

# Accreditation Report

Cluster “Economics”

Kyiv School of Economics

Kyiv, Ukraine

Reference Number IP-1096-1



**23<sup>rd</sup> Meeting of the ZEvA Commission on 11 March, 2025**

**Item 04.01**

Study Programme	Degree	Programme Duration	Type of Programme	ECTS Credits
Economics and Big Data	Bachelor	3 years, 10 months	Full-Time	240
Business Economics	Bachelor	3 years, 10 months	Full-Time	240
Business and Financial Economics	Master	1 year, 4 months	Full-Time	90
Economic Analysis	Master	1 year, 10 months	Full-Time	120

**Accreditation contract signed on:** 04/06/2024

**Date of site visit:** 20/11/2024

**Contact person at the higher education institution:** Viktoriia Rudyk, Study Program Accreditation Manager

**ZEvA project manager:** Anja Grube, M.A.

**Expert Panel:**

- **Dr. Anja Blatter**, Professor of Quantitative Methods in Finance, Hochschule Nürtingen-Geislingen/Germany (University of Applied Sciences)
- **Dr. Eric Schoop**, Professor of Business Informatics, especially Information Management, Department of Business Management and Economics, Technical University of Dresden/Germany
- **Dr. Cornelia Scott**, Professor of Business Management, esp. Management and International Finance, Hochschule Anhalt/Germany (University of Applied Sciences)
- **Mr. Jörg Fischer**, higher education consultant, former management consultant, expert in International Business Economics, Controlling and Finance (Professional Expert)
- **Ms. Marla Bartosch**, undergraduate student of Economics, Berlin School of Economics and Law (Student Expert)

**Hanover, 24/01/2025**

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## I. Final Vote of the Expert Panel and Decision of the ZEvA Commission

### 1. Decision of the ZEvA Commission (11 March, 2025)

*The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report from 12.02.2025.*

*The ZEvA Commission decides to accredit the following degree programmes offered by Kyiv School of Economics without conditions for a period of six years:*

- *Economics and Big Data (Bachelor)*
- *Business Economics (Bachelor)*
- *Business and Financial Economics (Master)*
- *Economic Analysis (Master)*

*This decision is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the Framework of Qualifications of the European Higher Education Area and the recommendations of the ECTS Users' Guide as referred to in the ZEvA Manual for the External Assessment of Study Programmes.*

## **2. Central Findings and Final Vote of the Expert Panel**

### **2.1 Central Findings of the Experts: Executive Summary**

The experts have gained a very positive overall impression of Kyiv School of Economics and the four study programmes that were the subject of assessment. Both the long-established Master's programmes and the newly introduced Bachelor's programmes show a consistent and plausible curricular structure and a distinct profile. The experts are convinced that all programmes provide a qualification at the desired level, although more attention should be paid to imparting fundamental research and academic writing skills for undergraduate students.

The programmes benefit from the university's extensive international networks and a dynamic team of highly qualified teaching faculty with a strong research output. Students are generally well-supported in all academic and non-academic matters and value the KSE campus as a safe space for studying, working and living.

The strategic targets of KSE appear ambitious, but nevertheless achievable. In particular, the experts strongly support the university in its ongoing efforts to further digitalize (and thus internationalize) the teaching and learning process.

The internal quality assurance system of the university is already very advanced, as was demonstrated to the experts during the online talks, and should be consistently further developed along with the prospective further growth of the university. The experts also see room for further optimization as regards the transparency of the programme profiles, contents and requirements, both for the students and the general public.

### **2.2 General Aspects**

#### **2.2.1 General Recommendations:**

- The experts recommend providing students, applicants and the general public with more transparent information on the programme profiles, contents and requirements. For instance, the programme aims, the double degree options, the pool of electives and the curricular structure should be described more clearly and comprehensively on the university website, in the Diploma Supplement and the university's regulatory documents.
- The digitalization of teaching and learning should be further pursued and extended.
- With a view to the prospective further growth of the university, KSE should set itself the mid-term goal of implementing a central, independent quality assurance department and an examinations board.
- As a general rule, students should receive feedback on the outcomes of evaluation surveys and possible measures for improvement that were taken in response.

- The Bachelor's programmes should encompass a compulsory course imparting fundamental academic writing and research skills.
- Student access to academic literature and learning materials should be further professionalized. Students should be more strongly encouraged to improve their general information literacy. To this end, KSE should consider increasing investment into library resources and infrastructure.

## **2.3 Bachelor's Programme in Economics and Big Data**

### **2.3.1 Recommendations:**

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### **2.3.2 Recommendation to the ZEvA Commission:**

The expert group recommends the accreditation of the Bachelor's programme in Economics and Big Data for the duration of six years without conditions.

## **2.4 Bachelor's Programme in Business Economics**

### **2.4.1 Recommendations:**

- The experts strongly recommend reflecting once more on the adequacy of the programme title.

### **2.4.2 Recommendation to the ZEvA Commission:**

The expert group recommends the accreditation of the Bachelor's programme in Business Economics for the duration of six years without conditions.

## **2.5 Master's Programme in Business and Financial Economics**

### **2.5.1 Recommendations:**

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#### 2.5.2 **Recommendation to the ZEvA Commission:**

The expert group recommends the accreditation of the Master's programme in Business and Financial Economics for the duration of six years without conditions.

### 2.6 **Master's Programme in Economic Analysis**

#### 2.6.1 **Recommendations:**

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#### 2.6.2 **Recommendation to the ZEvA Commission:**

The expert group recommends the accreditation of the Master's programme in Economic Analysis for the duration of six years without conditions.

## **II. Evaluation Report of the Expert Panel**

### **1. Introduction: Purpose, Design and Context of the Accreditation Procedure**

In June 2024, the Kyiv School of Economics (hereinafter called “KSE”) commissioned the Central Evaluation and Accreditation Agency Hanover (ZEvA) with the external quality assessment and international accreditation of four study programmes in its core field of Economics and Management. For this purpose, the agency assembled a panel of five experts from inside and outside academia, including a student expert.

The assessment was conducted according to the criteria laid out in the “ZEvA Manual for the External Assessment of Study Programmes”. This assessment framework is fundamentally based on the “European Standards and Guidelines for Quality Assurance in Higher Education (ESG)” (ENQA 2015), the “Framework for Qualifications for the European Higher Education Area” (2005) and the “ECTS Users’ Guide” (European Communities, 2015).

This report is based on the experts’ desktop validation of the university’s self-report and on the outcomes of the talks with faculty, staff and students of KSE on November 20, 2024. Due to the current traveling restrictions, the talks had to be conducted online. In order to give the experts an impression of the general facilities on the KSE campus, the university produced a 15-minute guided video tour as a supplement to the self-report.

The accreditation report serves as a basis for the ZEvA Commission to decide on the accreditation of the study programmes, and as a source of information for the Ukrainian authorities and the general public as regards the quality and the accreditation status of the programmes.



## **2. Profile and Mission of the University**

The Kyiv School of Economics has its roots in the establishment of a Master's programme in Economics, taught in English, in 1996. This program was launched by the Economic Education and Research Consortium (EERC) and the Eurasia Foundation at Kyiv-Mohyla Academy. EERC's mission was to enhance economic education and research capacity in post-socialist countries.

In 2006, the Master's program in Economics evolved further when EERC left Kyiv-Mohyla Academy and became an independent institution now known as the Kyiv School of Economics (KSE). Since then, KSE has expanded into a group of companies involved in educational, scientific, and analytical activities while actively contributing to Ukraine's higher education system and society. In 2007, the University of Houston recognized KSE as its foreign partner university, affirming the quality of KSE's Master's programme in Economic Analysis, which has since remained a cornerstone of the institution. In 2013, KSE introduced a new Master's program in Business and Financial Economics, which quickly gained popularity.

Apart from the university, the Kyiv School of Economics now comprises the KSE Institute (a research institution and think tank), as well as the KSE Foundation which financially supports the university's educational endeavours by actively securing grants and donations which foster the development of the university's infrastructure and create new opportunities for students and faculty.

Initially positioned as a hub for economic education and research in Ukraine, the university's first programmes were focused on economics, specifically Economic Analysis and Business and Financial Economics. To complement these, a Master's program in "Public Policy and Governance" was also introduced. Since 2021, KSE has launched a wide range of new study programmes, including the two Bachelor's programmes that are assessed herein, as well as further undergraduate programmes in Psychology, Law, Artificial Intelligence, Cybersecurity and Applied Mathematics. As a response to the challenges faced by Ukraine and in order to prepare a strong workforce for post-war reconstruction, new Master's programmes in Memory Studies and Public History, Urban Development and Post-War Reconstruction and Social Psychology were also introduced. Additionally, in 2024, the University established an Engineering School and introduced two new Master's programmes: one in Unmanned Aerial Vehicles and another in Micro- and Nanoelectronics. The year 2024 also saw the introduction of the first Ph.D. programmes in Economics, History and Archaeology, Sociology, Political Science, Computer Science, Mathematics and Public Management and Administration.

All in all, KSE now counts approximately 600 undergraduate students and around 470 Master's students. The programmes show a strong international profile: all Bachelor's programmes are taught in English from the second year onwards, and some of the Master's programmes (including the two programmes assessed herein) are taught in English only from the start. The university collaborates with various partner universities in Europe, Canada and the USA.

KSE research activities focus strongly on the field of Economics, as well as Sociology and Political Science.

### **3. Assessment of the Study Programmes**

#### **3.1 General Aspects**

##### **3.1.1 Intended Learning Outcomes**

The intended learning outcomes (ILOs) of the study programmes are laid out in the official “programme profiles” which KSE generates for all its programmes as an introductory chapter to the course catalogue. These survey chapters contain a detailed description of the central aims and contents of each programme and outline the most important methods of teaching and assessment applied.

In addition to that, the intended learning outcomes are listed in the Diploma Supplements that are issued upon graduation.

As a general rule, the ILOs are designed along the lines of the national Ukrainian standards for the Bachelor and Master level in the field of Economics, although the university has the freedom to stipulate some individual ILOs in addition to those pre-defined by law. As required by the standards, the ILOs are closely aligned with the descriptors laid out in the Qualifications Framework for the European Higher Education Area.

The KSE website does not describe the ILOs or the programme profiles in detail, but provides surveys of the curricula for more information about the programme contents.

More information on the ILOs of the four programmes assessed herein can be found in the programme-related chapters below.

##### **3.1.1.1 Experts’ Appraisal**

The experts find that the intended learning outcomes of all programmes are in line with the general requirements for Bachelor’s and Master’s programmes in the European Higher Education Area: they adequately reflect the qualification level of the graduates as well as the main goals of higher education reflected in the Qualifications Framework (academic qualifications, personal development, employability, democratic citizenship).

However, the experts find that the ILOs listed in the course catalogues and the Diploma Supplements fail to provide a clear picture of the programme profiles without any additional information. As the ILOs necessarily have to reflect the exact wording of the national standards, they also tend to be relatively formal and generic in nature, especially for readers from outside the higher education system (as, for example, potential employers). Even though some specific ILOs have been formulated by KSE for each individual programme, the graduates’ academic and professional profiles still remain relatively vague.

As opposed to that, the additional descriptions of the programme aims and the graduates’ employment opportunities included in the course catalogues provide a more concrete and

comprehensible outline of what the programmes are about. The experts therefore recommend including these short summaries into the Diploma Supplements (in addition to the list of standard ILOs) and also making them accessible to the general public on the KSE website. Generally, the programme profiles should be described in more detail on the website than is currently the case (cf. Chapter 3.1.7).

### 3.1.2 Structure and Content of the Study Programmes

#### 3.1.2.1 General Features

##### Bachelor's programmes

The two Bachelor's programmes *Economics and Big Data* and *Business Economics* were both launched in the year 2021 and will produce the first graduates in the summer of 2025. Both programmes comprise 240 ECTS credits which are obtained within the period of three years and ten months. The calculated student workload for each academic year is 60 ECTS credits, with one credit equalling an average of 30 academic hours.

The individual course units comprise between one and five ECTS credits each.

According to general national requirements, at least 25% of a Bachelor's programme have to consist of elective classes which give students a choice between several options. The curricula of both programmes are designed in line with this requirement.

On principle, students can choose elective courses from the entire course pool of the university according to their individual interests. However, about 50% of the elective classes need to be related to the core discipline of the programme.

In order to make it easier for students to create their individual learning paths, some elective classes were grouped into so-called "minors". If students wish to place a special focus on any of those minor areas, they need to complete an average of 3-4 courses in that particular block. The system of minors has only recently been introduced and is hence not yet formalized in the university's official documents.

Besides the mandatory and elective classes, both programmes include four practical internships (one per academic year) which are credited with five ECTS credits each, as well as the final qualification work (capstone project) credited with a total of 15 ECTS credits. The capstone project may either be a classical research thesis or a practice-related business project, depending on the students' preferences.

In both programmes, the mandatory classes do not only cover core contents of the subject discipline, but (again based on national standards) also general educational courses from other disciplines as e.g. History or Political Science. Also, English language classes are compulsory for all first-year students.

In order to be admitted to either of the two programmes, applicants need to have completed their general secondary education and achieve pre-defined minimum scores in the national university

entrance exam (“National Multi-Subject Test”). The application process is managed through a centralized procedure at national level, not at the level of the higher education institutions.

### Master’s programmes

As opposed to the Bachelor’s programmes, the two Master’s programmes in *Economic Analysis* and *Business and Financial Economics* are long-standing flagship programmes of KSE. As already outlined above, the programme in Economic Analysis has been existing since the mid-1990s, constituting the very root of the entire university. The programme in Business and Financial Economics has been run successfully since 2013.

The two Master’s programmes have a common focus on a strong Economics background and hence share some core courses in the first study phase, but are otherwise clearly distinct from each other in terms of profile and content (cf. the programme-related chapters below for details). Both programmes, however, allow for a choice of electives (at a scope of 30 and 24 ECTS credits, respectively) and include a mandatory internship which is credited with 15 ECTS credits. As in the Bachelor’s programmes, course units are relatively small, comprising a maximum of six credits.

Both programmes are completed with a Master’s thesis and are taught in English only.

The students are selected based on their first university degree (Bachelor or equivalent) and the results of the so-called Unified (Professional) Entrance Exam, a centralized national procedure for assessing the readiness of applicants to obtain a Master’s degree.

#### 3.1.2.2 Course Catalogues

KSE has submitted course catalogues for all four study programmes as an appendix to the self-report. Apart from the introductory chapter (“programme profile”) already mentioned above, each course catalogue includes syllabi for all mandatory course units and for the internships. The course catalogues do not include the syllabi of the elective courses; neither are the elective options described in detail in the programme profiles. The final capstone projects and theses are also not represented in the course handbooks.

Those syllabi that were disclosed to the experts include all information as recommended in the ECTS Users’ Guide, as, for instance, detailed descriptions of contents, aims and intended learning outcomes, the student workload and number of credits awarded, course prerequisites, the learning activities and methods of teaching and assessment as well as lists of recommended reading. The syllabi for the internships outline the procedure of organizing an internship, which includes the conclusion of an agreement, the development of an individual internship plan and the appointment of a mentor at the internship base. The evaluation procedure for the internship is also briefly summarized.

### 3.1.2.3 Internationalisation, Recognition and Mobility

All four study programmes show a strong international profile, starting with the policy of teaching mainly in English from the second year onwards. Academic mobility is highly encouraged, even though of course significantly impeded by the current conditions. The second and third year of the Bachelor's programmes are regarded as the ideal time period for a study period abroad.

Internships may also be absolved at international companies or organizations, opening up another "mobility window" in the curricula.

KSE offers various opportunities for student mobility by collaborating with partner universities abroad and by participating in exchange programmes like Erasmus+. Both Master's and undergraduate students also have the option of obtaining a dual degree from the University of Houston/USA. In order to do so, Bachelor's students need to take a number of courses offered by the University of Houston in the elective part of the programme, whereas all other parts of the curriculum are fully recognized by the partner institution. At Master's level, the University of Houston recognizes the entire degree without making any active teaching contributions.

KSE has laid down its regulations for the recognition of learning outcomes in Part 4 of its general Educational Process Guidelines. KSE may recognize learning outcomes achieved in formal education or in non-formal settings.

The Educational Process Guidelines explicitly stipulate that the recognition procedure is based on the principles set out in the Lisbon Recognition Convention. In case an application for recognition is denied, the applicant has a right to appeal.

On principle, KSE issues a Diploma Supplement upon graduation which is based on the general standard template used in the European Higher Education Area. Sample Diploma Supplements for all programmes were disclosed to the experts as appendices to the university's self-report.

### 3.1.2.4 Experts' Appraisal

The experts have come to the overall conclusion that all four study programmes show a consistent and plausible curricular structure. All programmes manage to strike a good balance between theory and professional practice, the main focus varying slightly according to the individual programme profile and qualification level.

Nevertheless, with a view to general qualification requirements for graduates from Bachelor's programmes, the experts recommend introducing compulsory classes imparting basic academic research and writing skills for undergraduate students. Also, students should be more strongly encouraged to improve their information literacy, i.e. to learn how to retrieve information and conduct literature reviews on their own. During the talks, the experts gained the impression that students rely exclusively on the learning material provided by their lecturers without extending their reading and research beyond these limits.

Thanks to the university's extensive network and close ties to the professional world, the students have excellent internship opportunities, resulting in a high degree of graduate employability. The experts are especially impressed by the strong international orientation of the programmes and the multiple opportunities for students to gain international experience in the context of study periods or internships abroad. The dual degree option in collaboration with the University of Houston is another strong point, but it should be more clearly described on the website and in the documents how exactly this option works and what the requirements are.

The course syllabi are regarded as fully satisfactory in their current format, but the course catalogues should be extended to cover the final capstone projects, as well as all programme-specific electives (as outlined in the survey tables included in the self-report). The introductory chapters to the course catalogues ("programme profiles") should also describe the programme contents and structure more comprehensively, including the elective parts and the newly introduced system of "minors" at Bachelor's level, as was already done in the self-report. This basic information should be published online, too.

The university should also take care to highlight the students' individual choice of minors in the Diploma Supplements for the Bachelor graduates.

For a more detailed assessment of the individual programmes, please refer to the chapters 3.2-3.5 of this report.

### **3.1.3 Teaching Faculty**

KSE has provided comprehensive information on the teaching faculty involved in four the study programmes, including the CVs of the core teaching staff. Most lecturers teach not only in one, but two or more of the programmes.

Additional information was given on KSE's policy for staff recruitment and staff development. Also, the experts got the opportunity to talk to the Academic Directors of the programmes and other members of faculty in the course of the online talks.

In addition to its faculty and staff, KSE invites experienced practitioners and professors from foreign universities (particularly in the US) as lecturers on a regular basis. Vice versa, KSE faculty members serve as permanent or visiting professors at renowned universities in the USA and Europe, many of them having spent longer periods of their academic education and career abroad. The university continuously encourages the teaching staff to engage in international exchange programmes, internships and research projects.

The members of faculty and the visiting professors involved in the Economics and Management programmes are very active researchers, with numerous publications in highly ranked, peer-reviewed journals. Apart from the traditional KSE core discipline of Economics, the university has also established a strong foundation in Applied Mathematics and Statistics.

For the onboarding of new teaching faculty, the university has established an introductory course on the basics of teaching at KSE. The recruitment process also involves a trial lecture to get an impression of the applicants' teaching skills.

All faculty members receive information about available professional development programmes, research projects, internships, and academic exchanges they can participate in.

As a general rule, KSE offers as much in-class teaching as possible, distance learning and online lectures still being the exception rather than the rule.

#### 3.1.3.1 Experts' Appraisal

The experts were very impressed by the highly ambitious, relatively young yet very competent and dynamic team of KSE faculty they encountered during the online talks. Both the core faculty members and the visiting lecturers are prolific researchers with extensive international experience, which is of utmost importance with a view to the aims and profile of the study programmes. It also seems very reasonable to complement this academic basis with professionals from outside academia, as the programmes are meant to open various career paths for graduates beyond academic research.

During the talks the experts have also gained the impression that relationships between students and lecturers are marked by a high level of trust and close communication. The university actively supports and facilitates the continuous professional development of its teaching faculty.

All in all, the students of the four Economics programmes benefit from a high level of quality as regards their teaching faculty. Teaching capacity, however, seems to reach certain limits at times, resulting in a relatively high teaching load for the faculty members and a limited choice of electives. Also, a high burden is placed on the Academic Directors of the programmes who bear a lot of administrative responsibilities in addition to their core tasks in teaching and research. The university is therefore encouraged to continue looking for ways and means of expanding teaching capacity, such as through online guest lectures. In particular, the Academic Directors should be provided with more staff resources to support them in tackling their numerous academic and managerial tasks.

#### 3.1.4 Infrastructure, Resources and Student Support

##### 3.1.4.1 General Infrastructure on Campus

KSE moved to a new campus in Kyiv in 2021 in order to create a modern learning environment for a growing number of students. The university has described the facilities on campus in its self-report and has provided a guided video tour specifically for the expert panel.

The university campus features modern classrooms equipped with multimedia tools, laptops, and video cameras for various educational purposes. There are several study rooms for independent learning, including one with freely accessible computer equipment, all of which are available to



students at any time. In order to provide maximum safety for students, several classrooms were set up in underground shelters. The campus also features recreational spaces for students, as well as meeting spaces for student clubs and self-government activities.

To support the educational process and virtual communication with students, the University has established a corporate messenger, the Moodle platform and personal student accounts.

On the Moodle platform, students can access information about each course, including syllabi, lecture notes, electronic learning materials, and video recordings of classes. These resources, created by faculty members, are available for independent study, evaluation, and feedback. Students also have free access to virtual resources such as Rapido, JSTOR, Research4life, and Project Syndicate through Moodle. Additionally, students can use the Coursera educational platform to enroll in additional courses at no cost, and Microsoft applications are provided free of charge. A library in the conventional sense does not exist on the KSE campus.

#### 3.1.4.2 Student Advice and Support Services

The KSE students have a wide spectrum of support and advisory services at their disposal. In all non-academic matters, they may turn to the central Study Support Office (SSO). The SSO is responsible for coordinating core processes throughout the student life cycle (student enrolment, assessment, graduation and recognition). Also, the SSO takes care of central organizational processes like the scheduling of classes or the moderation of the Moodle learning platform.

The International Affairs Manager provides consultative and coordinating support to students on matters of international academic mobility, formulates proposals for academic exchange programs and supports the selection process of candidates for participation in these programmes and the preparation of relevant documents.

The staff of the Student Development and Alumni Relations Office support students in matters of integration, social and psychological well-being and professional development. This includes assisting students in obtaining academic grants and in finding accommodation. In addition to that, the team is responsible for maintaining constant contact with alumni, for monitoring their career development and involving them in various initiatives that contribute to the university's further development. The Student Development and Alumni Relations office also monitors students' needs for professional development and organizes events to enhance their career opportunities.

KSE offers confidential psychological counselling to all students free of charge.

In all questions concerning their academic studies, students can turn to their lecturers or to the Academic Directors of their programmes. There are also supporting tutorials offered by student tutors for certain fundamental subjects like Mathematics, English or Microeconomics.



#### 3.1.4.3 Equal Opportunities

KSE has developed and published a Gender Equality Plan which was disclosed to the experts as part of the self-report. This strategic document covers a wide spectrum of thematic areas relevant for creating gender equality, as e.g. creating flexible working conditions for staff, incorporating gender perspectives into decision-making processes, staff recruitment and staff development, as well as accounting for aspects of gender in research and the design of curricula. As part of the policy KSE also commits itself to collecting relevant data and to generating regular progress reports in order to monitor the university's progress in achieving its gender equality goals.

KSE is committed to providing equal learning and development opportunities for students with special needs by creating an inclusive environment and offering personalized study plans to support their specific requirements.

As formally stipulated in the university's Academic Process Guidelines, students with special educational needs who require adjustments to the educational process can submit a request to the Study Support Office. The request is then decided upon by the First Vice-Rector, together with the dean of the faculty and the Academic Director.

A special childcare room is available on the KSE campus. Students taking care of small children or other family members can be granted temporary academic leave.

#### 3.1.4.4 Experts' Appraisal

Based on the video material and the additional information provided, the experts conclude that KSE provides excellent conditions for studying, working and living on its new campus. This was also confirmed by the students during the online talks. In-class teaching is kept up as best as possible while warranting maximum safety for students, even though the limited number of shelters significantly impedes an efficient scheduling and organization of classes across all study programmes.

From the experts' point of view KSE should more thoroughly ensure that students learn how to actively research and use scientific literature in the course of their studies and thus improve their information literacy (cf. Chapter 3.1.2.4 of this report). For this purpose, the university should consider increasing investment into library resources and infrastructure.

Students are generally enabled and supported very well by their lecturers and by the administrative staff of KSE. Learning groups are relatively small, which makes it easier for lecturers to tend to individual students' needs. Students are further supported in their academic progress by means of additional tutorials and mentoring. Extracurricular bridging classes for first year students might be another helpful tool to lower attrition rates especially at undergraduate level.

KSE has committed itself to a policy of ensuring diversity and equal opportunities at all levels. This also includes tending to student's special needs during the teaching process. KSE might consider extending this approach to the realm of student assessment, too: if necessary, the Academic Process guidelines

should allow students with special needs to complete an assessment in a different format, or within a prolonged period of time..

### **3.1.5 Student Learning and Assessment**

The didactic approach taken by KSE is described in detail in the university's self-report. The principles of student-centeredness and competence-orientation are key to this approach. In particular, the emphasis is on developing the students' capacity for analytical and critical thinking, communication skills, teamwork and leadership skills. Significant attention is paid to the ethical aspects of economic activity and social responsibility as an integral part of training modern professionals.

In line with this general concept, KSE takes care to apply teaching methods which actively involve students in the learning process, as e.g. flipped classes, case studies, group projects, problem analysis, simulations and games, debates, contests or quizzes. Such teaching methods are used in mathematical, statistical, IT, economic, and managerial courses. Problem-based learning and practical orientation are further key elements of KSE's didactic concept. The individual needs and interests of students are tended to as best as possible, as, for example, by means of elective classes, supporting tutorials and career counselling.

The course syllabi contain detailed information on the methods of teaching and assessment applied in each course. The syllabi show that the university places high importance on continuous assessment: in addition to the final assessment event, each theory-based course involves constant formative assessment and regular feedback from lecturers for a continuous monitoring of the students' learning progress.

Summative assessment at the end of the course usually involves a written exam or a final project presentation. Projects may be worked on individually or in groups and may focus either on research tasks or on real-world business scenarios. At Master's level, however, there is a stronger emphasis on the application of research methods and the development of research proposals, especially in the Economic Analysis programme (cf. Chapter 3.1.4 for details).

Internships are usually assessed by means of self-reports in which students reflect on their professional development and the knowledge and skills they acquired in the course of the internship.

KSE makes use of educational technologies like online classes/remote teaching, electronic learning resources and interactive platforms. In-class teaching is still the preferred approach, but is frequently amended by hybrid formats in order to best meet students' needs and ensure maximum safety.

#### **3.1.5.1 Experts' Appraisal**

The experts commend KSE on the large variety of teaching and assessment methods applied in the four study programmes. The formative assessment approach should be especially highlighted, as it enables a close monitoring of the students' academic progress and general development. The

workload induced by the numerous and continuous assessment events appears to be manageable for students, in spite of certain peaks occurring particularly during the first and second year of the Bachelor's programmes.

The overall didactic concept underlying the programmes is well in line with the intended learning outcomes and relies on state-of-the art methods like the flipped classroom approach.

The experts recommend further pursuing the digitalization of teaching and learning, even though important steps into this direction have already been taken. This is of particular significance with a view to the university's strategy of internationalization, as in times of restricted physical mobility, digital learning formats may facilitate internationalization at home by means of virtual mobility and virtual exchange (e.g. COIL – collaborative online international learning, as prospectively mentioned on p. 61 of the self-report).

### 3.1.6 Quality Assurance

KSE has established an internal quality assurance system as a set of principles, procedures and measures which ensure the effectiveness of educational and administrative processes that directly affect the quality of study programmes and the achievement of student learning outcomes. The university's quality assurance procedures are formally regulated in a policy which was included in the self-report, along with sample questionnaires for course evaluation and other regular surveys. By special request, the experts also received an introduction to the online dashboard used by KSE for the processing, evaluation and interpretation of quality-relevant data.

The quality of teaching and learning at KSE is monitored by means of several instruments:

- Moodle-based anonymous surveys for course evaluation (end-of-class evaluation for each course, partly complemented by mid-term evaluation),
- continuous analysis of data on student success and achievement,
- annual surveys focusing on the students' overall satisfaction with their programme,
- regular surveys to monitor students' satisfaction with their learning environment, resources and infrastructure as well as services provided by KSE,
- alumni surveys,
- oral or written feedback from employers and partner organizations.

For each study programme, KSE appoints an Academic Director who bears the main responsibility for the quality assurance and enhancement of the programme. The outcomes of course evaluation and alumni surveys as well as indicators of student performance are made accessible to the Academic Directors, who analyse the data and decide upon measures for improvement if necessary. This may include updating the curriculum, adjusting the distribution of student workload or modifying teaching and assessment methods.

The Academic Directors are also responsible for ensuring the programme's staff resources, for evaluating the performance of the teaching staff and for generating the course syllabi. Furthermore,

they exchange with students in the context of oral feedback sessions and focus group meetings.

The outcomes of surveys that relate to university-wide issues beyond the programme level are analysed by the KSE leadership board and the heads of the relevant administrative departments.

Strict adherence to the principle of academic integrity is an important part of KSE's quality assurance policy, resulting in a number of measures as e.g. compulsory instruction of students on academic integrity issues or plagiarism checks. KSE has also set up a separate policy on Academic Integrity and includes explicit references to this topic in all course syllabi.

#### 3.1.6.1 Experts' Appraisal

The experts are very impressed by the internal quality assurance system implemented at KSE. The university takes a professional and comprehensive approach to quality assurance, supported by state-of-the-art monitoring tools which allow for in-depth analyses. The regular satisfaction surveys conducted by the university address the perspectives of all relevant stakeholders and cover a wide spectrum of aspects impacting the quality of teaching and learning.

The online talks with students and teaching staff confirmed that improvement measures are taken in response to stakeholder feedback or low student performance, leading to closed PDCA cycles. However, KSE should inform students about evaluation results on a more standardized basis. As a mid-term goal, the experts also recommend setting up a central, independent quality assurance department as well as an examinations board at KSE, especially with a view to the ongoing further expansion of the university. A central quality assurance unit may also release some burden from the Academic Directors, on whom the quality assurance system is very strongly reliant at present. As already mentioned above, the experts' general impression is that the Academic Directors' numerous tasks and responsibilities should be more evenly distributed across the institution. A quality assurance unit may be only one of several possible steps to achieve this goal.

#### 3.1.7 Transparency and Public Information

As already outlined above, KSE offers course catalogues for all its study programmes, each containing detailed course syllabi and an introductory summary of the programme profile. All course catalogues are available to the students via the Moodle platform.

The KSE website contains basic information in Ukrainian and English on all Bachelor and Master programmes offered by the university. The profile and thematic focus of each programme is outlined in a few sentences or as a short list of bullet points, and a survey of the curriculum is available for download.

Faculty and students can refer to the Academic Process Guidelines for all university-wide regulations regarding the educational process, student assessment, graduation and recognition issues.

#### 3.1.7.1 Experts' Appraisal

All in all, the experts see the need to further increase the transparency of the programme profiles, contents and requirements. As already mentioned above, the course catalogues are still incomplete and do not always describe the programme concepts and contents in a fully comprehensible manner. This applies particularly to the newly introduced system of “minors” in the Bachelor’s programmes (cf. Chapter 3.1.2.4). The experts recommend improving the key documents in this regard.

Furthermore, the university website should include extended information on the intended learning outcomes, structure, aims and contents of the study programmes. It should also be more transparently described how exactly the dual degree options with the University of Houston work in practice.

Finally, KSE should also make sure to describe the programme profiles and the students’ chosen learning paths (minors) more explicitly in the Diploma Supplements.

### 3.2 **Economics and Big Data (Bachelor)**

#### 3.2.1 Intended Learning Outcomes

In the introductory chapter to the course handbook (“programme profile”), the aims of the Bachelor’s programme in Economics and Big Data are described as follows:

*The study program "Economics and Big Data" has been designed to address the contemporary challenges and opportunities associated with processing and analyzing large volumes of data in the field of economics. In the context of digital transformation and rapid technological advancement, Ukraine faces issues such as a shortage of skilled data analytics professionals, insufficient implementation of relevant technologies, and limited access to advanced knowledge and analytical tools.*

*This program aims to prepare students with in-depth knowledge in economics and quantitative methods, enabling them to analyze large datasets to develop innovative solutions and predict economic trends. It offers the opportunity to master modern data analysis tools such as Python, R, SQL, and Hadoop. This will allow students to work with vast amounts of information, identify patterns, trends, and anomalies, as well as create analytical reports and visualizations. This will contribute to effective decision-making, the implementation of innovations, and sustainable economic development.*

*The program prepares students for employment in various economic sectors where knowledge of big data analysis is essential. Graduates will possess the skills to integrate into the global economy and operate in the international market, adhering to ethical standards and responsibilities.*

The intended learning outcomes listed in the programme profile and the Diploma Supplement are:

*PLO 1. Identify as a member of civil society and the scientific community, recognize the supremacy of*

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*law, exercise own rights and freedoms, and show respect for the rights and freedoms of others, including team members.*

*PLO 2. Share moral, cultural, and scientific values, appreciate society's achievements in the socio-economic and technological fields for sustainable development, and support a healthy lifestyle.*

*PLO 3. Understand and use economic terminology to explain basic concepts of microeconomics and macroeconomics.*

*PLO 4. Understand the principles of economic science and the features of the functioning of economic systems.*

*PLO 5. Apply analytical and methodological tools to substantiate proposals and make management decisions for various economic agents (individuals, households, enterprises, and government bodies).*

*PLO 6. Demonstrate interpersonal interaction skills, use professional arguments, emotional intelligence, and empathy to exchange information, ideas, tasks, and methods of solving them with both specialists and non-specialists in the field of economic activity.*

*PLO 7. Explain models of socio-economic phenomena based on fundamental principles and knowledge, understanding the main directions of economic science development.*

*PLO 8. Apply appropriate economic and mathematical methods and models to solve economic problems.*

*PLO 9. Understand the main features of the modern global and national economy, institutional structure, and directions of social, economic, and foreign economic policy of the state.*

*PLO 10. Analyze the functioning and development of business entities, distinguish functional areas, and calculate the relevant indicators that characterize their performance.*

*PLO 11. Analyze processes of state and market regulation of socio-economic relation*

*PLO 12. Identify sources and understand the methodology for defining and methods for obtaining socio-economic data, collect and analyze necessary information, calculate economic and social indicators.*

*PLO 13. Identify and plan opportunities for personal professional development.*

*PLO 14. Demonstrate skills in creative and critical thinking in research and professional communication.*

*PLO 15. Interpret data, provide arguments, critically evaluate logic, and draw conclusions from sources of information, including lectures, discussions, and debates.*

*PLO 16. Conduct interdisciplinary analysis of socio-economic phenomena and problems in one or more professional fields, considering risks and potential socio-economic consequences.*

*PLO 17. Use normative and legal acts that regulate professional activities.*

*PLO 18. Use information and communication technologies to solve socio-economic tasks, and prepare and present analytical reports.*

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*PLO 19. Demonstrate skills in oral and written professional communication in both the official and foreign languages.*

*PLO 20. Use abstraction, generalization, analysis, and synthesis to identify key characteristics of economic systems at different levels, as well as the behavior of their subjects.*

*PLO 21. Show flexibility and adaptability in new situations, in working with new objects, and under uncertain conditions.*

*PLO 22. Demonstrate self-directed work skills, critical, creative, and self-critical thinking.*

*PLO 23. Act socially responsibly and consciously based on ethical principles, value and respect cultural diversity, and individual differences.*

*PLO 24. Apply statistical procedures, computing technology, and software tools for data collection, processing, and analysis.*

*PLO 25. Be proficient in modern information technologies for text input and formatting, using spreadsheets, creating presentations, working with databases, searching for and sharing information.*

*PLO 26. Use quantitative and qualitative research methods to analyze data and information, facilitating reliable and consistent decision-making.*

*PLO 27. Apply specialized software in practical activities.*

*PLO 28. Know methods for modeling economic and social processes.*

*PLO 29. Understand and determine how legal, social, economic, and global contexts influence individuals and organizations.*

*PLO 30. Interpret incomplete information for designing, making, and justifying economic decisions.*

The intended learning outcomes Nr. 24-28 were specifically formulated for the programme, whereas all other ILOs on the list reflect the national educational standards for all undergraduate programmes in Economics.

**3.2.1.1 Experts' Appraisal**

The experts find that the rationale for launching the programme and the general programme profile become sufficiently clear in the description of the aims and intended learning outcomes. The fields of employment for graduates mentioned in the programme profile (financial institutions, technology companies, government institutions, academic and research institutes, educational establishments) seem plausible to the experts.

As already mentioned above, the experts recommend including the concise description of the programme aims quoted above in the Diploma Supplement and on the KSE website.



### 3.2.2 **Structure and Content of the Study Programme**

The general structure of the programme is as described in Chapter 3.1.2.1 of this report.

In the course of the programme students acquire fundamental knowledge in economics and quantitative analysis methods, as well as a deep understanding of modern big data processing tools. The programme enables practical application of the acquired knowledge through working with large datasets, using modern technologies and software.

The mandatory part of the programme consists of courses in different areas of Mathematics, IT, Data Science as well as Micro- and Macroeconomics, complemented by English language classes and some courses from other educational disciplines like History or Political Science.

In the elective part students may choose to focus on different minors, including Public Economy, Quantitative Economics or Software Engineering. Students opting for the additional degree from the University of Houston have to take a pre-defined set of courses as prescribed (and partly taught by) the partner university. This includes general educational courses on Academic Writing, Art and Society, Biology and Psychology.

#### 3.2.2.1 **Experts' Appraisal**

From the experts' point of view, the curricular structure of the programme is plausible with a view to the intended learning outcomes and graduate profile. In the mandatory part of the curriculum, students receive a solid methodological foundation in Mathematics, Data Science and Economics, before moving on to more specific topics like Machine Learning, Game Theory or Big Data Analytics in the third and fourth year of their studies. A strongly project-based teaching approach and the four internships give the students much opportunity to apply their knowledge in practice.

The recent introduction of elective minors into the programme seems reasonable from a didactic point of view, as it allows students to follow their own interests while still developing a coherent academic profile.

All in all, the programme appears demanding, but feasible to the experts. As the students' entrance qualifications are often not fully sufficient to meet the programme demands, attrition rates are relatively high. However, the university is already taking a number of measures to improve this situation, as outlined in Chapter 3.1.4.4 above.

For all other aspects, please refer to chapter 3.1.2.4.

### 3.2.3 **Teaching Faculty**

Please refer to Chapter 3.1.3 for details.



#### **3.2.4 Infrastructure, Resources and Student Support**

Please refer to Chapter 3.1.4 for details.

#### **3.2.5 Student Learning and Assessment**

Please refer to Chapter 3.1.5 for details.

#### **3.2.6 Quality Assurance**

Please refer to Chapter 3.1.6 for details.

#### **3.2.7 Transparency and Public Information**

Please refer to Chapter 3.1.7 for details.

### **3.3 Business Economics (Bachelor)**

#### **3.3.1 Intended Learning Outcomes**

In the course handbook the profile of the Bachelor's programme in Business Economics is described as follows:

*The study program "Business Economics" was established in response to numerous economic and social challenges in Ukraine: the shortage of highly qualified specialists with a comprehensive view of economics and business, the economic crisis, the brain drain, and the decline in the overall level of education.*

*The program aims to form a new generation of managers, visionaries, and leaders focused on implementing positive changes in the business environment. Graduates of the program will possess deep knowledge and practical skills for developing innovative and effective managerial solutions, analyzing economic data, and formulating strategies and making managerial decisions in both the private and public sectors.*

*The program provides students with a strategic perspective on business and economics, along with an understanding of the operational foundations of their functioning. It also emphasizes the ethical and moral aspects of business, fostering a value system that prioritizes not only profit but also the creation of positive societal changes.*

*A specific goal of the program is to develop global thinking and social responsibility. In a few years, graduates are expected to become "change agents" in Ukrainian economy, business environment, and*

*society promoting the latest socially responsible approaches and advancing both individual companies and entire economic sectors.*

The following intended learning outcomes have been formulated for the programme:

*PLO 1. Identify as a member of civil society and the scientific community, recognize the supremacy of law, exercise own rights and freedoms, and show respect for the rights and freedoms of others, including team members.*

*PLO 2. Share moral, cultural, and scientific values, appreciate society's achievements in the socio-economic and technological fields for sustainable development, and support a healthy lifestyle.*

*PLO 3. Understand and use economic terminology to explain basic concepts of microeconomics and macroeconomics.*

*PLO 4. Understand the principles of economic science and the features of the functioning of economic systems.*

*PLO 5. Apply analytical and methodological tools to substantiate proposals and make management decisions for various economic agents (individuals, households, enterprises, and government bodies).*

*PLO 6. Demonstrate interpersonal interaction skills, use professional arguments, emotional intelligence, and empathy to exchange information, ideas, tasks, and methods of solving them with both specialists and non-specialists in the field of economic activity.*

*PLO 7. Explain models of socio-economic phenomena based on fundamental principles and knowledge, understanding the main directions of economic science development.*

*PLO 8. Apply appropriate economic and mathematical methods and models to solve economic problems.*

*PLO 9. Understand the main features of the modern global and national economy, institutional structure, and directions of social, economic, and foreign economic policy of the state.*

*PLO 10. Analyze the functioning and development of business entities, distinguish functional areas, and calculate the relevant indicators that characterize their performance.*

*PLO 11. Analyze processes of state and market regulation of socio-economic relations.*

*PLO 12. Identify sources and understand the methodology for determining and methods of obtaining socio-economic data, collect and analyze necessary information, and calculate economic and social indicators.*

*PLO 13. Identify and plan opportunities for personal professional development.*

*PLO 14. Demonstrate skills of creative and critical thinking in research and professional communication.*

*PLO 15. Interpret data, provide arguments, critically evaluate logic, and draw conclusions from scientific and analytical sources of information, including lectures, discussions, and debates.*

*PLO 16. Conduct interdisciplinary analysis of socio-economic phenomena and problems in one or more professional fields, considering risks and possible socio-economic consequences.*

*PLO 17. Use normative and legal acts that regulate professional activities.*

*PLO 18. Use information and communication technologies to solve socio-economic tasks, prepare, and present analytical reports.*

*PLO 19. Demonstrate skills of oral and written professional communication in official and foreign languages.*

*PLO 20. Use abstraction, generalization, analysis, and synthesis to identify key characteristics of economic systems at different levels and the behavior of their subjects.*

*PLO 21. Demonstrate flexibility and adaptability in new situations, work with new objects, and in uncertain conditions.*

*PLO 22. Show skills of independent work, demonstrate critical, creative, and self-critical thinking.*

*PLO 23. Act socially responsibly and consciously based on ethical principles, value and respect cultural diversity, and individual differences of people.*

*PLO 24. Use the basics of accounting in economic activities.*

*PLO 25. Understand and determine how legal, social, economic, and global contexts influence individuals and organizations.*

*PLO 26. Interpret incomplete information to design, make, and justify economic decisions.*

*PLO 27. Understand concepts of organizational management and behavioral theories.*

*PLO 28. Determine the priority of organizational tasks within the framework of strategic goals and coordinate them with personnel.*

*PLO 29. Use quantitative and qualitative research methods to analyze data and information that contribute to reliable and consistent decision-making.*

The ILOs Nr. 24 and Nr. 27-29 are the ones that distinguish this specific programme from other programmes in the field of Economics. Otherwise, the ILOs are widely identical with the ones formulated for the Bachelor's programme in Economics and Big Data. The same applies to the employment opportunities for graduates outlined in the course handbook.

On the KSE website, the profile of the programme is summarized as follows:

- *This program is suitable for those who plan to start their own business in the future;*
- *Those who want to understand how the economy works and be able to predict its further development;*
- *Those who aspire to study modern entrepreneurship, various marketing approaches, project, team, and organizational management.*

#### 3.3.1.1 Experts' Appraisal

The experts come to similar conclusions and recommendations regarding the intended learning outcomes as for the Bachelor's programme in Economics and Big Data.

Nevertheless, it took the experts some time to understand the profile and aims of the programme. According to the descriptions quoted above, the prime goal of the programme is to prepare students for managerial positions in business companies. In spite of that, there is a strong prevalence of courses on Economic methods in the curriculum (cf. Chapter 3.3.2 below), which – in combination with the chosen title – seems to indicate that the programme is meant to train future Economists rather than business managers.

It could be clarified in the context of the online talks that it is the key intention of the programme to impart Economics knowledge and methods required for tackling managerial tasks. In the light of that, the experts strongly recommend reflecting on the title of the programme, which could be misleading as regards the actual programme profile. For instance, "Managerial Economics" might be a more appropriate alternative, perhaps supplemented by a compulsory module on the basic foundations of business.

#### 3.3.2 Structure and Content of the Study Programme

As regards the mandatory courses, the curricula of the two Bachelor's programmes show strong overlaps, with only a few units occurring in the Business Economics programme only. These courses primarily address managerial topics like Financial Accounting, Corporate Finance or Marketing (instead of Databases or Machine Learning, for instance). Otherwise the mandatory parts of the two programmes are largely identical.

In the elective part students may choose between several minors which focus on either Public Economy, Quantitative Economics, Business Analysis or Data Science. The double degree option with the University of Houston is also on offer here. In addition, students may choose an "Executive Minor" that mainly includes courses from the field of business management (as e.g. Human Resources, Business Law and Ethics or Strategic Management).

##### 3.3.2.1 Experts' Appraisal

The experts have no doubt that the students can obtain a qualification at Bachelor's level and achieve their intended learning outcomes, both as regards their methodological and scientific skills and their employability on the national and international labour market. In the course of the programme they also develop their capacity for teamwork and their general communicative skills (as e.g. in the context of group projects).

The experts agree with the university's own self-assessment that the two Bachelor's programmes (both only recently launched) could be more clearly differentiated from each other in terms of profile and content. Currently, both programmes show a strong focus on analytical components and quantitative research methods. The university is planning to change this in the near future by reducing the analytical focus of the Business Economics programme and strengthening its managerial component. The experts strongly support these plans to further sharpen the profile of the programme. As already indicated above, this process should go along with a reconsideration of the programme title.

### **3.3.3 Teaching Faculty**

Please refer to Chapter 3.1.3 for details.

### **3.3.4 Infrastructure, Resources and Student Support**

Please refer to Chapter 3.1.4 for details.

### **3.3.5 Student Learning and Assessment**

Please refer to Chapter 3.1.5 for details.

### **3.3.6 Quality Assurance**

Please refer to Chapter 3.1.6 for details.

### **3.3.7 Transparency and Public Information**

Please refer to Chapter 3.1.7 for details.

## **3.4 Economic Analysis (Master)**

### **3.4.1 Intended Learning Outcomes**

According to the programme profile, the aim of the programme is the *“training of competent and active specialists working in the field of social and economic policy and research, who are able to think critically, conduct scientific and applied research using complex analytical methods and tools, analyze*

*complex economic problems and suggest ways to solve them."*

*Students are enabled "to independently or in a team conduct applied and scientific research on important socio-economic issues using analytical and statistical tools for the analysis of statistical and other data, as well as [...] to effectively communicate the results of such research in academic and professional communities."*

*Students are to be prepared for careers as economic analysts, data researchers and analysts of economic policies both in the private and public sectors in Ukraine or abroad (cf. KSE website).*

The intended learning outcomes of the programme are as follows:

*PLO1. Formulate, analyze, and synthesize solutions to scientific and practical problems.*

*PLO2. Develop, justify, and make effective decisions on the development of socio-economic systems and the management of economic entities.*

*PLO3. Communicate proficiently in professional and scientific matters in both native and foreign languages, orally and in writing.*

*PLO4. Develop socio-economic projects and a comprehensive system of actions for their implementation, taking into account their goals, expected socio-economic consequences, risks, legislative, resource, and other constraints.*

*PLO5. Adhere to the principles of academic integrity.*

*PLO6. Evaluate the results of one's own work, demonstrate leadership skills, and the ability to manage personnel and work in a team.*

*PLO7. Choose effective methods of managing economic activities, justify proposed decisions based on relevant data and scientific and applied research.*

*PLO8. Collect, process, and analyze statistical data and scientific-analytical materials necessary for solving complex economic tasks.*

*PLO9. Make effective decisions under uncertain conditions and requirements that require the application of new approaches, methods, and tools of socio-economic research.*

*PLO10. Apply modern information technologies and specialized software in socio-economic research and in the management of socio-economic systems.*

*PLO11. Identify and critically evaluate the state and trends of socio-economic development, formulate and analyze models of economic systems and processes*

*PLO12. Justify management decisions for the effective development of economic entities, taking into account goals, resources, constraints, and risks.*

*PLO13. Evaluate possible risks and socio-economic consequences of management decisions.*

*PLO14. Develop scenarios and strategies for the development of socio-economic systems.*

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*PLO15. Plan and conduct scientific and/or applied research, draw informed conclusions based on research results, present findings, and argue one's opinion.*

*PLO16. Engage in teaching activities in higher education institutions, develop teaching and methodological materials.*

*PLO17. Use modern educational and research technologies in the field of economics.*

*PLO18. Formulate new hypotheses and scientific problems in the field of economics, propose appropriate approaches and methods for their verification.*

*PLO19. Use complex econometric models to analyze time series, cross-sectional and panel data, understand related tests and procedures, and be able to use software libraries to create custom algorithms for working with data.*

*PLO20. Create analytical materials on economic policy and the activities of economic entities based on detailed analysis of actual data.*

**3.4.1.1 Experts' Appraisal**

From the experts' point of view, the intended learning outcomes adequately reflect the profile of this strongly research-based programme. It becomes clear from the descriptions that the programme provides a qualification at Master's level. Besides the capacity for conducting socio-economic research, this includes typical key competencies like leadership skills and the ability to solve complex problems under conditions of uncertainty.

**3.4.2 Structure and Content of the Study Programme**

The Master's programme in Economic Analysis comprises one year and 10 months. The programme starts with core courses which provide a solid foundation in economic theory (microeconomics and macroeconomics) and quantitative methods (mathematics and statistics and econometrics). These core topics are taught across the entire first year of studies.

Economic theory is supplemented with applied analysis, i.e. students learn to apply economic theories and models to real-world cases. For this purpose, case studies and empirical research projects are used to bridge the gap between theory and practice.

At the end of the first year, students choose an elective track for further specialization. The number of available tracks can change with each cohort, as well as the composition and thematic focus of the tracks. In the current academic year students have a choice between two tracks (*Economics of Recovery and Growth* or *Applied Industry Analysis*). In each track students choose three out of four suggested courses. They can also choose further electives outside the predefined tracks.

In addition to the electives, students absolve five research workshops during their second year of studies. These workshops are central components of the curriculum: they provide students with

practical, hands-on experience in conducting economic research. In the context of the workshops students learn how to formulate research questions, design methodologies, collect and analyze data, interpret results and draw policy implications. At the end of the last workshop students prepare a summary article about their research, which may be published subsequently.

Each research workshop is led by a different faculty member who provides mentorship and guidance throughout the term. In addition, each student has a thesis advisor who mentors them throughout the entire research process.

The research workshops are complemented by a 15 ECTS internship, in the course of which students may take positions as research or teaching assistants inside or outside KSE. The programme is completed with the final Master's thesis (comprising 10 ECTS credits).

In accordance with the programme profile, many graduates have continued their studies at leading foreign universities, pursuing a Ph.D. in Economics or related disciplines. Others hold high-level positions in ministries, international organizations, think tanks or international consulting companies.

#### 3.4.2.1 Experts' Appraisal

All in all, the experts are very impressed by KSE's long-term flagship Master's programme. The course contents are engaging and challenging, and are well aligned with the intended learning outcomes of the programme. The regular research workshops and internship should be particularly highlighted as a core element and key asset of the programme. Students receive state-of-the-art training in applying quantitative research methods. They also develop their academic writing and presentation skills and are thus very well prepared for a career as researchers and analysts. The elective courses in the second year allow for individual specialization in line with the students' research interests.

Surveys have confirmed that the graduates have excellent career prospects both in Ukraine and abroad. The new Ph.D. programme which has been recently implemented at KSE will offer additional opportunities in this regard. The experts appreciate the university's plans to link the two programmes closely in the future, and to place more emphasis in the curriculum on developing the students' soft skills.

#### 3.4.3 Teaching Faculty

##### 3.4.3.1 Experts' Appraisal

Please refer to Chapter 3.1.3 for details.

#### 3.4.4 Infrastructure, Resources and Student Support

Please refer to Chapter 3.1.4 for details.



#### **3.4.5 Student Learning and Assessment**

Please refer to Chapter 3.1.5 for details.

#### **3.4.6 Quality Assurance**

Please refer to Chapter 3.1.6 for details.

#### **3.4.7 Transparency and Public Information**

Please refer to Chapter 3.1.7 for details.

### **3.5 Business and Financial Economics (Master)**

#### **3.5.1 Intended Learning Outcomes**

The main programme objective is described as the “*training of competent and active professionals who will work in business, consulting and finance, who are able to think critically, conduct applied research using complex analytical methods and tools, analyze complex economic problems and propose ways to solve them.*” The main focus lies on imparting “*the ability to independently or in a team conduct applied research on important socio-economic issues, in particular in the field of business and finance, using analytical and econometric tools to analyze statistical and other data, as well as the ability to effectively communicate the results of such research*” (cf. programme profile).

According to the KSE website, students are prepared for careers in financial institutions, corporations, consulting firms, fintech, and various industries in Ukraine and abroad.

The programme profile lists the following intended learning outcomes for the programme:

*PLO1. Ability to formulate, analyze, and synthesize solutions to scientific-practical problems.*

*PLO2. Capability to develop, justify, and make effective decisions regarding the development of socio-economic systems and management of economic entities.*

*PLO3. Proficiency in communication in both native and foreign languages, orally and in writing, concerning professional and scientific matters.*

*PLO4. Competence in developing socio-economic projects and a comprehensive system of actions for their implementation considering goals, expected outcomes, risks, constraints, and resources.*

*PLO5. Adherence to principles of academic integrity.*

*PLO6. Capacity to evaluate personal work results, demonstrate leadership qualities, and manage personnel effectively within a team.*

*PLO7. Ability to select effective methods for economic activity management, justifying decisions based on relevant data and scientific research.*

*PLO8. Proficiency in collecting, processing, and analyzing statistical data and scientific-analytical materials for resolving complex economic tasks.*

*PLO9. Capability to make effective decisions under uncertain conditions, employing new approaches and methods in socio-economic research.*

*PLO10. Application of modern information technologies and specialized software in socio-economic research and management.*

*PLO11. Analysis of the state and trends of socio-economic development, formulation, and evaluation of models of economic systems and processes.*

*PLO12. Justification of managerial decisions for the effective development of economic entities considering goals, resources, and risks.*

*PLO13. Evaluation of possible risks and socio-economic consequences of managerial decisions.*

*PLO14. Development of strategies for the advancement of socio-economic systems.*

*PLO15. Organization of the development and implementation of socio-economic projects, considering various types of support.*

*PLO16. Utilization of complex econometric models for data analysis and creating algorithms for data manipulation.*

*PLO17. Creation of analytical materials about economic processes based on the analysis of actual data.*

The graduate surveys conducted by KSE have shown that graduates of the programme hold working positions as analysts and business consultants in financial and investment institutions and corporations, consulting companies or business enterprises. Some graduates have also founded their own businesses.

#### 3.5.1.1 Experts' Appraisal

In spite of strong overlaps with the programme in Economic Analysis, the programme in Business and Financial Economics clearly has its own distinct profile which is reflected in the descriptions of the programme goals and ILOs. While Economic Analysis students are trained to perform complex econometric analysis and mathematical modeling to analyze economic phenomena and policy impacts, the students of the programme in Business and Financial Economics concentrate on the company/market/sector analysis, using other tools besides with econometric modelling, as e.g. five forces, competitor analysis or customer profiling. Also, managerial aspects play a more prominent role in the BFE programme.

The experts find that the ILOs are fully in line with the general requirements for Master's programmes and adequately reflect the programme profile.

### 3.5.2 **Structure and Content of the Study Programme**

The programme can be completed within one year and four months, starting with the same mandatory courses as the Economic Analysis programme (Microeconomics, Macroeconomics, Statistics and Econometrics, Mathematics). In addition to these fundamental courses, students can choose between two elective tracks (either Investment Analysis or Business and Artificial Intelligence). They may also choose additional electives from the university's pool, including courses from the Economic Analysis programme.

In the second term, all students participate in a mandatory workshop to develop soft skills such as presentation, negotiation and writing.

The curriculum also includes a series of three Business Research Workshops. The first of these workshops provides students with the necessary industry and market research tools and skills to analyze the business environment from various perspectives. In particular, the workshop enables students to analyze and understand markets and trends in the industry, gather data and conduct empirical and financial analysis of the issues relevant for the business community.

The final business research workshop is dedicated to working on the Master's thesis.

Upon completion of their theory-based studies, students are required to undertake a 450-hour internship at a private or state-owned company, corporation, or international financial institution.

The programme is completed with the defence of the Master's thesis, which comprises 13 ECTS credits.

#### 3.5.2.1 **Experts' Appraisal**

The experts regard the curricular structure of the programme as plausible with a view to the intended learning outcomes. The programme first provides the necessary methodological and theoretical foundations before further progressing to more strongly application-oriented, business-related elements in the context of the research workshops and the internship.

The experts are convinced that students are very well qualified for top managerial or consulting positions, as well as for further studies at Ph.D. level. As proposed by the university in the self-assessment report, an even stronger cooperation with business companies in the context of projects, internships and case studies seems advisable, just like paying some more attention to developing students' soft skills.

### 3.5.3 **Teaching Faculty**

Please refer to Chapter 3.1.3 for details.

#### 3.5.4 **Infrastructure, Resources and Student Support**

Please refer to Chapter 3.1.4 for details.

#### 3.5.5 **Student Learning and Assessment**

Please refer to Chapter 3.1.5 for details.

#### 3.5.6 **Quality Assurance**

Please refer to Chapter 3.1.6 for details.

#### 3.5.7 **Transparency and Public Information**

Please refer to Chapter 3.1.7 for details.

0 Appendix

*1 Statement of the University in Response to the Expert Report (12/02/2025)*

## Appendix

### **1. Statement of the University in Response to the Expert Report (12/02/2025)**

On behalf of the Kyiv School of Economics (KSE), we sincerely appreciate the thorough evaluation and constructive recommendations in the accreditation report. Below, we outline our response to the key recommendations and the steps we plan to take to address them shortly.

#### **1. Transparency in program profiles, contents, and requirements (Chapters 2.2.1 and 3.1.7.1)**

KSE acknowledges the need for greater transparency in program descriptions and is committed to enhancing the clarity of website materials and documentation within the following academic year. Our website will provide more detailed information on intended learning outcomes, program structures, and dual degree options. Additionally, starting from the next graduating cohort, we will ensure that program objectives, graduates' employment opportunities, and students' chosen minors are explicitly described in the Diploma Supplements.

#### **2. Digitalization of teaching and learning (Chapters 2.2.1 and 3.1.5.1)**

KSE is committed to expanding digitalization efforts and integrating more online and hybrid learning components. A notable step includes the development of Collaborative Online International Learning (COIL) on Leadership with Zurich University of Applied Sciences, Libera Università Maria SS Assunta, Grenoble Ecole de Management in the near future.

#### **3. Implementation of a central, independent quality assurance department (Chapters 2.2.1 and 3.1.6.1)**

Recognizing the importance of an independent quality assurance unit, KSE aims to establish such a department by September 2025.

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**4. Ensuring students receive feedback on Evaluation Surveys (Chapters 2.2.1 and 3.1.6.1)**

KSE agrees that students should receive feedback on evaluation results in a systematic way. A more formalized process will be implemented starting in Summer 2025. This will expand the existing communication practices with students after processing midterm feedback or the annual program-wide survey for Master's programs.

**5. Academic writing and research skills in Bachelor's programs (Chapters 2.2.1 and 3.1.4.4)**

KSE acknowledges the need to strengthen students' academic writing and research skills. Beginning in Summer 2025, we will introduce more activities and assignments that assess students' ability to find and process academic literature. Also the updated curriculum includes the “Social Science Research Project” course which enables students to develop a strong understanding of the key concepts and methodologies involved in social science research. Through this course, students gain a broad overview of various research methodologies and develop the necessary skills to organize, conduct, and summarize research effectively.

**6. Student access to academic literature and Learning materials (Chapters 2.2.1 and 3.1.4.4)**

Starting in 2025, KSE will expand access to specialized literature and databases by procuring subscriptions to specialized online libraries.

**7. Program title for Business Economics (Chapters 2.2.1 and 3.3.1.1)**

KSE concurs with the experts' recommendation to revise the title of the Business Economics program. KSE will carefully evaluate the program title in the upcoming curriculum revision cycle to ensure it accurately reflects its content and objectives. Potential alternatives under consideration include *Managerial Economics* or other titles that may be more appropriate according to the new requirements of national legislation regarding the program's title.

**8. Reducing the burden on Academic Directors (Chapters 3.1.3.1 and 3.1.6.1)**

KSE will provide additional administrative support to Academic Directors to help them manage their

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academic and managerial responsibilities. Deans will strengthen department teams with managers, and Academic Directors will receive more personal assistants.

Additionally, the dean and vice-deans will take on the responsibilities of onboarding and explaining key policies and procedures to new faculty members. Vice-deans will oversee faculty professional development, organize their training, and facilitate specialized workshops. HR recruiters will take charge of faculty search and the initial resume screening process. Moreover, the International Office, led by the Vice-Rector for International Relations, will handle all administrative aspects of international partnerships, allowing Academic Directors to focus solely on the content of exchange programs, dual degree arrangements, and recognition processes.

**9. Expanding teaching capacity (Chapter 3.1.3.1)**

KSE plans to expand teaching capacity by recruiting additional faculty and providing further technical support (e.g., configuring assignments in Moodle). Graduate programs are currently hiring additional faculty with Western PhDs through virtual "fly-outs." Additionally, vice-deans plan to organize faculty training on the use of AI tools for generating assignments.

**10. Alternative assessment formats for students with special needs (Chapter 3.1.4.4)**

KSE agrees on the need for flexible assessment formats and will review its academic process guidelines to accommodate students with special needs. We will introduce longer completion times for assignments and implement greater accessibility to a set of digital tools to accommodate special learning needs (for instance, oTranscribe, Sensus Access, Voice Out, MathPlayer, OpenDyslexic fonts, etc).

We greatly appreciate the experts' thoughtful recommendations, which will help KSE further strengthen its academic offerings and institutional processes. We look forward to ongoing collaboration and continuous improvement as we implement these changes.

Best regards,

Tymofii Brik, PhD

Rector of the Kyiv School of Economics