scientific space; systematic collaboration with government agencies, scientific institutions, and the public to ensure their participation in the formation and implementation of the

educational process, which will help to prepare a competitive managerial specialist on the labour market.

Other priorities for the development of the Faculty include further implementation of procedures for the involvement of business practitioners in the process of teaching disciplines, maintaining and increasing the number of students, improving the level of scientific and pedagogical qualifications of the Faculty's teachers, intensifying their academic mobility; modernising the means of teaching, updating and supplementing the database of electronic teaching and learning resources; expanding the list of elective courses, etc.

The ETI has a high-quality educational process supported by well-trained personnel, scientific methods, information and the necessary material and technical resources. Teaching and learning processes in the EP at ETI meet all recommendations and standards of the European Higher Education Area. However, achieving full compliance requires appropriate reforms and transformations at the state, institute, faculty and department levels, which is currently in progress.

1.5 Education Programme Overview: List of Educational Components and Their Logical Sequence

The educational program (EP) for a Master's in Management comprises three main components - academic disciplines, internships, and qualification work. The compulsory component of the EP consists of a list of disciplines, their duration, forms of assessment, and general and professional training disciplines. The elective component is designed to personalise the professional training of the Master's in Management program. It includes a list of selected disciplines, their content, duration, and assessment forms. The EP entirely corresponds to the subject area of the declared specialisation 073, 'Management' at the second (Master's) level of higher education.

List of academic disciplines for the Second (Master's) level Postgraduate Education and Training Programme with specialisation in management under Field of Knowledge 07: Management and Administration (073)

code	List of Academic Disciplines		
The First Year		**Credits**	**Semester**
Compulsory Components			
OZP1	Methodology and Organisation of Scientific Research	3	1
OZP2	Contract Law	3	1
OZP3	Foreign Language for Professional Purposes	5	1,2
OPP1	Risk Management at the Enterprise	4	1
OPP2	Personnel Management	4	1
OPP3	Management of Organizations	5	1
OPP4	Coursework (Management of Organisations)	3	1
OPP5	Information Systems and Technologies in Organisation Management	5	1
OPP6	Anti-Crisis Management	4	2
Elective Components			
VC2	Discipline 2	4	2
VC3	Discipline 3	4	2
VC4	Discipline 4	4	2
VC5	Discipline 5	4	2
VC6	Discipline 6	4	2
VC7	Discipline 7	4	2
The second year		**Credits**	**Semester**
Compulsory Components			
OZP3	Foreign Language for Professional Purposes	3	3
OPP7	Marketing Management	4	3
OPP8	Project Management	5	3
OPP9	Internship	6	3
OPP10	Writing and Defending a Qualifying Paper	8	3
Elective Components			
VC1	Discipline 1	4	3
Total Number of Compulsory Components:		**62**	
Total Number of Elective Components:		**28**	
TOTAL VOLUME of EP		**90**	

The structure of the educational programme provides for the possibility of creating an individual educational path, mainly through students' personal choice of academic disciplines, within the limits provided for by law.

For the **academic year 2023-2024,** the following optional educational components have been chosen by the applicants:

Discipline 1. (VC1) Strategic Management of an Industrial Enterprise

Discipline 2 (VC2) Financial Management of an Industrial Enterprise

Discipline 3. (VC3) Investment Management of an Industrial Enterprise

Discipline 4. (VC4) Safety Management in an Industrial Organisation

Discipline 5. (VC5) Work Content Management

Discipline 6. (VC6) Time Management

Discipline 7. (VC7) Creative Management

https://docs.google.com/forms/d/1Ds5stGChPbc-sKlyjDmuQo2w9umyDSYHU6XglpXfOMg/edit;

https://docs.google.com/forms/d/1xC465dBeZam7vMY84pK1PeO48S2t7EHmv30L uFa9yAs/edit ; https://eti.edu.ua/images/files/bank_vubir_magistr.pdf *UKR*, APPENDIX 2.25 *ENG*)

Structural and Logical Diagram of the Educational and Professional Programme (EP) of the Second (Master's) Degree Programme in the Specialty 073 "Management", Field of Knowledge - 07 "Management and Administration"

	1 семестр	2 семестр	3 семестр
	30 ЄКТС	30 ЄКТС	30 ЄКТС

(blue)	Обов'язкові навчальні дисципліни циклу загальної підготовки
(orange)	Обов'язкові навчальні дисципліни циклу професійної підготовки
(green)	Вибіркові навчальні дисципліни
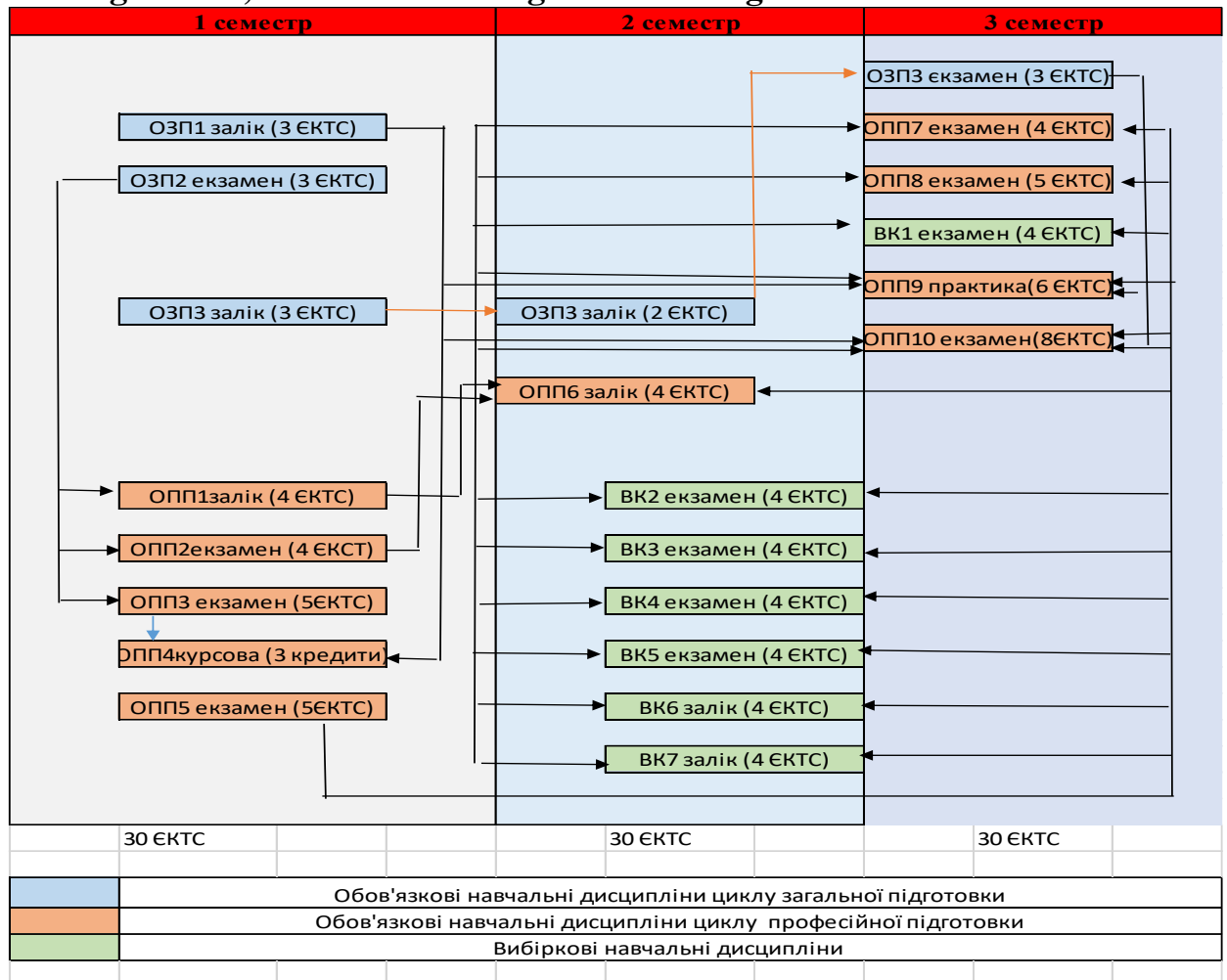
1 semester: OZP1 credit (3 ECTS), OZP2 exam (3 ECTS), OZP3 credit (3 ECTS), OPP1 credit (4 ECTS), OPP2 exam (4 ECTS), OPP3 exam (5 ECTS), OPP 4 course paper (3 ECTS): 30 ECTS

2 semesters: OZP3 credit (2 ECTS), OPP6 credit (4 ECTS), VC2 exam (4 ECTS), VC3 exam (4 ECTS), VC4 exam (4 ECTS), VC5 exam (4 ECTS), VC6 credit (4 ECTS), VC7 credit (4 ECTS): 30 ECTS

3rd semester: OZP3 exam (3 ECTS), OPP7 exam (4 ECTS), OPP8 exam (5 ECTS), VC1 exam (4 ECTS), OPP9 OJT practice (6 ECTS), OPP10 exam (8 ECTS): 30 ECTS

Blue – General Training Compulsory Subjects, Orange – Professional Training Compulsory Subjects, Green – Elective Subjects

The syllabuses of compulsory and Elective educational components, methodological support for coursework, internships and qualification work are presented in APPENDIX 1.9 (short version) and on the Institute's website https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk. *UKR;* https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.)

Schedule for the 1-st semester of the academic year 2023-24 (APPENDIX 1.11)

Part 2: Educational Programme (EP) Design Description, its Concept, Implementation, and Internal Quality Assurance

2.1. ETI Quality Assurance Policy

As per Part 2 of Article 41 of the Law "On Education (https://zakon.rada.gov.ua/laws/show/2145-19#Text) *UKR* , the quality assurance system includes three components:

1. The internal quality assurance system in educational institutions.

2. The external quality assurance system for education.

3. The quality assurance system in management bodies and institutions providing external education quality assurance.

According to the Law of Ukraine "On Higher Education", the National Agency for Quality Assurance in Higher Education (NAQA) conducts external quality assessments.

2.1.1. ETI's Internal Quality Assurance System ensures adequate implementation and control of all activities related to the implementation of the educational programme and revision and improvement of the curriculum.

The quality assurance system at ETI is organised under the Law of Ukraine "On Higher Education". It is based on the principles in the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" of the European Association for Quality Assurance in Higher Education and the national standard of Ukraine "Quality Management Systems" DSTU ISO 9001:2009.

ETI has official and published documents defining the quality assurance system. The information is publicly available on the Institute's website (https://eti.edu.ua/zahalna-informatsiia/tsentr-menedzhmentu-ta-monitorynhu-iakosti-osvity/normatyvno-pravova-baza) *UKR*.

The internal quality assurance of educational activities and quality of education includes all procedures carried out by ETI to continuously improve the quality of the educational process in which the quality of academic programmes, the quality of learning and teaching, the quality of learning outcomes, learning opportunities and resource provision meet the approved standards, the needs of students and the requirements of bodies providing external quality assurance of education.

The primary goals of ETI's internal quality assurance system are to maintain and enhance the quality of educational activities and higher education, ensuring they meet national licensing requirements for educational services and state, European, and international educational standards. Additionally, it aims to establish sustainable confidence in all educational programs offered by the institute in Ukraine and abroad, to train graduates based on the modern labour market requirements, and to understand, consider, and coordinate the provision of higher education needs in Ukraine and beyond.

The objectives of the ETI internal quality assurance system are

1. Implementation of the ETI policy on quality assurance of educational activities and higher education, which includes planning of quality of education; development and updating of the regulatory and methodological framework for quality assurance of

educational activities and higher education; preparation of proposals and recommendations for improvement of the internal system of quality assurance of education at the ETI; coordination of the work of the Institute's structural units on quality of educational activities and quality of higher education.

2. Organising and implementing the monitoring of the quality of educational activities and higher education in the quality of the educational process, quality of the educational process, and quality of the results.

3. Organising and conducting marketing, monitoring and socio-psychological studies of stakeholders, namely target groups of applicants, parents, students, teachers, graduates, and employers, to determine external and internal requirements for the quality of education and areas for improvement of educational activities.

4. Ensuring the functioning and continuous improvement of the ETI information system for effective quality management in higher education:

5. To analyse and summarise the quality of higher education and ETI's educational activities.

The main principles of the *functioning of the quality assurance system* at ETI are:

-Student centrism (a model of educational development in which a student is transformed from an object to a subject of educational activity, i.e., an active participant in the educational process)

- Systematism and consistency;
- Complexity and universality;
- Transparency (openness of information, transparency of the educational institution);
- objectivity (fair assessment of the results of students' learning activities);
- Involvement of all stakeholders;
- Subsidiarity (coordination of delegated powers etc.)

Measures and procedures to ensure the quality of educational activities at ETI are set out in the "Regulations on the system of internal quality assurance of higher education at ETI" (Table 2.1) https://eti.edu.ua/images/files/Polojenna_VZYA.pdf *UKR,* https://eti.edu.ua/images/accreditation/2.pdf *ENG*

Table 2.1

Components of the Internal Quality Assurance System	Measures/Procedures of the Internal Quality Assurance System of Higher Education
Quality Assurance Policy	1. Formation of the quality strategy as separate documents that define specific goals and objectives of the Institute; 2. Determination of the decision-making procedure, division of powers, definition of processes and quality assurance measures; 3. Form a system of indicators for monitoring and correcting the quality assurance policy.
Development and Approval of Programs	1. Regulation of the procedure for the development, review, approval and closure of educational programmes; 2. Formalisation of the criteria for determining the compliance of educational programmes to the Elworthy ETI Development Strategy and programmes of activities for the relevant period; 3. Regulation of management (management and administration, distribution of powers) of the educational programme.
Student-Centred Learning, Teaching and Assessment	1. Formation of individual educational trajectories; 2. Formation of a system of participation of higher education students in the development of and monitoring of educational programmes and ensuring the quality of education; 3. Formation of a system of evaluation of higher education students.
Learning Resources and Student Support	1. Determination of the material and other resources necessary for the implementation of the educational programme; 2. Development of resource support for educational programmes and educational activities; 3. Academic and non-academic support of higher education applicants; I. Information support for students at the Institute.
Information Management	1. 1. Ensuring effective processes for collecting, analysing and use of information on educational programmes and other activities of the Institute 2. Collection and analysis of information on the performance indicators of the Institute ga separately for each programme; 3. Information support for management decisions.
Public Information	1. Publication of information on the website of the Institute and its subdivisions information about their activities, ensuring regular updates public information in the state and English languages; 2. Providing information about the activities of the Institute, including through external information resources (publications in the media, speeches, responses, and inquiries, etc.)
Current Monitoring and Periodic Review of Programs	1. Development of a formalised mechanism for annual monitoring of individual educational components and educational programmes as a whole; 2. Development of a formalised mechanism for periodic review of educational programmes and amendments to them; 3. Informing all stakeholders about changes to the educational programme based on the review results. Of the curriculum based on the results of the review.
Cyclical External Quality Assurance	1. The procedure for preparing documents for mandatory external quality assessment; 2. The procedure for deciding on voluntary (including international) quality assessment including international) quality assessment.

ETI guarantees a continuous process of internal quality assurance of the educational programme and its improvement with the involvement of all members of the academic community in the educational process following the ETI Charter (https://eti.edu.ua/images/files/Statut_2021.pdf. *UKR*)

The internal quality assurance procedures of ETI are implemented by maintaining a set of values, principles, norms, and rules of conduct that constitute a culture of quality education through academic autonomy, trust, transparency, partnership,

objectivity, subsidiarity, academic integrity, academic freedom, communication, collegial responsibility, prevention of corruption, etc.

2.1.2. Continuous Monitoring and Periodic Evaluation of Programmes (ESG 1.1., ESG 1.9.)

ETI carries out continuous monitoring and periodic review of programmes to ensure that they achieve their objectives and meet the needs of students and society. The procedure for the development, approval, monitoring and periodic review of study programmes at ETI is governed by the Regulations on the Organisation of the ETI Educational Process (https://eti.edu.ua/images/2022/state-of.pdf), the Regulations on Internal Quality Assurance (https://eti.edu.ua/images/Polojeniya/vnutrishnogo_kontroly.pdf) *UKR*, https://eti.edu.ua/images/accreditation/2.pdf *ENG*

the Regulations on Monitoring the Quality of Higher Education at Robert Elworthy ETI (https://eti.edu.ua/images/Polojeniya/pologennya_pro_monitoring.pdf *UKR,* https://eti.edu.ua/images/accreditation/3.pdf *ENG* and the Regulations on the Education Programme (https://eti.edu.ua/images/files/Polojenna_Pro_OP.pdf) *UKR* .

Education Programs are regularly reviewed and updated as needed. This is done through various methods, such as analysing the labour market, taking into account feedback from employers and students, and conducting surveys. The review process includes assessing the program's content in light of the latest research in the field of study, ensuring that it meets the higher education standard requirements and aligns with the changing needs of society and the labour market. It also considers the workload of students, their performance, and their program completion, the effectiveness of assessment procedures, the expectations, needs, and satisfaction of students, the learning environment, and student support services. All of these factors are evaluated to ensure the program meets the purpose of the higher education institution and maintains a high-quality standard.

The programmes are regularly reviewed and updated, involving students and other stakeholders. The information gathered is analysed and adapted. The ETI publishes the relevant draft on its official website at least one month before the approval of the study programme or changes to it to receive comments and suggestions from interested parties (stakeholders).

2.1.3. ETI Units and Management Fulfilling Their Quality Assurance Responsibilities (ESG 1.1.)

The functioning of the internal system of higher education quality assurance at ETI involves the distribution of decision-making and assessment powers among five levels of quality assurance:
- *The Supervisory carries out the fifth level of higher education quality assurance*

The Supervisory Council, the Rector, and the Academic Council implement the fifth level of higher education quality assurance. It provides for the general organisation of the educational process under the Law of Ukraine "On Higher Education". At this level, the following are carried out: determination of the strategy and perspective directions of development of educational, scientific and innovative activities of the institution; making institution-wide decisions on the formation of quality assurance strategies and policies; approval of regulations, action programmes and specific measures; approval of educational programmes and curricula for each level of higher education and specialities; decision-making on the organisation of the educational process, etc.

- *The fourth level* of quality assurance in higher education at the Institute is implemented by

The following structural units and working bodies are the Centre for Management and Monitoring of Educational Quality, the Commission for Ethics and Conflict Management, the International Relations Department, the Admissions Committee, and the Human Resources Department. At this level, the following are carried out:

➢ Definition of the system and procedure of internal quality assurance of education, evaluation of structural units' educational, scientific and pedagogical activities.

➢ Implementing the principles of academic integrity and business ethics of employees and students.

➢ Effective management of the educational process through information systems.

➢ Systematic inspections of departments.

➢ Organisation and support of mutual control of the quality of educational activities.

➢ Provision of training and foreign placements for researchers.

- *The third level* of higher education quality assurance at ETI is implemented by the Dean of the Faculty of Economics and the Student Self-Government bodies. The faculty is responsible for organising and administering the educational process at this level. This includes planning and implementing internal control measures to ensure the quality of education, analysing their effectiveness and making necessary adjustments. The faculty is also in charge of designing and administering academic programs, monitoring them annually, and ensuring that they meet the needs of the industry labour market. Additionally, the faculty is responsible for creating conditions for external control over the quality of educational activities and higher education.

The faculty also oversees the educational process carried out by the departments. This includes ensuring the teaching load is appropriately distributed among the teachers, ensuring the quality of academic and methodical documentation, and monitoring compliance with the requirements for registration of current and final control results. The faculty also works with student self-government to maintain quality control of educational activities and higher education. Finally, the faculty supports the formation of an individual academic trajectory for each student of higher education.

The second level of quality assurance of higher education at ETI is implemented by the heads of departments, guarantors of educational programmes and teachers. The second level includes ensuring the organisation of the educational process at the

department, development and implementation of educational programmes, ongoing monitoring, monitoring the quality of scholarly disciplines; monitoring the implementation of individual plans of teachers, monitoring the frequency of professional development of research and teaching staff; collecting and generalising benchmarks for the quality of educational activities of students and teachers; ensuring the teaching of disciplines of the educational programme on a proper scientific and theoretical basis.

Students implement *the first level* of quality assurance of higher education at ETI. The first level includes direct participation in the educational process, fulfilling the requirements of the educational programme; participation in discussing and solving issues of improving the educational process; participation in activities (processes) to ensure the quality of educational activities and the quality of higher education; making proposals on the content of educational programmes; ensuring the actual implementation of measures for academic integrity.

2.1.4. Academic Reputation Procedures Safeguarding and Freedom in ETI (ESG 1.1.)

The autonomy of the Institute and academic freedoms are recognised as fundamental principles of educational activity. They are specified in the Regulations on the Academic Mobility of Students and Academic Staff (https://eti.edu.ua/zahalna-informatsiia). In its activities, the ETI is guided by the principles of the European Higher Education Area. The "Regulations on the Organisation of the ETI Educational Process" (https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*) guarantee the right to academic freedom of teachers and students:

Fundamental Academic Freedoms of the ETI:
➢ the Institute is responsible for developing the rules of admission to the Institute, ensuring clarity, detail and transparency of the characteristics of study programme expectations of applicants following the concept of educational activities of the educational institution;
➢ The Institute shall be open to all applicants who meet the conditions set out in the Admission Rules;
➢ the Institute provides applicants with equal access to the use of material and technical facilities and all educational services; the Institute provides pedagogical and scientific-pedagogical staff with uncensored access to international computer networks databases necessary for their teaching, scientific or research activities; the teacher in the classroom should encourage applicants to have free discussion, arouse the desire to learn and express their own opinions;
➢ the applicant must be protected from subjective assessment based on any discrimination or negative personal attitude of the teacher;
➢ information about the opinions and political views of candidates that teachers receive during training is confidential; discussion of the candidate's abilities and character is possible only with the candidate's consent;

➢ teaching, research and scholarly activities are carried out in full compliance with ethical and professional standards.

Teaching and research staff are empowered to choose learning and teaching methods that contribute to achieving programme learning outcomes. The choice of teaching methods is made autonomously and independently, depending on the characteristics of the discipline and the form of higher education; they are allowed to fill the content of the disciplines creatively. The compliance of learning and teaching methods with the principles of academic freedom is ensured by the free choice of academic staff within the disciplines and the consideration of the EP through the independent application of pedagogical methods and tools in the planning and implementation of teaching. Students, in turn, are free to choose the content, forms and methods of their academic work. In lectures, seminars, and practical classes, participants in the educational process discuss educational issues in the form of free and open discussions.

ETI students have the right to receive a quality education, to develop their scientific interests and abilities, to form themselves as specialists in conditions of transparency, truthfulness and conscientious work, as well as in an atmosphere of mutual respect and dignity; they have the right to express their own opinions and to disagree with the interpretation of events covered in the programme material, but they are obliged to learn the required amount of material following the requirements of the educational component and to master the necessary amount of knowledge.

ETI Students have the following fundamental academic freedoms:

➢ To get assistance and support from ETI teaching and research staff in the implementation of individual study plans, as well as consultations in all subjects and from all teachers; may participate in double degree programmes;

➢ To express their opinion on the learning process and evaluate the quality of teaching in a format agreed with the student self-governing bodies and the Rector of the Institute;

➢ To use the library and information bank, information systems, databases and material resources of the Institute;

➢ To receive information on their academic performance; attend additional classes not related to their immediate field of study;

➢ To organise student clubs and participate in conferences of the Institute and other educational institutions; transfer to another higher education institution;

➢ To study in several fields of education;

➢ To choose variable disciplines;

➢ To change the form of study;

➢ To take part in international academic mobility programmes;

➢ To take a leave of absence and resume their studies at the Institute;

➢ To independently choose the place of OJT and industrial practice, topics of coursework and qualification work.

Information on the organisation of the educational process is understandable and accessible to students. The timing of the educational process is communicated to the students promptly, which is presented in the schedule of the educational process schedules of certification weeks (sessions). The objectives, content and expected

learning outcomes are defined in the EP, work programmes and curricula of academic disciplines, both compulsory and optional https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk *UKR,* https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.

The procedure and criteria for evaluation within the individual educational components are regulated by the Regulations on the Organisation of the Educational Process at ETI https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*). They are presented in the curricula for the academic disciplines (https://eti.edu.ua/images/Polojeniya/ocinyvanna.pdf *UKR*)

Candidates (as internal stakeholders) have the right to participate in the discussion and resolution of issues related to the improvement of the educational process, research, scholarships and grants, leisure, welfare and health.

As part of the academic community, students have the right to express their personal and collective views on the policies and activities of the Robert Elworthy Economics and Technology Institute, as stated in the Regulations for Student Self-Government (https://eti.edu.ua/images/files/Polojenna_pro_studsamov.pdf) *UKR*.

2.1.5. Students' Individual Learning Pathways Development (ESG 1.1.)

Applicants for higher education have the opportunity to create an individual educational path, which is regulated by the following regulatory documents: the Law of Ukraine "On Higher Education" (https://cutt.ly/cOKCxlb *UKR*), "Regulations on the Organisation of the Educational Process at ETI" (https://eti.edu.ua/images/2022/state-of.pdf *UKR*), Regulations "On the Creation of Individual Educational Pathways by ETI Applicants" (https://eti.kr.ua/images/Polojeniya/Induvid_traektoriya.pdf *UKR*).

The following procedures regulate the possibility of creating an individual learning path:
➢ independent selection of selected components of the curriculum by students (APPENDIX 2.30);
➢ participation in academic mobility programmes;
➢ flexible organisation of education through different forms: full-time, part-time;
➢ the right to determine learning outcomes in non-formal education
➢ the right to academic leave, mainly to study in other higher education institutions.

In addition, the formation of an individual educational path is ensured by the independent work of students in each educational component of the curriculum under methodological recommendations, as well as the selection of topics and objects for course and qualification work.

Elective subjects provide an opportunity for in-depth training in the EP, determine the nature of future activities, and promote students' academic mobility and personal interests.

The right to choose is given to all students. The number of electives for the next academic year, the number of hours for their study and the forms of control are determined by the programme curriculum in which the student is enrolled.

2.1.6. Academic Integrity Assurance (ESG 1.1.)

Maintaining academic integrity is one of the main tasks of the Institute's development strategy and is part of the Institute's internal quality assurance system.

The policy, standards and procedures for academic integrity at ETI are set out in the following documents

- "Regulations on Academic Integrity at the Robert Elworthy Institute of Economics and Technology" approved by the decision of the Academic Council of 17.03.2020, Minutes No. 8) https://eti.edu.ua/images/files/akadem_dobrochest/1_2.pdf *UKR,* https://eti.edu.ua/images/accreditation/12.pdf *ENG*

 - On the Procedure for Checking Academic and Scientific Texts for Plagiarism" https://eti.edu.ua/images/files/akadem_dobrochest/1_3.pdf *UKR,* https://eti.edu.ua/images/accreditation/13.pdf *ENG*

- An action plan has been developed to promote compliance with the principles of academic integrity https://eti.edu.ua/images/files/academichna_dobrochesnist2023.pdf *UKR*

The responsibility for maintaining academic integrity in the course of educational and research activities lies with the students and staff of the Institute.

Adherence to academic integrity by students at all levels of education includes

 - independent completion of academic tasks, tasks of ongoing and final control of learning outcomes (for persons with special educational needs, this requirement is applied taking into account their individual needs and abilities)

- References to sources when using ideas, developments, statements, and information;

 - Compliance with copyright and related rights legislation;

- providing reliable information about the results of their own educational (scientific, creative) activities, research methods and sources of information.

The following tools will be used to address breaches of academic integrity in the educational programme

 - Clear information to students about the unacceptability of plagiarism;

- A system for checking papers for plagiarism, namely the StrikePlagiarism online anti-plagiarism system.

The Rector manages the academic integrity process at the institution-wide level and coordinates the work of the Ethics and Conflict Management Committee (https://eti.edu.ua/images/Polojeniya/Polojenna_pro_etuky.pdf).

In addition, the Centre for Management and Monitoring of Educational Quality, the Student Self-Government and the Academic Council of the Institute promote the principles of academic integrity, inform students about the inadmissibility of violating the principles of academic integrity and implement measures to prevent academic dishonesty. At ETI, the functions of the student ombudsman are carried out permanently by the head of the student self-government, who represents students before the administration in resolving conflict situations.

Decisions on academic responsibility for breaches of academic integrity are made by the Institute's Ethics and Conflict Management Commission (https://eti.edu.ua/images/Polojeniya/Polojenna_pro_etuky.pdf *UKR*). Students and staff of the Institute may be held academically responsible for any breach of academic integrity, depending on the decision of the Commission. The Commission may also consider the Commission's actions that contain signs of violation of academic integrity, with recommendations for bringing to other types of liability provided by the current legislation of Ukraine.

The institute provides "Trust Boxes" with questions for the institute's rector in open places, where students can leave questions or complaints to the administration (even anonymously). The interaction mechanism between students and management staff has existed at ETI for many years. It has effectively responded promptly to conflict situations related to sexual harassment, discrimination and corruption.
The "Regulations on the Organisation of the Educational Process at ETI"
(https://eti.edu.ua/images/2022/state-of.pdf *UKR,*
https://eti.edu.ua/images/accreditation/1.pdf *ENG*) clearly outlines the
responsibilities of the academic staff, which include adhering to pedagogical ethics, maintaining academic integrity, exhibiting morality, respecting the dignity of students studying at the Institute, instilling in them the love for Ukraine, fostering patriotism, and teaching respect for the Constitution of Ukraine, state symbols of Ukraine, as well as complying with the Charter of the Academy, the laws of Ukraine, and other regulations of the Ministry of Education and Science of Ukraine. Moreover, they must prepare students for a life of mutual understanding, peace, gender equality, and harmony among all peoples, ethnic, national, and religious groups. Fortunately, no such conflicts arose during the implementation of the educational programme.

In the case of conflicts during control measures (tests, examinations), the Dean of the Faculty of Economics and Business Administration, based on a reasoned request from a student or a member of the research and teaching staff, will set up an examination (test) commission, which will include the head of the department, teachers from the relevant department, representatives of the Dean's Office and the Student Council.

Suppose there are valid and documented reasons (illness, family circumstances, etc.). In that case, the Dean may set an individual timetable for taking examinations (tests) or paying off academic debts for individual students for a period not exceeding one month from the beginning of the next academic semester. If more than this time is needed to fulfil the personal timetable, consideration will be given to granting the student a leave of absence or a repetition of the course.

There have been no conflicts related to the examiner's bias during the examination of students under the educational programme.

During the competitive selection of teachers for the educational programme (according to the "Procedure for competitive selection for filling vacant positions of academic staff and concluding agreements (contracts) with them at the Robert Elworthy Economics and Technology Institute" http://surl.li/gcrnu *UKR* , the required level of their professionalism is ensured. In addition to the formal requirements, the applicant's professional qualification level is assessed. The applicant is invited to give a test lesson or perform another task that confirms their professional level in the presence of academic staff recommended by the ETI Competition Commission. The results of the student survey and the teacher's participation in ensuring the quality of higher education are considered in the further competition. At the end of each academic year, the rating of the institute's academic staff is determined. (https://eti.edu.ua/images/files/reytingNPP2023.pdf *UKR*

2.1.7. Procedures to Prevent Intolerance and Discrimination Against Students and Teachers (ESG 1.1.)

The Centre for Quality Management and Monitoring in Education constantly monitors the processes guaranteeing academic reputation and freedom to prevent intolerance or discrimination against students or teachers.

The ETI has developed and published on its official website the rules for preventing and combating bullying https://eti.edu.ua/zahalna-informatsiia/zapobihannia-ta-protydiia-bulinhu-tskuvannia *UKR*.

The prevention of bullying at ETI includes work in the following areas.
- Acquaintance of the teaching staff with the peculiarities of the spread of negative mass phenomena among students and with the generally accepted concepts of "bullying", "tertiary", and "harassment" to understand the problem of violence against students, recipients of educational services, employees of the Institute and its types (presentation of materials at departmental meetings, curatorial hours);

- Educational work of the specialist of the Centre for Psychological Support of ETI students under the guidance of the Candidate of Pedagogical Sciences, Associate Professor of the Department of Marketing, Management and Economics Nesterenko T.S. https://eti.edu.ua/navchannia/sotsialno-psykholohichna-pidtrymka-studentiv *UKR* among young people on violence prevention using the primary forms of educational work, namely: lectures, mini-lectures, round tables, conversations, discussions, open hours, film lectures, meetings with law enforcement officers;

- Formation of legal awareness and legal behaviour of students and employees of ETI, responsibility for their life, development of activity, independence, creation of conditions for self-realisation of the individual;

- Development of teachers' ability to recognise violence both in their behaviour and in the behaviour of students, recipients of educational services and ETI staff to develop the ability to identify the existing problem;

- Creation of conditions in ETI to prevent bullying and an appropriate environment to prevent and combat the negative social and psychological consequences of this phenomenon;

- Strengthening the individual's and the body's defences against bullying, both for conditionally healthy students and for those who already have a bodily or mental pathology;

- Talks will be conducted with the students on preventing bullying, and lectures will be given by leading experts in the system of preventive work to overcome various forms of aggressive behaviour among adolescents.

The main functions of anti-bullying in ETI are to diagnose social and psychological issues among students, teachers, and staff. It involves monitoring individual students' social processes and mental development and identifying the reasons that hinder personal growth, learning, and team relations. The next step is to implement psychological and pedagogical measures to correct deviations in mental and emotional development and behaviour and to overcome various forms of deviant behaviour. Finally, rehabilitation involves providing psychological and pedagogical assistance to students to help them recover from the effects of bullying.

If there are any signs or factors that suggest violence, mobbing, difficult living conditions, or maltreatment of a pupil or an employee of an educational institution, or if there is a risk of such incidents occurring, participants of the ETI educational process can submit a written request to the authorised person responsible for preventing and counteracting mobbing.

If the case of bullying is isolated, the participants in the educational process can work together to create a better environment and resolve the conflict within the educational institution. However, suppose the commission determines that it is not an isolated conflict but a case of bullying. In that case, the Rector must inform the competent bodies of the National Police of Ukraine (https://eti.edu.ua/images/Buling/Poradok_PZ.pdf *UKR*).

ETI is fully engaged in European research and education and is a leading advocate of democracy and equal opportunities. A key focus is implementing gender equality principles in education to prevent gender discrimination. To this end, ETI has developed a Gender Strategy (see APPENDIX 1.10 at https://eti.edu.ua/images/accreditation/19.pdf *UKR,* https://eti.edu.ua/images/accreditation/18.pdf *ENG*), which outlines the main principles, objectives, and targets for ensuring equal rights and opportunities for all genders in education. This Strategy was developed following the Strategy for the Implementation of Gender Equality in Education until 2030, approved by order of the Cabinet of Ministers of Ukraine on December 20, 2022 (No. 1163-p), as well as with the Law of Ukraine "On Ensuring Equal Rights and Opportunities for Women and Men," the ETI Charter, and other relevant internal regulations.

The strategy of ETI is based on its Code of Ethics and Business Conduct (https://eti.edu.ua/images/Polojeniya/Kodeks_etuku_new.pdf *UKR*). This strategy focuses on values like democracy, education, humanism, openness, and tolerance. The gender strategy of ETI is based on equal rights and opportunities, inclusiveness, tolerance, and non-discrimination. It also aims to achieve gender equality as one of the primary objectives of sustainable development, overcome gender stereotypes, prevent discrimination based on gender, ensure equal participation of women and men in decision-making on the Institute's activities, conduct educational activities, and advocate a culture of gender equality among the Institute's students and staff. The Ethics and Conflict Management Commission of the Institute https://eti.edu.ua/images/Polojeniya/Polojenna_pro_etuky.pdf *UKR* is responsible for the role of Special Representative for Gender Equality and Prevention of Discrimination at ETI.

2.1.8. Involvement of External and Internal Stakeholders in Periodic Review of the Educational Programme. Other Procedures to Ensure EP's Quality Assurance. (ESG 1.1. , ESG 1.2., ESG 1.9)

Stakeholder monitoring is an integral part of the system of internal quality assurance of education and educational activities at ETI http://surl.li/nzzmk *UKR,* https://eti.edu.ua/images/accreditation/3.pdf *ENG*. The purpose of monitoring is to obtain objective information on the expectations and satisfaction of students, graduates, teachers, employers and other stakeholders with the quality of education, the state of the educational process, to provide feedback between all participants in the educational process and to develop proposals for its improvement.

The involvement of employers in the development, implementation, improvement and quality assessment of training programmes is provided for in the Institute's Charters (https://eti.kr.ua/images/files/Statut_compressed.pdf *UKR*) and the Regulations on the Organisation of the Educational Process at ETI (https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*).

Employers, directly or through their associations, are involved in periodic training programme reviews and other quality assurance procedures.

- Practitioners are invited to cooperate by the programme guarantor and are involved in the review of the programme;
- a survey of practitioners on the content of the programme is carried out on an ongoing basis;
- leading top managers and specialists are invited to meetings of the Institute's Methodological Council, where the educational programme is discussed and adjusted;
- Leading practitioners are involved in developing work programmes (syllabi) and writing introductory practical courses. Their expert opinion is essential in determining the purpose and outcomes of the educational programme.

Employers play an active role in all activities within the program's framework. This includes delivering lectures, organising scientific and practical conferences, and hosting round table discussions. The program also allows its students to intern at the town's best companies. The students will have access to all the necessary infrastructure for education and research, which will facilitate the integration of general, professional, practical, and socio-cultural training in the learning process and ensure the acquisition of all program competencies.

The employer survey available at https://eti.edu.ua/monitorynh/vnutrishnii-kontrol-iakosti-osvity/rezultaty-opytuvannia-steikkholderiv *UKR* (APPENDIX 2.3, 2.4, 2.5, 2.6, 2.7) aims to gather information regarding the following aspects:

- Whether the programme graduates meet the labour market's needs.

- The conformity of the competencies acquired by the students with professional requirements and labour market trends.

- The level of satisfaction of employers with the quality of theoretical and practical training provided to ETI professionals.

- The level of competitiveness of ETI graduates.

- The demand for the programme.

- The need for other educational opportunities.

- Proposals for forms of employers' involvement in the educational process, and more.

As a group of external stakeholders, the academic community is also involved in improving ETI's EP by studying and implementing the latest scientific and methodological developments of scientists and teachers in the courses.

Academic staff from other universities are involved in reviewing the methodological developments of the ETI Department of Marketing, Management and Economics, discussing issues of improving the educational process together at scientific and practical conferences, and their comments are taken into account to improve the content and structure of the academic disciplines.

A survey of the academic community revealed their interest in researching the problems of modern business management, whose concepts and tools are changing in the context of economic globalisation and strengthening the innovative component of business organisations, further improving the methods of teaching traditional disciplines for the preparation of Masters in Management based on innovative methods and technologies; developing methods of teaching of the latest courses, updating of which is caused by modern changes in the business environment.

Comments and suggestions on the accreditation of educational programmes are considered when improving the quality of higher education at the ETI by involving the entire academic community in a broad discussion (working meetings, methodological seminars, public opinion surveys). Based on the results of such talks, amendments are made to the ETI's regulatory documents and regulations are drawn up to regulate the procedure and organisation of the educational process at the Institute.

Leading scientific and pedagogical staff of the Graduate Department and other ETI departments involved in teaching the disciplines of the primary and elective blocks actively interact with applicants and cooperate with employers and representatives of the scientific community, which allows for regular updating of the OP, taking into

account the opinions of applicants and the requirements of the modern labour market. The survey of **academic staff** https://eti.edu.ua/images/files/anketu2023/anketa_npp23.pdf, https://eti.edu.ua/images/files/anketu2023/analiz_npp_managers23.pdf *UKR* aims to obtain information on:

- Measures to improve the quality of the educational process:
- Identifying opportunities for the development of their teaching skills and incentives for professional development;
- The level of professional and pedagogical competencies;
- Encouraging research activities to strengthen the link between education and research;
- The use of innovative teaching methods and new technologies;
- Adhering to clear, transparent and fair recruitment procedures and ensuring appropriate conditions for professional activity;
- Security issues;
- Mental health and professional burnout;
- The degree of formalisation and bureaucratisation of the educational process;
- The quality of the ETI infrastructure, etc.

Higher education students are involved in the process of periodic review of the educational programme and other procedures to ensure its quality as follows - Student surveys are organised periodically (annually) to determine the relevance of the subject courses, the completeness of their disclosure, the integrity and breadth of the teaching material, and the optimal forms of the course report https://eti.edu.ua/images/files/anketu2023/anketa_studentiv23.pdf; https://eti.edu.ua/images/files/anketu2023/analiz_studentiv_managers23.pdf *UKR*. The surveys are conducted anonymously, and the results of the surveys have a direct impact on the further improvement of the educational process at ETI.

The survey conducted among students provides valuable information regarding various aspects of the educational programme. It covers the following areas:
- The level of satisfaction with the quality of the educational programme.
- The quality of staff, methodological, material and technical support.
- The quality of teaching across the academic disciplines.
- The quality of control measures, including the objectivity of assessment, presence/absence of prior information on assessment criteria and methods, and clarity and transparency of assessment criteria in the discipline.
- The quality of organisation and the amount of independent work.
- The quality of practical training.
- The format of the combination of learning and research during the implementation of the educational programme.
- Adherence to the principles of student-centred learning, teaching and assessment, including respect for the individual, attention to students' needs and interests, and flexibility of learning paths.
- The level of student satisfaction with organisational, informational and social support.
- Adherence to the principles of academic integrity.
- Compliance with the requirements for the prevention of corruption at ETI.

- Response to identified cases of bullying, discrimination, and compliance with conflict resolution procedures at ETI.
- The realisation of the right to study in an educational programme for people with limited mobility, special educational needs, etc.

The Institute takes into account the requirements and suggestions of applicants in the creation of elective professional training courses such as "Creative Management", "Time Management", and "Enterprise Security Management".

The students' self-government helps process the survey material and is authorised to publish the opinions of students who did not participate in the survey. Additionally, the student self-government representatives conduct an alternative monitoring of the quality of teaching through the "Teacher Through The Eyes of a Student" program, and the results are presented at the meetings of the Faculty Academic Council.

The President of the Student Self-Government Council is a permanent member of the Academic Council of the Institute, where he has the opportunity to publish the students' points of view on all issues related to the organisation of the educational process.

The Alumni Survey
https://eti.edu.ua/images/files/anketu2023/anketa_vipusknikiv23.pdf;
https://eti.edu.ua/images/files/anketu2023/analiz_vipusknikiv_managers23.pdf *UKR*.
provides information on:
- The quality of the educational programme in which they were trained;
- The correspondence between the content of their education and the needs of the labour market;
- The possibility of employment in the profession acquired;
- The need for continuing training, etc.
- The quality of the practical component, etc.

The requirements and suggestions of graduates are taken into account in the creation of cycles of optional professional training disciplines: "Strategic Management of Industrial Enterprises", "Time Management", "Creative Management", etc.

The quality assurance system of a higher education institution ensures a timely response to suggestions for improvement. It identifies shortcomings in the educational programme and educational activities for the implementation of the educational programme. The results of the surveys are taken into account in improving the organisation of the educational process; reviewing and updating the content of educational programmes; improving the content and structure of academic disciplines; developing the content of new academic disciplines, including elective ones; updating the content, programme of work placements, reviewing the duration of work placements; selecting the methodology for teaching academic disciplines; developing new educational offers of ETI; developing programmes for improving the qualifications of teachers; training the staff of the Institute; updating the material and technical base of the Institute.

The changes in the EP can be considered systemic, as the structure of compulsory and elective block disciplines is regularly reviewed, the content of the

disciplines is updated, and the opportunities for students to create an individual learning path are expanded.

2.1.9. EP Quality Assurance Key Indicators (ESG 1.2., ESG 1.7.)

The key indicators for monitoring the quality of the educational programme are the "Recommendations for the application of the Criteria for assessing the quality of the educational programme" developed by the National Agency for Quality Assurance in Higher Education (NAQA): https://is.gd/B6AGxr *UKR*
Namely:
Criterion 1 - Design and Objectives of the EP
Criterion 2 - Structure and Content of the Programme
Criterion 3 - Access to the Programme and Learning Outcomes Recognition
Criterion 4 - Teaching and Learning in the Programme
Criterion 5 - Control Measures, Student Assessment and Academic Integrity
Criterion 6 - Human resources
Criterion 7 - Educational Environment and Physical Resources
Criterion 8 - Internal Quality Assurance of the EP
Criterion 9 - Transparency and Publicity.

The evaluation of the educational programme and the educational activities under the academic programme is carried out for each criterion according to the evaluation scale, which has four levels of compliance (https://zakon.rada.gov.ua/laws/show/z0880-19#Text *UKR*):
Level/Grade "F" - the educational programme and/or educational activities under this programme do not meet the specified criterion, and the identified shortcomings are fundamental and/or cannot be remedied within one year;
Level/Grade "E" - the educational programme and/or educational activities under this programme do not meet the specified criterion in general, but the identified shortcomings can be remedied within one year;
Level/Grade "B" - the educational programme and activities under this programme generally meet the specified criterion with deficiencies that are not significant;
Level/Grade "A" - the educational programme and activities under this programme fully comply with the specified criterion, including the innovative/exemplary nature.

The accreditation case No. 1675/AC-21 for the educational programme 'Management' (ID 34898 in the USEDE) has been examined by the NAQA Expert Group and the Sectoral Expert Council in the knowledge 07 'Management and Administration' field in 2021. The educational programme is a Master's level course in 07 Management and Administration, with a specialisation in 073 Management, offered by the Robert Elworthy Economics and Technology Institute. After careful examination, the experts concluded that the programme meets all the criteria for assessing the quality of educational programmes by levels of compliance (as listed in Table 2.2).

Table 2.2
Evaluation Criteria for the Quality of the Robert Elworthy Economics and Technology Institute Master's Degree "Management" Education Programme

Level /Grade F	Level/Grade E	Level/ Grade B	Level/Grade A
—	—	**Criteria 1, 2, 3, 4, 5, 6,7,8, 9**	—

Based on the criteria at level B and following the Regulation on Accreditation of Educational Programmes for the Training of Higher Education Applicants, which was approved by the Order of the Ukrainian Ministry of Education and Science on July 11, 2019 (No. 977) and registered in the Ministry of Justice of Ukraine on August 8, 2019 (No. 880/33851), NAQA has decided to accredit the education programme. This decision was made at the meeting on December 14, 2021 (Minutes No. 19 (3)) and can be found at https://eti.edu.ua/images/00anketu/rishennya.pdf *UKR*. (see APPENDIX 1.6 for details).

2.2. EP Development and Approval (ESG1.2.)

2.2.1. The Learning Outcomes of the EP are Clear and Transparent. They Correspond to the Mission and Strategic Goals of the Higher Education Institution (HEI)

The EP objectives and programme learning outcomes align with the ETI development strategy, are based on the provisions of the 073 standard and are supplemented by the specifics of the training and suggestions from internal and external stakeholders.

The objectives of the EP are in line with the mission and strategy of the ETI (https://eti.edu.ua/zahalna-informatsiia/zapobihannia-ta-protydiia-bulinhu-tskuvannia *UKR*):

- The mission of ETI consists in the development of Ukrainian society through the provision of high-quality educational services, the training of specialists in economic and technical specialties with a high level of general and professional competence, the dissemination of scientific knowledge, the formation of conscious citizens, leaders of a new generation who are able to challenge the present and shape the future https://eti.edu.ua/about-us/about-institute *ENG*.

We are ensuring undeniable competitive advantages of employers over other companies in the market through the employment of graduates of the Institute

- ETI's strategy provides that the training programmes for specialists of all structural units should focus on forming a solid, reliable base of theoretical knowledge

and practical skills, developing leadership skills, gaining teamwork experience, and solving complex professional problems.

The training and retraining of highly qualified and competitive specialists in the national and international labour markets for scientific and educational institutions, public authorities and governments, and enterprises of all forms of ownership corresponds to clause 4.1 of the ETI Charter (https://eti.edu.ua/images/files/Statut_2021.pdf *UKR*).

The above documents are the starting point for the development of the OP, curricula and other documentation following the main provisions of the ETI Charter

2.2.2. Objectives and Uniqueness of the Educational Program (ESG 1.2.)

The programme aims to train specialists who can identify and solve complex management problems and learning processes involving research and innovation characterised by uncertain conditions and requirements through acquiring a system of professional competencies. The achievement of this objective is guaranteed by appropriate forms of education and the Institute's powerful resources. The subject of the EP is the management of organisations and their units. The EP is developed using a competency-based approach, innovative methods and teaching techniques to achieve the desired results.

Its uniqueness lies in its applied orientation, which includes:

➢ Invitations to lectures, practical classes, master classes of leading top managers, internships in teachers' companies, case studies, three types of placements, and joint practical conferences greatly facilitate graduates' employment.

➢ The EP is student-oriented and focuses on educational components that build managers' general, professional and soft skills.

➢ It consists of a specialised set of variable elements that ensure the expansion of traditional managerial competencies and are aimed at training cross-functional specialists.

➢ The program also includes teaching author's courses to teach students the latest concepts, methods, and management technologies.

➢ The EP emphasises the formation of competencies in the management of the development of industrial enterprises' resource, economical, innovative, marketing and export potential as one of the priority areas of the national economy and the economic complex of the Kirovohrad region.

➢ It also focuses on using application software packages and cloud services and developing students' foreign language skills in the educational process.

The peculiarities of the EP are determined by its focus, structure, and content of educational components. The program contains a list of educational components, their logical sequence, requirements for the level of education of persons who can start

studying in this program, the number of ECTS credits required to complete this program, as well as the expected learning outcomes (competencies) that a higher education student must master.

According to the requirements of the stakeholders and taking into account the regional specificities of the region (there are more than 70 industrial enterprises in Kropyvnytskyi), the competencies and learning outcomes defined by the higher education standard of the speciality (https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/07/12/073-menedzhment-magistr.pdf *UKR*) are supplemented by professional competences and corresponding learning outcomes, which constitute the uniqueness of the EP.

The EP also includes:

- **Specific (professional) competencies**:

SC 11 - Ability to develop and implement appropriate strategies and plans for creating an industrial enterprise in the context of changes in the business environment.

SC12 - Ability to make effective management decisions and ensure their implementation using innovative tools (techniques) for managing an industrial enterprise;

- **Programme Learning Outcomes**:

PC14 - coordinate the activities of the units of an industrial enterprise based on the effective organisation of business processes;

P15 - Ability to think strategically and initiate management in an industrial enterprise.

The maximum authorised number of applicants allowed to enrol in this programme for higher education is 50 per academic year. The quota for higher education applicants for the EP 073 "Management" at the Master's level of education can be found in Table 2.3, last updated on December 1st, 2023.

Table 2.3,

Information on the quota of higher education applicants for OP 073 Management of the second (Master's) level of education will be provided from 1.12.23.

Year of Studying	Academic Year, of the Recruitment of Applicants. Year of Study	The Number of Applicants to the EP In the Relevant Academic year	The number of Students in the Relevant Year of Study as of December 1st of the Current Academic Year.		Foreigners Included	
			Full-Time	Distance/ Part-Time	Full-Time	Distance/Part-Time
1st year	2023-2024	29	29	0	0	0
2nd year	2022-2023	24	20	4	0	0

The content of the EP corresponds to the subject area of the specialisation 073, "Management", and includes
- the study of concepts of strategic, marketing, financial, investment, human resources, crisis, creative, project and time management;
- paradigms of theories of management organisation and development;
- system of management decision-making and motivation of subordinates based on rules and moral and ethical standards of behaviour;
- functions and technologies of management of structural units and organisations;
- Theory of management consultancy and specifics of management.

The compulsory disciplines of the general and professional training cycles ensure the development and formation of public and professional competencies and programme learning outcomes. The educational programme's structural and logical diagram illustrates the educational components' composition according to the semesters of study (the diagram and the list of the components of the EP are given in paragraph 1.5).

The programme reflects the **four objectives** of higher education defined by the Council of Europe. Thus, the preparation for sustainable employment within the EP is achieved through the study of various aspects of organisational management, including the educational components "Human Resources Management", "Enterprise Risk Management", "Organisational Management", "Project Management", "Investment Management of an Industrial Enterprise", etc. Personal (worldview) development and the creation of a broad knowledge base, the promotion of research and innovation are achieved through the development of soft skills in the disciplines of methodology and organisation of scientific research, contract law, time management, creative management and foreign languages for professional purposes. Active citizenship is promoted by using interactive teaching methods in the educational process, including business games, discussions and debates, and essay writing, and by inviting representatives of socially responsible companies, NGOs and opinion leaders to participate in the educational process.

The second (Master's) level of EP Management is used for:
- Development of curricula and work plans;
- Formation of individual student plans;
- Formation of curricula, work programmes of academic disciplines, and practices
- Internal and external quality control of higher education students' education;
- Certification of Masters in the field of 073 Management of the second (Master) level;
- Accreditation of educational programmes, an inspection of educational activities in the field, etc.

Thus, the purpose and programme outcomes of the EP fully comply with the standard of higher education in the field of specialisation 073 "Management", modern trends in management activities and labour market needs. Management specialists with current knowledge and skills can tackle intricate issues about effective decision-making to sustain a competitive edge across the various components of the state's economic system, including business structures. This is particularly crucial in today's rapidly changing environment.

2.2.3. The Learning Outcomes at the EP Level Correspond to the Level of the EQF at Which the Programme is Offered (ESG1.2.)

The "Management" EP complies with the standard of higher education in the subject area 073 "Management" for the second (Master's) cycle of higher education, approved by the Order of the Ministry of Education and Science of Ukraine of July 10, 2009 No. 959, and with the requirements of the National Qualifications Framework for the corresponding qualification (Master's) course:

https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF/paran12#n12: ***UKR*** the Master's degree corresponds to level 7 of the National Qualifications Framework and the second cycle of the Qualifications Framework of the European Higher Education Area;

Knowledge: Specialised conceptual knowledge encompassing modern scientific achievements in professional activity or expertise and providing the basis for original thinking and research, critical reflection on problems in the field and at the frontiers of knowledge.

Skills: specialised problem-solving skills required for research and/or innovation to develop new knowledge and practices; ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts; ability to solve problems in new or unfamiliar environments with incomplete or limited information, taking into account aspects of social and ethical responsibility.

Communication: communicating knowledge, conclusions, and arguments clearly and unambiguously to specialists and non-specialists, including students.

Responsibility and autonomy: managing work or learning processes that are complex, unpredictable and require new strategic approaches; responsibility for contributing to professional knowledge and practice and/or evaluating the performance of teams and collectives; ability to continue learning with a high degree of autonomy.
The programme is student-centred, problem-based, aimed at the personal development of Masters students and lays the foundations for continuous ***Lifelong Learning.***

2.2.4. The Learning Outcomes at the EP Level Correspond to the Students' Competencies They Must Acquire Upon EP Completion (ESG1.2.)

Programme learning outcomes (PLOs) defined by the standard and reflected in the compliance matrix are determined by the acquisition of general and specific competencies (GC, SC) and demonstrated by the descriptors of the NQF (knowledge (K), skills (SK), communication (C), autonomy and responsibility (AR) of the students). The acquisition of competencies defined by the current standard in the field 073 "Management" is regulated by the normative part of the EP and is achieved by

providing structural, content and methodological components of the educational process.

The structure and time allocation for the study of the disciplines of the EP curriculum allows for high-quality assimilation of information and the formation of specialised conceptual knowledge at the level of the latest achievements, which is the basis for original thinking and innovative activities, in particular in the context of research (K1). The inclusion in the curriculum of the disciplines of "Methodology and organisation of scientific research", "Project management", and "Organisational design of an enterprise" allows for critical reflection on the problems of education and professional activity in the field of management and at the frontiers of disciplines (K2). The acquired K1 and K2 are the basis for the competencies GC1, GC3, GC7, SC1, SC5, and SC7, which are necessary to achieve PLOs 1, 3, 4, 7, and 8.

The contents of the EP disciplines "Enterprise Risk Management", "Management of Organisations", "Marketing Management", "Human Resources Management", "Strategic Management of an Industrial Enterprise", and "Crisis Management" are aimed at developing the ability to solve complex problems and tasks, which requires updating and integrating knowledge, making decisions under complex and unpredictable conditions (CO1), which involves the use of new approaches and forecasting (AF1), which is the basis of competences GC1, GC3, GC4, GC6, GC7, SC1, SC5, SC7, necessary to achieve PLOs1, 3, 4, 6, 8, 10.

The forms and methods of learning and teaching the EP disciplines are based on problem-based learning, which aims to develop critical thinking and the ability to draw independent conclusions. The ability to write reports, make presentations, hold discussions and defend research papers is aimed at acquiring skills and mastering practical tools for implementing the scientific and theoretical basis in the functional activities of future professionals, in particular, conducting research and/or innovation activities (CO2); communicating one's conclusions and the knowledge and explanations that justify them clearly and unambiguously to professionals and non-specialists, including students (C1); using foreign languages in professional activities (C2), responsibility for the development of professional knowledge and practices, assessment of the strategic development of the team (CO2), the ability to develop learning that is mainly autonomous and independent (CO3), which is the basis of the competences GC1, GC2, GC3, GC4, GC5, GC6, SC2, SC3, SC5, necessary to achieve PLOs1, 2, 3, 4, 5, 6, 7, 8, 9, 11.

The specification of the content of the Programme Learning Outcomes is the result of cooperation with employers. Employers were directly involved in the process of reviewing the PLOs. The following external stakeholders provided feedback: Yurii Titov, Director General of JSC "Hydrosyla"; Sergii Kalapa, Director General of JSC "Elworthy"; Viktor Kivernyk, Director General of PrJSC "Metalit"; Viktor Nikitenko, Financial Director of JSC "Elworthy" (APPENDICES 1.2, 1.3, 1.4, 1.5).

The Institute collaborates with employers to organise and implement the training process through cooperation agreements.

To identify the professional competencies of managers and the relevant knowledge and skills, annual surveys are conducted among potential employers

https://eti.edu.ua/images/files/anketu2023/analiz_robotod_managers23.pdf ; https://eti.edu.ua/monitorynh/vnutrishnii-kontrol-iakosti-osvity/rezultaty-opytuvannia-steikkholderiv ***UKR*** during the development and revision of the EP. The stakeholder survey meetings revealed that the competencies and learning outcomes provided by the EP align with the trends in the real sector of the economy, meet market requirements, and cater to the needs of employers. APPENDIXES 2.3, 2.4, 2.5, 2.6, 2.7 present extracts from the minutes of the extended meetings of the Department of Marketing, Management and Economics for the stakeholder survey on improving the second (master's) level management of specialisation 073 Management at the Robert Elworthy Economics and Technology Institute.

The enhancement of the educational program (EP) was based on the valuable suggestions provided by various directors. The Director of JSC "Hydrosyla" recommended that the EP includes opportunities for practitioners to conduct open courses, trainings, master classes, round tables, discussions, conferences, and other such events. The Director of "Elworthy Trading House" JSC suggested that the EP should focus on developing students' abilities to justify business development goals and competitive and functional strategies. The Director of PJSC "Metalit" emphasised the need to strengthen the EP by focusing on developing the social skills of managers. The Director of PJSC "Pyramis" recommended that the EP focus on developing students' ability to make effective management decisions and ensure their implementation using the best practices of functional management. Finally, the Director of the representative office of "Hydrosyla LEDA" JSC suggested diversifying the forms of student internships and practice bases.

Recommendations put forth by employers for vocational education include the following technical aspects:

- Customization of vocational subjects to cater to the specific needs of each industry.

- Focus on developing strategic thinking abilities and the capacity to initiate change within the organisation.

- Prioritize business-oriented terminology and its application in oral and written communication while teaching foreign languages.

- Equip students with the skills to manage uncertainty and risk and cultivate leadership qualities and teamwork across various disciplines.

- Incorporation of "flipped learning" technologies to aid students in mastering independent learning techniques in academic disciplines.

- Encouragement of students to undertake an active role in managing individual components of business projects during internships and qualification paper writing.

The Institute regularly hosts practitioners, economists, and employers in its teaching programs, including lectures, workshops, and seminars. In the course of implementing the program, the Institute organised meetings with top executives of major companies such as Pavlo Leonidovych Stutman, Chairman of the Supervisory Boards of JSC "Hydrosyla Group" and JSC "Elworthy Group", a member of the Council and Presidium of the Confederation of Employers of Ukraine, and Chairman of the Board of the Ukrainian Association of Enterprises Producing Machinery and Equipment for the Agro-Industrial Complex "Ukragromash". Also in attendance were

Yuriy Titov, General Director of "Hydrosyla Group" JSC; Serhiy Kalapa, Chairman of the Board and General Director of "Elworthy" JSC; Vyacheslav Kivernyk, Director of "Metalit" JSC; and Vitaliy Podskalnyuk, Director of "Elworthy Trading House" JSC, and others.

A survey among higher education students revealed a significant interest in communicating professionally with management practitioners and employers. The practice-based learning model plays a pivotal role in aligning a program's learning outcomes with the competencies students should acquire by the end of the program. A summary of the expected learning outcomes is provided in APPENDIX 2.2.

2.2.5 The curriculum is Logically Structured to Enable Students to Progress Steadily and Achieve Expected Learning Outcomes (ESG 1.2)

The "Regulations on the Organisation of the Educational Process at the ETI" (https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*) state that the curriculum is created by the department based on the educational program and must be approved by the Academic Council of the Institute before the Rector can support it. The curriculum is publicly available on the official ETI website https://eti.edu.ua/images/files/navch_plan_denna_PM.pdf, https://eti.edu.ua/images/files/navch_plan_zaoch_PM.pdf *UKR*

It includes a list of core and optional subjects, the number of hours allocated for their study, and the forms of final assessments of the applicant's knowledge, skills, and abilities. The curriculum is designed to cover the entire standard study period.

The curriculum consists of educational components that are distributed by semester and time allocated for teaching based on the future specialist's competencies and the duration of the training. It also outlines the forms of teaching and independent work for the students. The curriculum disciplines are divided into general and professional training cycles with compulsory and optional status.

The volume of a discipline is a multiple of the total number of ECTS credits, with a minimum of three credits. One ECTS credit is equal to 30 academic hours. An academic year has 60 credits, and a semester has 30 credits.

The curriculum and timetable of the educational process https://eti.edu.ua/images/files/grafik_magistr.pdf *UKR (* APPENDIX 2.11.) determine the length of the semester.

To ensure a logical progression of knowledge and practical skills for students, as well as effective use of teaching resources, the schedule is designed by the methodologist of the Dean's Office. https://eti.edu.ua/images/files/rozklad_magistr.pdf *UKR* (APPENDIX 1.11.)

Each academic discipline is finalised with a test or exam.

The Educational Programme (EP) has a well-structured design, with educational components arranged logically to achieve the stated objectives and learning outcomes fully. The syllabus of academic disciplines https://eti.edu.ua/navchannia/osvitnii-

protses/mahistratura/nmk *UKR,* https://eti.edu.ua/images/accreditation/11.pdf *ENG,*
APPENDIX 1.9. serves as a confirmation of the goals and learning outcomes of the
Programme Management of the second (Master's) level, in the education of qualified
and competitive specialists.

The program adheres to European standards for student-centred learning,
international standards, and guidelines set forth by the European Standards and
Guidelines of ENQA. The curriculum is of professional quality and on par with similar
programs abroad.
The curricula are presented in APPENDICES 1.7 and 1.8.
The schedule of the educational process is given in APPENDIX 2.11.
The schedule of classes for the first semester of 2023-2024 is given in APPENDIX
1.11.

2.2.6. The HEI Distributes ECTS Credits According to the Actual Workload of the Student (ESG1.2.)

The "Management" EP comprises educational components in ECTS credits that
accurately reflect the workload required for students to achieve the program's
objectives and learning outcomes. The ratio of individual educational components in
ECTS credits to student workload is governed by the "Regulations on the
organisation of the educational process at ETI" (https://eti.edu.ua/images/2022/state-
of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*).

For the Master's education program in specialisation 073 "Management,"
knowledge area 07 "Management and Administration," the total volume is 90 credits,
distributed across three semesters. The compulsory portion of the EP constitutes 62
credits (69%) and includes a list of required subjects and practical training types.
The elective part of the EP (disciplines VC1, VC2, VC3, VC4, VC5, VC6, VC7)
includes disciplines of the student's choice. Elective subjects provide an opportunity to
deepen the educational programme, determine the nature of future activities, and
promote the applicant's academic mobility and interests. In the EP, elective subjects
account for 28 credits (31%).
The ETI ensures the exercise of the student's right to choose optional subjects
under the "Regulations on the formation of an individual learning path".
https://is.gd/YOQCvK *UKR*
For the second and third semesters, students have the option to choose elective
courses from a list of offerings called the Bank of Elective Courses
(https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/komponenty-osvitnoi-
prohramy *UKR,* https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX
1.9.).

The graduate department thoughtfully curates this list, considering the
program's distinctiveness, employment opportunities, employer needs, and stakeholder

requirements. After being approved by the ETI Academic Council, the list is updated annually based on input from stakeholders.

The current year's list can be located on the official ETI website https://eti.edu.ua/images/files/bank_vubir_magistr.pdf *UKR* and is conveniently communicated to applicants through their guarantor and graduating department teachers. Applicants may select subjects from the recommended list of courses or another ETI program's elective component.

Students choose their electives in September by completing a questionnaire. The applicant can seek advice from the dean's office or the department if necessary. Application forms are freely available on the official website of the ETI: https://docs.google.com/forms/d/1Ds5stGChPbc-sKlyjDmuQo2w9umyDSYHU6XglpXfOMg/edit

https://docs.google.com/forms/d/1xC465dBeZam7vMY84pK1PeO48S2t7EHmv30LuFa9yAs/edit. *UKR*

Applicants independently submit an application to the Dean's Office with a list of selected elective courses for the second and third semesters (APPENDIX 2.30). The electives chosen by the applicant are included in the applicant's plan and are compulsory for the programme (APPENDIX 2.29).

The ratio of taught to independent work for the EP disciplines depends on the form of study. The curriculum of the full-time programme "Manager" provides for the entire period of study: 1320 hours of classroom teaching (49%) (including 589 hours of lectures, 659 hours of practical (seminar) teaching, 72 hours of laboratory teaching) and 1380 hours of independent work by a Master student (51%). There are 180 hours of practical training.

The first year of the curriculum consists of 35 weeks of theoretical study, followed by 6 weeks of examination sessions and 11 weeks of holidays. In the second year, students will engage in 9 weeks of theory, 2 weeks of examination, 4 weeks of practice, 2 weeks of certification, and 9 weeks of qualification work. The departmental meetings held during the approval of teaching materials have determined the ideal balance between the actual workload and the workload declared in the educational programme. The creation of schedules considers the time necessary for students' independent work. Various measures are employed to determine the workload of higher education students and the necessity for the number of hours of independent work. These include student surveys, interaction with student organisations, and discussion of student self-government problems at meetings of the Academic Council of the Institute. Teachers and supervisors also observe students and engage in conversations at departmental meetings.

2.2.7. Student Internship is an Integral Part of the Curriculum (ESG1.2.)

At the Robert Elworthy Economics and Technology Institute, our Master's program culminates in an that is carefully regulated by our "Regulations on the Conduct of Internships for Applicants for Higher Education at the Second (Master's) Level at the Robert Elworthy Economics and Technology

Institute".https://eti.edu.ua/images/Polojeniya/%D0%9F%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%BD%D1%8F%20%D0%BF%D1%80%D0%BE%20%D0%BF%D1%80%D0%BE%D0%B2%D0%B5%D0%B4%D0%B5%D0%BD%D0%BD%D1%8F%20%D0%BF%D1%80%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D0%B8.pdf *UKR,* https://eti.edu.ua/images/accreditation/15.pdf *ENG)* and the "Regulations on the Organisation of the Educational Process at the ETI" (https://eti.edu.ua/images/2022/state-of.pdf*UKR* https://eti.edu.ua/images/accreditation/1.pdf *ENG*)

This internship is a critical component of the program, as it allows students to independently research and creatively apply their theoretical knowledge to solve management challenges. Throughout the internship, students will tackle real-life, applied tasks that help them hone their skills and knowledge, developing into high-level managers with the most up-to-date practical expertise. Additionally, the internship allows students to create soft and hard skills, adding flexibility to their educational pathways.

The internship marks the culmination of the Master's program, during which students undertake independent research and apply their theoretical knowledge to tackle real-world management challenges. This experience equips them with the practical skills necessary to excel as high-level managers with a cutting-edge understanding of their field. The internship also offers a chance to refine soft and hard skills, allowing for greater flexibility in students' educational paths.

The program determines the specifics of the internship (e.g., duration, timing, structure). For example, the "Management" program at the Master's level mandates a 4-week internship in the third semester, worth 6 ECTS credits. The ETI website provides comprehensive guidance on organising and executing the Master's internship. https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk

This program offers practical training that aligns with the latest trends in professional development for business managers. The training is available at various established enterprises, organisations, and institutions operating in the market for at least three years. Aspiring entrepreneurs can take advantage of the program's placement opportunities. Students are free to select their placements or utilise the ones provided by the faculty. The choice of placement is based on the research topic and the company's capabilities. The placement process is anchored on a legal cooperation agreement between the university and the placement company, which dictates the terms of the partnership. These agreements are examples in APPENDICES 2.8, 2.9, and 2.10.

The Institute has sufficient agreements to ensure all students are placed for internships. These agreements are registered on ETI's official website (https://eti.edu.ua/images/files/reestr_dogovoriv_robotodavtsi.pdf *UKR*).

The internship programme is designed to align with current labour market trends and meet stakeholder expectations. During the internship, a senior academic staff member from the department will supervise and advise the student. Once the internship is completed, the student must submit the necessary documentation and defend the placement report publicly. You can find the current register of internship agreements in APPENDIX 2.22 on the official website (https://eti.edu.ua/images/files/reestr_dogovoriv_robotodavtsi.pdf *UKR*). The

employers are constantly involved in discussing the placements' purpose, content, and objectives. Their feedback has helped us to refine the goals and improve the content of the "Management of Organisations", "Marketing Management", and "Human Resources Management" disciplines.

ETI has a Centre for Intership, Student Employment and Alumni Relations https://eti.edu.ua/navchannia/osvitnii-protses/tsentr-orhanizatsii-praktyky-pratsevlashtuvannia-studentiv-ta-roboty-z-vypusknykamy *UKR* The Centre is headed by Candidate of Economics, Associate Professor I. Tkachenko. The primary goal of the Centre is to create favourable conditions for further development of cooperation between ETI, alums and students, to solve problems of employment of graduates and students of the Institute, and to provide internships in leading enterprises and organisations of Kropyvnytsky.

The Centre provides relevant consultations on employment and internships to ETI applicants, students, and graduates. The Centre searches and selects candidates among ETI students and graduates according to the requirements of employers and ensures continuous cooperation with companies and organisations to organise internships for ETI students. The Centre actively works on attracting bachelor graduates to continue their studies in the ETI master programme and encouraging the participation of graduates and employers in general academic events, seminars, conferences, round tables, open lectures, etc.

2.3 Student-Centred Learning and Student Progress Assessment (ESG1.3.)

2.3.1 Implementing a Student-Centred Approach to Learning Process (ESG1.3., ESG 1.1., ESG 1.2.)

The Master's educational programme is designed to be student-centred, problem-based, and promote personal self-development. It also serves as the foundation for lifelong learning. At ETI, student-centred learning and teaching are top priorities to involve students and applicants in the educational process.
The student-centric approach is implemented per the Regulations on the Organisation of the Educational Process at ETI (https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG)*, the Regulations on the System of Internal Quality Assurance of Higher Education (https://eti.edu.ua/images/Polojeniya/vnutrishnogo_kontroly.pdf), the Regulations on the Design of Individual Learning Pathways by Students (https://eti.edu.ua/images/files/Polojenna_INDT.pdf *UKR*), and the ETI Charter (https://eti.edu.ua/images/files/Statut_2021.pdf *UKR)*

To achieve this approach, students and employers are involved in developing the EP, creating individual curricula, providing preliminary information on programs and the assessment system, and more. Applicants can choose the topic of their coursework

and qualification work, study according to an individual schedule, research the chosen topic, choose practical training bases, etc.

Section 2.1.5 contains detailed information about creating personalised learning paths for students.

As stated in section 2.1.8, students can suggest ways to improve the educational process and the development of the EP. Internal stakeholders (ESG 1.2) participate in the regular evaluation of the educational program, and additional measures are in place to ensure the quality of the EP.

The educational process is transparent and easily accessible to students, as demonstrated by the educational process schedule (APPENDIX 2.11, https://eti.edu.ua/images/files/grafik_magistr.pdf *UKR*), which provides essential information about the educational process conditions. The EP syllabi for academic disciplines, both compulsory and elective (https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk *UKR*), outline the objectives, content, and expected learning outcomes. The Regulations on the Organisation of the Educational Process at ETI (https://eti.edu.ua/images/2022/state-of.pdf *UKR*) govern the procedures and criteria for assessment within each educational component. They are presented in the work programs and syllabuses of academic disciplines.

2.3.2. Forms and Methods of Learning and Teaching in the EP (ESG1.3.)

ETI abides by the principles of academic freedom in its teaching and learning methodologies, which are implemented within the confines of the Law of Ukraine "On Higher Education" (https://cutt.ly/WE5QzDq *UKR*). "The Regulations on the Organisation of the Educational Process at ETI" (https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*) stipulate that teaching and learning are carried out in two modes: full-time and part-time, and include classes, independent work, practical training, and control measures. Lectures, practical courses (seminars), and consultations are the primary teaching methods, as outlined in the curriculum and further specified in the syllabuses of academic disciplines available on the official website of ETI (https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk *UKR,* https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.).

The teachers choose the teaching methods based on the educational components' content, prioritising student-centred nature, best teaching practices, maximum formation of competencies, and the programme's learning outcomes. Interactive teaching methods are preferred to facilitate the students' active participation and engagement in the learning process.

The program "Management" at the second level focuses on honing problem-solving skills through lectures, seminars, and independent research. Students are given ample opportunities to gain practical experience through internships at various enterprises and organisations, with the guidance of teachers and internship agreements.

The program prioritises hands-on experience with conditions similar to those of real-world applications. Industry experts are invited to lead lectures and practical classes. Students are trained through business games, distance learning, and telecommunications-based training, such as conferences, seminars, laboratory work, and workshops.

The curriculum utilises teaching technologies, such as specialised multimedia classrooms that facilitate interactive lectures, search methods for acquiring new knowledge, and project work organisation. Project-based learning is achieved by creating term papers, internship reports, and qualification papers.

The Education Programme (EP) strives to integrate education and research seamlessly, equipping students with the essential competencies required to excel in management roles. The curriculum embodies cutting-edge management theory and practice advancements, empowering students to autonomously analyse business development and management trends. The EP's objectives, structure, programme outcomes, and comprehensive academic programmes offer students a broad foundation to thrive in the dynamic management field.

Monitoring students' learning progress is crucial for teachers to improve their effectiveness. It is an active process that involves recording the student's knowledge and influencing the course and results of the educational process. The teacher should find the most effective means to test students' knowledge to determine their academic achievements and encourage them to learn more. One such way is to test students' knowledge through higher education.

\Test items are developed for each educational discipline in the program. The number and availability of test items for each discipline depend on the specifics of the discipline. The total number of points allocated to tests corresponds to the distribution of points by examination type according to the discipline's curriculum. Tests can be conducted in module examinations and final examinations. The teacher determines the appropriateness of using test tasks for each discipline to assess students' knowledge and gets approval at a Department of Marketing, Management, and Economics meeting.

The educational process encompasses a variety of teaching methods designed to cultivate soft skills in students. These skills include critical thinking, which is sharpened through discussions, speeches at seminars and scientific conferences, leadership, and lifelong learning, fostered through self-study, research assignments, and organising academic and practical conferences. Additionally, creative thinking, team-based learning, and project work are emphasised. Global labour market trends and the unique demands of each subject area drive this focus on developing these skills. Disciplines like scientific research methodology and organisation, time management, creative management, professional foreign language proficiency, and contract law contribute to skill development. Many other educational components also have specific thematic sections that enable students to acquire essential social skills for their overall growth.

Educators carefully choose the most suitable approaches and teaching techniques, considering their pupils' educational materials and needs. They aim to

foster student-centred learning, encourage optimal skill development, and achieve the desired learning outcomes.

To ensure that students remain engaged and satisfied with their learning experiences, the ETI administration conducts regular surveys to assess the quality of instruction and teacher performance. Feedback is gathered through various channels, including interviews with department heads and students, surveys, focus groups, and questionnaires https://eti.edu.ua/monitorynh/vnutrishnii-kontrol-iakosti-osvity/rezultaty-opytuvannia-steikkholderiv *UKR* (APPENDIX 2.3, 2.4, 2.5, 2.6, 2.7 *ENG*). Based on the findings, pedagogical methods may be adjusted as needed.

Given the current circumstances, including the implementation of martial law, ETI has adopted a comprehensive blended learning approach that incorporates online, traditional, and independent learning methods. This approach provides numerous benefits over traditional methods and meets the following criteria: 1) in-person instruction with direct interaction between students and teachers in a traditional classroom environment, 2) self-directed student work that includes various activities without teacher guidance, and 3) collaborative e-learning that encompasses online tasks using the Google Classroom platform (to streamline task creation, distribution, and grading without the use of paper), participation in virtual conferences, and other online engagement.

2.3.3. Forms of Control Measures Within the EP Disciplines (ESG1.3.)

To ensure that control measures are executed with precision, two regulations govern the process at ETI. These regulations can be found on the Institute's website and are titled "Regulations on the Organisation of the Educational Process at ETI" https://eti.edu.ua/images/2022/state-of.pdf*UKR,*
https://eti.edu.ua/images/accreditation/1.pdf *ENG*
 and "Regulations on the Procedure for Assessing the Knowledge of Higher Education Students at ETI" https://eti.edu.ua/images/Polojeniya/ocinyvanna.pdf.
UKR, https://eti.edu.ua/images/accreditation/16.pdf *ENG.*

The purpose of assessing students' knowledge, skills, and abilities is to determine their mastery of the programme material in the discipline. With the department's approval, the teacher determines the detailed content conditions, implementation methods, and evaluation of all forms of control in a specific discipline. This information is documented in the syllabus and work programme of academic disciplines.
To evaluate academic performance, the Institute employs various control measures, including continuous control, mid-term (module) control, final (semester) control, certification, and residual knowledge control (Rector's test). For further details on each form of control measure, kindly refer to the "Regulations on the procedure for assessing the knowledge of higher education students at the Robert Elworthy Institute of Economics and Technology" https://eti.edu.ua/images/Polojeniya/ocinyvanna.pdf
UKR, https://eti.edu.ua/images/accreditation/16.pdf *ENG.*

Current assessment aims to evaluate students' comprehension of specific subjects and readiness to complete control work. The evaluation process includes systematic work at seminar classes, practical and laboratory classes; knowledge demonstrated through answers and speeches; active participation in discussing problematic issues and the results of laboratory work; the ability to perform functional and calculation tasks and interpret results, as well as control in the form of tests, among other things.

The teacher/lecturer establishes the criteria for assessing the student's knowledge of the subject's work program and syllabus. The grades received by students are recorded in academic group journals by teachers.

Intermediate (module) assessment is conducted after studying a logically complete part (content module) of the subject. They take the form of tests, answers to theoretical questions, practical problem-solving during tests, individual tasks, production situation solving (cases), and more. The student's academic journals record the results of the intermediate (module) examinations.

The total points for the current and intermediate (module) examinations should not exceed 60 points (in the case of a final examination in the form of an exam) or 100 points (in the case of a final examination in the form of a test).

The final examination is administered after each semester to assess a student's knowledge and mastery of the subject or its corresponding section. The final exam can take various forms, such as tests, exams, coursework evaluations, or practical training assessments. Its primary purpose is to evaluate the student's academic progress and achievements for the semester.

The examination schedule must be approved by the Rector or Dean of the faculty at least one month before the start of the examination session. It should be communicated to the teaching/ scientific staff and the students. The schedule of the examination session should allow for at least three days of preparation time for each examination, including weekends.

To be admitted to the semester examination, a student must have completed all the types of work specified in the work programme of the discipline.

During the second (Master's) level of this program, the student completes coursework on "Management of Organisations" and defends a report on practical training. Methodological recommendations for completing and defending coursework and internships containing criteria for determining the overall grade for these educational components are freely available on the ETI website https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk *UKR,* https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.

An applicant will be admitted to the examination if they have obtained at least 35 points based on the results of the work completed during the semester. The examiner decides not to accept an applicant to the examination due to insufficient points. Points earned during the semester should count for up to 60% of the final grade in the subject. The marks obtained in the examination should count for up to 40% of the final mark in the subject.

The results of the final (semester) assessment, consisting of exams, coursework (project), and practical training (internship), are evaluated on a scale of 100 points and

converted into the national 5-point grading system ("excellent", "good", "satisfactory", "poor with the possibility of repetition" and "poor with compulsory repetition of the subject"), as well as into the corresponding ECTS grades ("A", "B", "C", "D", "E", "FX", "F"). The results of the final (semester) examination in the form of tests are assessed on an ETI scale of 100 points and are converted into the national 2-level grading system ("passed" or "failed"), as well as into the corresponding ECTS grades.

The grading scale for the semester's final examination is outlined in Table 2.4. The criteria used to evaluate the student's knowledge are specified in the "Regulations on the Procedure for Assessing the Knowledge of Higher Education Students at the Robert Elworthy Economics and Technology Institute" document, which can be found at https://eti.edu.ua/images/Polojeniya/ocinyvanna.pdf.

Table 2.4

Final examination (semester) Evaluation Scale: national and ECTS

Total Score For all Types of Learning Activities	ECTS score	National Scale Score	
		Exam, Coursework (Project) and Practical Training (Internship))	Credit
90-100	**A**	Excellent	Credited
82-89	**B**	Good	
74-81	**C**		
64-73	**D**	Satisfactory	
60-63	**E**		
35-59	**FX**	Fail.	Not credited. A credit may be retaken.
1-34	**F**	Fail. A compulsory re-study of the discipline is required.	Not credited A compulsory re-study of the discipline is required.

To obtain **certification** in the "Management" program at the Master's level, a public defence of a qualification thesis is required. This thesis must address a complex management problem and utilise economic science theories and methods to provide innovative solutions amidst uncertain and intricate conditions. The thesis must be original and free from academic plagiarism, falsification, or fabrication. The publication of the thesis on the official website of the higher education institution or its subdivision or in the institution's repository is mandatory.

To ensure the successful execution and defence of the qualification work, methodological recommendations have been developed and can be accessed via https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk *UKR,* https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.

These recommendations align with the requirements in the program's standard.

The standard mandates a thorough check for originality to prevent academic plagiarism in the qualification work. **The Rector's Control Test**, in the form of a computer or written test, ensures residual knowledge is up to par. This control is carried out during planned or unplanned inspections of educational quality and teaching discipline and at the Rector's discretion (APPENDIX 2.27, 2.28).

The forms of assessment within the EP disciplines allow the achievement of programme learning outcomes to be checked because:

- They are focused on checking students' mastery of specific sections and topics of academic disciplines. For example, students are surveyed based on pre-published syllabi for practical (seminar) classes; the wording of the questions is clear and understandable and reflects the content of specific sections/topics of academic disciplines;

- provide an opportunity to test precisely the knowledge and skills of students whose development is determined by the purpose of the current and final control (valid). For example, test control tasks are developed based on the material of a particular section/separate topic studied by the programme of the discipline and are focused on checking the achievement of programme outcomes in the study of issues of these specific sections/topics;

- are published in advance, thus ensuring transparency of the control measures and assessment. All teaching materials containing information on control measures and assessment criteria are published in advance on the ET website.

- contain tasks of different levels, which provides the possibility of comprehensive control and assessment of the achievement of programme outcomes by higher education students.

For example: 1) current control uses methods aimed at checking the level of students' theoretical training (preparing and defending reports on a given topic), practical training (solving practical problems, preparing cases, projects or their elements), mastering the skills of research activities (solving problematic issues), conducting scientific discussions, teamwork (interactive methods); 2) final control includes theoretical questions, practical tasks, problems, tests, analytical questions, and analytical questions that require students to use self-control measures.

- The final control includes theoretical questions, practical tasks, problems, tests, and analytical questions that require students to use self-monitoring measures. For example, methodological materials for the study of all EP disciplines include questions for self-checking of knowledge, test questions, and practical tasks that enable students to check the level of achievement of programme outcomes independently;

- are developed and applied following the ETI regulations on the implementation of ongoing and final control and assessment, as well as the curriculum of the EP disciplines.

Therefore, the EP control measures ensure the validity and reliability of the control and assessment of students' achievement of programme learning outcomes.

The "Regulation on the Procedure for Recognition of Learning Outcomes Obtained in Non-formal Education" participating students to validate their non-formal education learning outcomes. Higher education students can earn credits for participating in various non-formal education activities, including open public lectures, seminars, conferences, workshops, training, round tables, master classes, and more. To qualify, students must provide a certificate or other non-governmental document that verifies the acquisition of new and/or additional competencies.

Candidates must clearly understand the assessment criteria and evaluation methods for learning outcomes. To ensure this, they are granted access to the EP and syllabuses of academic disciplines, which can be found on the website

https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk*UKR,*
https://eti.edu.ua/images/accreditation/11.pdf *ENG,* APPENDIX 1.9.

Suppose a student is unable to complete the final examination within the designated timeframe due to valid and documented reasons such as illness or family circumstances. In that case, the Dean of the Faculty may offer the option of completing the exams through an individual timetable (differentiated tests). The maximum duration for completing the personal schedule is one month from the end of the temporary disability. If this timeframe is insufficient, the student may be granted a leave of absence or may need to retake the course. It is mandatory to consider any extenuating circumstances of the applicants before making a decision.

At ETI, we adhere to the "Regulations on the Organisation of the Educational Process" (https://eti.kr.ua/images/Polojeniya/OOP.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*) and the "Regulations on the Procedure for Assessing the Knowledge of Students at ETI" (https://eti.edu.ua/navchannia/osvitnii-protses/mahistratura/nmk *UKR,* https://eti.edu.ua/images/accreditation/16.pdf *ENG*) when resolving academic debts. These regulations stipulate a specific timeframe for students to settle their debts, as determined by the Rector's decision.

Typically, academic debts must be settled within a specified timeframe following the conclusion of the general examination session. However, in certain circumstances, the head of the graduation department may permit the expungement of academic debt during the general examination session. This requires that the applicant meet a minimum number of current control points, which entitles them to take an exam, defend a term paper or project, or present on practical training.

Suppose a student cannot complete all current assignments on schedule for a valid reason, and the amount of unfinished work is substantial. In that case, the Institute may arrange supplementary individual instruction in the relevant academic field for the student. These courses are an extra paid educational service offered by the Institute.

After completing their general examination session, graduate students must settle their academic debts before taking the certification examination or defending their qualification thesis. The Dean's Office will provide a separate progress sheet to document the results of the academic debt liquidation. The teacher is responsible for returning the student's progress sheet to the Dean's Office on the day of the academic debt settlement or by 2:00 PM of the following working day.

Students who receive an FX grade must complete a test, exam, term paper, or report on practical work (internship) within a specified deadline. Failure to meet the deadline will result in the student repeating the subject. The Dean's Office will organise the repetition of the subject according to a separate timetable, which must consider the deadlines for academic debt settlement established by this Regulation. Repeating an academic discipline is an additional paid service provided by the Institute.

Students are permitted to repeat certain types of final (semester) examinations.

The EP has implemented specific procedures that have allowed certain students to retake their exams. These students include Kanevskyi, M.A. from the MM-22 group for the "Management of Organisations" subject and Krutsenko, D.A. from the MM-22

group for the "Foreign Language for Professional Purposes" subject. The assessment is designed to measure the extent to which the student has achieved the intended learning outcomes, and the teacher may provide feedback and advice on the learning process if necessary.

The institution may convert grades from one system or country to another to promote academic mobility using the ECTS User Guide. The European Diploma Supplement includes the institutional grading scale and a table that displays the statistical distribution of grades awarded within the program or field of study. This provides clear and consistent information on the student's academic performance. The conversion of grades is accomplished by comparing the tables of statistical distribution of positive grades of higher education students with different institutional grading scales.

2.3.4. Examiners Objectivity Controlling and Monitoring Procedures (ESG1.3., ESG1.1).

Ensuring the fairness and impartiality of examiners is a critical component of academic integrity and ethical education. It is also essential to avoid any potential conflicts of interest. To achieve this, various measures are in place, including ongoing monitoring of students' progress throughout their academic journey, valid final exams, and a comprehensive approach to knowledge assessment. Interactive evaluation forms are used to encourage students to self-monitor their knowledge, and the group is involved in assessing the quality of tasks. Students who disagree with their assigned grade can appeal the final exam results. However, to date, there have been no instances of these procedures being implemented at the EP.

EP evaluates a student's knowledge by relevant commissions in specific instances, such as during coursework defence, industrial practice defence, certification in the form of defence of qualification work, and resits. Ensuring the objectivity and impartiality of examiners is governed by the "Regulations on the organisation of the educational process at ETI" (https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*). This is achieved through annual evaluations of the Institute's academic staff and the regular publication of the results of such assessments on the Institute's official website, information stands, and other platforms.

2.3.5. Procedures for Appealing Against the Process and Results of Controlling Measures (ESG1.3.)

Students have the right to appeal their final examination results if they are unsatisfied. The appeal process is outlined in the Regulations on the Organisation of the Educational Process at ETI (https://eti.edu.ua/images/2022/state-of.pdf). Students must submit a request to the Rector within three working days of the announcement of the exam results, which should state the details of the teacher's violation of the

examination procedure, non-compliance with the assessment methodology described in the disciplinary program, or other reasons for appealing the final examination results.

A commission will then consider the appeal within three working days from the application's submission date. The committee comprises the teacher who conducted the final examination and at least two other teachers appointed by the Head of Department. The commission members will carefully examine the student's written work or test results to meet the current requirements for assessing this type of work and the curriculum and make a joint decision.

If a student fails to attend the committee meeting without a valid reason, the appeal will be dismissed without consideration, and the grade previously awarded will be confirmed. Following the appeal, the previously awarded grade may be upheld or adjusted upwards or downwards. It is important to note that no students have appealed against the procedure and results of control measures throughout the entire educational process in the EP.

2.4 Admission, Progress, Recognition and Certification

2.4.1. The Criteria for Admission and Progression are Clearly Stated and Transparent, ensuring that Students Possess the Necessary Prior Knowledge (ESG1.4.)

Robert Elworthy Economics and Technology Institute (ETI) has a highly competitive admission process governed by specific rules. These rules were approved by the Academic Council for 2023, as documented in meeting No. 31 on April 27th, 2023. The Ministry of Education and Science of Ukraine also approved the admission procedure for higher education in 2023 through Order No. 276 on March 15th, 2023. For more information on the admission rules and requirements for the study programme, please visit the following URL: https://eti.edu.ua/images/files/Pravyla_vstupu_NEW.pdf *UKR*., https://eti.edu.ua/images/accreditation/17.pdf *ENG,* APPENDIX 2.15.

Additionally, Table 2.5 displays the number of students enrolled in the second-level management programme.

Table 2.5

Number of Students Enrolled in the Second (Master's) level Management Programme

	2019	2020	2021	2022	2023
	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled
Full-Time	0	0	0	21	29
Distance/Part-time	29	21	15	5	0

The Robert Elworthy Economics and Technology Institute (ETI) admission process in 2023 is highly competitive, per the Rules of Admission. (https://eti.edu.ua/images/files/Pravyla_vstupu_NEW.pdf *UKR,* https://eti.edu.ua/images/accreditation/17.pdf *ENG,* APPENDIX 2.15.)

All the necessary information for applicants can be found on the ETI website. https://eti.edu.ua/zahalna-informatsiia/normatyvna-baza/polozhennia/polozhennia-pro-navchalnyi-protses *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG*)

Applicants must submit their applications electronically through their personal accounts to apply for admission. The admission campaign for the year 2023 will be open from July 1st to November 30th.

For the Master's degree program, the ETI welcomes applicants *who hold a Bachelor's or Master's degree in a different field.*

The education of candidates at ETI is financed by the state budget (state order) and by individuals and/or legal entities.

The admission of applicants to the ETI is organised by the Admissions Committee of the Robert Elworthy Economics and Technology Institute, the composition of which is approved by the Rector's Decree.

The Admissions Committee's decision is the basis for the Rector's regulation on implementing the admissions procedure.

The Admissions Committee decides all matters relating to admission to ETI, which convenes to make decisions on applicants, which are promptly posted on the official website within a day of the meeting.

To qualify for a Master's degree program at ETI, candidates must complete two tests administered by the Ukrainian Centre for Educational Quality Assessment. These tests comprise:
- *a professional entrance* exam that evaluates the applicant's preparedness to pursue a Master's degree in their chosen field,
- *a general academic competence and foreign language exam* (English, German, French or Spanish, depending on the candidate's preference).

The Master's degree program selection process is determined by the Competitive Score, which is calculated using a specific formula. The formula is as follows:

Competition score (CS) = $0.2 \times P1 + 0.2 \times P2 + 0.6 \times P3$

In this formula, P1 represents the score obtained in the UEE (Unified Entrance Exam) or an interview (if applicable), P2 represents the score in the UEE Foreign Language Test or an interview (if applicable), and P3 means the score of the UPEE (Unified Professional Entrance Examination) (if applicable).

Applying for the Master's degree *based on a Master's degree in another subject*, and there is only one available spot for natural persons and/or legal entities, a candidate

may submit either the UEE and/or UPEE result(s) or pass the relevant interview and/or professional examination (special admission conditions).

The Procedure for Admission to Higher Education in 2023 includes specific interview requirements for admission. These provisions were approved by the Ministry of Education and Science of Ukraine on March 15, 2023, under Order No. 276 https://zakon.rada.gov.ua/laws/show/z0519-23#n323 *UKR*. You can find more information about these requirements in paragraph 6 of Section VIII.

Specific groups are entitled to *certain privileges* during the competitive study selection process. These individuals may be able to participate in the selection process by completing a foreign language interview instead of the UEE and/or a professional examination instead of the UPEE. The eligible groups include:
- those who have been recognised as victims of the revolution of dignity;
- combatants;
- individuals with war-related disabilities;
- children with disabilities, and other specified groups
 https://zakon.rada.gov.ua/laws/show/z0519-23#n323 *UKR* (Section VIII, Paragraphs 3 and 6).

Transfer, Expulsion, Interruption of Studies and Renewal of ETI Students are regulated by the "Regulations on the Procedure for to Govern the Transfer and Expulsion of Students." These regulations can be accessed at https://eti.edu.ua/images/2022/pol.pdf *UKR*

The transfer of higher education students adheres to the requirements for applicants of the relevant study programmes.

Undergraduate students may be transferred:
- to the next level of study,
- from one higher education institution to another,
- from one type of study to another or from one field of study to another.

Reasons for transferring a student may include:
- completing the programme,
- personal preference,
- transferring to another educational institution,
- failure to complete an individual study plan,
- failure to attend classes within ten days of enrolment without a valid reason,
- failure to comply with the curriculum requirements,
- missing more than 20% of classes in a semester without a valid reason,
- failure to attend classes within ten days of the start of the semester without a valid excuse,
- health reasons based on the conclusion of the Medical Advisory Commission,
- gross violation of the Internal Regulations,
- violation of the terms of the agreement (contract) between the HEI and the student or the individual (legal entity) paying for this education or other cases provided for by law.

Table 2.6 displays the changes in the number of students in 073 "Management" at the second (Master's) level of higher education.

Table 2.6

Dynamics of Changes in the Number of Students Majoring in 073 "Management" the second (Master's) Level of Higher Education

Year of enrolment	orm of tudying	2019			2020			2021			2022			2023		
Year of graduation		2021			2022			2023			2024			2025		
		Enrolled	Expelled	%	Enrolled	Expelled	%	Enrolled	Expelled	%	Enrolled	Expelled	%	Enrolled	Expelled	%
Year I	Full-Time							0	0	0	21	1	5	29	0	0
	Part-Time	29	1	10	21	3	14	15	3	20	5	1	20	0	0	0
Year II	Full-Time															
	Part-Time					2	7					3	25			

A directive must be issued in conjunction with the student's self-governance entities to expel a student.

If students encounter unexpected obstacles preventing them from completing their educational program, they are entitled to suspend their studies temporarily. In these instances, the student will receive academic leave or re-education opportunities.

At ETI, students receive **ECTS credits** through both internal and international academic mobility by the "Regulations on Academic Mobility of Students and Academic Staff" (https://eti.edu.ua/images/Polojeniya/%D0%BF%D0%BE%D0%BB%D0%BE%D0%B6%D0%B5%D0%BD%D0%BD%D1%8F%20%D0%BF%D1%80%D0%BE%20%D0%BC%D0%BE%D0%B1%D1%96%D0%BB%D1%8C%D0%BD%D1%96%D1%81%D1%82%D1%8C.pdf *UKR*) The recognition of educational components and periods of study at ETI is based on the Lisbon Convention "On the Recognition of Qualifications in Higher Education in the European Region" (https://zakon.rada.gov.ua/laws/show/994_308#Text). Our recognition procedures are carefully designed to ensure full compliance with the convention.

The process of recognising educational components in ETI is outlined in the "Regulations on the Organization of the ETI Educational Process" (clauses 9.6, 9.7) https://eti.edu.ua/images/2022/state-of.pdf *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG.*

Credit transfer is the process by which ETI confirms that the learning outcomes achieved and assessed at another institution, along with the corresponding credits, meet some or all of the requirements of a particular EP. Credit transfer transfers credits

earned at another educational institution and recognised at the Institute, usually to obtain a qualification. A Transfer Commission is established to carry out the procedure for identifying periods of study at ETI, which operates based on the "Regulations on the Procedure for the Re-accreditation of Learning Outcomes (Transfer of Credits) at ETI". (https://eti.edu.ua/zahalna-informatsiia ***UKR***).

The recognition of educational components and periods of study adheres to certain principles:

- Credit recognition is contingent upon attaining specific learning outcomes evaluated at another institution and meeting a particular EP's requirements. This recognition is based on learning outcomes, which means that the number of credits earned for the relevant learning outcomes at the appropriate level will replace the number of credits assigned to these outcomes at the Institute.

- It is essential to note that only disciplines studied at the same level of higher education and educational components, including disciplines of the applicant's choice, that align with the EP in which the applicant intends to continue their studies will be recognised.

When deciding on the possibility of transferring previously studied subjects, it is determined whether the learning outcomes or the title, content and overall work intensity of the subject meet the requirements at ETI.

Documents from foreign educational institutions submitted to the Institute for recognition of educational components or periods of study must be certified in the country of issue in the manner officially applied in that country (for countries that are parties to the Convention Abolishing the Requirement of Legalisation of Foreign Public Documents (The Hague, 1961), the stamp "Apostille" is affixed).

In the event of a refusal to recognise the educational components or to recognise the period of study, the applicant has the right to appeal against the decision of the transfer commission. In this case, an Appeals Committee will be set up, chaired by the Rector of the ETI. An order of the Rector of ETI determines the composition of the Appeals Committee.

2.4.2. The HEI Collects and Analyses Information on the Admissions Campaign. Student Performance (Ensuring Progression and Completion), and Graduate Employment (ESG1.4., ESG1.7)

The Admissions Committee staff collects and analyses information on the number of applications and enrolled students by field of study based on the results of the admissions campaign. Table 2.7 shows the data for the last five years.

Table 2.7

**Information regarding admission to the Master's programme "Manager"
in specialisation 073 "Management."**

Year of Enrollment	2019	2020	2021	2022	2023
Year of Graduation	2021	2022	2023	2024	2025
Number of Applicants	30	26	17	28	34
Number of Enrolled Students	29	21	15	26	29

The results of the admission campaign are discussed at the meetings of the Department and the Academic Council; the reasons for the discrepancy between the number of applications and the number of enrolled students are concerned, the number of enrolled ETI students by geographical area is analysed, the average score of the students is diagnosed, the university rating (share in the market of educational services in the region) is calculated. The results of the 2023 enrolment campaign were discussed at a meeting of the Marketing, Management and Economics Department (Minutes No. 2 of Sept.19, 2023) and at a meeting of the Academic Council (Minutes No. 2 of Sept.27, 2023).

Table 2.8

**An Analysis of the Admission Campaign for the Second-Level Course 073
"Management" in 2023.**

Number of Applications Submitted	Number of Student Enrolments		Average Competitive Score		Enrolled Student Geography	Regional Market Shares for Education Services by Field
					t. Kropyvnytskyi-75%	34,9%
34	29		151,82		t. Oleksanriia -5% t. Bobrynets -6% t.Novomyrhorod - 4%	Third in the Regional Education Market
	Contracted Students	State-Funded Students	Average Score of Contracted Students	Average Score of State-Funded Students		
	25	4	151,35	154,75		

ETI is analysing the admissions campaign to plan for the next academic year's career guidance and advertising campaign. Following the "Regulations on Monitoring the Quality of Education" (https://eti.edu.ua/zahalna-informatsiia/tsentr-menedzhmentu-ta-monitorynhu-iakosti-osvity/normatyvno-pravova-baza *UKR,* https://eti.edu.ua/images/accreditation/3.pdf *ENG*) students' knowledge is assessed to determine their academic achievements. This involves diagnosing their knowledge, establishing specific indicators of academic achievement, measuring the level of formation of complex competencies of future specialists, and measuring their residual knowledge.

Students' knowledge quality is assessed annually/semesterly at various levels, including the teacher, department, dean's office, and rector's office. It encompasses ongoing control, mid-term (module) control, final control, rector's control, and certification of higher education students. Section 2.3.3 provides more detailed information on the forms of control measures within the EP disciplines.

Table 2.9 offers information on student performance.

Table 2.9

Information on the Progress of the Second (Master's) Level Students the Specialization 073 "Management". EP "Management"

Year of Entry	2019			2020			2021			2022			2023		
Year of Graduation	2021			2022			2023			2024			2025		
Group Title	МД91, ЗМД91			ЗММ20, ММ20			ЗММ21			ММ22, ЗММ22			ММ23		
Academic Semester	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Number of Students studying in the Semester	29	28	28	21	19	19	15	13	8	26	24	19	29		
Number of Students Successfully Finished the Semester	28	28	26	19	18	19	13	8	8	24	24	19	Jan. 2024	June 2024	Nov. 2025
Number of Expelled Students Due to the Semester Results	1	-	2	2	1	-	2	4	-	2	-	-			
Number of Students on Academic Leave	-	-	-	-	-	-	-	1	-	-	5	-			
Renewed Students	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-

According to the "Regulation on the Procedure for Transfer, Expulsion, Interruption and Renewal of Studies of Higher Education Students" https://eti.edu.ua/images/2022/pol.pdf *UKR,* a student may face expulsion if they do not meet the curriculum requirements, which includes having more than two academic debts based on the results of control and examination sessions. With the Dean's recommendation, the Rector transfers students to the next course separately for each type of study. Students who have academic debts based on the results of the semester control can pay them off after the session control, following the schedule of paying off academic debts, but no later than the end of the holidays.

Table 2.10

Information on the Faculty of Economics Students' Performance According to the Results of the Examination Session 2022-2023 Academic Year. Ist year of studying, II semester, group MM-22 (Full-Time), EP "Management", Master's level, Specialisation 073 "Management".

№ п/п	Academic Subject	Number of Students	Excellent	Good		Satisfactory		Fail		Quality Index	% performance rate
			90-100 (A)	82-89 (B)	74-81 (C)	64-73 (D)	60-63 (E)	35-59 (FX)	1-34 (F)		
1	Corporal Financial Management	20	4	9	7	0	0	0	0	100	100
2	Foreign Language for Professional Purposes	20	2	3	13	2	0	0	0	90	100
3	Business Process Management	20	0	6	14	0	0	0	0	100	100
4	Anti-Crisis Management	20	4	7	8	1	0	0	0	95	100

The Dean's Office staff meticulously evaluates student performance and creates a ranking system based on various performance indicators, as outlined in Table 2.10. These indicators encompass both qualitative measures and the percentage of absolute performance. The findings of this academic performance analysis are deliberated upon during graduation department and Academic Council meetings. The results and the ETI student survey https://eti.edu.ua/images/files/anketu2023/analiz_studentiv_managers23.pdf *UKR* are utilised to identify areas for improvement and enhance the overall quality of education.

The Centre for Internship, Student Employment and Alumni Relations https://eti.edu.ua/navchannia/osvitnii-protses/tsentr-orhanizatsii-praktyky-pratsevlashtuvannia-studentiv-ta-roboty-z-vypusknykamy *UKR* collects and analyses information on the employment of ETI graduates.

Information on the employment of EP graduates is given in Table 2.11 and APPENDIX 2.1. https://eti.edu.ua/images/files/cariere_vupysk.pdf *UKR*

Table 2.11

Information on the Number of EP "Management" Graduates with a Master's degree in Management, specialisation 073

Year of Entry	2019	2020	2021	2022	2023
Year of Graduation	2021	2022	2023	2024	2025
Number of Graduates	26	19	8	-	-
Number of graduates employed by speciality	20	15	5	-	-

Accurate information regarding the employment status of graduates from higher education is vital for assessing the quality of education and determining priorities for fostering collaboration between the education sector and the business community. This data is a crucial component of public information on the operations of higher education institutions and their study programs, as outlined in the Standards and Guidelines for Quality Assurance in the European Higher Education Area https://www.britishcouncil.org.ua/sites/default/files/standards-and-guidelines_for_qa_in_the_ehea_2015.pdf *ENG*. Using the results of the employment analysis, we reach out to graduates and actively promote the ETI Master's program as a continuation of their studies. Additionally, we encourage graduates and employers to participate in various academic events, such as seminars, conferences, round tables, open lectures, and other activities.

2.4.3. The Institution Issues Diplomas and their Supplements Following Relevant Regulations. (ESG1.4.)

After completing the certification, the examination commission awards the corresponding qualification to the applicant. Following this, a state-standard higher education document is issued to the applicant under the "Procedure of ordering, making, issuing, accounting for higher education documents and supplements to European-style diplomas" under the Order of the Ministry of Education and Science of Ukraine dated March.06, 2015 No. 249 https://zakon.rada.gov.ua/laws/show/z0494-15#Text. *UKR*

The ETI document on higher education (APPENDIX 2.12) includes essential details such as the name of the higher education document, the series and registration number of the diploma assigned during the state registration in the Unified State Electronic Database on Education, the name, surname, and patronymic of the graduate, the name of the higher education institution that issued the diploma, the year of graduation, the name of the educational programme with the name of the accreditation body, the graduate's qualification, the higher education degree, and the field of study. The information is provided in Ukrainian and English.

The Supplement to the ETI Diploma (APPENDIX 2. 13) is the Supplement to the European model diploma, drawn up in the form approved by the European Credit Transfer and Accumulation System, the Council of Europe and UNESCO/CEPES, and contains the following information the name of the qualification; the series, registration number and date of issue of the diploma; the registration number and date of issue of the application; the name, first name, patronymic and date of birth of the graduate; information on the qualification obtained and the title awarded (degree, specialisation, main field of knowledge for the qualification, name and status of the higher education institution that carried out the educational programme and awarded the qualification, language of instruction); the level of the qualification according to the National

Qualifications Framework; content and learning outcomes (form of learning, educational programme requirements and learning outcomes, detailed information on educational components and learning outcomes for each of them, European Credit Transfer and Accumulation System credits, assessments, ratings, points, grading scheme, distribution guide grades, general classification of the qualifications awarded); academic and professional rights; information on certification; contact details of the higher education institution; information on the previous educational document; title of position, signature under seal, surname and initials of the rector; information on the national higher education system; information on the legalisation of the educational document and/or the affixing of an apostille to the educational document (if required).

To earn a Diploma with Distinction, a student must achieve an "Excellent" final grade in at least 75% of the academic disciplines and individual assignments outlined in the curriculum and a "Good" grade in the remaining subjects. Additionally, the student must pass the Attestation with an "Excellent" grade(s). Please note that repeating an examination to improve a grade is not permitted. However, if a student fails an examination, they may retake it within three years of graduation, with the earliest re-examination allowed at the next scheduled exam. For further details, please consult the following documents:

- Rules of Admission to the Robert Elworthy Economics and Technology Institute in 2023 (APPENDIX 2.15),
- Regulations of the Curator (APPENDIX 2.14),
- National Diploma (APPENDIX 2.12),
- Diploma Supplement (APPENDIX 2.13),
- Example of an Academic Record (APPENDIX 2.21).

2.5 Academic Staff (ESG1.5.)

2.5.1. The Competitive Selection of the EP Teachers Ensures the Required Level of Professionalism

At the Robert Elworthy Economics and Technology Institute, we emphasise maintaining high professionalism among our teaching staff. To achieve this, we have established a transparent and well-defined process for competitively selecting academic staff. This process applies to all open positions for Heads of Departments, Professors, Associate Professors, Senior Lecturers, and ETI Lecturers. We adhere to the "Procedure for competitive selection for filling vacant positions of academic staff and concluding agreements (contracts) with them at the Robert Elworthy Economics and Technology Institute" https://is.gd/IOQcfS *UKR* to ensure fairness and consistency in our hiring practices.

Our selection process is guided by fundamental principles, including openness, legality, equal rights for all Selection Board members, collegiality in decision-making,

independence, objectivity, and validity of the Board's decisions, and impartiality towards candidates for research and teaching positions. To ensure transparency and accessibility, the competition announcement and its terms and conditions are published on the official ETI website.

An open competition is conducted to attract top-tier educators to the program. The selection process is based on specific criteria that guarantee high professionalism. These criteria encompass adherence to the objectives and program outcomes of the EP, compliance with Ukrainian legislation and ETI documents that regulate educational program staffing, academic and professional qualification criteria, as well as the academic degree and/or title, level of scientific activity, and personal accomplishments of the teacher. These factors are mandatory for academic staff who are part of the subject support group or teach a subject in the EP.

The EP defines the criteria for selecting candidates for scientific and teaching staff positions in each competition announcement. The selection process is to be transparent, regulated, and aimed at providing the EP with competent teachers who can achieve program objectives and outcomes. These teachers can teach EP disciplines and ensure their successful implementation.

For each program's educational component, academic and pedagogical staff will be provided, considering their educational and professional qualifications. Currently, the program has 1 Doctor of Science, 6 Candidates of Science, and 2 Lecturers.

The lecturers of the second (Master's) level ETI "Management" programme will have their position, structural unit, qualifications, length of scientific and pedagogical work, academic disciplines taught, and justification of compliance summarised.

The competitive selection of EP lecturers ensures staff stability and high professionalism in teaching disciplines.

2.5.2. The HEI Involves Employers in the Organisation and Implementation of the Educational Process.

Employer representatives who are also management practitioners play an active role in developing educational programs and assessing curricula based on professional competencies and the level of graduates' preparedness for professional activities. They participate in examination commissions for certifying higher education students and round table discussions. Practitioners will be invited to lecture on specific disciplines and topics during the EP courses. The program implementation involved meetings with top managers of leading companies, including Pavlo Leonidovych Stutman, Chairman of the Supervisory Boards of JSC "Hydrosyla Group" and JSC "Elworthy Group", Member of the Council and Presidium of the Confederation of Employers of Ukraine, and Chairman of the Board of the Ukrainian Association of Enterprises Producing Machinery and Equipment for the Agro-Industrial Complex "Ukragromash"; Yurii

Titov, General Director of JSC "Hydrosyla Group"; and Serhiy Kalapa, Chairman of the Board and General Director of JSC "Elworthy" and others.

The Management EP has experienced a surge in practitioner involvement in recent years, and you can find comprehensive information about it in APPENDIX 2.17. According to a survey conducted among students, they are highly interested in communicating professionally with management practitioners and employers https://eti.edu.ua/images/files/anketu2023/analiz_studentiv_managers23.pdf ***UKR*** APPENDIX 2.19 highlights how ETI (Employer Training Institute) leverages employers' scientific and production potential to conduct joint research and development work and provide on-the-job training for teaching and research staff.

Furthermore, employers' representatives play an active role in the educational process by serving as examiners, defending qualification papers, and chairing the examination board to defend graduation papers.

Employers also regularly organise student familiarisation visits, which may lead to employment opportunities. The educational process enables students to gain work experience in companies and other business organisations, fostering close contact between students and employers.

2.5.3. Academic Staff Professional Development System (ESG1.5.)

The Institute has a well-structured system for the professional development of its teachers, which is defined in the ETI Charter (https://eti.edu.ua/images/files/Statut_2021.pdf ***UKR***). The academic staff benefits from a continuous professional development system through various levels of scientific and methodological events, such as:

- Inter-institutional permanent methodological seminars for heads of departments
- Departmental scientific (methodological) seminars on topical issues of science in the field of knowledge
- Departmental methodological seminars on educational innovations, topical issues of quality of learning, teaching, and assessment of learning outcomes
- Mutual methodological assistance at the departmental and Institute level
- Conducting master classes and training as elements of internal professional development
- Round tables, meetings, and master classes on topical issues of the development of the ETI educational environment with the participation of leading practitioners, students, employers, and members of the public
- Joint work with professional associations of different levels, specialised educational centres, and public educational organisations
- Work with young teachers who are supported during their first year of teaching
- Analysis of the attendance of open classes by the Institute's management and interested colleagues and the organisation of mutual visits.

The quality of the pedagogical activities of the SPS (scientific-pedagogical staff) is determined by the results of the evaluation https://eti.edu.ua/images/files/reytingNPP2023.pdf *UKR*

The Department of Marketing, Management and Economics is dedicated to upholding the highest standards of education and fostering the growth of its teaching staff. To achieve this, the staff consistently strives to enhance their skills. Professional development is mandatory for all teaching staff and is conducted at least once every five years following the curricula and programmes. This can be achieved through various methods, including participation in training programmes, internships, seminars, workshops, webinars, master classes, and more.

In keeping with the principles of academic freedom, each teacher is entitled to choose the location, direction, subject matter, and timing (provided it is not less than once every five years) of their professional development.

For detailed information on the professional development of EP teachers, please refer to APPENDIX 2.18, which includes certificates of professional development in APPENDIX 2.19.

Work experience in leading companies in the city is one of the primary forms of professional development for EP teachers. The industrial placement of each EP teacher was carried out according to an approved individual program, depending on the direction and specificity of the disciplines taught. Our Head of the Department of Marketing, Management and Economics, PhD in Economics O.V. Pavlova, completed an internship in the Sales Department of "Elworthy" JSC from October 01, 2021, to October 29, 2021. PhD in economics, Associate Professor S.A. Frunza completed an internship in the Financial Services Department of "Elworthy" JSC from May 02, 2022, to May 31, 2022. PhD in economics, Associate Professor Tertytsia O.O. completed an internship in the Marketing Department of "Elworthy" JSC from June 1, 2022 to June 30, 2022. PhD in economics Associate Professor Tkachenko I.P. completed an internship in the Accounting Department of JSC "Metalit" from October 3, 2022 to October 10, 2022. The internship certificates are presented in APPENDIX 2.19. Through these industrial internships, our department employees gained valuable practical experience and were introduced to innovative approaches to managing industrial enterprises in our region.

ETI introduced its MBA (Master of Business Administration) program on March 14, 2019, catering to top and middle managers of companies in the town. The program aims to provide comprehensive knowledge in Management and Business Administration. The 800-hour program is designed for top managers, while the 400-hour program is for middle managers.

https://www.facebook.com/profile/100063744155536/search/?q=%D0%9C%D0%92%D0%90 *UKR*

The MBA program is taught by experienced lecturers actively involved in the second-level "Management" program. The educational process involves a two-way

professional development process for students and teachers, with learning taking place through dialogue, analysis of real projects, and situational exercises. Currently, the fifth group of students is undergoing training.

https://www.facebook.com/Eti.edu.ua/videos/914767062214369 *UKR*

The Institute has created a set of methodological recommendations to assist in organising open classes, mutual visits, and control visits. By providing a step-by-step guide, these recommendations help pedagogical and scientific-pedagogical staff prepare for classes, including lectures, seminars, and practical and laboratory classes. Additionally, the recommendations outline the necessary structure and characteristics of the main stages of class implementation and the criteria for evaluation during mutual visits and analysis of open classes. For more information on these recommendations, please visit https://eti.edu.ua/images/2022/recom0912.pdf *UKR.*

2.5.4. The HEI Stimulates its Academic Staff Teaching Skills Development (ESG1.5.)

The ETI Rectorate is dedicated to ensuring that research staff have appropriate working conditions and has established mechanisms to motivate them ethically and financially. The University covers the expenses associated with publishing scientific and practical findings from ETI SPS, such as:
-	articles in scientific journals,
-	participation and publication of abstracts based on the results of scientific and practical conferences,
-	training courses for research and teaching staff,
-	publication of methodological recommendations and missions to exchange experiences in the implementation of educational programs.

Furthermore, the Institute offers a financial incentive system for research and teaching staff, which includes performance-based bonuses under the "Regulations on Bonuses for Performance of Production Tasks and Functions at ETI."

https://eti.edu.ua/images/Polojeniya/%D0%BF%D0%BE%D0%BB%D0%BE%D0%B6%20%D0%BF%D1%80%D0%BE%20%D0%BF%D1%80%D0%B5%D0%BC%D1%96%D1%8E%D0%B2%D0%B0%D0%BD%D0%BD%D1%8F.pdf *UKR* and the "Regulations on One-time Awards (Incentives) Not Related to Specific Performance, for Anniversaries and Commemorative Dates, and for Performance of Particularly   Important   Tasks   at   ETI" https://eti.edu.ua/images/Polojeniya/%D0%BF%D0%BE%D0%BB%D0%BE%D0%B6%20%D0%BF%D1%80%D0%BE%20%D0%B2%D0%B8%D0%BD%D0%B0%D0%B3%D0%BE%D1%80%D0%BE%D0%B4%D0%B8.pdf *UKR*

The ETI has implemented a successful program of moral incentives and material support to aid academic staff in enhancing their teaching abilities and professional expertise. The Institute offers a range of moral incentives to its faculty, including Rector's Recognition for exceptional achievements in teaching and research, a

Certificate of Honour for noteworthy contributions to education, and other forms of encouragement to foster the growth of educators.

2.5.5. International Academic Mobility of ETI Staff and Students (ESG1.5.)

The Institute is dedicated to promoting internationalisation and enhancing academic mobility for both educators https://eti.edu.ua/images/files/Akademichna_mobilnist.pdf **UKR** and students https://eti.edu.ua/images/Polojeniya/Akadimichna_mobalnist.pdf. **UKR** A comprehensive internationalisation strategy has been devised to accomplish this objective: https://eti.edu.ua/images/Strategiya/strategiya_inter.pdf. Robert Elworthy Economics and Technology Institute has partnered with the "MeDiAPLUR" global initiative, which is being executed by the NGO "Human Rights Foundation" in conjunction with the "Elworthy Charitable Foundation". The German Foreign Office is providing financial backing for the project: https://eti.edu.ua/images/files/Zvit_MediaPlur.pdf. **UKR**

A collaborative Master's program in English is currently in development with the General Jerzy Zentko School of Management in Silesia, Katowice, Poland. Additionally, negotiations are underway with higher education institutions in Poland, Slovakia, and Kazakhstan to establish internships and student and faculty exchanges. For more information, please visit https://eti.edu.ua/images/files/Memorandum_WSZOP.pdf and https://eti.edu.ua/images/files/Dogovir_WSZOP.pdf. **UKR**

To promote academic mobility for both students and teachers at Robert Elworthy Economics and Technology Institute, we have established cooperative agreements with esteemed institutions such as Vadym Hetman Kyiv National Economic University, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", National Technical University "Kharkiv Polytechnic Institute", Kharkiv Technological University "SHAG", and other reputable higher education institutions. These agreements facilitate student exchanges, collaborative research projects, and teacher and student exchanges, fostering a dynamic and enriching academic environment.

Robert Elworthy Economics and Technology Institute participated in the "Dual Education in Dialogue" international project in Erfurt, Germany, in 2019, with support from the Ministries of Foreign Affairs of Germany and Ukraine. During the project, the Institute's Chairman of the Board of Directors, P. Stutman, and Vice-Rector, I. Vasylenko, visited the Gera-Eisenach Vocational College and the University of Erfurt to gain insights into the successful implementation of dual education in Germany. https://eti.edu.ua/images/files/DO_Zvit.pdf **UKR**

ETI is known for its international information and scientific projects. One example is the open lecture given by Mark Beuther, a professor at Paderborn University

(Germany), in July 2019. The lecture focused on the opportunities and challenges of blogging in the digital age and how it promotes pluralism. In February, Ralf Wilhelm, a representative of the German Senior Experts Service for Dual Education, gave an open lecture on the characteristics of dual education in Germany and the world. Additionally, for the past 25 years, the Institute has been organising the annual HMC-Elvorty competition with the support of HMC Projects in Central and Eastern Europe (UK). The winners of this competition are allowed to study for two years at leading UK schools.

https://eti.edu.ua/images/files/Memorandum_HMC.pdf *UKR* , https://eti.edu.ua/mizhnarodna-spivpratsia/mizhnarodni-proekty/konkurs-elvorti-nms-2023 *UKR*

In light of pandemics and the Russian war against Ukraine, distance learning and communication technologies have gained significant importance. This is particularly true for students and teachers who face limited opportunities to travel for academic purposes. For example, the full-time lecturers leading this programme from 2020 to 2023 have completed an international placement through distance learning and actively participated in international conferences.

Frunza S.A. Higher School of International Relations and Public Communication in Cholm, Poland, from December 10, 2020, to February 12, 2021. On the subject "Management, Innovation and Investment: The European Choice", Certificate No. 394 issued on February 12, 2021 (180 hours) and in Lisbon, Portugal on the topic: "Modern Trends in the Development of Corporate Social Responsibility" Certificate (25-26 June 2021) (15 hours - 0.5 ECTS credits)

Yakovenko R.V. "Science, innovations and education: problems and prospects" (15-17 September 2021) CPN Publishing Group, Tokyo, Japan. 2021. (0.8 ECTS credits); "Science, innovations and education: problems and prospects" (September 15-17, 2021) CPN Publishing Group, Tokyo, Japan. 2021. (0.8 ECTS credits); "Topical issues of modern science, society and education" (1-3 November 2021) Scientific and Educational Centre "Sciconf.com.ua", Kharkiv, Ukraine. 2021 (0.8 ECTS credits); "Science, Innovation and Education: Problems and Prospects" (10-12 November 2021) CPN Publishing Group, Tokyo, Japan. 2021. (0.8 ECTS credits); "Results of modern scientific research and development" (14-16 November 2021) Barca Academy Publishing, Madrid, Spain. 2021. (0.8 ECTS credits); "Modern directions of scientific research development" (24-26 November 2021) BoScience Publisher, Chicago, USA. 2021. (0.8 ECTS credits); "Innovations and Prospects of World Science" (1-3 December 2021) Perfect Publishing, Vancouver, Canada. 2021. (0.8 ECTS credits); "Innovations and Prospects of World Science" (29-31 December 2021) Perfect Publishing, Vancouver, Canada. 2021 (0.8 ECTS credits); "The latest problems of modern science and practice" (11-14 January 2022) Boston, USA. 2022 (0.8 ECTS credits); "Modern trends in the development of science" (18-21 January 2022) Vancouver, Canada (0.8 ECTS credits); "Innovations and prospects of world science"

(2-4 February 2022) Perfect Publishing, Vancouver, Canada. 2022 (0.8 ECTS credits); "Eurasian scientific discussions" (13-15 February 2022) Barca Academy Publishing, Barcelona, Spain. 2022 (ECTS credits); "Modern problems in science" (15-18 March 2022) Vancouver, Canada. (0.8 ECTS credits); "Problems of science and practice, tasks and ways of their solution" (22-25 March 2022) Warsaw, Poland. (0.8 ECTS credits); "Current priorities of modern science, education and practice" (29 March - 01 April 2022) Paris, France. (0.8 ECTS credits); "Multidisciplinary academic research, innovation and results" (05-08 April 2022). Prague, Czech Republic (0.8 ECTS credits); "Theoretical and scientific foundations of current challenges" (12-15 April 2022) Lisbon, Portugal (0.8 ECTS credits); "Multidisciplinary academic notes. Research and practice" (19-22 April 2022). Madrid, Spain. (0.8 ECTS credits); "Innovative trends in science and practice, tasks and ways to solve them" (26-29 April 2022). Athens, Greece. (0.8 ECTS credits); "Advancing in research, practice and education" (10-13 May 2022) Florence, Italy. (0.8 ECTS credits); "Modern Problems in Science" (17-20 May 2022) Vancouver, Canada. (0.8 ECTS credits); "Problems of science and practice, tasks and ways of their solution" (24-27 May 2022) Warsaw, Poland. Warsaw, Poland (0.8 ECTS credits); "Current Priorities of Modern Science, Education and Practice" (31 May-03 June 2022) Paris, France (0.8 ECTS credits); "Multidisciplinary Academic Notes. Research and Practice" (21-24 June 2022) Madrid, Spain (0.8 ECTS credits); "Innovative trends in science and practice, challenges and ways to solve them" (28 June - 01 July 2022) Athens, Greece. Athens, Greece (0.8 ECTS credits); "Actual Problems of Modern Science" (31 January - 3 February 2023). Boston, USA (0.8 ECTS credits); "Modern directions of development of science and technology" (30 January - 01 February 2023). Liverpool, UK (0.4 ECTS credits); "Modern Research in World Science" (29-31 January 2023). Lviv, Ukraine (0.8 ECTS credits); "Prospects for Modern Science and Education" (07-10 February 2023). Stockholm, Sweden (0.8 ECTS credits); "Scientific Progress: Innovations, Achievements and Prospects" (6-8 February 2023). Munich, Germany (0.8 credits); "Modern ways of solving the problems of science in the world" (Warsaw, 13-15 February 2023). Warsaw, Poland (0.4 ECTS credits); "Science, trends and modern methods of solving problems" (Lisbon, Portugal, 20-22 February 2023). Lisbon, Portugal (0.4 ECTS credits); "Theoretical and Practical Methods of Science Development" (Milan, Italy, 27 February - 01 March 2023) Milan, Italy (0.4 ECTS credits); "Application of Knowledge for Science Development" (Stockholm, Sweden, 21-24 February 2023) Stockholm, Sweden: International Science Group (0.8 ECTS credits); "Modern Research in World Science" (Lviv, Ukraine, 26-28 February 2023) SPC "Sci-conf. com.ua", Lviv, Ukraine (0.8 ECTS credits); "Modern Problems of Science, Education and Society" (26-28 March 2023) SPC "Sciconf. com.ua", Kyiv, Ukraine (0.8 ECTS credits); "Modern problems of science, education and society" (24-26 April 2023) SPC "Sciconf. com.ua", Kyiv, Ukraine (0.8 ECTS credits); "Modern scientific space and learning in special conditions" (05-07 June 2023), Toronto, Canada (0.4 ECTS credits), etc.

Tkachenko I.P. 7th International Scientific and Practical Conference "World Science: Problems, Perspectives and Innovations" (24-26 March 2021) Perfect Publishing, Toronto, Canada. 2021. P 802-808. Twenty-four hours of attendance (0.8 ECTS credits). 5th International Scientific and Practical Conference "European Scientific Discussions" (28-30 March 2021) Potere della ragione Editore, Rome, Italy. 2021. P 628-634. Twenty-four hours of attendance (0.8 ECTS credits). 9th International Scientific and Practical Conference "Science and Education: Problems, Perspectives and Innovations" (26-28 May 2021) CPN Publishing Group, Kyoto, Japan. 2021.P. 276-286. Twenty-four hours of attendance (0.8 ECTS credits). 11th International Scientific and Practical Conference "The World of Science and Innovation" (2-4 June 2021) Cognum Publishing House, London, UK. 2021. P. 546 - 552. Twenty-four hours of attendance (0.8 ECTS credits). Vectors of institutional support for the development of the digital economy sector. Tkachenko I.P., Stets T.F. 3rd International Scientific and Practical Conference "Modern Science: Innovations and Perspectives" (5-7 December 2021) SSPG Publish, Stockholm, Sweden. 2021. P 898-905. URL: https://sci-conf.com.ua/wp-content/uploads/2021/12/MODERN-SCIENCE-INNOVATIONS-AND-PROSPECTS-5-7.12.21.pdf 24 hours of attendance (0.8 ECTS credits). 4th International Scientific and Practical Conference "Innovations and Prospects of World Science" (1-3 December 2021) Perfect Publishing, Vancouver, Canada. 2021. P 1184-1189. Twenty-four hours of attendance (0.8 ECTS credits). 3rd International Scientific and Practical Conference "Modern Science: Innovations and Perspectives" (5-7 December 2021) SSPG Publish, Stockholm, Sweden. 2021. P 898-905. Twenty-four hours of attendance (0.8 ECTS credits). 3rd International Scientific and Practical Conference "Modern Science: Innovations and Perspectives" (5-7 December 2021) SSPG Publish, Stockholm, Sweden. 2021. P 889-897. Twenty-four hours of attendance (0.8 ECTS credits). 10th International Scientific and Practical Conference "Results of Modern Scientific Research and Development" (12-14 December 2021) Barca Academy Publishing, Madrid, Spain. 2021. P 744-754. Twenty-four hours of attendance (0.8 ECTS credits).

2.6 Educational Resources and Student Support System (ESG1.6.)

An inventive learning atmosphere has been established by offering distinctive opportunities for educators to carry out their professional duties and for students to participate in educational activities. This approach ultimately guarantees that graduates acquire a blend of universal and specialised skills, enabling them to adapt to the evolving demands of the job market effectively.

2.6.1. Educational Environment and Material Resources (ESG1.6.)

General Information on ETI's Material-Technical Base

Robert Elworthy Economics and Technology Institute has implemented a comprehensive material and technical support system to ensure the successful implementation of its educational program. This support enables the achievement of the program's goals and desired outcomes at a high-quality level. The institution provides teachers and students free access to the necessary infrastructure and information resources required for studying within the program.

ETI is a modern educational and research complex consisting of three academic buildings with a total area of 8352.5 sq.m. The premises meet current sanitary requirements, ensuring a safe and comfortable learning environment. The educational process is facilitated by five departments, each dedicated to providing students with the knowledge and skills necessary for success.

Table 2.12

Information regarding the total area of premises used for educational purposes.

№ з/п	Address of the Premises (Academic Building, Dormitory, Library, Gym, etc.)	Property Owner's Name	Area, sq. m.	Name and Details of the Document on the Right of Ownership or Operational Management or Use	Right to Use Document (Lease)		
					Term of the Rental (Loan, Use) Agreement (from _ to __)	State Registration Availability	Notarization Availability
1	3 Chykalenko str., Kropyvnytskyi,	Robert Elworthy Economics and Technology Institute	2966,1	Donation Agreement №53 State Register Extract Index Number Feb 03, 2023 № 321900419		-	-
2	1b* Chykalenko str., Kropyvnytskyi	Elworthy Public Joint Stock Company	4208,9	Real Estate Lease Agreement State Register Extract Index Number № 134498366	From May 13, 2019 to Aug.01, 2024	+	+
3	5* Elworthy Street, Kropyvnytskyi,	Private Joint Stock Company "Pyramis"	1177,95	Real Estate Lease Agreement State Register Extract Index Number № 925835101	from March 08, 2023 to March 09, 2028	+	+

* Buildings 2,3 are not used in the specialisation 073 "Management" educational process.

Table 2.13

ETI Classrooms and Other Facilities Provision

No. s/n	Premises Named per their Functional Purpose	Premises Area (sq. m)			
		Common Premises	Including		Rented Out
			Own Premises	Rented Premises	
1.	Total Educational Premises:	8456,90	2966,10	5490,80	-
1.1.	Classrooms for Students and trainees (Lecture Rooms, Classrooms, Offices, Laboratories, etc.)	5242,03	1628,29	3603,74	-
1.2.	Computer Laboratories	569,22	232,08	337,14	-
1.3.	Gyms	646,04	300,00	346,04	-
2.	Scientific and pedagogical (teaching) staff Premises	473,24	204,44	268,80	-
3.	Offices	345,38	139,00	206,38	-
4.	Library including reading rooms	227,72	103,06	124,66	-
5.	Student dormitories	104,4	-	104,4	-
6.	Dining rooms, cafeterias	193,82	85,73	108,09	-
7.	Health Centres, Leisure centres	-	-	-	-
8.	Medical Centres	52,52	20	32,52	-
9.	Other	602,53	243,5	359,03	-

Specialist training occurs in classrooms and computer labs with a combined area of 5811.25 sq.m. All ETI classrooms meet the requirements and are equipped with technical resources to facilitate the use of multimedia systems. This allows for implementing modern teaching methods, which contribute to achieving the program's learning objectives. The classroom computer equipment is utilised with appropriate programs to teach specific subjects effectively.

In addition to teaching, the classrooms can also be utilised for departmental research, coursework, and student research.

For more detailed information on the material and technical support of the educational components of the EP, please refer to APPENDIX 2.23.

The Educational Technology Institute (ETI) provides complimentary access to infrastructure and information resources for individuals involved in education.

The computer labs located in all ETI buildings span 569.22 square meters and house a total of 125 computers that are connected to a local network managed by a central server. Additionally, there are 166 devices linked to the local network. The computer equipment utilised in the educational process lasts 1 to 5 years. Both teachers and students have free internet access through computer-equipped laboratories and Wi-Fi technology. The Institute offers a sufficient range of software for organising the educational process, divided into licensed and self-developed software. For the 073 Management specialisation, three computer labs (rooms 16, 10, and 4) with a total area of 232.08 square meters are utilised.

Table 2.14

Specialised Computer Laboratories, Hardware and Software that ensure the Implementation of 073 'Management' Curriculum.

No.	Computer Lab Name, Area in square metres	Academic Subject	Number of Personal Computers haven't Been Used for More than Eight Years	Application software Package Names (Including Licensed)	Internet Access Channels Available (Yes/No)
1.	Computer Lab Room. № 4, 84,89 м2	Information Systems and Technologies in Organisational Management, Management of organisations, Crisis Management, Marketing Management, Project Management, Creative management, Organisational design of the company, Strategic Management of Industrial Enterprises, Safety management of industrial enterprises, Financial management of industrial enterprises, Investment Management of an Industrial Enterprise, Work content management	CPU: DualCore Intel Pentium G4400, 3300 MHz MB: Gigabyte H110M-H Video: Intel(R) HD Graphics 510 (1 GB) HDD: SATA TOSHIBA DT01ACA050 (500 GB, 7200 RPM, SATA-III) Monitor: TFT Samsung 24" LS24D300HSI Total: 15 PCs	OS Microsoft Windows 10 Professional Microsoft Office 2016 Visual Studio 2022 Mozilla Firefox Google Chrome PHP Storm nginx PHP PostgreSQL MYSQL VS code TeamViewer XAMPP Filezilla LibreOffice Open Office Inkscape Gimp Onedrive GoogleDrive SolidWorks QlikView ERP-System (Baan)	Yes
2.	Computer Lab Room. № 10, 84,89 м2		CPU: 12-Core AMD Summit Ridge RAM: 8 GB Video: GeForce GTX 1050 Ti 4 GB SSD HDD: Western Digital 240GB (WDS240G2G0A-00JH30) Monitor: TFT LG 24" 24MK430H Total: 15 PCs		Так
3.	Computer Lab Room. № 16, 84,89 м2		CPU: 12-Core AMD Summit Ridge RAM: 8 GB Video: GeForce GTX 1050 Ti 4 GB SSD HDD: Western Digital 240GB (WDS240G2G0A-00JH30) Monitor: TFT LG 24" 24MK430H Total: 15 PCs		Yes

The Institute boasts **three libraries**, each complete with reading rooms and book stacks, and they are integral to the Institute's operations. The library collections are carefully curated to align with the curricula, programs, and research and development topics and include scientific, educational, reference, fiction, periodicals, and electronic

databases. The library has subscribed to several professional journals for the past three years. The libraries span a total area of 227.72 square meters and offer a range of services to both individuals and groups at the subscription desk and reading room. The reading rooms are equipped with computers and office equipment, and users enjoy complimentary access to the Internet. The Institute is developing an electronic library information base to provide methodological support for educational components.

The library of building No. 1 (located at 3 Chykalenko Str.) is dedicated to subject 073, "Management", and spans an area of 103.06 square meters. The library's stock includes 1897 copies, 1622 copies of educational literature and 15 copies of periodicals. The electronic library boasts 521 manuals and textbooks, and students can access teaching materials developed by their teachers.

Furthermore, the D.I. Chizhevskiy Regional Universal Scientific Library is near the Institute.

Table 2.15

ETI Library Information

Library Name	Library Area in Square Metres	Educational and Scientific Collections (copies)	Reading Room Area (square metres), Number of Seats	Notes*
Scientific and Methodological Library	103,06	1897	58,5	-
Digital Library	-	521	-	Electronic Resource

* Information on the electronic library availability

Information on textbooks, bulk manuals, references, and other educational literature provisions for students is given in APPENDIX 2.20.

Table 2.16

Access to World Electronic Resources for the second (Master's) Level of Subject Area 073 'Management' Students.

Resource name/Web page
Research Information System **WEB OF SCIENCE** https://access.clarivate.com/login?app=wos&alternative=true&shibShireURL=https:%2F%2Fwww.webofknowledge.com%2F%3Fauth%3DShibboleth&shibReturnURL=https:%2F%2Fwww.webofknowledge.com%2F&roaming=true
Comprehensive, multidisciplinary, trusted abstract and citation database **SCOPUS** https://www.scopus.com/standard/marketing.uri
Digital Library **WILEY** https://onlinelibrary.wiley.com/

world-class international publishing house **SPRINGER NATURE** https://link.springer.com/
OpenArchives of Ukraine - Open Access scholarly literaturehttps://oai.org.ua/
Open access books directory **DOAB (Directory of Open Access Books)** https://www.doabooks.org/
European Digital Library **Europeana** https://www.europeana.eu/en
multi-topic database **ScienceDirect** https://www.sciencedirect.com/
Scientific Electronic Library of Periodicals of the National Academy of Sciences of Ukrainehttp://dspace.nbuv.gov.ua/
Search for multilingual scientific literature in a wide range of scientific fields **WorldWideScience.org** https://worldwidescience.org/
multidisciplinary academic search engine **BASE (Bielefeld Academic Search Engine)** https://www.base-search.net/
Electronic Thesis Abstracts Library (Vernadsky National Library) http://irbis-nbuv.gov.ua/cgi-bin/irbis64r_81/cgiirbis_64.exe?C21COM=F&I21DBN=ARD_EX&P21DBN=ARD&S21FMT=&S21ALL=&Z21ID=
Scientific Periodicals of the Ukraine (Vernadsky National Library of the Ukraine)http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?C21COM=F&I21DBN=UJRN&P21DBN=UJRN&S21CNR=20&Z21ID=#gsc.tab=0

At the Institute, our top priority is creating an **educational environment** that caters to our students' unique interests and needs. We regularly conduct surveys to gather feedback and improve the organisation of educational activities. Additionally, we prioritise the safety of our students, including their mental health. According to recent student surveys, 89.6% of full-time students are satisfied with the safety of the educational environment at ETI https://eti.edu.ua/images/files/anketu2023/analiz_studentiv_managers23.pdf *UKR*
To ensure the safety of our students, we have implemented various instructions and regulations, including those related to safety on the premises and territory of the educational institution during the educational process, https://eti.kr.ua/images/Instrukciya/Navchalno_vuhov.pdf *UKR* introductory briefings on safety https://eti.kr.ua/images/Instrukciya/Instrukcia_z_instruktaju.pdf, and safety during sports and mass events. https://eti.kr.ua/images/Instrukciya/gromadskih_miscah.pdf *UKR.* We take safety seriously and are committed to providing a secure environment for our students.

We also understand the importance of mental health and provide psychological support to students who may be struggling. Our group counsellors are available to meet with students regularly and help them identify and resolve any problems they may face. We believe in creating a friendly, cooperative, and supportive atmosphere to support the well-being of our students.

2.6.2. Higher Education Students Support in the EP (ESG1.6.)

Effective communication is at the core of the educational process, and both full-time and part-time students receive support through various formal methods. These include lectures, workshops, consultations, and student meetings organised by the Dean of the Faculty of Economics and the Department of Marketing, Management, and Economics.

The Dean's staff, graduate department staff, and teachers from other departments of ETI who are involved in the EP all provide educational support. The library staff also plays a crucial role in fostering quality communication, interpersonal relations, mutual trust, and loyalty with students.

The Heads of Departments interact with students following the principles of academic ethics, and the Dean's Office provides organisational support for students. For example, they prepare the timetable for the EP, taking into account the needs of the students and ensuring an appropriate level of student workload in the educational process. The administrative units of the Institute are also responsive to students' requests, providing prompt and efficient assistance in solving their problems.

The Institute's information network and internet resources provide students in both full-time and part-time higher education programmes with access to valuable support. Additionally, personal communication between teachers and students, as well as online communication, are available. The ETI educational complex is committed to informatisation, which involves two primary directions. The first is the integration of videoconferencing technologies for lectures and consultations with leading ETI specialists. The second is the modernisation of the online information support system for education. This will be accomplished by developing and implementing an electronic teaching and learning resource system for each discipline, utilising Google Classroom.

In Google Classroom, educators can create virtual classrooms and courses tailored to their needs. Each course is assigned a unique code that students can use to access it. Teachers can publish learning materials on the course page, conduct surveys and tests, and create thematic assignments with due dates. Real-time monitoring of student progress and a list of submitted and unsubmitted work are also available to teachers.

Counselling and social support are readily available for both full-time and part-time students. This support is designed to assist with issues related to accommodation in halls of residence, healthcare, employment, interpersonal relations in student groups, and more. The ETI offers a Psychological Support Centre for ETI students, which provides qualified psychological assistance to participants in the educational process. The website for the Psychological Support Centre is https://eti.edu.ua/navchannia/sotsialno-psykholohichna-pidtrymka-studentiv *UKR.*

ETI offers equal opportunities for full-time and part-time students to access the library fund, receive teacher guidance, and receive support during the inter-sessional period, including help with tests and coursework. Moreover, ETI has implemented a

targeted accessibility policy to ensure that students with disabilities have the same quality of support and communication as other students.

The Institute's entrance has facilities for disabled people, including a ramp and call button, that meet the State Building Code of Ukraine's standards. A remote technology system (classroom) also enables students with disabilities to receive information materials, practical and laboratory class guidelines, assignments for independent work, and tests. All students can access an access code, and Classroom distance learning is accessible and authorised.

Overall, ETI strives to provide a safe and inclusive environment for all students, and we are proud to have received high ratings from our students for the quality of support and communication in the educational process.

2.7 Information Management (ESG1.7. ESG1.4.)

To make strategic decisions, institutions must have self-awareness and the ability to collect, manage, and analyse quantitative and qualitative data. This is why students and staff actively contribute to the process by providing and analysing information to plan future activities.

The ETI plays a crucial role in ensuring the effective management of higher education institutions by collecting and analysing relevant information through various methods:

➢ Surveys of all groups of stakeholders in higher education https://eti.edu.ua/monitorynh/vnutrishnii-kontrol-iakosti-osvity/rezultaty-opytuvannia-steikkholderiv *UKR.*

➢ Collecting information on graduate employment (APPENDIX 2.1)

➢ Collecting information on student numbers (Table 2.3), performance and progress (APPENDICES 2.2; 2.21, 2.28)

➢ Conducting focus groups with first-year students on their choice of university and subject;

➢ Collecting information for the register of agreements on cooperation with employers and the organisation of student placements (APPENDIX 2.22);

➢ collecting information for the register of cooperation and partnership agreements with educational institutions (APPENDIX 2.24);

➢ Collection of information on material and technical support for the educational process (APPENDIX 2.16; 2.20; 2.23, TABLES 2.12-2.16);

➢ monitoring and collecting information on opportunities for concluding agreements and participating in international conferences in the context of international mobility (section 2.5.5);

➢ Analysis and evaluation of information on the state of the leading financial and economic indicators of the HEI (APPENDIX 2.28);

- Collection of information on the EP of leading educational institutions in the field of 073 "Management";
- Collection and analysis of information on the admissions campaign;
- collection of information from practitioners for teaching in the management programme (APPENDIX 2.17), etc.

The reliable data obtained is used to make informed decisions and understand what works well and needs attention.

Section 2.4.2 provides detailed information on monitoring the admissions campaign, student performance, and graduate employment. More information can be found in the Annual Report (APPENDIX 2.31).

A comprehensive local network interconnects all departments at ETI, providing access to the institute-wide database. This network is also linked to the Internet, allowing for collecting, processing, and storing data on educational activities and ETI's progress. This information forms the basis for generating reports, analyses, diagnoses, and management decisions to ensure internal quality assurance.

2.8 Public Relations (ESG1.8.)

Following the Law of Ukraine on Access to Public Information, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), ETI provides easy access to information about its activities, areas of expertise and study programmes.

Publicity and transparency of all quality assurance and academic integrity processes in the educational process and research are ensured through open-access publications (particularly on the Institute's website).

The official website of the institution shall ensure the availability of all information on the educational programme and on essential aspects of its activities (teaching and/or scientific and societal role) (ESG1.7, ESG1.8). Information on the educational program is publicly available on the ETI website
https://eti.edu.ua/images/files/OP_073_2.pdf *UKR,*
https://eti.edu.ua/images/accreditation/4.pdf *ENG.*

The official website also contains information on the structure and activities of ETI: https://eti.edu.ua/ *UKR*

The "INSTITUTE" tab https://eti.edu.ua/zahalna-informatsiia/materialno-tekhnichne-zabezpechennia/materialno-tekhnichni-zabezpechennia-eti *UKR* contains information on the material, technical and regulatory base of ETI, the structure of the Institute, the Centre for Management and Monitoring of Educational Quality, accreditation, prevention and counteraction of bullying, ensuring equal rights and opportunities for women and men in education, anti-corruption activities, etc;

The "FOR STUDENTS" tab https://eti.edu.ua/studentsprojects - information on self-governing bodies, education, the educational process, educational programmes

and educational components of each programme, additional educational services, non-formal education, rules of conduct and civil protection, etc.;

Information for Applicants: information on the rules of admission to study and requirements for applicants to the educational programme: https://eti.edu.ua/entrants/vstup-eti/pravyla-pryiomu; *UKR* tuition fees https://eti.edu.ua/images/files/vartist2023.pdf *UKR*, benefits https://eti.edu.ua/images/files/Pravyla_vstupu_NEW.pdf *UKR*, scholarship programmes https://eti.edu.ua/hrantova-komisiia *UKR* ; dormitory, etc;

International Cooperation tab - information on international projects, partners, and international mobility programmes;

"NEWS" tab https://eti.edu.ua/news *UKR*; Science; Internal and external monitoring of the quality of education; Introductory video tour https://eti.edu.ua/videoekskursia *UKR*; Student projects https://eti.edu.ua/studentsprojects *UKR*; Business School https://eti.edu.ua/navchannia/dodatkovi-osvitni-ta-inshi-posluhy *UKR*; Social networks, etc.

The learning outcomes, the qualifications obtained at the programme's end and the graduates' employability are published in the Programme.

To cultivate a top-tier pool of higher education candidates, we implement the following measures:

- We furnish students with a comprehensive education in the subjects essential for success on external independent evaluation tests and ETI entrance exams.

- We arrange competitions, contests, and master classes for students.

- We collaborate with general education institutions to identify and nurture talented young individuals.

- We conduct career counselling sessions with young people, facilitated by staff from deans' offices, departmental teachers, and ETI departments.

The Institute's social media platform contains details regarding open days and other public information materials.

https://www.facebook.com/photo/?fbid=734566278678171&set=a.488183069983161;
https://www.facebook.com/photo/?fbid=727792429355556&set=a.488183069983161
https://www.facebook.com/photo/?fbid=721251286676337&set=a.488183069983161
https://www.facebook.com/photo/?fbid=713190310815768&set=a.488183069983161
https://www.facebook.com/photo/?fbid=711323647669101&set=a.488183069983161
https://www.facebook.com/photo/?fbid=700835228717943&set=a.488183069983161
https://www.facebook.com/photo/?fbid=690554543079345&set=a.488183069983161
https://www.facebook.com/photo/?fbid=676732257794907&set=a.488183069983161
https://www.facebook.com/photo/?fbid=646649917469808&set=a.488183069983161
https://www.facebook.com/photo/?fbid=584200240381443&set=a.488183069983161
https://www.facebook.com/photo/?fbid=567253252076142&set=a.488183069983161
https://www.facebook.com/photo/?fbid=557215263079941&set=a.488183069983161 *UKR*

Information material (leaflet) (APPENDIX 2.26)

2.9 Constant Monitoring and Periodic Evaluation of the Education Programme (ESG 1.9, ESG 1.1.)

The Educational Programme (EP) is closely monitored to ensure it meets the labour market demands, regulatory requirements, European standards of higher education quality, and scientific and technological advancements.

All components of the EP are subject to ongoing assessments to determine the level and scope of knowledge, skills, abilities, and other competencies acquired by candidates in line with higher education standards.

To evaluate teaching, learning, and assessment, surveys of students and academic staff are conducted, and performance indicators are analysed. Feedback is collected to assess the assessment results, considering the needs of society, the labour market, and the academic environment. The department then processes the information gathered during the monitoring process to identify the necessary changes in the professional training.

The EP's content and quality are revised at a working group meeting, and the proposed changes are submitted to the department meeting. The changes approved at the departmental meeting, in the form of amendments to the existing EP or an updated EP, are forwarded to the Academic Council of the Institute for approval.

2.9.1. Considering Stakeholders' Requirements in the Educational Programme's Continuous Monitoring and Periodic Evaluation. (ESG 1.9, ESG 1.1.)

As outlined in section 2.1.2, ETI is committed to continuously monitoring and evaluating its educational programs to ensure they effectively meet the needs of students and the public and successfully achieve their objectives. To govern the process of developing, approving, monitoring, and periodically reviewing study programs, ETI adheres to a set of regulations, including the Regulations on the Organization of the ETI Educational Process https://eti.edu.ua/images/2022/state-of.pdf, *UKR,* https://eti.edu.ua/images/accreditation/1.pdf *ENG* the Regulations on Internal Quality Assurance https://eti.edu.ua/images/Polojeniya/vnutrishnogo_kontroly.pdf *UKR,* https://eti.edu.ua/images/accreditation/2.pdf *ENG*, the Regulations on Monitoring the Quality of Higher Education at Robert Elworthy ETI https://is.gd/GtK41Q *UKR,* https://eti.edu.ua/images/accreditation/3.pdf *ENG,* and the Regulations on the Educational Program https://eti.edu.ua/images/files/Polojenna_Pro_OP.pdf *UKR*

The "Management" Master's Degree Education Program with specialisation 073 has completed licensing with the Ministry of Education and Science of Ukraine. It has met all licensing requirements outlined in the Ministry's Order No. 262-l dated April 09, 2019. The program welcomed its first cohort of students in 2019. Its

implementation was authorised by the Rector of the Robert Elworthy Economics and Technology Institute through Order No. 05-2/OD on January 21, 2019, based on the decision of the Academic Council of the Robert Elworthy Economics and Technology Institute, as recorded in Minutes No. 7 of January 28, 2019.

The Educational Program (EP) undergoes regular review and updates to meet the needs of stakeholders. The review occurs during a departmental meeting attended by the guarantor, project team members, departmental faculty, and stakeholders (as agreed upon). Typically, these meetings take place before or after the academic year. During the meeting, participants discussed the need to amend the EP and considered proposals from all those involved in the program's educational activities, including teachers, students, employers, and other stakeholders. The criteria for reviewing the EP are based on feedback from academic staff, students, graduates, and employers, as well as projections for industry development and societal needs.

The original EP has been updated with revisions from several Academic Council Meetings, including No. 16 on September 16, 2019, No. 22 on October 20, 2020, No. 12 on September 24, 2021, No. 23 on September 1, 2022, and No. 30 on March 24, 2023. These changes were made in response to feedback from stakeholders during closed Department meetings, as detailed in APPENDICES 2.3, 2.4, 2.5, 2.6, and 2.7.

The EP received its initial update following the implementation of Ukraine's Standard of Higher Education for the field of knowledge: 073 Management at the master's level. This update was authorised by the Ministry of Education and Science on July 10, 2019, under Order number 959. The amendments were subsequently ratified during the Academic Council meeting on September 16, 2019, following Ukraine's Standard of Higher Education for Knowledge 07 Management and Administration, with a specialisation in 073 Management at the master's level. https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/07/12/073-menedzhment-magistr.pdf *UKR*

At the 22nd Academic Council meeting on October 20th, 2020, the next update of the EP was discussed. This update was based on the results of a stakeholder survey analysis. During an open meeting with stakeholders on September 20th, 2020, employers emphasised the importance of involving professional practitioners in lectures, such as industry experts and employer representatives. They also suggested organising joint practical conferences and round tables and using modern application software packages in the educational process.

Stakeholders noted that obtaining new knowledge at the Master's degree level provides significant advantages and strengthens employees' competitive position in the labour market. Employers recommended that higher education programs focus on developing management skills in industrial enterprises. They also suggested that learning outcomes should include the ability to create and implement appropriate strategies and plans for developing an industrial enterprise in the context of changes in the business environment.

Employers also pointed out that the EP needs to pay more attention to developing managers' soft skills. Students in the survey stressed the need to reconsider the balance between monologue (explanation, narration) and interactive methods of teaching disciplines (group discussions, brainstorming, etc.) in favour of the latter. The EP update has taken these stakeholder suggestions into account.

The EP underwent an update in September 2021, which was informed by the results of a stakeholder survey conducted by the employers' group and changes in the support group's composition (Minutes No. 12 of 24 September 2021) (APPENDIX 2.5 https://eti.edu.ua/images/files/vidkruta_zystrich2021.pdf) *UKR*. Stakeholders had previously suggested the inclusion of educational disciplines such as "Strategic Management of an Industrial Enterprise", "Financial Management of an Industrial Enterprise", "Investment Management of an Industrial Enterprise", "Safety Management of an Industrial Enterprise", etc. during an open meeting on 11 March 2021 and a subsequent survey. These suggestions were taken into account when updating the EP, with a recommendation to prioritise the study of these disciplines, given the development of the machine-building cluster in Kropyvnytskyi.

The minutes from the September 1, 2022 meeting, known as EP Minutes No. 23, have been recently updated. This update, accessed in APPENDIX 2.6 https://eti.edu.ua/images/files/protokol2022.pdf *UKR*, resulted from a stakeholder meeting. During the meeting, it was proposed to focus on developing students' ability to think strategically and initiate changes in the enterprise. This will be achieved through various disciplines that will help students develop management, leadership, teamwork, and risk management skills. Additionally, "flipped learning" technologies will be introduced to the educational process to help students master the methods and skills of independent work in studying academic disciplines.

The update also incorporates the experience of leading domestic and foreign machine-building enterprises on modern corporate strategy application methods. This experience was integrated into teaching the speciality "Strategic Management of Industrial Enterprises" and "Marketing Management". The recommended list of topics for the course work in the speciality "Management" was also updated based on the work of R. V. Yakovenko's internship. The LMC of the "Personnel Management" course was updated with a detailed analysis of international experience in personnel management based on the work of Pavlova O. V.'s internship at the Interdisciplinary Institute of Education and Retraining of Specialists of the Poltava University of Economics and Trade, speciality 073 "Management".

Lastly, the EP project group was changed due to production needs. The new composition of the group includes the Head of the Department of Marketing, Management and Economics, Pavlova O.V., as the Guarantor, PhD in economics, Associate Professor Yakovenko R.V., and PhD Candidate of Political Science, Associate Professor Zholonko T.V.

According to the latest update of the EP, which was documented in Minutes No. 30 of 24 March 2023 and can be found in APPENDIX 2.7

https://eti.edu.ua/images/files/protokol2023.pdf *UKR*, changes were made based on feedback from stakeholders and the support team. The stakeholder survey indicated that the training programme is highly valued and that there were no significant issues with the different categories of respondents' average scores regarding the components of the training activities.

Employers recommended that more attention be given to developing human resources knowledge and skills and that students cultivate a sense of responsibility and willingness to take on challenges in the face of risk and uncertainty. Employers also suggested strengthening the EP by ensuring that Master's graduates achieve learning outcomes such as working with people, developing critical and analytical thinking, managing hybrid and global teams, and managing people remotely (using remote technologies).

A survey of applicants to this programme revealed that students are highly interested in professional interaction with practitioners and specialists from leading regional companies. Master's students suggested that EP 073 "Management" at the second (master) level should be enhanced with disciplines such as "Business Psychology", "Theory and Practice of Negotiation", "Conflictology", and "Enterprise Security Management". To improve the educational process, students also recommended transitioning to online learning due to martial law, reducing the duration of classes from 1 hour and 30 minutes to 1 hour and 20 minutes, and returning to the dual form of education in this programme.

The stakeholders' survey results of the SPS group indicate that the EP follows the principle of student-centredness and academic freedom. Teachers are actively involved in the internal quality assurance procedure of the EP at all stages of its implementation. They can approach the Rectorate and heads of structural subdivisions of the ETI with initiatives to improve the quality of education.

The guarantors of the EP constantly involve higher education students, employers, and graduates in the formation/updating of the content and assessment of the quality of the EP. Surveys of EP 073 Management graduates of the second (Master's) level showed that most graduates work or have worked in their field of specialisation. Most of them found a job with the help of the Centre for Internship, Student Employment and Alumni Relations. Graduates highly appreciated the professional training in EP. They noted the effectiveness of the social skills acquired in the course of study, such as the ability to work in a team, solve conflicts, manage their time, and make independent decisions. Graduates also highly appreciated the acquired competencies, such as the use of information and communication technologies and the ability to apply the acquired knowledge in the practical activities of real enterprises.

Employers, students, and ETI representatives noted the high quality of the material and technical support of the educational process. Therefore, stakeholders' general comments and suggestions indicate a relatively upbeat assessment of EP 073 "Management" content of the second (Master's) level. These stakeholders' suggestions

have been taken into account and incorporated in the further improvement of the EP, as well as in the development of curricula, work plans, teaching, and methodological support for the disciplines of the graduate department.
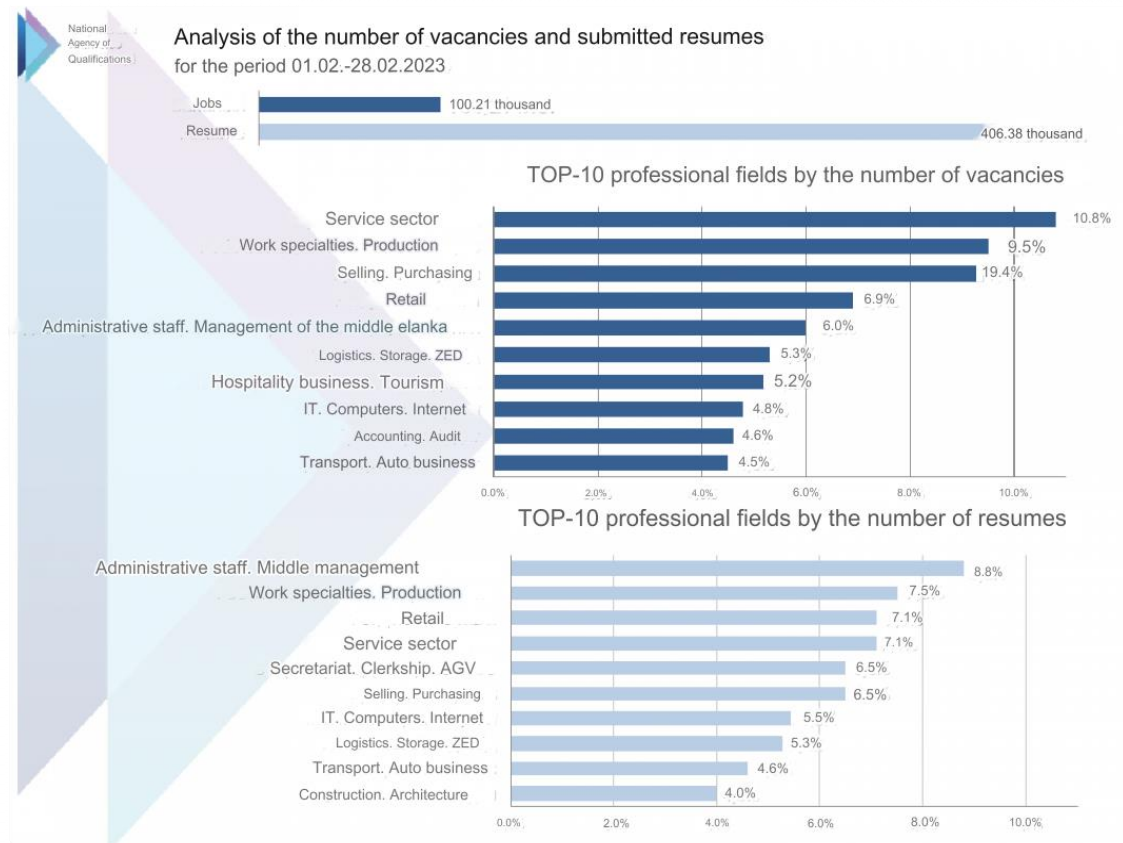
In addition, the EP project team has been changed due to production needs. The Guarantor is now the Head of the Department of Marketing, Management, and Economics, PhD in economics Pavlova O.V. The Project Team includes PhD in economics, Associate Professor Yakovenko R.V., PhD Candidate of Political Sciences, Associate Professor Zholonko T.V.

The ETI website offers resources for ongoing monitoring and periodic assessment of the second-level (Master's) 073 "Management" EP training. https://eti.edu.ua/monitorynh/vnutrishnii-kontrol-iakosti-osvity/rezultaty-opytuvannia-steikkholderiv *UKR*.

Those involved in the educational process and seeking to enhance the quality of the Education Programme training may revise discipline content and incorporate fresh educational elements.

2.9.2. The Necessity of Introducing 073"Management (Master's) Degree Educational Programme ". Labour market trends impact and employer requirements for the continuous monitoring and periodic evaluation of educational programs (ESR 1.9, ESR 1.1.)

It has been determined that to meet time constraints, an additional Master's level EP in the 073 "Management" field is necessary. Analysis has revealed that the employment structure will experience a rise in the percentage of managers, specialists, technicians, and machine and plant maintenance workers in 2022, while the percentage of skilled workers and toolmakers will decrease. According to https://www.work.ua/ *UKR*, the top five professionals in high demand by employers in 2022 were sales consultants, sales managers, accountants, drivers, and cooks. In 2023, the labour market is projected to offer higher salaries in the "professionals" category, which includes programmers, top managers, doctors, and engineers.

Analysis of the number of vacancies and submitted resumes for the period 01.02.-28.02.2023

Jobs — 100.21 thousand
Resume — 406.38 thousand

TOP-10 professional fields by the number of vacancies

Professional field	%
Service sector	10.8%
Work specialties. Production	9.5%
Selling. Purchasing	19.4%
Retail	6.9%
Administrative staff. Management of the middle elanka	6.0%
Logistics. Storage. ZED	5.3%
Hospitality business. Tourism	5.2%
IT. Computers. Internet	4.8%
Accounting. Audit	4.6%
Transport. Auto business	4.5%

TOP-10 professional fields by the number of resumes

Professional field	%
Administrative staff. Middle management	8.8%
Work specialties. Production	7.5%
Retail	7.1%
Service sector	7.1%
Secretariat. Clerkship. AGV	6.5%
Selling. Purchasing	6.5%
IT. Computers. Internet	5.5%
Logistics. Storage. ZED	5.3%
Transport. Auto business	4.6%
Construction. Architecture	4.0%

In today's business world, managers must possess professional skills, knowledge of business processes, and the ability to adapt to change. As a result, the labour market analysis and employers' needs have revealed that senior management is among the most competitive professional fields, with the highest salary growth rates. Ukrainian companies are currently facing a shortage of such managers. These trends in the labour market have led to the development of objectives and learning outcomes that focus on the innovative and creative aspects of a manager's professional activity. This includes making non-standard management decisions for business development in uncertain and risky conditions, performing strategic and operational management functions for business organisations in a global environment, and utilising innovative management methods and practices.

In today's world, the need for employees to possess soft stress resistance skills has increased significantly due to the impact of war and wartime conditions. Employers now expect their staff to have excellent communication skills, a strong sense of responsibility, punctuality, adaptability, and creativity. Additionally, they seek candidates with teamwork abilities, attentiveness, results orientation, computer skills, and foreign language proficiency. While technical skills requirements are currently limited to confident PC use and MS Office knowledge, it is expected that in the future, skills in working with modern equipment, the latest technologies, digital skills, data management, and integrating artificial intelligence systems into work processes will become increasingly important. Knowledge of European norms and standards will also be in demand due to the prospect of European integration.

Given this information, it is clear that implementing the EP 073 "Management" at the second (Master's) level is highly relevant. The Department of Marketing, Management, and Economics at ETI is committed to constantly considering these skills in the ongoing monitoring and periodic evaluation of the educational programme.

2.10. Periodic External Quality Assurance Procedures (ESG 1.10)

Robert Elworthy Economics and Technology Institute regularly undergoes external quality assurance procedures. Additionally, the Institute adheres to state requirements outlined in the resolutions of the Cabinet of Ministers of Ukraine and orders of the Ministry of Education and Science of Ukraine https://eti.edu.ua/entrants/litsenzuvannia/litsenziinyi-obsiah-ta-faktychna-kilkist-osib-iaki-navchaiutsia-v-zakladi-osvityта *UKR*, which include licensing procedures for various educational degrees and accreditation of educational programs. Upon obtaining licensing and accreditation, the second (Master's) level management program is confirmed by a state certificate. https://eti.edu.ua/images/Documentu_2021/Sertefikar_Akred_men.pdf *UKR* (APPENDIX 1.6. *ENG*)

In Ukraine, educational program accreditation is conducted per the Law of Ukraine "On Higher Education," the National Agency for Quality Assurance in Higher Education Charter, the Regulations on Accreditation of Educational Programs, and the Recommendations on the Application of Evaluation Criteria.

Accreditation evaluates the quality of a higher education institution's educational program and activities to ensure they meet the higher education standard. The assessment is based on the program's ability to meet the standard's requirements and achieve the stated learning outcomes, using criteria to assess the program's quality.

To apply for accreditation, the higher education institution must submit several documents electronically to the National Agency for Quality Assurance in Higher Education (NAQA), certified by the Rector's qualified electronic signature (QES). These documents include:
- a request for accreditation,
- the educational program and curriculum,
- work programs or syllabuses,
- information on the program's self-evaluation,
- reviews and feedback from employers (if available).

The accreditation procedure for the educational program is outlined in APPENDIX 2.27.

The NAQA's decision regarding the EP can take one of three forms:
- granting accreditation for either 5 or 10 years (depending on whether it's an initial accreditation or a re-accreditation),

- conditional (deferred) accreditation for a year with the requirement of improving the EP,

- unaccredited status would result in the closure of the EP and the transfer of students to another educational institution.

As outlined in section 2.1.9, the Master's level EP 073 "Management" has completed the accreditation process conducted by NAQA in 2021. The following issues related to the implementation of the EP have been addressed based on the recommendations of the Branch Expert Councils:

- The EP's uniqueness has been clearly defined by introducing unique professional competencies (SC 11, SC12) and corresponding learning outcomes (P14, P15) that set the program apart.

- The bank of elective disciplines for the EP is continuously expanding. The list of elective disciplines has been broadened and supplemented with courses from other higher education institutions' EPs that are not included in the EP.

- An online monitoring system of stakeholder proposals utilising content monitoring and analysis methods has been introduced. Stakeholder questionnaires are published on the Institute's website using Google Forms, allowing objective information about stakeholder expectations to be obtained and facilitating feedback between all participants in the educational process.

- The Institute's website structure is consistently and systematically improved. The website enables stakeholders to familiarise themselves with the EP and the curriculum and submit proposals for the educational and professional program through the website. This process is currently underway.