Decision of the FIBAA Accreditation and Certification Committee

2nd Meeting on 28 May 2021

PROGRAMME ACCREDITATION

Project Number:	19/078
Higher Education Institution:	Ukrainian-American Concordia University
Location	Kyiv, Ukraine
Study Programme:	Bachelor of Business Administration in Management and International Business (BBA)
Type of Accreditation	re-accreditation

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

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the "Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation "FIBAA Programme Accreditation"", the study programme is re-accredited with one condition.

Period of Accreditation: starting on September 1, 2019 and finishing on August 31, 2026

Condition:
- UACU defines on its website that the BBA + Management and BBA + International Economic Relation programmes are two degrees and each degree requires 240 ECTS credits to graduate.

Proof of meeting this condition is to be supplied by February 28, 2022.

The condition is fulfilled.
FIBAA Accreditation and Certification Committee on June 29th, 2022.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
Ukrainian-American Concordia University, Kyiv

Bachelor study programme:
Bachelor of Business Administration in Management
and International Business

Degree awarding institution:
Ukrainian-American Concordia University, Kyiv

Qualification awarded on completion:
Bachelor of Business Administration (BBA)

General Information on the study programme

Brief description of the study programme:
The BBA programme is aimed at developing knowledge and skills in the main areas of management practice which include accounting, finance, marketing, management, business law, entrepreneurship, human resources, operational management, and organisational behavior. The BBA programme aims to provide a deep understanding of management education and teaches students critical thinking, and becoming a creative and result-oriented professional.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:
eight semesters (four years)
120 American credits (1 American credit hour equals 2 ECTS)
240 ECTS credits for the entire programme

Mode of study:
full-time

Didactic approach:
Study programme with obligatory class attendance
Optional: blended-learning study programme

Joint Degree programme:
Optional: double degree with the University of Minnesota (Crookston)

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

Programme cycle starts in:
both winter and summer semester

Initial start of the programme:
September 1, 1997

Type of accreditation:
re-accreditation

For re-accreditation: last accreditation period:
July 11, 2014 until August 31, 2019 (two one-year extensions granted - until August 31, 2021)

Procedure

A contract for the re-accreditation of the Bachelor of Business Administration in Management and International Business (BBA) was made between FIBAA and Ukrainian-American Concordia University, Kyiv on June 7, 2019. On December 2, 2019, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Felicitas G. Albers
Hochschule Duesseldorf, University of Applied Sciences, Düsseldorf, Germany
Professor of General Business Administration
(General Business Administration, Corporate Organization, Corporate Management, Project Management, Business Process Management)

Prof. Dr. Jürgen Gabriel
Brandenburg University of Technology
Cottbus-Senftenberg, Germany
Professor emeritus for Business Administration and Technology Management
(General business administration, technology and innovation management, business start-ups, entrepreneurship, quality management systems)

Dipl.-Psych. Elmar Lammerskitten
Woco Industrietechnik GmbH
Former Head of Global HR Development & Organizational Development
(Management, Human Resource, ODL-Staffing, Personnel Development, Management, Junior Management, Automotive Industry, Business Administration)

Professor Dr. Iryna Taranenko
Alfred Nobel University, Dnipro, Ukraine
Head of Department of International Marketing
Rector's Adviser in International education
(Marketing, International economic relations, MBA Programmes)

Jens Weibezahn
Technical University Berlin, Germany
PhD-Candidate in industrial engineering and management, member of the FIBAA Accreditation and Certification Committee

FIBAA project manager:
Viktoria Tischanski

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on April 1-2, 2021 via the video conferencing tool Zoom. At the end of the online conference the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 4, 2021. The statement on the report was given on May 5, 2021. It has been taken into account in the report at hand.

Summary

The Bachelor of Business Administration in Management and International Business (BBA), offered by the Ukrainian-American Concordia University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 1, 2019 and finishing on August 31, 2026 under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects: transparent programme documentation[1]. They recommend the accreditation on condition of meeting the following requirement:

- Condition: UACU defines on its website that the BBA + Management and BBA + International Economic Relation programmes are two degrees and each degree requires 240 ECTS credits to graduate (see Chapter 5).

Proof of meeting this condition is to be supplied by February 28, 2022.

Furthermore, another quality requirement that has not been fulfilled – Evaluation by faculty (5.2.2) - is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the next re-accreditation.

The panel members also identified several areas where the programme could be further developed:
- The panel recommends reconsidering whether the programme should have a more distinguishable profile with a specific focus (see Chapter 1.1);
- The panel recommends integrating more opportunities into the curriculum in which students can practise the application of scientific methods (see Chapter 3.1);
- The panel recommends integrating a Bachelor thesis into the curriculum (see Chapter 3.1);
- The panel recommends evaluating if the workload calculation is appropriate (see Chapter 3.2);
- The panel recommends revising electives with international aspects such as "European Integration" and "Economics of the European Union: laws and policies" can be made compulsory courses in order to make it obligatory for students to face these international aspects (see Chapter 3.4);
- Financing of the study programme (see Chapter 4.6);
- The panel recommends a more formal and systematic quality assurance system (see Chapter 5).

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

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[1] This aspect is an asterisk criterion which means that it is essential for the study programme.

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

- Counselling for prospective students (see Chapter 2.2);
- Internationality of the student body (see Chapter 3.4);
- Internationality of faculty (see Chapter 3.4);
- Foreign language contents (see Chapter 3.4);
- Practical business experience of faculty (see Chapter 4.1);
- Student support by the faculty (see Chapter 4.1).

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

List of Tables:

Information

Information on the Institution

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

The UACU is licensed and accredited by the Ministry of Education and Science of Ukraine and the State Accrediting Board of Ukraine to offer Bachelor, Master and PhD programmes as well as In-Service Training and Preparatory Department programmes. UACU's license is termless (cf. self-evaluation report p. 14).

The University is a private higher educational institution in Ukraine. There are three Bachelor programmes (Management, International Economic Relations, BBA), two Master programmes (Business Administration, MBA) and one PhD programme (Economics) offered at the UACU. Currently, 123 students are enrolled at the University.

The UACU is a higher education community committed to helping its students to become productive, entrepreneurial, competitive and responsible citizens assuming moral and ethical values. The mission of the UACU is the creation of stimulating teaching and learning environment for a multicultural student body and internationally minded faculty (cf. self-evaluation report p. 13). The UACU students are given an opportunity to practice, study and train abroad (in the USA and Western Europe), developing expertise concerning culture, politics, economics and languages. Students are offered a full range of summer and winter programmes in Wisconsin/Michigan/Minnesota, Heidelberg, Munich, London, Plymouth, Madrid, Paris and Strasbourg (see chapter 1.2 and 4.3).

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

Implementation of recommendations from previous accreditation

The following measures were taken as the result of the recommendations made in the initial FIBAA accreditation in 2014:

> Recommendation: Implementing a mandatory semester abroad.

The UACU students have ample opportunities available for them to be immersed in foreign culture and academics. The UACU has a dual bachelor degree programme with the University of Minnesota (USA), as well as bachelor exchange programmes with Trier University, Germany, University of Applied Sciences, Germany, the University of Koblenz-Landau, Germany), Rutgers University, USA (summer semester abroad, 2020). UACU students can participate in any of these programmes voluntarily. The reason why the University is not making international educational experience mandatory is the cost of this endeavor. Ukraine is considered to be the poorest country in Europe. Income of an average Ukrainian is very low in comparison with the income of citizens in other countries. Consequently, UACU does not want to place additional fee burden on the students. This is the reason why international educational experience is not mandatory. But still, every student has options to take classes abroad if she or he wishes and can afford to do it.

> Recommendation: Stating out more clearly to applicants on which criteria and results the admission decisions are made.

The criteria have been clearly defined and made publicly available on UACU's website[2] (see also chapter 2).

> Recommendation: Implementing a mandatory internship in the programme (awarded with Credit Points in relation to the workload).

UACU's Bachelor programme requires a mandatory internship (see curriculum overview chapter 3.1). The Internship is worth of 3 credits. As the result of the Internship, students write an Internship report and orally defend it. Each student also needs to submit a letter from the place of internship where the company describes the student's accomplishments and areas of improvement as observed and demonstrated during the internship.

> Recommendation: Using more often oral examinations.

Courses of the programme employ the following methods of checking student performance: Midterm exam, Final exam, team/individual presentations, oral discussions, solving case studies in teams and presenting the findings in class, projects defense, internship defense, various quizzes, etc. Many of these methods are oral methods which utilise the approach of oral communication of ideas and conclusions. Although the major two exams (The Midterm and the Final exams) are written exams, many other means are oral ones. This presents a good balance of written and oral students' performance checks.

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[2] https://www.concordia.edu.ua/admission-for-bachelor-degrees/; accessed on 16.04.21

Recommendation: Communicating the offer of measures for personal development to adjunct faculty more clearly.

During regular Departments' meetings where all instructors are invited as well as electronical, information about available opportunities and resources is usually communicated. All faculty members are invited to participate in conferences, attend trainings and master classes in their academic/professional field, take advanced classes to expand their horizon, etc.

Recommendation: Establishing meetings for all teaching staff members involved in the BBA programme more regularly.

Because of the busy schedule of the teaching staff, it is not feasible to conduct official general meetings often. Most of information is shared and discussed via emails and chats. At the same time, a number of official regular general meetings take place every semester. Usually, instructors formally get together at least 1-2 times per semester. It is the time when they mingle with each other, share information with each other and note the requirements/rules/procedures for the semester or discuss the issues which the semester has presented. Furthermore, instructors also spend time with each other and discuss issues during their participation of conferences, meetings with partners, etc.

Recommendation: Formalising the quality assurance system and increasing its transparency.

UACU's formal Quality Assurance System consists of three major parts: student evaluation, instructor evaluation and external parties' feedback. Student Evaluation is available online (https://www.concordia.edu.ua/questionnaire-for-bachelor-students/). The Academic Office is responsible for collecting the information and delivering it to instructors. Instructors are required to analyse the information and give feedback to students. UACU' also communicates with employers of the graduates to know their impression about graduates, as well as with alumni getting their ideas about how the programmes may be improved. Instructor evaluation takes place during the meetings between the Programme Head and individual instructors where instructors can share their ideas about the programme improvement. There is also a requirement of mutual instructors' attendance of each other's class sessions and providing feedback to each other. All these pieces of information are collected and analysed by the Programme Management Team, which consists of the Vice-Rector, the Provost for Academic Affairs, Departments Heads, and the Programme Head.

Recommendation: Taking measures to ensure that all students are actually involved in the evaluation process and discussing the results of the evaluation with the students.

As stated, student evaluation is available online. The Academic Office is responsible for collecting the information and delivering it to instructors. Instructors are required to analyse the information and give feedback to students. To make sure all students participate, students are given time during class sessions to fill in the forms (during the class which is different from the one which is being evaluated, and with the instructor not present). Instructors receive the evaluation information after all course grades are in.

Table 1: Statistical Data[3]

		Summer 2014	Summer 2015	Summer 2016	Summer 2017	Winter 2018	Summer 2018	Winter 2019	Summer 2019	Winter 2020	Summer 2020	Winter 2021
# Study Places		80	80	80	140	140		155		155		155
# Applicants	∑	132	99	393	168	18	174	9	262	22	326	29
	f	65	48	190	73	3	81	1	149	4	165	8
	m	67	51	203	95	15	93	8	113	18	161	21
Application rate		165,00%	123,75%	491,25%	120,00%	137,14%		174,84%		224,52%		18,71%
# First-Year Student	∑	60	66	70	106	18	103	9	114	22	120	29
	f	26	29	34	46	3	50	1	59	4	67	8
	m	34	37	36	60	15	53	8	55	18	53	21
Rate of female students		0,433333	0,439394	0,485714	0,433962	0,166667	0,485437	0,111111	0,517544	0,181818	0,558333	0,27586
# Foreign Students	∑	15	7	24	36	18	26	9	29	22	28	29
	f	6	2	10	11	3	11	1	7	4	8	8
	m	9	5	14	25	15	15	8	22	18	20	21
Rate of foreign students		0,25	0,106061	0,342857	0,339623	1	0,252427	1	0,254386	1	0,233333	1
Percentage of occupied study places		75,00%	82,50%	87,50%	75,71%	86,43%		79,35%		91,61%		18,71%
# Graduates	∑	42	34	30	30	0	20	0	24	0	35	
	f	26	17	16	19	0	13	0	17	0	14	
	m	16	17	14	11	0	7	0	7	0	21	
Success rate		56,00%	87,18%	71,43%	63,83%	33,33%		36,36%		50,00%		
Dropout rate		*44,00%*	*12,82%*	*28,57%*	*36,17%*	*66,67%*		*63,64%*		*50,00%*		
Average duration of study		4,3	4,1	4	4	4,2		4				

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[3] As a rule, Ukrainian students do not enter the University in winter, mostly international students do. As a rule, undergraduate students do not graduate from the University in winter.

Average grade of final degree		2,4	1,77	2,14	2,58	3,01	2,11	2,34	

NOTE: Success rate is calculated as a ratio between the number of graduates in a year X and the number of admitted students in the year X-4.

Table 2: Number of Students studying in online format

2020-2021	
7 female students	5 male students
2019-2020	
12 female students	9 male students
2018-2019	
16 female students	10 male students
2017-2018	
17 female students	9 male students
2016-2017	
13 female students	11 male students

Appraisal

According to the panel, the changes that UACU made in the last accreditation period led to a positive development of the programme. The recommendations from the last accreditation have been taken seriously and appropriate measures were implemented.

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

The reasons of the high Dropout rate in years 2018-2020 were explained by the University as follows:

- unstable political situation in Ukraine in 2014-2015 and the beginning of the hostilities on the territory of Ukraine;
- Continued military conflict on the borders of Ukraine;
- a number of students admitted to the University did not finish the programme on time and continue their studies in subsequent years (due to academic leave or failure to complete some courses of the programme).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

In developing its programme, the UACU uses European standards as described in the European Qualifications Framework and in the Dublin Descriptors (see self-evaluation report p. 31).

The BBA programme aims at developing knowledge and skills in the main areas of management practice which include accounting, finance, marketing, management, business law, entrepreneurship, human resources, operational management, organisational behavior and many more. BBA programme provides a deep understanding of management education and teaches students' critical thinking, becoming a creative and result-oriented professional. The programme shall prepare students to take junior and middle management positions in the globalised business sector and prepare students for higher degrees in business administration.

In its self-evaluation report (see. pp. 31-33) and during the interviews, the UACU stated that the programme aims to enable students to:
- use methods of analytical and reflective thinking to identify and analyse business problems, develop viable solutions and make effective decisions;
- apply appropriate quantitative and qualitative techniques in solving business problems;
- demonstrate competence in the fundamental concepts, theory and tools taught in the core curriculum;
- identify and analyse relevant factors that influence business decision making;
- develop viable alternatives and make effective decisions in an international business context;
- effectively solve important international and multicultural issues that affect business;
- acquire skills and competencies in the field of international business and finance.

In addition, students of the programme should become productive, entrepreneurial, competitive and responsible citizens sharing moral and ethical values. Their creativity and personality shall facilitate the exchange of ideas and provide result-oriented learning. This approach shall make BBA graduates competitive in the labour market (see self-evaluation report p.32).

Possible work experience through internships allows students to start orienting their career paths, to find their job preferences and to be competitive on the job market. UACU provides data on alumni-tracking:

Table 3: Employment rate

Graduation Year	Total	Immediate Employment	Employment in 1 month	Employment in 3 months	Employment in 6 months	Employment in 1 year
2014	43	14	5	11	4	3
2015	40	15	2	12	3	2
2016	27	9	1	10	2	1
2017	29	8	2	8	7	2
2018	19	6	1	4	3	2
2019	25	8	2	6	1	4
2020	35	16	9 graduates immediately entered Ukrainian-accredited Master-level program at UACU		6	4

Appraisal:

During the interviews and in the self-evaluation report, the qualification objectives of the programme have been explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The qualification objectives and skills to be acquired correspond with the Bachelor level. They take into account the European and the national qualification framework.

The panel formed the view that the BBA programme is rather a broad-based programme where students can get an insight into Business Administration from different perspectives. It recommends revising whether the programme should have a more distinguishable profile with a specific focus.

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

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

The international orientation of the programme is two-fold (cf. self-evaluation report p. 34):

1. The design and structure of the programme is internationally-oriented with the use of international practices including curriculum content and course materials.
2. The programme design takes into account international employability requirements in order to provide students with skills to make them highly demanded on the national and international labour market.

All courses at the University are taught in English (except for foreign language courses (German, Spanish and Business Ukrainian). Accounting and banking courses contain

materials that meet international standards. Instructors of the BBA programme utilise international literature and data from different countries in their teaching materials. 100 % of the full-time faculty has gained academic experience abroad. In addition, guest professors and guest lecturers from the USA, Germany and other countries are invited to give guest lectures and presentations.

Besides studying the entire programme in the English language all students are required to study a second foreign language by their choice (Spanish or German) throughout their studies at UACU. On completing the programme, the graduates possess solid knowledge of at least three languages and, therefore, have competitive advantage to obtain a job in an international context or abroad.

The optional double degree programme with University of Minnesota (USA)[4] promotes the international design. Programme students are given an opportunity to practice, study and train abroad (the USA and Western Europe)[5], developing a significant measure of expertise concerning culture, politics, economics and languages. Students are offered a full range of summer and winter programmes in Wisconsin/Michigan/Minnesota, Heidelberg, Munich, London, Plymouth, Madrid, Paris and Strasbourg. Courses and internship taken at partner universities are recognised by Ukrainian-American Concordia University.

In terms of promotion of international employability, the UACU takes the following steps: students have internships in international companies during the academic year; students visit international companies during classes, where they get to know the employability requirements as well as establish relations with the HR leadership of such companies.

An abbreviated list of organisations that students have visited during 2018-2019 academic year is as follows (cf. self-evaluation report p. 37):
- The Parliament of Ukraine
- The Constitutional Court of Ukraine
- Business Company Coca-Cola
- The Integration Committee of the Parliament of Ukraine
- TV Channel —Pryamiy
- Ukrainian Chamber of Commerce and Industry
- Kyiv Ukrainian Chamber of Commerce and Industry
- Business Company —Obolon‖ (drinks)
- Networking company —Fedoriv Hub
- Civic Tech Center

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

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[4] https://www.concordia.edu.ua/partners/university-of-minnesota/; accessed on 16.04.21
[5] https://www.concordia.edu.ua/study-abroad/exchange-programs/; accessed on 16.04.21

During the online conference, the panel acknowledged and approved that international outlook is important to the University and that UACU aims to prepare students for the international job market as well as for jobs in international companies in Ukraine. The interview rounds with the programme management, the lecturers as well as the students and graduates have shown that international aspects are taken into account. For example, the lecturers use international literature and international-oriented case examples in lectures. Furthermore, the lecturers let students work with cases and data from their home countries and enable them to put their findings into an international context.

The broad list of cooperation with HEIs abroad enable the students to make use of academic mobility. The optional double degree with the University of Minnesota is promoting the international orientation of the programme. However, until March 2021 only three students were making use of this option.

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

1.3 Positioning of the study programme

In its self-evaluation report and during the interviews the UACU stated that the BBA is a unique programme in Ukraine which offers the possibility to study completely in English and to participate in double degree programmes with partner universities worldwide and to graduate from the Ukrainian programme as well as from an international one.[6]

The professional English-speaking environment allows students to achieve essential results even till the end of the first year of education, including the familiarity with professional terminology and using the most relevant internationally recognised textbooks and materials in English (with no waiting for translation).

Simultaneously, the proficiency in English language makes the students more competitive on the job market since the employers are interested in the good professional level of the English language and today's economy is oriented on tightening communication with the international corporations and more active participation in global processes (cf. self-evaluation report p. 40).

UACU actively collaborates with national and international organisations to make sure students develop those skills that employers are looking for (cf. self-evaluation report p. 41). More specifically, UACU collaborates with such major national business associations as:
1. The Federation of Employers of Ukraine (FEU)
2. European Business Association (EBA)
3. American Chamber of Commerce (ACC)
4. Ukrainian Chamber of Commerce and Industry

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[6] https://www.concordia.edu.ua/study-abroad/dual-diplomas/; accessed on 16.04.21

This helps UACU to be up-to-date with all business employability trends, as these organisations are the hub where such information is centered (cf. self-evaluation report p. 41).

According to the alumni survey conducted in 2018, 67 % of UACU alumni who took part in the survey ranked the level of knowledge and skills gained at the university as —Excellent; 26 % – ranked it as – Good and stated that they were prepared for employment in full scope on completion of the BBA programme. The majority of alumni are employed and have positions related to management and business administration. 42 % of responders continued learning at graduate level and obtained master's degrees in related fields of studies. (cf. self-evaluation report p. 54).

There are three Bachelor programmes at UACU:
1. Management (Ukrainian Specialty's number: 073 in the Area of Knowledge according to the Ministry of Education classification 07: Management and Adminstration. The Ukrainian Ministry of Education Accreditation Certificate number is: IП №11003598. It is valid until July, 2028;
2. International Economic Relations (Ukrainian Specialty's number: 292 in the Area of Knowledge according to the Ministry of Education classification 29: International Relations. The Ukrainian Ministry of Education Accreditation Certificate number is: IП № 11011224. It is valid until July, 2021.
3. Business Administration BBA (FIBAA accreditation).

In comparison to the first two Bachelor programmes, the BBA programme has an accreditation by FIBAA (EQAR-registered accreditation agency confirming that FIBAA is working in compliance with the ESG) and not a national one.

During the online conference, the panel learned that in the Ukrainian Higher Education Area it is a typical case that students study two Bachelor programmes in parallel in order to receive two diplomas after their Bachelor studies. Following this, UACU offers its students to combine the BBA programme with its other Bachelor programmes (Management and International Economic Relations). The advantage is that there are several overlapping courses in the BBA programme and the other two Bachelor programmes, which have to be completed only once and will be recognised for both programmes. Each programme, if studying only one programme, takes 4 years and is credited with 240 ECTS credits. Using the recognition system described above, students can shorten their study time (not studying eight years for graduating from two programmes).

Thus, the BBA curriculum is partly integrated in the other two programmes – Management and International Economic Relations. After having completed the courses of the BBA programme and of the other Bachelor programme (Management or International Economic Relations), students receive two diplomas:
- Management + BBA
- International Economic Relations + BBA

The following table shows the distribution of students who choose this combination:

Table 4: Statistical data: Man+BBA and IER+BBA

Entry Year	*IER+BBA*	*M+BBA*
2014	13	16
2015	15	24
2016	7	31
2017	32	57
2018	49	61
2019	61	58
2020	51	85

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. The panel formed the view that the BBA programme is very well established on the Ukrainian educational market as the English-taught programme with the options for a double degree is unique in Ukraine. Thus, on the regional market the BBA has a competitive profile.

After the interviews with graduates from the programme, the panel was also convinced that they are employable on the national and international market. Furthermore, the panel appreciated the involvement of employers and business associations in the programme development.

The BBA programme is convincingly integrated into the University's overall strategic concept. By offering the BBA + Management and BBA + International Economic Relations combinations UACU offers students the possibility to receive a diploma from a study programme which is nationally accredited as well as a diploma from a study programme accredited by FIBAA.

The study programme's qualification goals are in line with the HEI's mission and strategic planning

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

2. Admission

The rules of admission to the Private Educational Establishment-institute – Ukrainian-American Concordia University are approved by the rector annually and can be found on the UACU official website as well as in the "BBA Program Catalog" and "BBA Handbook".[7]

The admission requirements for national and international students are as follows: a Secondary School Diploma with satisfactory GPA and an adequate level of knowledge of English language (by presenting TOEFL certificate with the minimum score of 40 % or minimum IELTS score of 4.5 or by taking UACU's English placement test with a minimum score of 40 %). The UACU test contains 100 questions consisting of three parts: grammar, vocabulary, reading comprehension. The test is rated at a maximum of 100 points. Applicants have opportunity to take a test in electronic mode or write it at the University by the appointment (duration 1.5 hours). Students scoring below standard will be expected to enroll in UACU Language School until such time that they have reached satisfactory English proficiency.

In addition, the national applicants have to go through the unified state exam (External Independent Evaluation) in order to be able applying for a Bachelor programme at HEIs in Ukraine. Students are accepted based on their scores in the External Independent Evaluation (not less than 124 points for general subjects and 140 points for major subjects).

International students are enrolled into higher education programmes in accordance with the Law of Ukraine dated 04.02.94, the resolution of the Cabinet of Ministers of Ukraine dated 26.02.93 № 136 «Education of International Students in Ukraine». Nostrification of International Documents on education is obligatory. It is conducted by the Ministry of Education and Science of Ukraine. For the application at UACU the Certificate and Record of High School Transcript must be translated into Ukrainian and legalised in the Embassy of the prospective's student's country in Ukraine.

Every year UACU hold Business English Competition for the graduating high school students who are going to pursue degree in Business Administration. As the result of the competition, students get a 100 %, 75 % and a 50 % discount in tuition fee at UACU (cf. self-evaluation report p. 45).

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

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

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[7] https://www.concordia.edu.ua/vstup/; https://www.concordia.edu.ua/wp-content/uploads/2021/02/bba-handbook-2021.pdf; https://www.concordia.edu.ua/wp-content/uploads/2021/02/bba-catalog-2021.pdf accessed of 16.04.21

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

The Admissions Office and the International Office are open 9:00-18:00 on weekdays and 10:00-16:00 on Saturdays and Sundays and also counsel prospective students by telephone, email and social media. Each fall and spring semester, academic advisors offer preregistration counseling. Preregistration for the Fall semester takes places during the Spring and Summer, and for the Spring semester preregistration takes place during the Fall semester (cf. self-evaluation report p. 47).

The applicants submit their applications only in electronic form. In case that there are more applicants than places in the programme the best applicants regarding the grade point average and the English knowledge will be enrolled. All applicants receive a letter with information whether they are accepted or refused. The letter contains information about their result in the application process.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service at the University for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided. The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements with regard to the English language proficiency guarantees that all enrolled students are able to participate actively in the English taught BBA programme. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Table 5: Curriculum BBA

Modul No.	Title of Module / Course Unit	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study	Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
M1	Modul 1/ Semester I	30								300	600			
BMGT-111	Principles of Management	6								60	120	L/T/S	Exam Computer (90 Min)	40%
MATH-104	Mathematics for Economics	6								60	120	L/T	Exam Computer (90 Min)	40%
ENGL-101	English Composition I	6								60	120	L/T/S	Exam Computer (90 Min)	40%
COMM-101	Business English I	6								60	120	L/S	Exam Computer (90 Min)	40%
CIT-101	Computer Science I	6								60	120	L/T	Exam Computer (90 Min)	40%
M2	Modul 2/ Semester 2		30							300	600			
ECON-101	Microeconomics		6							60	120	L/T/S	Exam Computer (90 Min)	40%
ENGL-102	English Composition II		6							60	120	L/T/S	Exam Computer (90 Min)	40%
COMM-112	Business English II		6							60	120	L/S	Exam Computer (90 Min)	40%
CIT-102	Computer Science II		6							60	120	L/T	Exam Computer (90 Min)	40%
BUS-181	Principles of Entrepreneurship		6							60	120	L/S	Exam Computer (90 Min)	40%
M3	Modul 3/ Semester 3			30						300	600			
ECON-202	Macroeconomics			6						60	120	L/T/S	Exam Computer (90 Min)	40%
BMGT-201	Introduction to Business			6						60	120	L/T/S	Exam Computer (90 Min)	40%
MATH-211	Statistics			6						60	120	L/T	Exam Computer (90 Min)	40%
ACCT-201	Accounting I			6						60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective General Education Course			6						60	120		Exam Computer (90 Min)	40%
M4	Modul 4/Semester 4				30					300	600			
ACCT-212	Accounting II				6					60	120	L/T/S	Exam Computer (90 Min)	40%
MKTG-221	Principles of Marketing				6					60	120	L/T/S	Exam Computer (90 Min)	40%
PSY-211	Psychology				6					60	120	L/S	Exam Computer (90 Min)	40%
COMM-221	Interpersonal Communication				6					60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective General Education Course				6					60	120		Exam Computer (90 Min)	40%
M5	Modul 5/Semester 5					30				300	600			
FMGT-341	Finance I					6				60	120	L/T/S	Exam Computer (90 Min)	40%
BMGT-331	Organizational Behavior					6				60	120	L/S	Exam Computer (90 Min)	40%
CIT-322	IT Applications					6				60	120	L/T	Exam Computer (90 Min)	40%
BMGT-312	International Business					6				60	120	L/S	Exam Computer (90 Min)	40%
	Elective Core Course					6				60	120		Exam Computer (90 Min)	40%
M6	Modul 6/Semester 6						30			300	600			
BU-304	Business Ukrainian						6			60	120	L/T/S	Exam Computer (90 Min)	40%
FIN-352	Finance II						6			60	120	L/T/S	Exam Computer (90 Min)	40%
	Elective General Education Course						6			60	120		Exam Computer (90 Min)	40%
	Elective General Education Course						6			60	120		Exam Computer (90 Min)	40%
	Elective Core Course						6			60	120		Exam Computer (90 Min)	40%
M7	Modul 7/Semester 7							30		300	600			
HRM-441	Human Resource Management							6		60	120	L/S	Exam Computer (90 Min)	40%
LAW-421	Business Law							6		60	120	L/S	Exam Computer (90 Min)	40%
BMGT-472	Business Policy							6		60	120	L/S	Exam Computer (90 Min)	40%
	Elective Core Course							6		60	120		Exam Computer (90 Min)	40%
	Elective General Education Course							6		60	120		Exam Computer (90 Min)	40%
M8	Modul 8/Semester 8								27	240	660			
BMGT-482	Operational Management								6	60	120	L/T/S	Exam Computer (90 Min)	40%
BMGT-411	Business Ethics								6	60	120	L/S	Exam Computer (90 Min)	40%
CPET-406	Course Paper in Economics								3		90	T/S	Exam	100%
ISN-444	Internship								3		90	T/S	Exam	100%
	Elective Core Course								6	60	120		Exam Computer (90 Min)	40%
	Elective Core Course								6	60	120		Exam Computer (90 Min)	40%
total		30	30	30	30	30	30	30	30	2340	4860			

L: Lecture
S: Seminar
T: Tutorial

BBA Program in Management and International Business	
Required Courses	
General Education Courses	**Core Courses**
1. Business English I 2. Business English II 3. Business Ukrainian 4. English Composition I 5. English Composition II 6. Psychology 7. Business Ethics 8. Interpersonal Communication 9. Mathematics for Economics 10. Computer Science I 11. Computer Science II	1. Principles of Management 2. Operational Management 3. Microeconomics 4. Macroeconomics 5. Statistics 6. IT Applications 7. Organizational Behavior 8. Human Resource Management 9. Business Policy 10. Business Law 11. Accounting I 12. Accounting II 13. Finance I 14. Finance II 15. Principles of Marketing 16. Introduction to Business 17. International Business 18. Principles of Entrepreneurship 19. Course Project in Economics 20. Internship
Electives	
General Education Courses – students choose 5 courses (30 credits)	**Core Courses – students choose 5 courses (30 credits)**
Foreign Language (second) I Foreign Language (second) II Sociology Public Administration Leadership American Culture Philosophy European Integration Economics of the European Union: laws and policies Introduction to Programming	Strategic Management World Economics Money, Banking and Financial Institutions International Economic Relations Econometrics International Investments Modeling and Forecasting of the Economy Analysis and Design of Information Systems Information Assurance and Systems Security Sustainability Management
Non-credit – Physical Training	

The overall objectives of this programme are to develop the students' intellectual capacity, managerial skills and executive personality in a way that will enable them to take entry-level managerial positions in business and industry, public sector organisations, consultancy companies and other organisations or start their own entrepreneurial business projects. Furthermore, the programme also prepares students for Master's degree studies in Management, International Economics Relations and related fields. As stated in chapter one, the overall programme objectives are as follows:

- The programme graduates will be able to use analytical and reflective thinking techniques to identify and analyse business problems, develop viable solutions, and make effective decisions.
- The programme graduates will be able to apply appropriate quantitative and qualitative techniques in solving business problems.

- The programme graduates will be able to demonstrate competency in the underlying concepts, theory and tools taught in the core curriculum.
- The programme graduates will be able to identify and analyse relevant factors that influence decision-making in business.
- The programme graduates will be able to develop viable alternatives and make effective decisions in an international business context.
- The programme graduates will be able to effectively address important international and multicultural issues that impact business.

All courses of the programme have been chosen to support these objectives. Furthermore, each course includes facilitation of these objectives as well. The programme is built on obtaining knowledge by students and skills development. All types of assessment measures (Midterm, Final and all types of other assessment activities) aim at determining the student's current level of knowledge acquisition and reflect the amount of knowledge that the student needs to acquire by the end of the semester (cf. self-evaluation report p. 52).

The qualification is awarded to the students who demonstrate knowledge and understanding in the fields of management and business and can apply the above in a manner that indicates professional approach to their work. The students must have competences in solving problems related to business administration and management. Furthermore, they have ability to gather and interpret data in economics and business and inform judgments that include reflection on relevant social, scientific and ethical issues. According to this content the awarded qualification title is "Bachelor of Business Administration in Management and International Business".

The University faculty consults with industry, so the instructors know what employers are expecting from future graduates and offer them opportunities to get their career on track with industry practice and work experience. UACU students additionally explore the business through organised on-site tours to a variety of companies represented in Ukraine. Among them are L'Oreal Ukraine, KPMG, Beiersdorf Ukraine LLC, American Chamber of Commerce, NeochimiKiSA, Imperial Tobacco, Ciklum. In the "Business Polices" class the students' final projects are presented and defended to the board for business representatives who evaluate the students' performance on the scale of a real-life setting.

In addition, the curriculum includes an internship. UACU has developed Methodical Recommendations for the internship as an orientation for all parties involved. According to the recommendations, students choose a place of internship (UACU provides information about vacancies or students choose on their own). Internship period is at least four weeks. For the internship, students receive Journal of Internship, where they write down their work plan for the period of intership and which is approved by the person responsible for the internship from the organisation. After completing the internship, the students submit the following documents to the person in charge of the internship in the UACU: Report on the internship (the content is given in the Methodological Recommendations), the Journal of Internship signed by the student and the person in charge from the organisations; at a scheduled time, students defend their work in front of a panel of three instructors, who give a consolidated assessment. Thus, while studying at UACU, students have the opportunity to apply the acquired knowledge in practice and test their relevance and effectiveness, as well

as to develop the necessary skills that students can actively use in future professional activity.

The BBA programme is based on combining practical and theoretical (methodological) bits of knowledge and skills. The basic idea of all courses is that that both of these aspects should not just go in parallel, they have to be interconnected. There are three approaches toward this issue in educational process design (cf. self-evaluation report pp. 54-55):

- first, when theoretical materials include practical aspects (e.g. Macroeconomics, where the understanding of evolution of approaches and existing theories are vital for general understanding and forecasting);

- second, then practical tasks are complemented by theoretical explanations (e.g. Statistic, where implementation of different methods and approaches, calculations and interpreting of data is the most essential part of the course and theoretical put is more supplemental);

- third, like a combination of those two (e.g. World Economics, where for understanding, analysis and forecasting needed both – practical and theoretical pieces of knowledge).

Moreover, the practical part structure and forms are differing from course to course It could be more orienting on calculations, like Accounting or Business Finance; or be more focused on discussions, dialogs and communicational exercises, like Leadership or Interpersonal communications.

UACU students use interdisciplinary approach to analyse the problems, topics, or issues too complex to be satisfactorily addressed through a single lens. Thus, interdisciplinary thinkers apply multiple perspectives, paradigms, and frameworks to problems, topics, or issues. Interdisciplinarity is a strong emphasis at Ukrainian-American Concordia University. In the following is one example how it is implemented while teaching different courses:

The course Statistics includes such topics as collection, organisation, analysis and interpretation of the data and findings. Students receive knowledge on how understanding of the nature of information, its different formats, existing types of analysis, and foundations of research help and allow decision makers to successfully operate in a continuously changing business environment and stay competitive. This knowledge and skills will be later implemented in such courses as Principles of Marketing, Marketing Research, Finance, Operational Management.

Regarding the ethical aspects in the programme, students are constantly reminded about ethical issues via course design. Instructors often present case studies which have an ethical aspect in mind. By analysing them, students strengthen their understanding and commitment to ethical behavior (cf. self-evaluation report p. 57). The course Business Ethics directly addresses the topic. Each course's syllabus has a statement on unacceptability of cheating and plagiarism. There is a Code of Academic integrity and Corporate Ethics published on the website.[8]

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[8] https://www.concordia.edu.ua/wp-content/uploads/2021/03/code-of-academic-integrity-and-corporate-ethics-eng.pdf; accessed on 16.04.21

One of the goals of the BBA programme is to develop graduates with the conceptual understanding and methodological competence necessary to create, interpret, critically evaluate and promote business knowledge. This is achieved due to the fact that students work with original financial and economic data, as well as with original studies in the field of social science published in peer-reviewed journals. UACU has access to the SCOPUS and WEB OF SCIENCE academic databases. Many courses require students to conduct research using these resources and to report on classes based on research results. In different courses students write research papers and present them at scientific conferences at UACU and elsewhere, and students' best scientific papers are recommended for publication in scientific journals (cf. self-evaluation report pp. 57-58). There is no final thesis integrated in the curriculum. But the students have to write a course paper in "Course Paper in Economics". Methodological recommendations for writing a course paper have been developed, which offer more than 100 topics in Microeconomics and Macroeconomics. Students choose topics and write independent work in accordance with the recommendations. Students complete their work in writing and prepare presentations. At a scheduled time, students defend their work in front of a panel of three instructors, who give a consolidated assessment.

To graduate from BBA programme, students must complete a full range of compulsory and core courses. Each course has at least two major tests – midterm test and final test – as well as different assignments during the semester, such as quizzes, group presentations, and papers. UACU encourages faculty to prepare more graded assignments over the duration of the semester. This will aid in the follow up of overall progress of students, and if necessary, provide timely aid to poor/struggling students.

There are several forms of revising students' knowledge during the course.

- Test and quizzes – current control of knowledge on the understanding of materials, awareness of terms, comprehension of key issues. Usually, do not take much time (from 15 to 45 minutes). This type of control can have several aims: revising of knowledge, practicing in independent work, problem-solving under the pressure, feedback about the level of understanding the materials, preparation to the midterm and final exams.

- Assignments – unlike test and quizzes have more scientific and research character and need more time for preparation. This type of work aims assess skills of working with information, and its interpretation, fact-checking, ability to be creative and innovative, communications, presenting and defending the results, and working in groups (the last point is not obligatory, because this type of work also could be done personally).

Exams. The major purpose of examinations is to certify a student's achievement in a course. Each examination is aligned with the defined learning outcomes of each course and objectively measures of essential knowledge, skills, and abilities of the students.

- Midterms – usually takes place in the middle of the course (eighth week) and covered materials from week 1 to 7 of the course. It should be written in Moodle system personally in class and revised, commented and graded by the instructor within seven days.

- Finals – final work at the end of the course on the 17th week and take about 60-90 minutes. The final test covers all information from the course and could include partly tasks from tasks, quizzes, and midterm or similar ones. The final test has to be

written personally in Moodle system in class on campus and revised, commented and graded by the instructor within seven days.

Students who are involved into the online programme (10 % of the student body) visit the University to participate in final exams (before the Covid-19 pandemic). Midterms as well as test and quizzes and other assignments were conducted via the Moodle Platform.

Since March 2020, when all the students were transferred to the emergency online format, both types of students (on-line and on-campus students) study together. During the Fall 2020 semester no special courses for on-line students were organised. They worked in the same groups with full-time students according to their schedule using Zoom-meeting and Moodle system. They passed midterms and finals at the same time with the same conditions for full-time students. Moodle content is easily accessible and consistent across different web browsers and devices. The system includes a large set of tools for providing educational material (video lectures, hyperlinks, the ability to download files of any format), and for knowledge assessment (quizzes, assignments, modular and final tests in the form of multiple-choice tests, true-falls, matching, essays and others).

During the pandemic time, students have been taking final exams using Moodle system and Zoom-instruments. They cannot use any additional resources and they take the exams under supervision of the examination board. Also as an experiment on May 2020 – October 2020 UACU worked in cooperation with IT start-company EyePass, which could help to see different illegal behavior of students. All students were warned about using the programme and were serious about writing the final works. During the online conference the UACU lecturers states that no violations were found.

Grading system is open and transparent for staff, students and their parents. Students are informed at the very beginning of a semester about the way their final grade will be formed (they are informed via syllabus), about all the quizzes and projects they will need to accomplish during the semester. During the semester, each professor fills the current grades in the Moodle system.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The compulsory electives enable students to acquire additional competences and skills.

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

Case studies help to explain and understand theoretical approaches. The integration of theory and practice is also promoted by the integrated internship and visitation of companies.

There is evidence that the programme qualifies for interdisciplinary thinking, for example through courses related to law as well as the foreign language classes. Statistical methods are used interdisciplinarily in various other courses. Against the background of innovation

management, the panel recommends reviewing if touch points with further fields such as technology and engineering can be made in the curriculum as well.

Ethical implications are appropriately communicated for example in the course Business Ethics and by using case studies where ethical issues are discussed. The panel welcomes that UACU pays great attention to academic integrity. However, since UACU is a small institution, the panel formed the view that UACU is organised in a very family way with close relationships to all UACU members. The panel welcomes the good atmosphere at UACU, but it also recommends keeping in mind the approach of good governance at institutional level.

The panel formed the view that students acquire methodological competences and are enabled to do scientific work on Bachelor level. However, since there is no final thesis in which students could apply their methodological skills, the panel recommends integrating more opportunities into the curriculum where students are required to apply theories. Even though the course "Course Project in Economics" already promotes these aspects, the panel additionally recommends integrating a Bachelor thesis into the curriculum. The panel learned during the online conference that there are currently some developments in the direction that Bachelor theses increasingly become part of Bachelor programmes in Ukraine (even though not prescribed by the Ministry), the panel therefore strongly recommends reviewing this option.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. However, each course has the same style of testing (midterms, final, additional tests during class). The panel recommends considering whether individual adaptation through test formats other than those mentioned above is necessary for each course.

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

3.2 Structure

Projected study time	8 semesters
Number of Credit Points (CP)	240 ECTS credits
Workload per CP	30 hours
Number of courses	41 courses incl. internship
Time required for processing the final thesis and awarded CP	No final thesis
Number of contact hours	2340 (60 hours per course of in-class time x 39 courses) + Course Paper in Economics + Internship

The BBA programme is delivered in full-time mode over four years. The structure of the programme is the same for on-line and on-campus students. The study programme includes 21 compulsory courses consisting of eleven general education courses and 20 core courses, as well as ten compulsory electives, consisting of five elective general education courses and five elective core courses. A final thesis is not included in the programme.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Convention and is regulated in the "Regulations on Students' Academic Mobility at Ukrainian- American Concordia University" and published on the website[9].

Study and examination regulations are published in the legally binding BBA Student Handbook. This document includes regulations on the student-life cycle and is published on the website[10].

Furthermore, at the beginning of their studies, the freshmen students receive a "Memo for freshmen and transfer students"[11] including information on general university-wide rules and regulations incl. organization of the educational process, assessment of students' knowledge, evaluation scale for bachelor and master students, documents such as student's academic card, gradebook examination records, individual academic plan, registration for courses, library, distance learning, bachelor's dual degree and exchange program, tuition fees and time schedule.

The grading system for each course is described in detail in the course descriptions, which can be found online in Moodle. Students track their intermediate assessments in the electronic Gradebook.
Each course is evaluated on a 100 % scale – the minimum percentage value to pass the course is 60 %. The assessment of each course includes: Final – 40 %; Midterm – 20 %; other assessment activities (tests, mini-tests, cases, project, quizzes, etc. – at least 7-8 such works) – 40 %.

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[9] https://www.concordia.edu.ua/wp-content/uploads/2021/03/academic-mobility.pdf; accessed on 16.04.21
[10] https://www.concordia.edu.ua/wp-content/uploads/2021/02/bba-handbook-2021.pdf; accessed on 16.04.21
[11] https://www.concordia.edu.ua/wp-content/uploads/2021/03/memo-for-freshmen-and-transfer-students-2.pdf; accessed on 16.04.21

Mark	ECTS grade	National scale grade
90 - 100	A	5 (excellent)
83 - 89	B	4 (good)
75 - 82	C	
70 - 74	D	3 (satisfactory)
60 - 69	E	
35 - 59	FX	unsatisfactory with the possibility of course repetition
0 - 34	F	unsatisfactory with the mandatory course repetition

The GPA is calculated as follows. Depending on how many ECTS credits are assigned to each of the courses, the number of earned ECTS credits of each course is multiplied by a coefficient corresponding to the obtained grade.

Average	0-34	35-59	60-69	70-74	75-82	83-89	90-100
Ltr Grade	F	FX	E	D	C	B	A
GPA	0,00	0,00	0,25	1,00	2,00	3,00	4,00

The obtained values for all courses are summarised and divided by the number of ECTS credits assigned for these courses.
UACU utilises the following calculations:
- 1 academic hour equals to 45 minutes
- 1 ECTS credit equals 30 hours of student work.
- One class equals 6 ECTS credits.
- Student study workload per course is 180 study hours (6 x 30).
- Since there are 17 study weeks, it is necessary to spend 10.6 hours per week (180:17).
- Three out of these 10.6 hours are spent in class lectures and workshops. The rest 7.6 hours need to be spent personally by a student for such activities as: assigned reading, team work on class projects, instructor's assigned homework.

Students are provided with the information as to the time that a student of average ability would be expected to put into a course in order to obtain a passing grade. This information is provided by a course instructor in the beginning of a course during syllabus presentation. This also includes explanation of course assessments. Assessment requirements for each course are clearly defined in the course syllabus. Generally, students should be able to expect that the time and effort required for each assessable task reflect the contribution of that task to the final grade.

The Programme Coordinator ensures that mechanisms for the monitoring of workloads are in place. This includes the checking of student evaluations in terms of workload expectations and the real time involved. Adjustments in course requirements are made if evidence is provided that the actual workload deviates significantly from the estimated workload. The workload is assessed as a part of the Student Evaluation Survey that students fill in at the end of each course (see also chapter 5).

UACU pays great attention to the equality of opportunity. Students in particular difficult life situations are nurtured helped and encouraged (cf. self-evaluation report p. 75). There are several categories of such students at UACU:

• International students;
• Students whose knowledge of English may benefit from improving;
• Students whose knowledge of Math may benefit from improving.

International students are offered dormitory lodging and are helped with the government's immigration services. Students whose knowledge of English or Math may benefit from improving get additional assistance. They are offered additional tutoring classes throughout the academic year, as well as intensive English courses in summer. UACU also provides assistance with student writing. A special assistive writing class takes place every week, where students can edit their written assignments and essays with the help of an experienced instructor. They also continue developing their knowledge of English grammar and punctuation.

Regarding the special needs of disabled students, the BBA Handbook includes the regulation that students may petition for a time extension in examinations due to unusual circumstances (Student Handbook p. 37).

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

The panel has noticed that for each course the same workload is calculated. Since there might be a difference between the courses and its learning outcomes as well as the planned present time, the panel recommends re-evaluating if the workload calculation is appropriate.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a ECTS grading table.

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

During the interview rounds, the HEI ensured gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal

standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

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

3.3 Didactical concept

In its self-evaluation report UACU indicates that the following didactical methods are used (cf. self-evaluation report p. 79):

- Lectures (as the core teaching method). Lectures are best suited for providing an overview of the subject matter and developing interest to it.
- Practical classes (when students solve practical problems associated with the studied topic). Computer-supported learning (when students accomplish a part of their work online).
- Group-projects (this method includes a wide variety of types of activities, such as library and web searchers, interviews, teamwork, analysis, presentations, etc).
- Videos (this method of delivering information is widely used as it utilizes information technology which is a distinguishing feature of the current professional reality).
- Case Studies and Practical Projects (an important teaching method which links theory and practical issues of business; highly appreciated by students).

The educational materials include textbooks, electronic manuals, audio and video materials. Since September 2017, the teaching and learning platform Moodle ((Modular Object-Oriented Dynamic Learning Environment) has been used as the main electronic educational and methodological support and quality control of education, to which all instructors and students (on-line and on-campus) have access. Moodle provides the most flexible set of tools to support blended learning and 100 % online courses. Moodle has a web interface and is therefore accessible from anywhere in the world. Thanks to the standard mobile interface and cross-browser compatibility, Moodle content is easily accessible and consistent across different web browsers and devices. The system includes a large set of tools for providing educational material (video lectures, hyperlinks, the ability to download files of any format), and for knowledge assessment (quizzes, assignments, modular and final tests in the form of multiple-choice tests, true-falls, matching, essays and many others).

To develop courses using modern methods of distance learning, the Head of the Distance Learning Department annually studies current trends, attends master classes and courses to improve the quality of distance learning systems and recommends them to instructors for the annual development and improvement of courses (cf. self-evaluation report p. 114).

On a regular basis, UACU invites guest lecturers with special experience and knowledge enabling the students to meet distinguished corporate, non-profit, and political leaders. BBA students are always invited to the events which enable them to learn more from the great expertise of such individuals. In the academic year 2018/2019, 15 visiting lecturers from different countries such as Germany, USA, the Netherlands and also from USA have given lectures.

№	Date	Lecturer	Country	Topic
1	7.09.2018	Mathias Fiedler	Germany	Contract negotiations - how to make good deals
2	17.10.2018	Harvey Caroll	USA	Leadership
3	30.10.2018	Philipp Shmidt	Germany	Communication and Marketing in Politics
4	30.10.2018	Hendrick Doss	Germany	Brand Creation in Politics
5	30.10.2018	Jan Metzler	Germany	How to become a successful politician
6	16.11.2018	Paul Thomas	USA	Marketing, Financing and Valuation of SaaS Companies
7	30.11.2018	Paul Thomas	USA	Smart Cities
8	05.02.2019	Michael Ruiss	Germany	How to build a personal brand on YouTube
9	04.03.2019	Paul Thomas	USA	A New Capitalism for a New Economy
10	07.03.2019	Bernard Elsman	Netherlands	Why too much growth can be a problem for your company?
11	11.03.2019	Glib Buriak	Ukraine	International economic relations regulation and modern entrepreneurship
12	08.04.2019	Yurii Borovsky	USA	Getting Entrepreneurial with Your Career
13	06.05.2019	Paul Thomas	USA	How to Profit from Socially Responsible Business
14	15.05.2019	Diana Dayub	Ukraine	Business in education in country with free education
15	17.05.2019	Volodymyr Shulga	Ukraine	Communicationg values: CEO activism as a leading reputation trend

Appraisal:

The logic of the didactical concept is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme and tailored to the specific modules. In addition, case studies and practical projects are used as part of the curriculum and are aimed at developing the students' skills.

The accompanying course materials aligned to the Learning Outcomes are of the required quantity and quality and are available to the students. They are user-friendly and encourage the students to engage in further independent study.

In addition to the regular study programme, guest lecturers are invited on a regular basis. According to presented documents these guest lecturers come from a variety of occupations and bring special experience to teaching. They contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The panel welcomes the quantity and diversity of the guest lecturers and that UACU is such an open-minded University with regard to new impulses and new ideas from outside.

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

3.4   Internationality

UACU from the very beginning was founded like American University in Ukraine, which means first of all the implementing international standards into the traditional Ukrainian educational system. University is positioning itself like American quality education available in Ukraine; this ambitious goal requires continuous work on improvements, openness to the international experience and best practices, and involvement and recruitment international lectors and consultants (cf. self-evaluation report p. 90).

The UACU Supervisory Board is international and members are participating in consulting the teachers and lecturing, in particular representatives of the German-Ukrainian Society for Economics and Science, the mobile payment company Cashcloud (Germany), the Fern University Hagen (Germany), the Concordia University Wisconsin (USA), the IRE (USA) Inc. and IRE (Ukraine) LLC (cf. self-evaluation report p. 90).

Furthermore, UACU collaborate with numerous Universities, and the work on collaboration is continually developing. In 2017-2018 UACU established and have been developing joint bachelor and masters programs with the University of Minnesota Crookston (USA), Koblenz Landau State University (Germany), with the co-founder Concordia University Wisconsin / Ann Arbor and the Higher School of Occupational Safety Management in Katowice (Poland). It opens new opportunities for development and international cooperation not only for students but also for the faculty – exchange programmes, conferences, visiting programs, and networking.[12]

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[12] For example, in 2019 University members participated in — Entrepreneurial Design Thinking School Train the Trainer Week in University of Koblenz-Landau (Germany), and visited Rutgers University (USA) for training and networking.
In November 201, the International Conference —Sustainable development as a platform for Ukraine's European integration‖ took place at UACU. The international committee included representatives of Germany, the USA, Poland, Ukraine (https://www.concordia.edu.ua/conferences/). The discussion attracted scientific and business speakers; also students were attracted to participation and representing results of researches.

Faculty revises the syllabi every semester in terms of adequate correspondence to international educational mainstreams and adequacy to social-economic mainstream (world economic forum, international monetary fund, UN meetings, and publications). Faculty is very diverse at UACU. Representatives from different countries such as Germany, Italy, Netherlands, Austria, India and US teach at the programme. 100 % of the full-time faculty have gained academic or practical international experience abroad.

UACU implements the international context and intercultural aspects in the curriculum in the following directions:
- UACU uses only international educational standards: international style curriculum, program, syllabus, requirements, grading system, policies;
- UACU uses only international standards of Accounting, Banking;
- the instructors prepare cases from national and international business experience;
- in training international data is used;
- in the formation of the structure of the subject, there is a focus on different international culture, intercultural competences and skills;
- international experts from all-over the world, lecturers, top-managers, politics, who are able to share their professional experience with students, are invited;
- in the educational process we use American (international) Textbooks are used;
- instructors prepare audio/video materials related to international aspects;
- studies are only in English. German and Spanish languages are used as second language and influence on increasing of intercultural competences and skills;
- students from more than 44 countries study at UACU and make analysis and decision, prepare term papers, different assignments about their home countries and business, so that they have opportunity to compare existing international experience.

Each class includes extensive teamwork; course teachers use this opportunity to help students develop their intercultural competencies. Students are encouraged to participate in various groups for classroom exercises and to form various groups for working on educational projects.

In addition, students attended the different international and national companies during their internship. So, they have opportunities to participate in the interactive discussion and take part in decision-making during its intercultural competencies and skills, as well as various trainings and master classes in a number of organisations.

A certain group of student community comes from abroad.[13] Following is the overall statistics about International students (Bachelor Programmes) at UACU:

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

Table 6: Percentage of International Graduates

International Undergraduate (Bachelor) Students (percentage)			
Entry Year	*Total*	*International Graduates*	*Percentage of International Graduates*
2014	60	15	25
2015	66	7	10.6
2016	70	24	34.3
2017	106	36	34
2018	121	44	36.1
2019	123	38	30.9

Foreign language plays important role in the programme. Courses at the programme are taught in English – a 100 % English language programme. Furthermore, second foreign language (Spanish or German) is studied during the programme. Sufficient use of foreign language material is in place and this promotes employability of graduates on continuous basis.

Appraisal:

In general, the panel formed the view that international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through the diverse student body, the teaching methods, the teaching materials with international outlook as well as the practical examples, students are enabled to act in an intercultural environment. However, the panel recommends considering if electives with international aspects such as "European Integration" and "Economics of the European Union: laws and policies" can be made compulsory courses in order to make it obligatory for students to face these international aspects.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) is a fundamental element shaping the profile of the study programme and promotes the students' acquisition of international competences and skills.

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

An emphasis of the international orientation of the programme is that the entire programme is taught in English language and according to this the use of foreign language material (literature, cases, etc.). The resulting English skills and the knowledge of a second language promote clearly the employability of the graduates in an international context.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

According to the SAR and evidenced during the on-site visit, communication skills and public-speaking skills, as well as teamwork and conflict-handling are nurtured throughout the programme, and the development of these skills is ensured on a consistent basis. The students of UACU practice communication and public-speaking skills in various ways. All classes have several assignments that students must complete for passing the class. Most classes have research team-projects that students need not only to complete in research and writing but also in presenting the results in class to the fellow students. Work in teams inevitably is connected with conflict, often because of organisational behaviour issues, such as social loafing. In classes, students are counselled how to handle their team-problems. They have their instructor's support in guiding them through the process. Conferences, seminars, round-table discussions, charity activities – all of them help UACU's students develop their communication and public speaking skills.

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

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

During their education students shall not only acquire solid theoretical knowledge, but also develop such skills and qualities as: team-work, leadership, initiative, work ethics, responsibility, integrity (see chapter 3.5).

The BBA program focuses on the objective to offer lifelong learning opportunities to the students who are trained to become managers, businessmen, entrepreneurs and leaders. The programme equips students with relevant knowledge and skills, to establish and broaden their perspective of business, to develop their understanding of global perspectives, and thereby to develop their employability.

The programme allows participants to get their internships in different international companies in Ukraine. Among other aspects, the BBA programme combines different learning methods with active classes, the study and discussion of practical cases, simulated management scenarios, seminars on competence development and professional internships.

The following companies are especially desired internship places for UACU students. These are also the places where UACU students work after graduation (cf. self-evaluation report p. 103):
- Danone Ukraine
- Porsche Finance Group
- Beiersdorf Ukraine
- British Council in Ukraine
- INSTAR Logistics Ltd
- JSCB ―OTP Bank‖ Ukraine
- L'Oreal Ukraine
- METRO Cash & Carry Ukraine
- OJSC ―Deutsche Bank DBU‖ in Ukraine
- Pfizer H.C.P. Corporation, in Ukraine
- PJSC ―Citibank‖ in Ukraine
- Peace Corps Ukraine
- Phoenix Capital Investment Bank (Ukraine)
- Samsung Electronics Ukraine, LLC
- SAS Radisson Blu Hotel in Ukraine
- TASK LTD Investment Group
- Thomson Reuters, Ukraine & Belarus
- VOLVO Truck Ukraine LLC

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. Furthermore, during the online conference the panel learned that employers are involved in curriculum design. The panel welcomes this approach since it promotes the students' employability.

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

4. Academic environment and framework conditions

4.1 Faculty

The UACU team of permanent academic staff combines academic, educational, professional and intercultural expertise. As of 2020, instructors from three different departments are teaching in the full-time as well as the online format of the BBA programme (Department of International Economic Relations, Management & Business, Department of General Studies (incl. Preparatory department), and Department of Information Technologies & Innovations (incl. Distance Learning Department)). In order to guarantee the necessary variety of the faculty body as well as the range of choice among the courses, selected guest lectures support UACU faculty in providing lectures within the courses.

In the **Department of International Economic Relations, Management & Business** four professors, seven associate professors as well as two senior lecturers and two lecturers are teaching in the programme.[14] In total, 15 persons of whom six belong to full-time faculty and nine to part-time faculty.

Practicing Faculty:	
Full time	50 %
Part-time	56 %
International experience of faculty members:	
Full time	100 %
Part-time	44 %

In the **Department of General Studies (incl. Preparatory department)** four professors, six associate professors as well as four senior lecturers and one lecturer are teaching in the programme.[15] In total, 15 persons of whom seven belong to full-time faculty and eight to part-time faculty.

Practicing Faculty:	
Full time	87 %
Part-time	13 %
International experience of faculty members:	
Full time	100 %
Part-time	11 %

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[14] BBA courses that are taught by the instructors of this Department: Principles of Management; Operational Management; Business Policy; Finance I, II; Money, Banking and Financial Institutions; Accounting I, II; Principles of Marketing; Course Project in Economics+Internship; World Economics; Microeconomics; Macroeconomics; Strategic Management; International Investments; Modeling and Forecasting of the Economy; Sustainability Management; Leadership; European Integration; International Economic Relations; Area Studies; Principles of Entrepreneurship; Introduction to Business; International Business; International Management; Contemporary Problems of International Economics; Advanced Finance; Advanced Accounting.

[15] BBA courses that are taught by the instructors of this Department: English Composition I, II; Business English I, II; Foreign Language I, II (Spanish, German, Ukrainian); Business Ukrainian; Psychology; Sociology; American Culture; Economics of the European Union: laws and policies; Business Ethics; Interpersonal Communications; Organizational Behavior; Human Resources Management; Public Administration; Business Law; International Private Law; Philosophy; Physical Training.

In the **Department of Information Technologies & Innovations (incl. Distance Learning Department)** six full-time associate professors are teaching in the programme.[16]

Practicing Faculty:	
Full time	17 %
International experience of faculty members:	
Full time	100 %

As evidenced by the CVs and during the online conference, the departments consist of qualified staff which corresponds to the requirements and objectives of the study programme, including practical business experience.

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

I. Future instructors send their CV

II. HR manager reviews the CV and recommends to the Academic Department the best ones.

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

IV. After the interview the Director of International Programmes recommends the best instructors to the Academic Committee. Then the Academic Committee reviews the documents and makes a decision about professional suitability.

V. For new instructors UACU offers visiting trainings, seminars and lectures at the University, partner Universities and companies. Academic Committee sends its member to visit classes of new instructors, who supports him/her in the development and improvement.

VI. Instructors have ongoing support (especially in Moodle service questions) and they visit professional trainings, seminars, workshops and master classes on a regular basis during their work at UACU.

Professors and the departments collaborate with each other, particularly in the form of joint events. Cooperation of academic staff is carried out in the following forms: regular meetings, communication in electronic form (Bitrix24, Skype, and email) and by phone calls, visiting other instructors' lectures and participation in joint events. The schedule of events is set by the administration of the Institute. The Dean of the faculty is the central person in coordinating and organising events and meetings of the faculty and staff of UACU.

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[16] BBA courses that are taught by the instructors of this Department: Mathematics for Economics: Statistics; Computer Science I, II; IT Applications; IT Applications in Business; Statistical Business Analysis; Econometrics; Introduction to Programming; Analysis and Design of Information Systems; Information Assurance and Systems Security; Research Methods and Analysis.

tudent support and coaching are an integral part of the services provided by the academic and administrative staff and are offered on a regular basis, also via emails. Support for students is provided through an orientation programme, documented in a respective Information folder, with the aim to help new students in adapting to the programme and by giving advice and guidance on a range of welfare related matters to all international students. The UACU provides specific support to students using the Moodle system (Modular Object-Oriented Dynamic Learning Environment) in order to provide educators, administrators and students with a single, reliable, secure and integrated system to create personalised learning environments.

To develop courses using modern methods of distance learning, the Head of the Distance Learning Department annually studies current trends, attends master classes and courses to improve the quality of distance learning systems and recommends them to instructors for the annual development and improvement of courses (cf. self-evaluation report p. 114).

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. According to the CVs the academic qualifications as well as the pedagogical/didactical qualifications of the teaching staff are in line with the requirements of the BBA programme. A high number of lecturers have long-year experience in teaching. During the online conference, the panel learned that specific measures for the further qualification of the faculty members are implemented.

Regarding the practical experience of the faculty, the panel has identified in the CVs and during the online conference that the instructors have above-average business experience and that they use it in their teaching activities.

Regarding internal cooperation, the size of the UACU allows for a close cooperation amongst core staff. Also, the departments host joint events, in which all of the HEI's teaching staff, and students participate. However, in the interview rounds during the online conference, the panel formed the view that regular exchange of all those teaching in the programme takes place more in an informal way.

As affirmed by students of the UACU during the online conference, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. Emails are answered fairly quickly. Where necessary, students are given support with academic and related issues. During the interviews with students who study or studied at the University of Minnesota, the students/graduates mentioned that a more intensive preparation by UACU with regard to American culture would be helpful.

Methods for enhancing the individual learning processes in distance learning are being introduced and demonstrably applied.

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

4.2 Programme management

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

The Programme Director works in team with UACU's leadership (Rector, Vice rector, Provost for Academic Affairs) as well as with the Head of the International Management and International Business Department, the Dean of the International Programmes, the PR and Internship Director, the Admissions Director, and the International Programme Coordinator and Programme Advisor.

Faculty and students are well-supported by the administrative staff. UACU Academic Office provides support to the academic administrators responsible for all facets of faculty appointments. The specific areas supported include faculty searches and recruiting; initial appointments; reviews for promotions and reappointments; faculty compensation; leaves of absence; faculty tracking and reporting; faculty retirements, resignations, and separations; and interpretation of policies and procedures. Faculty can raise issues of interest during regular Departments' meetings. The Programme Director and the Department Heads are also available for an individual meeting with each instructor. They also host joint events, in which all of the HEI's teaching staff, and also students can participate. There is also a Student Council established at UACU which acts for the interests of students.

Admission support regarding courses and programmes, questions about the University, specific entry requirements, housing, registration, etc. is an essential part of UACU's student support. A variety of official University letters and documents are handed out by the Administration as well (including confirmation of degree, confirmation of student status, transcript, letters of references, etc.). The Department Heads host joint events, in which

students can participate. UACU offers continuous professional development for the administration staff (e.g. IT-courses, seminars in the field of HR, language courses).

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. UACU offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

International cooperation is one of the most important directions of UACU's activity. Purposeful work toward achieving this goal is being conducted at UACU since its foundation (cf. self-evaluation report p. 119). UACU students have opportunities to study at UACU's partner universities located in the USA and Western Europe. Currently, UACU cooperates with the following universities abroad:
- Concordia University Wisconsin /Ann Arbor (Wisconsin / Michigan, USA)
- Rutgers University (New Jersey, USA)
- University of Minnesota (Crookston, Minnesota, USA) – Double-Degree Programme with UACU
- East Central University (Oklahoma, USA)
- Indiana Wesleyan University (Indiana, USA)
- Plymouth Marjon University (St Mark & St John) (Plymouth, UK)
- Richmond, The American International University (London, UK)
- Schiller International University (Florida, USA; Germany)
- Trier University (Trier, Germany)
- Ukrainian Free University (Munich, Germany)
- University of Applied Sciences Worms (Worms, Germany)
- University of Koblenz-Landau (Koblenz & Landau, Germany)
- University of Occupational Safety Management in Katowice (Katowice, Poland)
- Varna University of Management (Varna, Bulgaria)
- Kazakh-American Free University (Ust-Kamenogorsk, Kazakhstan)
- Bahcesehir University (Istanbul, Turkey)

There is an optional Double-Degree Programme with University of Minnesota (Crookston, Minnesota, USA). The website contains information on the partner university, the programme, Memorandum of Understanding and Double Degree Articulation Agreement (valid until 2022).[17]

UACU is a member of German-Ukrainian Society of Economics and Science. The Society provides possibilities for UACU to cooperate with German Universities, Companies, Industries, Accrediting Boards, Government and Social Organisations. German-Ukrainian Society of Economics and Science together with UACU organise joint conferences, seminars, round-table discussions, exchange visits and other activities aimed at strengthening of mutual understanding and friendship between Ukraine and Germany.

Another way of cooperation is UACU's cooperation with multinational and local companies. Internship Department of UACU plays important role in UACU's cooperation with enterprises and organisations. The main purpose of UACU Internship Department is providing students with practical experience in business according to international standards and with attention paid to Ukrainian specificity. Membership in the Kyiv Chamber of Commerce and Industry has helped to find companies to cooperate with.

The following companies (among others) are especially desired internship places for the students:

- Beiersdorf
- British Council in Ukraine
- DTEK Ukraine
- INSTAR Logistics Ltd
- International Trade Club Ukraine
- JSCB "OTP Bank" Ukraine
- L'Oreal Ukraine
- METRO Cash & Carry Ukraine
- OJSC "Deutsche Bank DBU" in Ukraine
- Pfizer H.C.P. Corporation, in Ukraine
- PJSC "Citibank" in Ukraine
- Peace Corps Ukraine
- Phoenix Capital Investment Bank (Ukraine)
- Premier Palace Hotel
- Samsung Electronics Ukraine, LLC
- SAS Radisson Blu Hotel in Ukraine
- TASK LTD Investment Group
- Thomson Reuters, Ukraine & Belarus
- UN Electronic Information Centre (Ukraine)
- VOLVO Truck Ukraine LLC

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[17] https://www.concordia.edu.ua/partners/university-of-minnesota/; accessed on 16.04.21

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks as well as with business enterprises and other institutions relevant for the programme are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. The agreements forming the basis of the cooperation are documented and have been presented.

The Double-Degree Programme with the University of Minnesota (Crookston) for UACU students is optional (one of the major reasons is its price). As of 2021, there are only two graduates and currently one student studying in Crookston. UACU indicates that the programme is in the state of further development. The agreements forming the basis of the cooperation is documented and published. Furthermore, the website contains the information that in the BBA programme next to a double-degree option with USA, a double degree option in cooperation with a German HEI is possible.[18] During the online conference the panel learned that this cooperation does not take place yet. In order to avoid misleading student/applicant expectations, the panel recommends that this information be deleted until this option is offered.

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

4.4 Facilities and equipment

The following table gives an overview on the quantity, quality, IT and Media Facilities of the UACU (cf. self-evaluation report p. 123):

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[18] https://www.concordia.edu.ua/business-administration-bba/; accessed on 16.04.21

The name of the specialised rooms	Existing equipment	Detailed description	Software
Center of On-Line Learning (Room 2-13)	Computers – 14 pieces Computers – 20 pieces Scanner – 1 piece Multimedia projector – 1 piece	Impression PERFECT Intel Core2Duo E4500 2.2 GHz / 2048 MB DDR2 / 80 GB SATA2 / Intel GMA X3000 256 MB / Win 7 Pro / Monitor 19` LCD Benq G900 R-Line Intel Corei3-8100 3.6 GHz / 8 Gb DDR4 / SSD 500Gb / HDD 1 Tb / Win 10 Pro / Monitor 23.8» Dell P2417H	1. Microsft Office 2019 2. Avast Antivirus 3. "R" 4. "Python" 5. "C++ Shell" 6. "Diamond FMS" 7. 1C БухгаJITepi5 8. Online software: "Wrike", "Zoho People", "Bitrix24", "ERPnext", "Power BI"
Library, Academic Department, Offices	Computers – 22 pieces Computers – 5 pieces Scanners – 6 pieces Printer – 10 pieces Copier – 2 pieces	Impression SMART Intel Cel Dual-Core E3300 2.5 GHz / 2048 MB DDR2 / 320 GB SATA2 / Intel GMA 3100 256 MB / DVD±RW NEC / Win7 Pro DOEM / Monitor 20` LCD Samsung E2020 Artline Intel Corei3-8100 3.6 GHz / 8 Gb DDR4 / SSD 500Gb / Win 10 Pro / 24»	
Rollaway equipment for the classes	Notebook – 10 pieces Computer – 1 piece Multimedia projector – 4 pieces iPad – 3 pieces	Notebook Acer Aspire 5633 15» Notebook Acer Aspire 5310 14» Computer Intel Corei3-8100 3.6 GHz / 8 Gb DDR4 / SSD 250Gb / Win 10 Pro / Monitor 22» Asus	
Server	Server 3 pieces	Window Server	Windows Server 2008
Server	Server 1 piece	Linux Server	CentOS 7

In addition, students can perform homework and process material in the library, classrooms and computer lab of the Institute with the new computer equipment. Students can access the Internet from the Institute's computers located in the computer lab, as well as from laptops and their own gadgets with Wi-Fi connected to the local network.

The premises are equipped with security and fire alarm systems. Students can access the Internet from the Institute's computers located in the computer lab, as well as from laptops and their own gadgets with Wi-Fi connected to the local network. At the entrance to the Institute there is a ramp; elevator cabins are designed to accommodate a wheelchair (cf. self-evaluation report p. 124).

UACU has presented a list of textbooks which are used for each course of the programme and indicated how many of them are available in the UACU library for students. UACU students do not need to purchase books for classes. They are provided with textbooks which they borrow from UACU's library. In addition, UACU has an agreement with the National M.P. Dragomanov University, which allows UACU students to access WEB of SCIENCE and SCOPUS databases. Instructors and students widely use these research academic data bases in their work.

During the online conference the instructors explained that each class instructor regularly updates the library on the relevant books and textbooks s/he would like to use. Access to the literature and journals are geared to the programme content and are up-to-date. Furthermore, the panel learned during the online conference that the library opens from 9 a.m. to 5 p.m. six days a week and is taken care of by two staff persons, who are also willing to assist and support students in all matters regarding the library. UACU described that the library is surrounded by additional rooms which may be used by the students for self-directed learning. They are designated either for individual quiet study or group activity.

Appraisal:

Due to the Covid-19 pandemic, the panel was not able to visit the UACU on-site. Therefore, the panel was provided with videos showing the UACU facilities as well as interviews with UACU students. According to the panel, the number and size of teaching rooms and the equipment of all learning facilities shown in the video are in line with the needs described for the programmes. According to the provided video, the campus is fully equipped with appropriate technology. Free access to a Wi-Fi network is available for students. However, during the next re-accreditation process a special focus should be made on the facilities on-site.

During the interview round with the students, they confirmed that the opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The library provides access to literature required for the study programme. Access to electronic media and various databases is ensured. There are also enough library workstations available for the students.
However, in the panel's view the opening hours of the library could be extended at least during the examination periods.

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

4.4 Additional services

Careers advisers from UACU's Career Counseling and Business Internship Department[19] help students on duty with queries every weekday. A student can ask the careers adviser to check his/her CV, or for advice on jobs or interviews. A careers adviser helps on resume writing, job interviewing techniques and other relevant issues if they are needed. He advises students and graduates on career planning and job opportunities. A part of the careers advice services is a series of lectures given by guest lecturers who are invited each year to give lectures in their area of their specialisation.

The UACU Alumni Association[20] aims establishing and strengthening connections among UACU graduates, students and the faculty. The purposes of an alumni association are to bring together the organised efforts of alumni, to encourage participation more fully in the life of the University, to provide information about the University and to facilitate association among alumni of the same community for the benefit of their cooperation. Alumni activities involve career chats between alumni and current students, involvement in charitable and social projects, helping students through their first steps in business (career advisor), participation at UACU conferences and publishing in academic journals.

Appraisal:

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

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

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

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[19] https://www.concordia.edu.ua/career-counseling/; https://www.concordia.edu.ua/internships/; accessed on 16.04.21
[20] https://www.facebook.com/groups/wiuu.alumni/; accessed on 16.04.21

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5.2 Alumni Activities			x		

4.6 Financing of the study programme (Asterisk Criterion)

In its self-evaluation report, UACU presents the calculation of expenditures per semester and for the entire programme for international and Ukrainian students. The total expenditure per one student for the entire programme is as follows (cf. self-evaluation report pp. 127-128):

Ukrainian students	144,000 UAH	~ 5,189 EUR
International students	192,000 UAH	~ 6,919 EUR

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

As presented in the self-evaluation report and during the online conference, financial stability of the programme is confirmed by the facts that UACU is capable of fulfilling its financial responsibilities. Financial stability of the programme is the result of several factors:

- The number of students is stable.
- The fees are paid on time.
- The existence of the Reserve Fund (cf. self-evaluation report p. 128).

Assuming the hypothetical situation, that UACU goes through unfavorable situation (be it financial, legal or alike), UACU has presented several factors to the panel that ensure that the students can finish their studies:

"1.   First and the most important, is accreditation (state and international like FIBAA, recognized by the Cabinet of Ministers of Ukraine), giving students an opportunity for their credits to be recognized and easily transferred to other accredited universities in Ukraine and abroad.

UACU programs and the university itself are fully accredited by the State Accreditation Board, MBA is also accredited by FIBAA, BBA is under re-accreditation process at FIBAA. International accreditation ensures credits recognition and transference process to run more smoothly with regards to international universities.

2.   Cooperation with Ukrainian partner universities plays an important role in insuring students security. In case of emergency, UACU students can finish their studies in a number of Ukrainian universities with which UACU has risk-management agreements. More specifically:

a.   Educational and Scientific Complex with a UACU cofounder - National Dragomanov Pedagogical University (NPU), created by the Order of the Ministry of Education and Science of Ukraine, guarantees our students in case of some problems with UACU to finish their studies at NPU Economics and Management Department

b.   Membership in Association of Private Universities of Ukraine, guaranteeing security for the students to finish their studies at Association member-universities in case of any troubles with the university they attended. UACU has been a member of the Association ever since 1997.

c.   Risk-management Treaty with a private HEI the "European University" underscores the agreement that students will be able to finish their studies in the involved universities in case of problems in one of them.

3.   Partnership with international universities with agreements of mutual recognition of credits and their transference in case of necessity.

UACU is in the Articulation Agreement relation with the USA University of Minnesota (Bachelor level), Concordia University Wisconsin/Ann Arbor (Masters level), Rutgers University (Masters level), Poland University of Occupational Safety Management (Masters level), insuring mutual credits recognition and their smooth transferring.

4.   The fourth important role is played by careful planning of the university development and funds securing. UACU is paying much attention to the university system growing, in terms of library funds, technology facilities, faculty and staff salaries increasing, and at the same time securing financial resources on the university deposit account to protect students and faculty in case of inflation and other unfavorable conditions and risky situations, in other words, to prevent non-stability of UACU functioning and development." (cf. Appendix "The Answer to the Question 1 From the March 8 Email").

Appraisal:

Based on the information provided, the panel formed the view that convincing measures have been taken in order to ensure that students will definitely be able to complete their studies for the entire accreditation period.

UACU has presented the corresponding agreements and letter of intents, which sufficiently regulate the hypothetical situation that students cannot continue their studies at UACU. The panel recommends adding some details such as the timeframe when students receive access to the other University as well as the tuition fees. The panel would welcome if the agreements with other universities include a guarantee of an immediate place and the opportunity to finish the studies for free if the fee has already been paid at UACU.

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

5. Quality assurance and documentation

In its Quality Assurance pursuit, UACU utilises the Total Quality Management approach. This approach means constant search for better ways of organising educational-administrative process and continual improvement of all processes. The Total Quality Management approach is used to systematically and continuously monitor the content, processes and results of the BBA programme. This approach is ensured by regular meetings, when UACU's faculty staff and administrators meet regularly to solve problems and discuss UACU's movement toward its goal of becoming one of the best private universities in Ukraine. (cf. self-evaluation report p. 129).

Before the start of the academic semester, all methodological support is checked and evaluated by the Heads of departments and the Dean. This methodological support includes syllabi, lectures materials, assignments, quizzes, tests and open questions/cases for final and modular tests, recommended sources and their relevance, international aspects, the possibility of attracting additional lecturers (guest-lecturers). In addition, the following documents have been developed: methodological recommendations for the term papers, educational and methodological manuals, methodological recommendations for internship, methodological recommendations and control tasks, tests to control the students' knowledge.

The Dean and Heads of departments regularly attend random classes, and evaluate each instructor's syllabi and classes to monitor the quality of content delivery and give instructors an idea of how they can be improved. The assessment includes two stages during the semester: an intermediate assessment (after intermediate exams) and a final assessment (after final exams).

All BBA instructors are invited to participate in the professional seminars/conferences, trainings, webinars in relevant fields and make presentations. Faculty participation in such events is one of the ways to make sure faculty is current on the latest practices in their fields.

In order to improve the educational process and the work of faculty, students of the Institute are invited to take a survey, which contains questions about the course taken and the work of the instructor. The Institute conducts two questionnaires. Surveys for the first questionnaire (paper version) are conducted for each course after the end of semester. Questions include an assessment of organisation and administration of the course, its content, student workload, learning environment and teaching methods, learning resources, quality of content delivery and assessment methods, as well as general evaluation. These reviews are used to constantly improve the quality of evaluation process, the programme and management and also help in the preparation of the rating of instructors. After the survey, a list of measures is compiled. It helps with their elimination. The Dean's office monitors the implementation of activities in accordance with the following requirements:

a) all measures were considered, changed and organised in accordance with the necessary conditions at the end of each module, the Dean's office should organise an additional questionnaire for students in order to understand the instructor's quick reaction to real changes and the fidelity of the original goal;

b) if necessary, the instructor's teaching methods were changed and adapted, and also influenced the development of all the documentation: curriculum, gradebook, module and final exam.

The second questionnaire (electronic version) is a short version of the first questionnaire and is available on the Institute's website[21]. It is available at any convenient time and from any device connected to the Internet. That is, the student has the opportunity (if necessary) to leave his/her feedback and comments at any time convenient for him/her during the academic year. This questionnaire is designed to help in the work of the Academic department of the Institute and receive relevant information. This allows to respond on time and adjust the work during the educational process.

Processing the questionnaire involves viewing all the left feedbacks, bringing them to the attention of the instructor, analysing, working on improving and correcting the educational process.

The Institute's website also contains a questionnaire for interviewing graduates/alumni of UACU[22]. Employers who are supervising the students during the internship can fill out an internship evaluation form giving an indirect feedback about the programme. In addition, business associations such as UACU collaborates with such major national business associations as the Federation of Employers of Ukraine (FEU), European Business Association (EBA), American Chamber of Commerce (ACC) and Ukrainian Chamber of Commerce and Industry help UACU to be up-to-date with all business employability trends, as these organisations are the hub where such information is centered (see chapter 1.3.; cf. self-evaluation report p. 41).

The programme description is available on the Institute's website.[23] All needed information is publicly available and constantly updated. A memo for freshmen is issued to each student of the first year at the beginning of their education at the Institute[24]. In addition, details of the study programme are provided in the following documents, which are made available to students and staff at the start of the academic year:

- BBA Student Handbook (provides students with general information about the programme of study and directs them to more specific information about their studies including admission, academic information, academic regulations)[25]
- BBA Catalogue (includes general information about UACU, general BBA programme information, module descriptions, academic policies, rough information on admission)[26]
- BBA Students Information Folder (including relevant information for international students, Ukrainian students, overall issues, overall structure in the administrative process of the BBA programme and contact details of relevant persons).[27]

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[21] https://www.concordia.edu.ua/programs/bachelor-programs/questionnaire-for-bachelor-students/; accessed on 16.04.21
[22] https://www.concordia.edu.ua/alumni-questionnaire/; accessed on 16.04.21
[23] https://www.concordia.edu.ua/business-administration-bba/; accessed on 16.04.21
[24] https://www.concordia.edu.ua/wp-content/uploads/2021/03/memo-for-freshmen-and-transfer-students-2.pdf; accessed on 16.04.21
[25] https://www.concordia.edu.ua/wp-content/uploads/2021/02/bba-handbook-2021.pdf; accessed on 16.04.21
[26] https://www.concordia.edu.ua/wp-content/uploads/2021/02/bba-catalog-2021.pdf; accessed on 16.04.21
[27] https://www.concordia.edu.ua/wp-content/uploads/2021/02/bba-folder-2021.pdf; accessed on 16.04.21

News, activities that take place during academic year are regularly documented and published at the Moodle system by the dean`s office. Information is also published at UACU's website and on social networks (Facebook, Twitter, You-Tube). Research activities are published in the annual report and academic journals.

Appraisal:

A quality assurance and development procedure, which monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. There are several elements such as meetings at different levels to plan and assess the quality assurance and development of the programme as well as the peer review method and survey instruments for students and graduates. They take into account the evaluation results and the analysis on student workload, and graduate employment. Third parties (alumni and employer) are involved in the quality assurance system as well. Against the background that UACU is a small Higher Education Institution, the panel formed the view that the system they have established at the moment is sufficient for quality assurance and quality development with respect to contents, processes and outcomes. However, if UACU succeeds in growing attracting more students and lecturers, a more formal and systematised quality assurance system will be needed. For example, in the view of the panel the documentation of the processes could be improved. The collaboration of all participants seems effective. But with a view from outside the responsibilities and processes are not always clear.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The questionnaire which is used for evaluation of the courses covers the key aspects of the programme. Several questions aim to check if the actual workload of the students corresponds to the estimated workload. However, the results of the evaluation are analysed by the Programme Management Team, which consists of the Vice-Rector, the Provost for Academic Affairs, Departments Heads, and the Programme Head, but are not discussed in a dialogue with the students. Therefore, the panel misses the measures to close the loop of this quality assurance instrument.

The teaching staff is involved in the further development of the programme through regular meetings and has the possibility to point out options for quality enhancement. However, the corresponding procedures are not formalised.

The study programme's content, curriculum and examination scheme have been suitably documented and published. UACU regularly publishes current news and information about the study programme.

However, the panel noted misleading information on UACU website regarding the other two Bachelor programmes (Management and International Economic Relation) offered at UACU, which can be studied in parallel to the BBA programme. On the UACU website this option is presented as "BBA + Management" and "BBA + International Economic Relation". Therefore, it looks like it is only one programme and only 240 ECTS credits are necessary for both: *"Management Program + BBA is structured for 4 years. The student must earn 240 ECTS credits equal to 120 credits by American system",* correspondingly *"Bachelor of International*

Economic Relations + BBA is structured for 4 years. The student must earn 240 ECTS credits equal to 120 credits by American system."[28]

But in fact, the BBA + Management and BBA + International Economic Relation programmes are two degrees and each degree requires 240 ECTS credits to graduate. In order to make it transparent for students and applicants, the panel recommends the following **condition:**

> **UACU defines on its website that the BBA + Management and BBA + International Economic Relation programmes are two degrees and each degree requires 240 ECTS credits to graduate.**

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

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[28] https://www.concordia.edu.ua/management-bba/; https://www.concordia.edu.ua/international-economic-relations-bba/; accessed on 22.04.21

Quality profile

HEI: Ukrainian-American Concordia University, Kyiv

Bachelor programme: Bachelor of Business Administration in Management and International Business (BBA)

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

3.2	Structure		
3.2.1*	Modular structure of the study programme (Asterisk Criterion)		x
3.2.2*	Study and exam regulations (Asterisk Criterion)		x
3.2.3*	Feasibility of study workload (Asterisk Criterion)		x
3.2.4	Equality of opportunity		x
3.3	Didactical concept		
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		x
3.3.2*	Course materials (Asterisk Criterion)		x
3.3.3	Guest lecturers		x
3.3.4	Lecturing tutors		x
3.4	Internationality		
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		x
3.4.2	Internationality of the student body	x	
3.4.3	Internationality of faculty	x	
3.4.4	Foreign language contents	x	
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		x
3.6*	Skills for employment / Employability (Asterisk Criterion)		x
4.	**Academic environment and framework conditions**		
4.1	Faculty		
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)		x
4.1.2*	Academic qualification of faculty (Asterisk Criterion)		x
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		x
4.1.4	Practical business experience of faculty	x	
4.1.5*	Internal cooperation (Asterisk Criterion)		x
4.1.6*	Student support by the faculty (Asterisk Criterion)	x	
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)		x
4.2	Programme management		
4.2.1*	Programme Director (Asterisk Criterion)		x
4.2.2	Process organisation and administrative support for students and faculty		x
4.3	Cooperation and partnerships		
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation		x

	programmes)			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)	x		
4.4	Facilities and equipment			
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)	x		
4.4.2*	Access to literature (Asterisk Criterion)	x		
4.5	Additional services			
4.5.1	Career counselling and placement service	x		
4.5.2	Alumni Activities	x		
4.6*	Financing of the study programme (Asterisk Criterion)	x		
5	**Quality assurance and documentation**			
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)	x		
5.2	Instruments of quality assurance			
5.2.1	Evaluation by students	x		
5.2.2	Evaluation by faculty		x	
5.2.3	External evaluation by alumni, employers and third parties	x		
5.3	Programme documentation			
5.3.1*	Programme description (Asterisk Criterion)			Condition
5.3.2	Information on activities during the academic year	x		

Comparison of the BBA, IER and Management Curricula

	BBA Required Courses	IER	Management	ECTS Credits
1	Business English I	Elective	Elective	6
2	Business English II	Elective	Elective	6
3	Business Ukrainian	Required	Required	6
4	English Composition I	Required	Required	6
5	English Composition II	Required	Required	6
6	Psychology	Required	Required	6
7	Business Ethics	Elective	Elective	6
8	Interpersonal Communication	Required	Required	6
9	Mathematics for Economics	Required	Required	6
10	Computer Science I – 6 ECTS	Required (Computer Science) – 6 ECTS	Required (Computer Science) – 6 ECTS	
11	Computer Science II – 6 ECTS			
12	Principles of Management	Required	Required	6
13	Operational Management	Elective	Required	6
14	Microeconomics	Required	Required	6
15	Macroeconomics	Required	Required	6
16	Statistics	Required	Required	6
17	IT Applications	Required	Required	6
18	Organizational Behavior	Required	Required	6
19	Human Resource Management	Required	Required	6
20	Business Policy	Required	Required	6
21	Business Law	Required	Required	6
22	Principles of Accounting		Required	6
23	Managerial Accounting		Required	6
24	Principles of Finance	Elective	Required	6
25	Business Finance		Required	6
26	Principles of Marketing	Required	Required	6
27	Introduction to Business	Required	Elective	6
28	International Business	Required	Elective	6
29	Principles of Entrepreneurship	Elective	Elective	6

	BBA	IER	Management	ECTS Credits
30	Course Project in Economics	Required	Required	3
31	Internship	Required	Required	3
	Electives			
	General Education Courses 5 (30 credits)			
1	Foreign Language (second) I	Elective	Elective	6
2	Foreign Language (second) II	Elective	Elective	6
3	Sociology	Elective	Elective	6
4	Public Administration	Elective	Elective	6
5	Leadership	Elective	Elective	6
6	American Culture	Elective	Elective	6
7	Philosophy	Elective	Elective	6
8	European Integration	Required	Elective	6
9	European Law	Required		6
10	Introduction to Programming			6
	Core Courses 5 (30 credits)			
11	Strategic Management		Required	6
12	World Economics	Elective	Required	6
13	Money and Banking	Elective	Required	6
14	International Economic Relations	Required	Required	6
15	Econometrics		Elective	6
16	International Investments	Required	Elective	6
17	Modelling and Forecasting of the Economy		Elective	6
18	Analysis and Design of Information Systems			6
19	Information Assurance and Systems Security			6
20	Sustainability Management	Elective	Elective	6
		Required courses		
		Area Studies		6
		International Management		6
		Global Marketing Strategies		6
	Course Paper in International Economic Relations			3
	Educational Internship "Introduction to the Profession"			3
	Qualification Exam (Project Paper)			3

		Qualification Exam (English)		3
		Electives		
		Principles of Diplomacy and Diplomatic Work	Project Management	6
		PR Management		6
		Green Economics		6
		Essentials of Enterprise Cybersecurity		6
		Public Speaking		6
		Intro to University Life		6
		Financial Accounting		6
		Business Communications		6
		Course Project in Entrepreneurship		6

Non-credit – Physical Training