

Accreditation Report



Programme

“Sustainable Logistics and Supply Chain Management”

offered by

Ukrainian State University of Railway Transport (UkrSURT), Ukraine

and

University of the West of Scotland (UWS), United Kingdom

(Reference Number IP-1237-1)

25th Meeting of the ZEvA Commission on 4 November 2025

Agenda Item 04.01

Study Programme	Degree	Programme Duration	Type of Programme	ECTS Credits
Sustainable Logistics and Supply Chain Management	Master / M.Sc.	16 months	Full-Time	90

Accreditation contract signed on: 28 March 2025

Date of site visit: 16 September 2025

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Expert Panel

Representation of Higher Education Institutions

- Prof. Dr. Thomas Pawlik, Professor of Maritime Management, University of Applied Sciences Bremen, Germany
- Prof. Dr. Abhijeet Ghadge, Associate Professor of Supply Chain Management, Cranfield University, UK

Representation of Professions

- Mr. Heiko Dillner, Senior Logistician, Hamburg, Germany

Representation of Students

- Mr. Marcus Tullius Cicero, Student of Management (M.Sc.), Julius-Maximilians-Universität Würzburg, Germany

ZEVA Project Officer

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

1. Decision of the ZEvA Commission

The ZEvA Commission follows the experts' report and recommendations and acknowledges the university's response to the accreditation report dated 14 October 25.

The ZEvA Commission decides to accredit the following degree programme offered by the Ukrainian State University of Railway Transport and the University of the West of Scotland without conditions for a period of six years:

1. Sustainable Logistics and Supply Chain Management

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 panel commends the programme coordinators on the design of the study programme, which is currently delivered fully online. Based on an established M.Sc. postgraduate course at UWS, the programme is enriched and re-focused toward Ukrainian specificities. The close linking of advanced studies of management and sustainability with a focus on logistics, in particular, railway transport and transport under conditions of disruption, is convincing. It addresses some of the key challenges Ukraine is currently facing and is highly likely to also face in the future. The experts are confident that there will be a high demand for graduates of the programme, primarily in Ukraine, but potentially also internationally. The programme also fits well into the individual strategic profiles of the two partner universities.

The collaboration between the two partners seems to have worked very well so far, and the dual degree could attract an increasing number of students if the coordinators find additional sources of funding in industry or government. UkrSURT's close relation to railway industry and the national railway company may help sustain the programme in the long run.

Teaching, assessment and supervision workloads are distributed across the two partners, which has created the very positive impression among the expert group that programme responsibility and ownership are also shared. The well-working partnership may also be one central reason for the high level of student satisfaction that the expert group has perceived during the talks. A well-established and solid cycle of quality assurance in the programme within and across the partners ensures various and fast avenues of feedback.

Students also highly appreciate the opportunity to obtain a degree from Ukraine and the UK, which opens up new career possibilities for them. Given the circumstances, the programme furthermore makes highly efficient use of the technical possibilities available to create a positive student experience. Last, but not least, despite its focus on railway, the broad orientation of the programme is beneficial for students.

Even though the programme is clearly practically-oriented and primarily aims at preparing students for a career in industry or government rather than academia, students also receive a solid foundation that could act as a basis for further academic qualifications. The strong research capabilities of UkrSURT in specialized areas of logistics and railway transport could possibly add to this foundation.

Although the expert panel has decided to issue no conditions for the programme's accreditation, it offers some recommendations in order to help the partners improve the programme further. First, the list of electives offered to students should be expanded so as to grant students more flexibility in forming their individual learning trajectory. In particular, the list of specialized management modules should be enlarged. Second, the programme should approach the concept of sustainability from a broader perspective. More precisely, social and economic aspects should join the ecological focus. And third, information about the programme should also be available to the public on the website of UWS.

2.2 General Aspects

2.2.1 Recommendations

The expert panel has issued three recommendations:

1. The list of electives offered to students, particularly in the area of management, should be expanded.
2. The concept of sustainability should be approached within the study programme from a broader perspective.
3. Information about the programme should also be available to the public on the website of UWS.

2.2.2 Conditions

No conditions have been issued by the expert panel.

2.2.3 Recommendation to the ZEvA Commission:

The expert group recommends the accreditation of the programme “Sustainable Logistics and Supply Chain Management” 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 March 2025, the Ukrainian State University of Railway Transport commissioned the Central Evaluation and Accreditation Agency Hanover (ZEVA) with the external quality assessment and international accreditation of the study programme in “Sustainable Logistics and Supply Chain Management”. For this purpose, the agency assembled a panel of four experts from inside and outside academia, including two experts from institutions of higher education, a professional expert and 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 online talks with faculty, staff and students on 16 September 2025.

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 general public as regards the quality and the accreditation status of the programmes.

2. Background and Outline of the Study Programme

The Master’s programme in “Sustainable Logistics and Supply Chain Management” has been developed as an international initiative in 2024 through a partnership between UkrSURT and UWS. The launch of the programme was a direct response to the urgent challenges facing Ukraine due to the situation of war. The programme’s content is thus directly aimed at addressing the needs of Ukraine’s economy during wartime and post-war reconstruction. Special attention is devoted to topics such as resilient logistics systems, humanitarian logistics and adaptation of supply chains to emergency conditions, thereby letting students also acquire practical skills in responding to crisis situations, and in managing logistics under conditions of instability and damaged infrastructure.

The programme is conducted fully online and is delivered entirely in English. It comprises 90 ECTS credits over a duration of 16 months. Graduates of the programme obtain a Master’s degree from UkrSURT and an MSc degree from UWS.

3. The Partner Universities and their Framework of Collaboration

UkrSURT

The history of the Ukrainian State University of Railway Transport (UkrSURT) began in 1930 with the establishment of the Kharkiv Operation and Traction Institute of Railway Transport. The institute was created to address the urgent staffing needs of the fast-growing transport industry. Today, the university has an enrolment of about 4,200 students. It is the only sectoral university in Ukraine whose activities are primarily focused on the education and training of specialists in the field of railway transport. To this end, UkrSURT carries out educational activities at all levels of higher education, including the doctoral level.

UkrSURT also conducts fundamental and applied scientific research. The university’s scientific activities are focused on railway transport, addressing issues related to scientific support, creation, operation, maintenance, and repair of infrastructure and rolling stock. The integration of practical experience with scientific research is often carried out in close cooperation with transport companies.

UWS

The University of the West of Scotland (UWS), formerly the University of Paisley, is a public university with four campuses in south-western Scotland (Paisley, Blantyre, Dumfries and Ayr, as well as a campus in London, England). UWS currently has about 16,000 students and approximately 1,300 staff. It is spread across four schools: the School of Business and Creative Industries, the School of Computing, Engineering and Physical Sciences, the School of Education and Social Sciences and the School of Health and Life Sciences

The university offers over 100 courses at undergraduate and postgraduate level. It also carries out research and consultancy work for industry. Many courses have an emphasis on vocational skills and offer students the option of spending a year working in industry at home or abroad.

Framework of Collaboration

The cooperation agreement between UWS and UkrSURT came into effect on 1 September 2024.¹ The programme involves student education according to a common curriculum, with separate diplomas awarded by each university. The UWS portion of the programme, which consists of 1 module worth 40 UWS credits / 20 ECTS credits, is delivered online by UWS lecturers, while UkrSURT modules worth 140 UWS credits / 70 ECTS credits are taught online by UkrSURT lecturers. The agreement also regulates issues of intellectual property, personal data protection, dispute resolution, external examination, student enrolment and registration, certification, programme marketing, as well as the organizational and administrative obligations of each party. Both parties in the agreement are recognized as “Trusted Partners,” which implies mutual recognition of quality standards, assessment procedures, and equal participation in ensuring the academic process. A Joint Double Degree Council has been established to

¹ The cooperation agreement has been made available to the expert panel as part of the self-assessment report.

coordinate the educational process, monitor quality, and ensure academic compliance.

UkrSURT assumes strategic responsibility for the quality and academic standards. Its functions include regulating assessment procedures, monitoring the compliance of partners' internal policies with the established regulations, and managing accreditation, certification, and external review mechanisms. A significant element is the provision of methodological materials, support for the partner's teaching staff, and guidance in the evaluation of student achievements according to approved criteria. Overall academic administration, including scheduling, management of the educational process, and student support provided by the Dean's Office and the graduating department, is carried out by UkrSURT.

All Instruction within the programme is conducted in English. The educational process is supported by a joint partner team comprising academic staff from UkrSURT and UWS. Each partner institution is responsible for delivering instruction in the courses assigned to it.

The financial model of the programme is based on the principle of mutual partnership. No student payment exchanges are planned during the first year of implementation. Financial conditions for subsequent years will be agreed upon separately and formalized in a financial appendix.

4. Assessment of the Study Programme

4.1 Intended Learning Outcomes

As already mentioned above, the launch of the study programme in “Sustainable Logistics and Supply Chain Management” has been a direct response to the challenges facing Ukraine under conditions of war and the needs of a future post-war recovery. Against this backdrop, the programme has been designed “to promote deep analytical thinking, an innovative approach to organising supply chains, and adaptability to dynamic and uncertain conditions [...]” and to serve “both an educational and a socio-economic function, contributing to sustainable development and the strengthening of the resilience of the Ukrainian economy in the post-war period.”²

In line with this orientation of the programme, its Intended Learning Outcomes (ILOs) have been formulated both for the programme as a whole and for each of its individual components. According to the University, this process was carried out in accordance with the Ukrainian National Qualifications Framework and the Higher Education Standard for the second (master’s) level in the specialty “073 Management” within the field of knowledge “07 Management and Administration” as approved and enacted by the Order of the Ministry of Education and Science of Ukraine dated 10 July 2019 (number 959).

The ILOs are described through the categories of knowledge, skills, including communication skills, autonomy, and responsibility. The full list of programme-level ILOs as well as component-level ILOs has been made available to the expert panel as part of the self-assessment report. In total, 17 programme-level ILOs have been formulated, ranging from general managerial ones such as “1. Critically reflect on, select, and use the necessary scientific, methodological, and analytical tools for management in unpredictable conditions” to domain-specific ILOs such as “17. Be able to identify patterns, conditions, and factors of national and global economic processes that determine the formation of effective logistics strategies for the development of supply chains”.³ Down the hierarchy of ILOs, the module descriptors then list the course-specific ILOs for each module. For instance, for the largest module of the programme in terms of workload, namely “Supply Chain Management Theory and Practice” (20 ECTS credits), five ILOs have been formulated, ranging from “L1. Develop a critical understanding of the principal theories and concepts within logistics and supply chain management” to “L5. Develop and demonstrate the ability to apply relevant tools to a complex logistics and supply chain management problem”.

Responsibility for the formulation of the different sets of ILOs is distributed in the following way. The Programme Lead is directly responsible for the overall logic behind the ILOs to ensure their alignment with the programme’s purpose, labour market needs, and the expectations of stakeholders, including employers, graduates, and the academic community. The Development Project Group is involved in elaborating the ILOs and defining learning outcomes for specific curriculum components. Finally,

² See self-assessment report, p.12.

³ ILOs are outlined in the Programme Profile Description, which is publicly available via <https://surli.cc/eipxnt>.

course instructors are responsible for designing the specific learning outcomes of individual courses/modules to ensure that these are in line with the overarching ILO framework of the programme.

For achieving the ILOs, the programme aims to make students develop two sets of competencies, general and professional ones. Seven general competencies have been formulated, ranging from “GC1. Ability to conduct research at an appropriate level” (ILOs 1,9) to “GC7. Ability for abstract thinking, analysis, and synthesis” (ILOs 1,2). Additionally, fourteen professional competencies, ranging from “PC1. Ability to select and apply management concepts, methods, and tools, including in accordance with defined goals and international standards” (ILOs 1,3,5) to “PC14. Ability to understand the principles of constructing international logistics systems, and to develop the capacity to identify and analyze the complexity and uncertainty of the global supply chain in a strategic context” (ILOs 14,17) should ensure the achievement of the ILOs. As such, the programme aims to let students develop professional competencies that meet Ukraine’s current labour market demands.

A range of teaching methods is employed in order to achieve the ILOs of the programme. The main methods include

- Classroom-Based Teaching Methods (lectures aimed at acquiring the theoretical foundations of the disciplines and forming a systemic understanding; seminars for consolidating knowledge through discussion, reflection, and analytical work with case studies; and practical classes focused on developing professional skills such modelling logistics processes);
- Active Learning Methods (case study analyses of real or simulated managerial situations; project-based learning via teamwork on the development of logistics or managerial solutions; and role-playing and business games that simulate managerial scenarios and decision-making under conditions of uncertainty);
- Digital Learning Technologies (the educational process is supported by virtual instructional and methodological complexes, accessible to learners within a unified digital information space via the Moodle learning platform. For distance learning in online mode, the functionality of the Zoom video conferencing platform is employed.);
- Individualised Learning (independent and research work of students through the preparation of term papers, projects, and qualification theses; individual consultations to deepen knowledge and adjust individual learning trajectories);
- Learning Through Practice (pre-graduation internship conducted in logistics companies, transportation enterprises, and public administration bodies; professional simulation in simulation-based classes on supply chain management, resource optimisation, etc).

The mechanism for recognizing learning outcomes acquired through non-formal or informal education is defined by UkrSURT’s “Regulations on the Organization of the Educational Process at Ukrainian State University of Railway Transport”. The document has been made available to the expert panel as part

of the self-assessment report. Students may transfer up to 30 ECTS credits from disciplines within both the general and professional cycles of the curriculum, including from the elective course catalogue. The recognition of a certain number of credits from relevant courses is based on the availability of official documentation (e.g., certificate) confirming completion of a course, which must include: information about a completed assessment (exam, test, pass/fail evaluation, etc.) with a grade that can be aligned with the university’s grading scale, as set out in UkrSURT’s “Regulations on Monitoring and Assessing the Quality of Student Learning at the Ukrainian State University of Railway Transport”; details about the duration of the learning experience; a list of learning outcomes achieved and the educational components studied. According to the regulations, the Dean of the Faculty or the Director of the Centre appoints a committee to review submitted documents. Following the document analysis and a possible interview with the applicant, the committee takes a decision. The total duration of document review and decision-making regarding the recognition (or credit transfer) of learning outcomes obtained through non-formal education must not exceed thirty calendar days.

Experts’ Appraisal

The expert reviewer group confirms that the Intended Learning Outcomes (ILOs) of the study programme under consideration are fully aligned with the requirements of the second cycle of the Qualifications Framework of the European Higher Education Area. The formulation of the ILOs reflects comprehensive coverage of the Dublin Descriptors, ensuring academic alignment, interdisciplinarity, and labour market relevance.

The expert reviewer group also concludes that the general competencies that graduates of the programme should have acquired are made explicit, reflect the overall programme objectives and cover the specified ILOs appropriately. The respective qualification resulting from the programme is clearly specified and communicated. The intended learning outcomes also include the future role of graduates in society and the personal development of students. Transparent and adequate regulations and procedures for the recognition of prior learning acquired through formal or non-formal education are in place.

4.2 Structure and Content of the Study Programme

The total workload of the programme sums up to 90 ECTS credits, 180 UWS credits, respectively. The general curricular structure of the programme is visible in Table 1. It comprises different components. A first component is the cycle of general training, which is valued at 15 ECTS / 30 UWS credits. Of this amount, 6 ECTS / 12 UWS credits come from elective courses. This cycle focuses on foundational knowledge essential for research and managerial activities. A second component is the cycle of professional training, which is valued at 75 ECTS / 150 UWS credits, of which 18 ECTS / 36 UWS come from electives. This cycle develops professional competencies in logistics, supply chain management, and international operations.

Table 1. Curricular structure of the study programme

№ п/п	TITLE OF ACADEMIC DISCIPLINE	Allocation by semesters		ECTS	Contact hours	Self-study
		Exam	Credit			
Cycle of general training						
1	Methodology and organization of scientific research		1	3	30	60
2	Communications, HR-management, and Management Psychology	2		6	60	120
	Total			9	90	180
Elective						
3	Discipline 1		1	3	30	60
4	Discipline 2		2	3	45	45
	Total			6	75	105
	Total			15	165	285
Cycle of professional training						
1	Sustainable Logistics and Organizational Resource Management	1		6	75	105
2	Supply chain Management Theory & Practice	1		19	72	498
3	Course thesis "Supply chain Management Theory & Practice"			1		30
4	Logistics Management and Supply Chain Design	2		6	75	105
5	Course thesis "Logistics Management and Supply Chain Design"			1		30
6	International Logistics Systems		1	6	75	105
	Total			39	297	873
Electives						
7	Discipline 1		2	6	60	120
8	Discipline 2		2	6	60	120
9	Discipline 3		2	6	60	120
	Total			18	180	360
	Total			57	477	1233
Practical training						
10	Pregraduation Practicum		3	4		120
	Total			4		120
State certification						
11	Preparation and defence of qualification work	3		14		420
	Total			14		420
	Total amount			90	642	2058

The following electives are offered within the cycle of general training (two courses / 6 ECTS credits required): Transport and Forwarding Activity, Management of the Railway Transportation System, Innovative Transportation Technologies, Intellectual Business, Intellectual Property and Contract Law, and Claims and Complaints Work. Within the cycle of professional training, the following courses are currently offered (three courses / 18 ECTS credits required): Optimization of Logistics Solutions, Business Analytics in Logistics, Business Process Management in Logistics, Financial Flows in Logistics Systems, Humanitarian Logistics, Corporate Logistics, Transport Logistics, Logistics under the Conditions of Full-Scale Military Operations, Operational Logistics Management in Supply Chains, Supply Chain Modelling, Modern Challenges in Supply Chain Management, and Global Supply Chain Management. The course-specific characteristics of these electives have been well-described in the self-assessment report.

According to the University, the programme structure follows a certain logic. First, it supports a sequential development to ensure a gradual and coherent progression from the acquisition of general research and communication skills, over the development of professional competencies, to the practical consolidation of knowledge and the completion of a qualification thesis. Second, it balances compulsory and elective components by allocating 24 ECTS credits (25% of the total 90 ECTS credit volume) to elective courses, which permits students to tailor their individual learning paths to match specific professional interests. Third, it integrates theory and practice by including coursework, internships, and the defence of a qualification thesis as the final components of study. And fourth, it possesses an international dimension. For instance, the elective “International Logistics Systems” has a global orientation and supports students in acquiring competencies relevant to international supply chain contexts.

The University cites five reasons for why the study programme’s design should enable learners to achieve all ILOs over the standard duration of study (1 year and 4 months). First, the programme is structured logically and sequentially: foundational knowledge is developed during the general training cycle, deepened and professionalized in the professional training cycle, and consolidated through course projects, internships, and the defence of the qualification thesis. Second, the semester workload corresponds to the optimal workload volume (30 ECTS per semester). Third, elective educational components allow for individual learning trajectories without disrupting the programme’s logic or the achievement of core ILOs. Fourth, all educational components have defined goals and learning outcomes, which correlate with the programme’s learning outcomes and competencies. And fifth, systematic forms of final assessment are provided (pass/fail credits, exams, course projects, internship defence, qualification thesis defence), which document the achievement of ILOs.

Furthermore, the University emphasizes the role research plays in programme, which aims at preparing professionals “*capable of independent analytical, innovative, and research activities in the field of logistics and supply chain management.*” Key aspects of the research component include the integration of research into the educational process (see compulsory course “Methodology and Organization of Scientific Research”), the completion of independent research assignments (e.g., students are required to complete research-based term papers in the courses “Coursework in Theory and Practice of Supply Chain Management” and „Coursework in Logistics Management and Supply Chain Design“), and engagement in applied research (e.g., during the pre-graduation practicum, students investigate logistics processes at enterprises, identify existing challenges, and propose solutions).

Finally, the partner universities point out that the programme has been developed within the framework of a dual-degree initiative. The curriculum is thus delivered in English and is aligned with contemporary educational components of leading European higher education institutions. This alignment should also create opportunities for academic mobility and international academic integration once the situation permits such exchanges again.

Experts’ Appraisal

The experts have no doubts that the programme coordinators from UkrSURT and UWS have put together a promising study programme that is not only well-conceived from a disciplinary perspective

but also well-balanced in terms of the individual educational components. The content of the curriculum stands in close relation with the intended learning outcomes and is appropriate for the Master’s level of education according to the Qualifications Framework for the European Higher Education Area. Not only does the expert panel see a high general demand for the type of qualification and expertise conferred by the programme under current political conditions but also in the future.

From the documents provided and from the talks during the online site visit, the experts have got the impression that the partnership between UkrSURT and UWS has worked very well so far, both on an organisational and on an educational level.

The expert group also positively emphasizes the strong role of research that is embedded in the curriculum, which complements the strong professional orientation of the programme. That may lay a possible foundation for graduates of the programme to continue with studies on the doctoral level.

The experts, however, also see room for improvement. First, the list of electives offered to students should be expanded so as to grant students more flexibility in forming their individual learning trajectory. In particular, the list of specialized management modules should be enlarged. Second, the programme should approach the concept of sustainability from a broader perspective. More precisely, social and economic aspects should join the ecological focus.

4.3 Teaching Faculty

The hiring of teaching faculty at UkrSURT is based on the “Procedure for Conducting Competitive Selection for Filling Vacant Academic Positions”. To assess a candidate’s professional qualifications, the department may invite the applicant to deliver a trial lecture or conduct a practical session. The level of professionalism and professional engagement of academic staff is evaluated by the academic staff of the department in the presence of the candidate and in accordance with the position being applied for (professor, associate professor, senior lecturer, or assistant). The department takes a decision based on the application materials, evidence of professional development, and the results of open teaching sessions. For candidates who are currently employed or were previously employed by the department during the current or previous academic year, the department may also take prior performance evaluations into account.

So as to ensure the effective delivery of high-quality education and to implement coherent staffing policies, UkrSURT has introduced a range of mechanisms. These also include a Regulation on the Performance-Based Rating of Academic Staff, which serves to incentivise continuous professional development, engagement in research activities, participation in international projects, and academic mobility through internships and training programmes.⁴ UkrSURT also promotes academic engagement through incentive mechanisms such as financial support, recognition in performance evaluations, or career advancement opportunities. Institutionally, the University’s Research Department coordinates policies and practices designed to foster academic productivity. These include

⁴ See <https://surli.cc/rraiof>.

doctoral and postgraduate (PhD) programmes that contribute to the development of academic staff and the mentoring of early-career researchers.

The academic staff delivering the study programme at UkrSURT are active researchers to whom the University also provides infrastructural and institutional support for research. The majority of academic staff hold doctoral or PhD degrees and academic titles (Associate Professor, Professor). Faculty members publish the results of their research in peer-reviewed journals.⁵ Research contributions span fields relevant to the programme, including logistics, supply chain management, transport systems, digital technologies, economics, and sustainable development. A significant part of research is carried out in scientific schools in priority research areas, such as continuous welded rail technology and rail-rolling stock interaction.

In terms of research funding and application, faculty members are actively involved in both state-funded and contract-based research projects. These projects are oriented towards addressing current and practical challenges in Ukraine’s railway transport sector.

Experts’ Appraisal

The composition, academic orientation, and qualifications (both academic and professional) of the programme’s teaching staff are fully sufficient for the successful implementation of the programme. All structural units involved in the programme’s delivery are adequately staffed with academic personnel that comprehensively covers the subject area and the educational components defined by the curriculum.

Both partners also demonstrate a robust institutional commitment to academic research. Their research cultures contribute to the quality and relevance of education within the programme and aligns with broader goals in the railway and logistics sectors. Faculty regularly publish in peer-reviewed journals and participate in national and international academic conferences. The research conducted by academic staff at UkrSURT is of high societal and industrial relevance. Opportunities for the professional development of staff are offered by the partners.

4.4 Infrastructure, Resources and Student Support

UkrSURT offers a network of material, technical, and social infrastructure to students and staff. This includes scientific, humanitarian, artistic, and methodological libraries; reading rooms; a stadium; sports halls; research and teaching laboratories; workshops; and facilities for student industrial and educational internships. The total area of the main library is about 1,030 m², accommodating 210 workspaces across four reading rooms. The library holdings comprise 456,162 copies of educational literature, 190,035 copies of scientific literature, and a collection of professional periodicals, including 123 newspapers and 15,654 journals. The University also possesses a printing and publishing base. Lecture halls feature multimedia equipment for presentations, including video content, and the

⁵ See Table 7 in self-assessment report.

teaching of academic disciplines using electronic information resources.

According to its self-assessment report, UkrSURT adopts a systemic approach to ensuring comprehensive student support by providing institutional infrastructure designed to create optimal conditions for learning and shaping future professionals.

At the initial stage, the Admissions Committee plays a key role in providing prospective applicants and their parents with detailed information about educational programmes, admission requirements, and the specifics of study.

The Student Council is an integral part of university life. It serves as the official body representing and defending the rights and interests of students before the university administration. Student self-government actively participates in organizing leisure and extracurricular activities, including student festivals, sports competitions, and cultural evenings, fostering a cohesive and dynamic student community. Additionally, the Student Council may assist in resolving everyday issues related to dormitory life and other aspects of student welfare.

UkrSURT pays significant attention to career guidance and promoting the successful employment of its graduates. The Training and Practical Education, Vocational and Dual Education Centre coordinates activities aimed at structuring and facilitating the employment process. The University actively organizes meetings between students and leading industry experts, allowing higher education seekers to gain in-depth insight into current challenges and trends in professional development, as well as to establish valuable contacts with potential employers.

The effectiveness of professional training is continuously analysed through graduate feedback on career advancement and employer surveys, ensuring the adaptation of educational programmes to the actual needs of the labour market. The University's participation in social projects such as the "Vacancy Fair" further underlines its responsibility in the area of graduate employment.

An important component of student support is the activity of the Educational and Scientific Centre for International Cooperation and Education. This Centre provides organizational, informational-methodological, and technical support for UkrSURT's participation in international educational and scientific projects and programmes, including Erasmus+. Students also receive information on scholarships and grant opportunities for studying and conducting research abroad.

For students' psychological well-being, UkrSURT operates a Practical Psychologist Service. The specialist provides qualified psychological assistance and support to students, helping them adapt to the educational process, cope with stress, and resolve personal issues and conflicts.

UkrSURT, like other Ukrainian higher education institutions acting in compliance with current Ukrainian legislation, adheres to the principles of inclusivity and equal opportunities. This includes adapting the educational process to meet the individual needs of students, such as providing materials in accessible formats, the ability to record lectures, and extended deadlines for assignments. Technical support is also available, including assistive software for exams. Students with disabilities may be granted additional time to complete exam tasks. The specific scope of support is provided following an individual request and assessment of the student's needs.

Experts' Appraisal

The expert group agrees that the physical and digital infrastructure fully supports student learning success and progress. Powerful learning platforms and the possibilities they create enhance the experience of distance and online learning. The experts also commend UkrSURT on its academic support services, which seek to ensure that students of the programme can concentrate on pursuing their studies successfully. The University's efforts to create equal opportunities for all students are fully satisfactory.

4.5 Student Learning and Assessment

According to the University, the general didactic approach of the study programme is based on the principles of student-centeredness, interdisciplinarity, practical orientation, and the integration of education and research. The core characteristics of the didactic approach include a **student-centered approach** (the educational process is focused on the individualisation of learning trajectories and the development of autonomy, critical thinking, and decision-making skills under conditions of uncertainty); a **competency-based learning model** (the programme is designed to develop integral, general, and professional competencies as defined by national higher education standards); the **integration of theory and practice** (learning combines theoretical knowledge acquisition through lectures, etc. with practical formats such as project work, business case analysis, etc.); **interdisciplinarity and systemic thinking** (logistics is approached as an integrated system interconnected with economics, management, information technology, law, and management psychology); **project- and research-based learning** (students are actively engaged in research activities); the **digitalisation of the learning environment** (digital tools and platforms such as Moodle and Zoom are actively used to support e-learning; and the **development of social skills** (the programme places an emphasis on cultivating soft skills such as communication, teamwork, leadership, ethical responsibility, self-directed learning, and the ability to teach others).

On the basis of this general approach, the University seeks to centrally support the learning process of students also by easy access to information, first and foremost through easy accessibility of the educational content of the programme and all relevant regulatory documents through its official website at <https://kart.edu.ua>. The site contains comprehensive resources including catalogues of courses, class and examination schedules, academic curricula, guidelines, examination procedures, regulations on assessment, academic integrity, and appeals procedures, among others. In addition, academic staff provide current information through distance learning platforms, particularly Moodle, email communication, and student group chats and messengers. Important announcements are regularly duplicated in students' personal accounts and are communicated through academic advisors (curators).

With regard to assessment, each credit-bearing module is assessed separately, with students undergoing both continuous and modular assessments for every course. Continuous assessment consists of evaluating students' performance throughout the module. The maximum score a student may earn for continuous assessment within a module is 60 points, with 80% by written works and 20% by group presentations. The main types of assessment include: ongoing assessment, modular

assessment, and final (semester and state) assessment. Ongoing assessment involves monitoring students' knowledge, skills, and competencies during lectures, seminars, and practical classes through oral and written questioning, test tasks, essays, presentations, and research reports. Modular assessment is conducted twice per semester in the form of computer-based testing. Final assessment includes examinations, pass/fail credits, and the public defence of the qualification thesis.

Upon completion of the module, students have a dedicated assessment week, during which they take the modular control test. These assessments are conducted via MOODLE and cover all topics included in the module. The maximum score a student may earn for modular control is 40 points. The final score for the module is then calculated as the sum of points earned from continuous and modular assessments. Thus, the maximum score a student can achieve for one module is 100 points. This 100-point scale is subsequently converted into the national grading scale and the ECTS grading scale. The purpose of this system, according to the University, is to provide a comprehensive evaluation of the quality of the educational activities demonstrated by students.

The resit policy at UkrSURT is as follows: If a student fails an examination during the main examination session, they are granted the right to a first resit attempt, which must be completed within two weeks following the official end of the examination period. If the student does not pass the exam during the first resit (post-session attempt), they are provided with an additional opportunity to take the examination by the end of the current semester. Should the student fail again, they are offered a final opportunity by the end of the academic year. Successful completion at this stage allows the student to avoid expulsion and continue their studies.

In the event of conflict situations involving academic staff, students, or other university employees, as well as instances of bullying, sexual harassment, discrimination, or corruption, the parties act in accordance with UkrSURT's “Regulation on the Resolution of Conflict Situations”⁶ and its “Regulation on the Policy for the Prevention and Counteraction of Bullying at UkrSURT”⁷.

The “Regulation on the Organisation of the Educational Process”⁸ outlines the procedure for forming an Appeals Commission to review cases related to the contestation of final grades obtained during semester assessment. A formal appeal must be submitted personally by the student no later than the next working day following the announcement of the final results. The appeal is to be addressed to the head of the academic unit in which the student is enrolled.

To guarantee the right to education for students with special educational needs, UkrSURT has established several measures. In particular, the University is equipped with steel ramps to ensure unobstructed access for students using wheelchairs. To support the successful adaptation of students, a practicing psychologist is also available. For increased accessibility and convenience in the learning process, the University has developed a distance learning portal with personalized access.

⁶ See https://kart.edu.ua/wp-content/uploads/2020/05/polož_pro_vyr_conf_sit.pdf

⁷ See https://kart.edu.ua/wp-content/uploads/2020/07/polozhennja_buling.pdf

⁸ See <https://surli.cc/olmend>

Graduates of the study programme are awarded a Master’s diploma upon successful completion of their studies. In the case of early withdrawal or dismissal from the University prior to graduation, the student receives an academic transcript (certificate), which reflects all academic achievements and completed coursework during the period of study.

Experts’ Appraisal

This didactic approach of the study programme ensures a systematic and flexible education of students, who become capable of operating effectively in a logistics environment. The re-examination policy is fair and transparent. The transparency and accessibility of regulatory documentation, coupled with an effective system of academic communication, ensure that students are properly informed about examination regulations. This also contributes to the maintenance of academic integrity and organisational consistency throughout the educational process. All necessary documentation of learning success is provided by the partners.

4.6 Quality Assurance

The primary responsibility for the development, implementation, monitoring, and revision of the study programme lies with the joint Dual Degree Programme Board (DDPB), which operates on a parity basis between UkrSURT and UWS. Within UkrSURT, responsibility is assumed by the programme guarantor, the department implementing the programme, the faculty dean’s office, the faculty methodological council, and the Academic Council of the University. Other stakeholders, including student representatives, alumni, employers, and external experts, are equally involved in decision-making processes regarding quality assurance.

In accordance with the terms of the agreement between the partners, the Dual Degree Programme Board has been established to coordinate, review, monitor, improve, and ensure academic integrity, transparency of assessment, and the alignment of course content with contemporary academic and professional standards. The Board meets at least twice a year. Additionally, UkrSURT has a Programme Quality Assurance Group, which operates under UkrSURT’s Regulations on the Internal Quality Assurance System of Educational Activities and Higher Education. At UWS, a Quality Assurance Policy is in place and is mandatory for all academic units, including those involved in the implementation of international programmes.

According to the University, the Plan-Do-Check-Act (PDCA) cycle is actively employed in the implementation of the study programme. Planning consists of the annual revision of the Intended Learning Outcomes, the development of new content for educational components, and approval by the Dual Degree Programme Board; doing involves the implementation of curricula and the educational process in accordance with students’ individual learning trajectories; checking is made up of the semester-based monitoring of learning outcomes, student surveys, analyses of lecturers’ reports, and feedback from employers; and acting comprises reviewing the programme, adjustments to teaching and assessment methods, updating of teaching and learning materials, and professional development of academic staff.

The collection of data for the checking phase and the data analyses are carried out using the following tools regular student surveys on the quality of teaching, workload, and course content (conducted after each semester); monitoring of academic performance, assessment formats, and academic integrity; reporting by academic staff and internship supervisors; reports of the Dual Degree Programme Board (DDPB); surveys of graduates and employers; and internal and external quality audits.⁹ As an example, based on the results of annual monitoring and feedback from students and academic staff in 2024–2025, the following needs for the programme were identified and have already been (partially) addressed: expansion of English-language content; improvement of access to electronic resources; reduction of theoretical workload in certain modules; catalogues of elective components were updated.

The programme also undergoes both internal and external review procedures as part of the University Academic Council’s evaluation and the accreditation processes conducted by the National Agency for Higher Education Quality Assurance of Ukraine (NAQA). In addition, within the framework of the partnership with UWS, the programme is subject to internal monitoring in accordance with the academic standards of UK higher education (UK Quality Code).

Experts’ Appraisal

The experts have reached the conclusion that a purposeful quality assurance system has been set up by the partners, which also centrally involves external stakeholders, both professional and academic. The well-established and solid cycle of quality assurance in the programme within and across the partners ensures various and fast avenues of feedback. Adequate measures are taken to continuously monitor the quality of the programme. Furthermore, the expert group has perceived a high level of satisfaction among the students with the way the programme has been run so far.

4.7 Transparency and Public Information

Information on specific educational programmes at UkrSURT can be found on the university’s official website at <https://kart.edu.ua/en/educational-programs> or directly through the relevant faculty or academic departments (<https://kart.edu.ua/en/faculty>). Extensive public information on the programme under consideration is provided on a dedicated page at UkrSURT.¹⁰ However, currently, no public information on the programme is available at UWS.

⁹ Sample surveys have been made available to reviewers as part of the self-assessment report.

¹⁰ See <https://kart.edu.ua/en/department/department-of-management-and-administration/degree-programs/sustainable-logistics-and-supply-chain-management-master-s-degree> (last accessed 30 September 2025).

Experts' Appraisal

The expert reviewer group considers the degree to which information about the study programme is available to the public on the website of UkrSURT as fully sufficient. Currently, however, no information is available on UWS' website. At the very least, UWS should provide appropriate links to the respective programme pages at UkrSURT.

Appendix

1. Statement of the University in Response to the Expert Report

Part I. Comments on Factual Accuracy

We have carefully reviewed the expert report and confirm that the factual information presented therein is accurate. We did not identify any inaccuracies or factual errors.

Part II. Comments on the Content of the Report

We highly appreciate the thorough assessment provided by the expert panel, which recognized the strengths of our joint Master’s programme “Sustainable Logistics and Supply Chain Management.”

We are particularly grateful for the positive evaluation regarding:

- the practical orientation of the programme, which reflects the current challenges facing Ukraine in logistics and transport;
- the high level of cooperation between the partner universities;
- the students’ satisfaction with the quality of teaching and the dual-degree format;
- the effective organization of the quality assurance processes.

We have carefully considered the panel’s recommendations and are ready to implement them as follows:

1. Expansion of the list of elective courses, particularly in the area of management.

Work has already begun on developing new modules (Financial Management, Investment Management, Digital Management, Strategic Management, Innovation Management, Transport Services Management, International Business Management, and Creative Management), which will allow students to design a more flexible and individualized learning trajectory.

2. Broadening the concept of sustainability to include social and economic dimensions.

We plan to integrate additional topics into the curriculum to strengthen the interdisciplinary approach, particularly by expanding the economic and social components of sustainable development. This will help students gain a comprehensive understanding of the interconnection between effective management, social responsibility, and economic resilience.

Within the course “Communications, HR Management and Management Psychology,” we plan to introduce topics such as “Social Capital and Organizational Communication Culture,” which highlights the role of trust, mutual respect, and social cohesion in team effectiveness, and “Economic Behaviour of Employees and Motivational Factors of Sustainable Growth,” focusing on the rational use of human potential and economically grounded motivation strategies.

In the course “Sustainable Logistics and Organizational Resource Management,” we propose to add the modules “Economic Sustainability of Logistics Systems”—covering mechanisms of cost optimization, productivity improvement, and financial stability—and “Social Responsibility in Resource Management,” which examines ethical labour management, safe working conditions, and fair remuneration.

The course “Logistics Management and Supply Chain Design” may be supplemented with topics such as “Economic Efficiency and Risks in Global Supply Chains,” focused on cost evaluation, financial risk assessment, and strategic planning, and “Social Standards and Labour Practices in Logistics Networks,” addressing decent work, business ethics, and the influence of social factors on competitiveness.

Within “International Logistics Systems,” we propose to integrate topics such as “Economic Diplomacy and Partnerships in International Logistics Relations,” which explores mechanisms of economic cooperation, trade agreements, and the development of international alliances, and “Social Policy of Transnational Corporations,” covering corporate responsibility, workers’ rights protection, inclusivity, and the formation of a positive social image of companies.

Altogether, these integrations will strengthen the interdisciplinary nature of the curriculum, deepen the economic and social content of the courses, and help students develop strategic thinking, responsible management, and decision-making skills oriented toward the long-term economic and social sustainability of organizations.

3. Publication of programme information on the official UWS website.

This will be implemented in collaboration between UkrSURT and UWS to ensure broader public accessibility of programme information.

Final Remarks

We sincerely thank the expert panel and the members of ZEvA for their productive work and constructive recommendations. The feedback received will support the further development of the programme and the continuous enhancement of its quality.

Respectfully,

Vladyslav Panchenko,

Vice-Rector for Research and Education of **UkrSURT**

Dr Ibiyemi Omeihe

On behalf of the Programme Coordination Team

UWS