

# Programme design, review and pilot assessment in the context of WP2.2 and WP3.5

Implementation of Education Quality Assurance system via  
cooperation of University-Business-Government in HEIs  
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### **About the project ERASMUS+ EDUQAS “Implementation of Education Quality Assurance System via Cooperation of University- Business-Government in HEIs”**

The wider objective of the project is to improve education quality assurance systems through development of efficient internal quality standards leading to better employability of students in Partner Countries Universities. The internal QA system is based on analysis of needs and capacities in Kazakh and Ukrainian HEIs, experiences and best practices from the successful quality assurance action line of the Bologna Process.

#### **Main goals:**

- to promote the creation of quality culture at various levels through motivation, trust, responsibility of students, institutional leadership, individual staff members;
- to elaborate proposals for the design of programmes on Bachelor and Master levels with the involvement of all stakeholders;
- to develop technologies of assessment quality of Bachelor and Master programmes; designed programmes should meet the objectives including learning outcomes;
- to conduct training for the QA specialist and academic staff;
- to improve affiliate network university-business-government, collaboration with the EU universities;
- to enhance internal university information systems of quality evaluation;
- to develop a corporate QA infrastructure based on ICT, on-line, mobile technologies.

## **Partnership:**

- P1 - UNIVERSITATEA DIN CRAIOVA, Craiova, Romania – Project coordinator
- P2 - KUNGLIGA TEKNISKA HOEGSKOLAN, Stockholm, Sweden
- P3 - UNIVERSITE DE LIEGE, Liege, Belgium
- P4 - UNIVERSITY OF PLOVDIV PAISII HILENDARSKI, Plovdiv, Bulgaria
- P5 - LATVIJAS UNIVERSITATE, Riga, Latvia
- P6 - UNIVERSITE DE LORRAINE, Nancy Cedex, France
- P7 - SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS, Kharkiv, Ukraine
- P8 - LVIV POLYTECHNIC NATIONAL UNIVERSITY, Lviv, Ukraine
- P9 - DONETSK STATE UNIVERSITY OF MANAGEMENT, Mariupol, Ukraine
- P10 - NATIONAL METALLURGICAL ACADEMY OF UKRAINE, Dnipropetrovsk, Ukraine
- P11 - ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES, Almaty, Kazakhstan
- P12 - KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND INTERNATIONAL TRADE, Astana, Kazakhstan
- P13 - INSTITUTE OF HIGHER EDUCATION, NATIONAL ACADEMY OF EDUCATION, Kyiv, Ukraine
- P14 - NATIONAL AGENCY FOR HIGHER EDUCATION QUALITY ASSURANCE, Kyiv, Ukraine
- P15 - MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE, Kyiv, Ukraine
- P16 - MINISTRY OF EDUCATION AND SCIENCE, Astana, Kazakhstan
- P17 - HAUT CONSEIL DE L'EVALUATION DE LA RECHERCHE ET DE L'ENSEIGNEMENT, Paris, France

This report consists of the next parts. The first part of the report provides information on which regulatory provisions have been used to prepare self-assessment reports in two partner countries Ukraine and Kazakhstan: Regulations on Accreditation of Study Programmes in Higher Education - National Agency for Higher Education Quality Assurance, Ukraine and Standards of specialized accreditation of higher education institutions implementing programs of higher and postgraduate education - Independent Agency for Accreditation and Rating, Kazakhstan.

The second part contains Guidelines for Programme Design and Review and describes key steps in programme and course design, recommendations for reviewing programmes or courses, writing aims and intended learning outcomes, designing an assessment and feedback strategy, teaching methods and student learning activities.

The third part provides links to the self-evaluation reports developed by the project partners in accordance with the recommendations of the two countries' quality agencies: National Agency for Higher Education Quality Assurance, Ukraine and Independent Agency for Accreditation and Rating, Kazakhstan. We would like to highlight that these recommendations are fully in compliance with the ESG2015 standards. Each of the 6 partner universities prepared reports on two programmes: the bachelor's and master's level.

The last part of the report contains recommendations and SWOT analysis on 12 educational programmes on bachelor and master levels from 6 universities which participated in piloting evaluations. Each expert group consisted of representatives of the European partner universities, experts from HCRERS (High Council for the Evaluation of Research and Higher Education, France), professors and administrative staff from partner universities, members of the National Agency for Higher Education Quality Assurance, Ukraine - partner of EDUQAS project.

## Content

### 1. Guidelines for Programme Design and Review

2. [REGULATIONS on Accreditation of Study Programmes in Higher Education - National Agency for Higher Education Quality Assurance, Ukraine \(Link\)](#)

3. [Standards of specialized accreditation of higher education institutions implementing programs of higher and postgraduate education - Independent Agency for Accreditation and Rating, Kazakhstan \(Link\)](#)

4. FRAMEWORK [SELF-ASSESSMENT REPORT OF THE EDUCATIONAL PROGRAMME - National Agency for Higher Education Quality Assurance, Ukraine \(Link\)](#)

### 5. SELF-ASSESSMENT REPORTS OF THE EDUCATIONAL PROGRAMMES (Links)

#### Ukraine

▶ P7 - SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS, Kharkiv, Ukraine

[«ECONOMICS OF ENTERPRISE» \(Bachelor\)](#)

["INFORMATION SYSTEMS AND TECHNOLOGIES" \(Master\)](#)

▶ P8 - LVIV POLYTECHNIC NATIONAL UNIVERSITY, Lviv, Ukraine

["INTERNATIONAL ECONOMIC RELATIONS"\(Bachelor\)](#)

["INTERNATIONAL BUSINESS" \(Master\)](#)

▶ P9 - DONETSK STATE UNIVERSITY OF MANAGEMENT, Mariupil, Ukraine

[«TOURISM» \(Bachelor\)](#)

[«CONFLICT MANAGEMENT AND MEDIATION» \(Master\)](#)

▶ P10 - NATIONAL METALLURGICAL ACADEMY OF UKRAINE, Dnipropetrovsk, Ukraine

["TRANSLATION FROM THE ENGLISH LANGUAGE" \(Bachelor\)](#)

[«METALLURGICAL PROCESSES OF PRODUCTION AND PROCESSING OF METALS AND ALLOYS» \(Master\)](#)

▶ P11 - ABLAI KHAN UNIVERSITY OF INTERNATIONAL RELATIONS AND WORLD LANGUAGES,

Almaty, Kazakhstan

["TRANSLATION STUDIES" \(Bachelor\), \(Master\)](#)

▶ P12 - KAZAKH UNIVERSITY OF ECONOMY, FINANCE AND INTERNATIONAL TRADE,

Astana, Kazakhstan

[«FINANCE» \(Bachelor\), \(Master\)](#)

### 6. Curriculum evaluation reports: SWOT analyses and recommendations

# Guidelines for Programme Design and Review

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## **1. Introduction**

The present report is aimed at providing guideline on programme and course outline which is not only useful, but also compiled in accordance with strategic goals described in the strategy of educational process of the university. Newly-created programme or course, as well as other significant changes of this guideline should respect the strategic goals and fulfill the demands of our students. It should also be based on best practices in the development of programs/courses.

The fostering of "research-mindedness" from the formative years of university studies can serve to empower and engage the student whilst individualizing their experience and promoting research skills which will be useful for future professional roles.

It's critical to examine how you'll incorporate possibilities for students to participate in the research while creating and assessing programs and courses. Staff must find unique ways of genuinely integrating research goals with the requirements of student learning in order to build effective linkages between research and teaching. The development of "research-mindset" in students from their early academic years can help in motivating and involving them while also individualizing their experience and fostering skills of scientific research that will be beneficial in upcoming professional position.

Students will explore a series of skills that will equip them for the immediate requirements of their present education process as well as upcoming study and career if graduate characteristics are effectively implemented in the development of programs and courses. Incorporating graduate characteristics into the development of programs and courses also allows students to understand the larger relevance of their daily studies to their entire individual growth, increasing desire and involvement with their studies.

## **2. The main stages in the development of programs and courses**

Primarily, organize a group who will work on the development of programs/courses. Even if you're going to develop a course by yourself, it's a good idea to find peers who can comment on your ideas. Think about if students or other partners could/should be part of this course development group.

Collect any necessary paperwork to aid you in your course development, especially those that you will be needed to complete as part of the program/course review procedure. These include the following:

- Approval papers for programs and courses
- Qualification standards
- Course Catalogue
- Instructions for creating Program Specifications
- Evaluation Code – Instructions

- The Framework for Evaluation and Feedback
- Statements on the subject topics
- Descriptors and the National Qualifications Framework
- Code of Conduct for Collecting and Reacting to Student Feedback
- Any applicable models or publications
- Any applicable models/publications from professional field, legislative or regulatory organizations

Determine which important stakeholders you may have to discuss or include in your planning. It's crucial to include/discuss with all faculty members who will conduct the lessons on the courses and programs that you introduce or alter so they can take responsibility of any adjustments or additional offerings. Former, future, and present students, organizations, business network, outer reviewers, and mentors of students are just a few examples of other stakeholders. With the primary focus on student collaboration to improve educational process, it is crucial to incorporate students to some degree, either via collecting reviews from past students regarding existing plans, advising students concerning plans, or engaging them in more joint ways in creating programs and courses of their own. Please keep in mind that stakeholder engagement is required.

Establish appropriate structures and processes with stakeholders to conduct discussion and teamwork planning.

Determine whether the current educational environment has sufficient capacity to develop your proposed program/course and indicate any items that needs attention: Notice factors like personnel, library services, Information technology availability, educating venues, management services, enhance learning, and scheduling constraints.

Determine who your potential learners are and what kind of profiles they could have.

- Which type of education level do they have?
- Which type of cultural background could they be from?
- What credentials are they likely to possess?
- What kind of experience do you think they'll have?
- What demands could they have in terms of your program/course?
- What previous experience or knowledge would they need to take part in the program/course?
- What is the minimum entry level requirement?

Use this information to inform what you need to do to best support the different needs and levels of experience/knowledge that your students may have, and try to make your curriculum and course resources inclusive of all your students.

This guideline can be used to evaluate what you need to do to satisfy your learners' various demands (requirements) and degrees of experience/knowledge, and attempt to do your program and class elements accessible to all of the students.



Examine the potential audience for program or course developed by you? Who do you think will be your most probable learners? What are their most likely job paths? Will you try to recruit both foreign and domestic learners? Is the number of candidates you have chosen sustainable enough?

Examine identical programs and courses that are used now to determine what makes your offering unique. Examine not just the content, but rather the teaching strategy, evaluation techniques, and learning experiences will assist learners gain a variety of graduate qualities in a dynamic and compelling setting.

Set aside time to come up with a catchy title for the program or course you have developed.

Write aims and intended learning outcomes (ILOs) for the programme/course. Include consideration here of the key content/topic areas and what it is that the programme/course will enable participating students to know and be able to do as a result of engaging in the programme/course.

Set the up the program's or course's goals and expected learning outcomes (ELOs). Provide here the main spheres of the subject matter or content and what the program/course will allow students to understand and be good at as an outcome of participation in the program/course developed by you.

Determine which graduation qualities you desire your program/course's students to cultivate. To guarantee that learners are tested on their mastery of the essential competencies and skills you want them to gain, use your expected learning outcomes (together with evaluations that are properly matched with these) can assist you in ensuring that your program/course is appropriate. Use the extra information sheets that are provided to address a variety of critical aspects which must influence the development of your program/course. Refer to any applicable professional, legislative, or governmental authorities, as well as the National Qualifications Framework and QA unit standard statements.

Goals and ELOs must be set for the entire program and also for each individual course of it. Goals and ELOs must be set for the entire course as well as for each individual course. A given degree program (both for bachelor and master's level) must be organized in the way that its individual modules promote a consistent learning experience for the learner, leading to program's ELOs gaining.

Create an evaluation and feedback plan that is in line with the goals and ELOs of your program/course. The evaluation system should support the type of the way of studying you expect the students to take, give numerous chances for constructive criticism, and offer a variety of activities that allow the students to show their mastery of the ELOs.

Determine which educational approaches and learning ways will best enable your learners to reach the program/course's goals and ELOs. Say it another way, the techniques and learning ways you use should be *in line* with the program/course's ELOs.

Determine how the various parts of your program interact to produce a unified program/course that promotes student development toward the attainment of the goals and ELOs. Include possibilities to go through material and processes again.

Also provide when and how you'll give educational help to learners, as well as how you'll incorporate formative workload into the program/course to help improve students' educational training in areas such as information retrieval and management, note-taking, citing, reading, writing, presentations, and debate.

Decide how to effectively utilize Digital Classroom Environment (e.g. Moodle to assist your program/course, as well as digital self-growth management techniques or other appropriate e - learning resources.

You'll have to create a program specification if you're dealing with the program level. You'll ought to create course specification papers if you're dealing with the course level. While applying for certification for latest programs and courses, present sample papers are necessary. They'll have to be modified if you're doing a review of current regulations. Such papers give a model for communicating and documenting the essential aspects of any program/course, such as your goals and ELOs, as well as how the evaluation and feedback methodologies, classroom practices, and learning processes correspond with these. This must include expected knowledge, comprehension, competencies, and other characteristics that learners will have acquired after accomplishing a program/course. It must be presented in a simple and intelligible way for existing and potential students. The numerous moments where a learner might quit the program with a degree are also detailed in the program requirements.

Create an assessment plan to guide prospective program design and to include possibilities for collecting and reacting to learners' feedback by the program/course execution. It will entail gathering and assembling information from many sources, such as student feedback surveys, outside reviewers' reports, yearly observation papers, etc. The information obtained must be compared to the program/course stated goals and results, and in case if applicable, adjustments to the provision must be implemented (several of these modifications might need confirmation via the regular processes for program/course alterations). Your paper might answer important academic research problems and be worth spreading both inside and beyond the University.

This is critical to provide information on how learners are going to be notified about, and engaged in, any changes and steps taken in reaction to their feedback. The analysis of courses and programs required for the completion of Annual Monitoring Reports is clearly a current procedure that might benefit new program/course development.

### **3. Examining courses or programs**

Questions below will help you think about the most important things to think about while assessing a program or course:

- Has the initial aim of a program or course been altered by modifications introduced to it over time?
- Is there a sufficient amount of funding to sustain the program or course?
- Is it necessary for the program/course to take into consideration current advances in research, technology, and teaching and learning?
- Are the goals of the program/course, the ELOs, the evaluation and feedback mechanisms, and the teaching techniques remain aligned, or would they need to alter as a consequence of the modifications?
- Are there any modifications to outer points of reference that have to be considered, like benchmark statements, the National Qualifications Framework, and/or appropriate professional and other bodies??
- Is there an alteration in student needs, company requirements, or job prospects?
- Is there a change students' body, and is there a need in alteration of the program/course in any manner to adjust to these alterations in order to keep the program appropriate??
- Do you have some strategic initiatives that were adopted after the program or course was initially launched that must now be considered?
- How may statistics on academic success and performance help with the procedure of analysis?
- What role may National relative survey data play in the procedure of analysis??
- What are the major concerns which have come up in student feedback in the previous three - five years that have to be addressed in order to improve the program or course?
- Have you thought of including learners in program/course analysis?
- Is it necessary to modify the program/course goals, ELOs, evaluating methods, or teaching techniques as a consequence of this analysis?

#### **4. Purposes of writing and expected learning outcomes**

If you develop a course in the presented sequence, you will get greater alignment between several components of a course/programme:

(1) goals,

(2) ELOs,

(3) evaluation and

(4) learning and instruction techniques.

## Goals

Goals are a course's or program's broad objectives. Generally, these are described in relation to the possibilities that the course/program can provide its learners.

### *Example (Education)*

The aim of this programme is to provide participants with the opportunity to develop confidence and skills to apply basic principles of adult learning in different contexts.

### *Example (Psychology)*

The aim of this course is to introduce students to core material in the area of biological, cognitive and experimental Psychology broadly defined, including exposure to the conduct of experimentation, data gathering and analysis. The course also teaches practical skills involved with experiments employing human participants, focusing on research design, statistical analysis, and professional standards in the communication of research findings.

## Expected learning outcomes (ELOs)

ELOs specify what the things that a learner ought to be able to know or do by the conclusion of the course or program. They will be evaluated, so they have to be written explicitly and accurately. They must concentrate on topic understanding, disciplinary abilities, graduate characteristics, and values. They ought to be attainable, but they will demand greater qualifications and abilities as students' academic levels rise.

ELOs are written with a stem (that specifies a deadline) and a sentence that starts with (highlighting what learners should be able to know or do) + object (what should be mastered) + a qualifying phrase (which presents the context and extent of accomplishment intended).

### *Example (Physics and Astronomy)*

By the end of the course students will be able to:

- Explain how the modern view of the orbits of planets and other bodies developed in the context of the Copernican revolution and Newton's mechanics.

### *Example (Modern Languages and Cultures)*

By the end of this course students will be able to:

- produce sustained arguments in both written and oral form on a variety of textual sources relating to postcolonial literature, thought and visual culture.

### *Example (Veterinary medicine)*

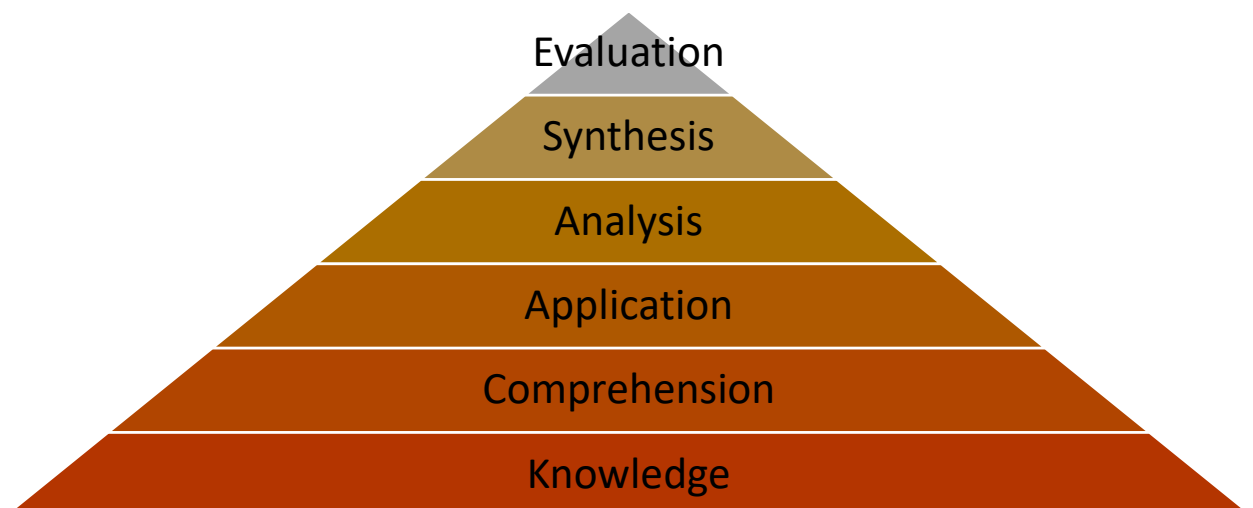
By the end of this course students will be able to:

- Describe the anatomy (including histology) and give a functional account of all of the major body systems in a variety of companion and farmed animals.

**When establishing goals and ELOs, there are a few points to bear in mind:**

- What information, abilities, principles, and characteristics do the learners possess prior to enrolling in the course/program?
- What types of information, abilities, principles, and characteristics do you want the students to acquire?
- What will be the indicator of students' accomplishment of the ELOs?
- Check that the ELOs of the course are aligned with program's ELOs and contribute to them.
- In ELOs, avoid verbs like ***understand, appreciate, be familiar with,*** and *know* since they don't adequately convey the degree of comprehension or knowledge a learner must show in an examination. To demonstrate various degrees of knowledge and understanding, observe Bloom's taxonomy below.
- • If the active word expresses what you expect the learners to do, it's OK to write it several times in the ELOs.
- • Goals and ELOs will be utilized by teachers and learners, so they ought to assist to verify that the goals and expected results of courses/programs are clear.
- • Remember to keep your ELOs to approx. **4-6 ELOs for a 20 credit course.**

**Blooms Taxonomy**



(Bloom et al, 1956)

## Active verbs for different levels of Bloom's Taxonomy

					<b>Evaluation</b> judge appraise evaluate rate compare revise assess estimate
				<b>Synthesis</b> compose plan propose design formulate arrange assemble collect construct create set up organise manage prepare	
		<b>Analysis</b> distinguish analyse differentiate appraise calculate experiment test compare contrast criticise diagram inspect debate question relate solve examine categorise	<b>Application</b> interpret apply use demonstrate dramatise practice illustrate operate schedule sketch	<b>Comprehension</b> translate restate discuss describe recognise explain express identify locate report review tell	
<b>Knowledge</b> define repeat record list recall name relate underline					

The constructive alignment model lies among the most prevalent types of course development employed by faculty members in UK universities, and its guideline on drafting goals and ELOs is compatible with it (Biggs, 1996; Biggs 2003). This method is known as "constructive" since it is built on the constructivist educational philosophy, which holds that students construct their personal knowledge and interpretations through generating sense of new information and experiences in connection to their prior knowledge. When they acquire and interpret new information and experience, they generate new and modified conceptions. The concept "alignment" is used in the model to highlight how important it is for all components of course development to be consistent. For example, if the goals of a course are for a learner to get a practical ability like driving a vehicle, the evaluation would need to verify that the learner can really drive, so a possibly the best evaluation might include a driving skill test. In the same way, possibly the best instructional techniques would allow learners to gain practical driving abilities.

The constructive alignment model concentrates on the development of a course by first concentrating on the course's general goals and the expected learning outcomes for learners. It's therefore time to think about how you'll determine if learners have met the expected learning outcomes. The initial emphasis on evaluation while developing courses capitalizes on evaluation's effectiveness as a stimulus for student learning. As a result, evaluation must be viewed as a chance for learners to study rather than a measure of the knowledge they have obtained. The evaluation technique must *motivate* students to learn at the appropriate level *and* allow them to *show* their learning at a certain stage. Samples of aligning ELOs with evaluation and education activities may be found in Table.

### Aligning ELOs with assessment and teaching/learning activities

ELO	Assessment tasks	Teaching/learning tasks
By the end of this course you should be able to:		
evaluate practical solutions to problems in adult education practice	<p>Case study of an issue in practice which the student has to propose solutions for</p> <p>Portfolio in which student gives a critical account of their own practice focusing on issues and proposed solutions</p>	<p>Discussion of practice case studies</p> <p>Supervised work placements</p>
design an experiment to demonstrate horizontal transmission in a haELOid organism (e.g. E.coli)	<p>Short answer essay on the transmission genetics of a haELOid organism</p> <p>Assessed practical work designing an experiment to demonstrate horizontal transmission</p>	Lectures and inquiry-led laboratory classes
make valid comparisons between different parts of Europe and across different historical periods on the basis of sound historical evidence	A debate paper in which two students take a position and have to argue their case to their seminar colleagues, take a vote, and submit their argument in writing, noting the outcome of the vote and anything extra they learned from the debate.	<p>A series of lectures covering the topic/period</p> <p>A discussion seminar using primary sources and a general secondary text provide an overview</p> <p>Recommended readings</p>

In particular, this strategy, built on learning outcomes, aids learners in achieving their goals.:

- figure out what they're supposed to be accomplishing;
- track their own achievements in relation to the objectives;
- have more control over their own learning; and
- as a result, students become more self-directed

As a result, it's critical that program and course ELOs be defined expressively and in a form which can be evaluated. This also implies that evaluation tools and assignments must explicitly let *all* learners to develop their talents by achieving the ELOs to the maximum potential.

## **5. Creating an evaluation and feedback policy**

Evaluation serves two purposes: training assistance and training certification. Evaluation for training employs assessment exercises to provide learners with constructive feedback and to involve students in activities that are in themselves learning activities. Evaluation assignments are used to measure progress and provide points for a student's degree of success throughout the course or program.

Evaluation is critical to a student's learning process. Learners will evaluate what kind of knowledge they need to obtain, at what degree they have to do it, and the way they should do it based on a course or program's evaluation method. It indicates that unless the evaluation approach is not linked with the ELOs, the learner will concentrate on the evaluation method, but not on the ELOs to shape their study. As a result, it is critical in effective program or course development to get the evaluation method correct and ensure that it is linked with the program's and course's goals and ELOs.

*The questions written below should be taken into consideration:*

- Which classroom evaluation activities will help learners accomplish the program/course ELOs most effectively? (Classroom evaluation is a type of evaluation that does not account towards an overall grade and is typically focused on providing learners with feedback on the progress and allows them to adjust their way of learning to improve the learning and evaluation results.
- What is the best order and time for classroom assignments in order for learners to obtain the ELOs? To put it another way, what assignment order and time limit will provide learners with the most frequent and valuable feedback to aid their ELO studying?
- Which final summative evaluation will allow learners to show their mastery of the ELOs most effectively? (Summative evaluation is a type of evaluations that account toward a learner's grade)



## **Parameters for the creation of successful evaluation approach**

The information below a list of important factors to consider while developing an evaluation approach:

- Incorporate evaluation throughout the program or course instead of seeing evaluation as a supplement to be completed at the completion of a program/course
- Create evaluation activities that encourage studying and excellent educational performance.
- Instead of just simply remembering, evaluate comprehension and higher order training (along with analysis, synthesis, and assessment).
- Choose a range of evaluation approaches to minimize the drawbacks of each and to give individual learners (who can have various talents and learning styles) a variety of ways to show their accomplishment.
- Evaluate assignable abilities and also knowledge and comprehension
- Gradually increase difficulty and requirements during the program of education
- Start with decreased tasks, narrow activities that give timely and relevant feedback
- Instead of focusing on drawbacks, encourage learners by emphasizing growth and achievement.
- Give learners a possibility of choosing of evaluation assignments.
- Think if you have the possibility to include learners in the creation of evaluations or the discussion of evaluation guidelines
- Include chances for reflective evaluation.
- Consider the impact of the workload on learners and teachers in relation to time and evaluation assignments and prevent over-assessment.
- Provide possibilities for feedback on a regular basis. Ensure that feedback is thoughtful and helpful, indicating what worked well and why, what didn't and why, and which way the activity may be developed.
- Don't count marks to provide you feedback.
- Ensure that the content of an evaluation assignment does not penalize specific groups of students.
- Minimize the risk of plagiarism by structuring exams in a way that prevents it.

## **6. Choosing instructional techniques and educational activities for students**

Lectures, issue or conversation-based seminars/tutorials, laboratory work, internships, projects, and thesis are the five primary educational techniques used in universities. Besides that, certain subjects have their own unique techniques, for example, clinical teaching. It is quite simple to use a mix of such approaches when creating a new program or course without considering if they are the best methods for students to gain the essential information and skills to accomplish the ELOs.

Select approaches that foster interactive types of student-oriented education, inquiry-based education wherever feasible when deciding which approaches to utilize. Learners are more involved in the educational process in student-oriented learning, which leads them to taking on more responsibility for their own study and more communication and interaction of the instructor and the learner (O'Neill and MacMahon, 2005). Instead of merely receiving information, inquiry-based educational approaches motivate students to search for the solutions to important, course-relevant issues. These approaches also help to strengthen research-teaching ties and the formation of graduate characteristics.

They aid in the development of a learner's credence, sensitivity to other people's perspectives, and acceptance for uncertainty. This encourages learners to search for solutions to issues on their own, fostering the formation of independent continuous learning. These techniques also encourage personal contacts with classmates, professors, and scientists.

It is quite crucial to introduce learners to a diversity of instructional methods and training practices in order to adapt to a range of student's learning techniques. Introducing learners (and teachers) to a wide variety of teaching and learning experiences might assist to raise the collective expectations for good instruction while also improving the conceptual knowledge of our personal as well as other people's learning processes.

The following are some examples of basic student-led education methods and ways:

### **Problem - based learning (PBL)**

Problems are used to organize the educational process. Every course should begin with a case or sequence of cases that are connected to 'real' practical situations instead of university courses. PBL is actively implemented in medicine, architecture, sciences, engineering and agriculture.

### **Project-centered learning**

Unlike problem-based education, in which the whole objectives are proposed by teachers, project-based learning necessitates learners to create their personal learning outcomes, choose their own educational techniques, and, in some cases, suggest what they prefer being evaluated on. This can be seen in undergraduate honors thesis or cross-disciplinary student projects.

### **Experiential education**

This method begins with an actual or physical experience where the learner participates, constantly investigates, and records what is occurring. After then, there comes a phase of analytical contemplation, followed by a phase of making conclusions and conceptualizing on what the experience signified.

### **Personalized learning**

Personalised education is characterized by a focus on the activity of a single learner rather instead of a team or a class. It typically helps learners to develop at their own tempo under set time limits and to assess their own advancement when they are prepared.

The sorts of techniques most suitable to providing five main basic higher education learning outcomes are listed in Table.

### Teaching and learning methods (Bourner, 1997 and Biggs, 2003)

	Learning aims				
	<i>Knowledge</i>	<i>Elaborating, analysing and applying knowledge</i>	<i>Generating ideas and evidence</i>	<i>Personal development</i>	<i>Planning and managing own learning</i>
<b>Teacher directed activities</b>	Lectures Guest lectures Concept mapping Modelling through thinking aloud Electronic voting systems (EVS)	Case studies Practicals Laboratories Demonstrations Experiments Simulations Discussion Debate Seminars and tutorials Supervision Computer mediated discussion	Workshops Brainstorming Laboratories Practicals Fieldwork Discussion Experiments Supervision	Feedback Learning contracts Role play Mentoring Coaching Experiential learning	
<b>Student directed activities</b>	Information searching tasks Directed private study	Projects Problem based learning Essays Work based learning Group work Student presentations	Enquiry-based learning Research projects Dissertations Group work Mind-mapping Problem solving	Reflective journals Self assessment	PDP Learning logs Projects Independent study Dissertations Work placements

		Student led seminars	Inter-disciplinary projects		Portfolio development
		Literature reviews	Service learning		
		Peer assessment	Student-organised events		
		Student mentoring			
		Peer assisted learning			
		Self assessment			

### Questions to guide programme/course design and review

Key areas	Yes	No	Comments	Action to be taken
<b>Aims and ILOs</b>				
Are aims and ILOs clearly stated?				
Are aims and ILOs clearly communicated to students, staff and external examiners?				
Are ILOs aligned with aims?				
Do the aims and ILOs of individual courses support the achievement of programme aims and learning outcomes?				
Do the content, teaching methods and the learning opportunities provided best enable students to achieve the aims and ILOs?				
Does the assessment strategy adopted best support student learning and enable students to demonstrate their achievement of aims and ILOs?				

Do aims and ILOs reflect current knowledge and research?				
Are aims and ILOs informed by relevant subject benchmark statements and/or PRBs requirements?				
<b>Attention to contextual influences</b>				
Does the design of the programme/course reflect best practice?				
Does the design of the programme/course take account of the needs of the student target group?				
Does the programme/course take account of the University's Learning and Teaching Strategy priorities?				
How does research inform the curriculum of the programme?				
<b>Level</b>				
Do the ILOs clearly reflect the level of study?				
How does the level of the programme/course fit with the <i>National Qualifications Framework</i> ?				
<b>Progression</b>				
Do the demands on the student increase over the course of the programme?				
Are the programme and its component courses designed and organized in such a way as to support this progression?				
Does the new course support student progression within the programme?				

<b>Flexibility</b>				
Has the programme/course been designed in such a way that the requirements of all students can be supported?				
<b>Coherence</b>				
Does the programme have overall coherence and intellectual integrity?				
Does the design of the programme clearly cohere with the programme aims?				
Does the design of the programme offer a balance of academic, practical and personal development opportunities?				
Does the design of the programme clearly articulate the extent of the breadth and depth required in engagement with the subject material?				
<b>Assessment</b>				
Does the assessment strategy enable students to demonstrate achievement of learning outcomes?				
Are there criteria that enable students, and internal and external examiners to distinguish between levels of achievement?				
Does the assessment strategy include a formative aspect adequate to supporting student development?				
Is there confidence in the integrity and security of the assessment procedures?				

Is there evidence that the assessment strategy enables students to attain the minimum level of achievement required for the degree award?				
<b>Student workload</b>				
Has attention been paid to the time and workload demands of the programme on the student?				
Is achievement of all ILOs realistic and deliverable?				
<b>Student support</b>				
Is there an overall strategy for academic support, including written guidance?				
Has attention been given to arrangements for admission and induction?				
Are students and staff aware of arrangements for student support?				
<b>Programme/course title</b>				
Does the award/course title reflect the aims and outcomes of the programme?				
<b>Evaluation</b>				
Has an evaluation strategy been adopted to judge the effectiveness of the programme/course?				
Does the evaluation strategy include attention to how students will be informed of results of evaluations and any action taken?				
<b>Learning resources</b>				
Is there appropriate staff expertise available for delivery of the programme?				

Is there appropriate technical and administrative support?				
Are there appropriate learning resources available (including library and ICT)?				
Is there suitable learning and teaching accommodation?				
<b>Beyond the programme</b>				
What opportunities might be available to students as a result of completing the programme?				



## **Curriculum evaluation reports: SWOT analyses and recommendations**

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SWOT analysis and recommendation:

BA in Translation Studies

MA in Translation Studies

*Kazakh Ablai Khan University of International Relations and World Languages  
(KAUIR)*



Almaty November 2019

## Strengths

HEI prestige

### **Material resources :**

Material and technical base for the professional competencies development : facilities (special classes, language labs, buildings, equipment), modern software, modern information technology infrastructure (interactive boards, translation equipment, etc );

State-funded budget places, scholarship programs from different countries available;

Use of modern technologies and methods corresponding to modern requirements, adequate methodological provision, wide availability of resources in the realization of the study process.

### **Human resources :**

Teachers - practitioners : Experienced, qualified, proactive and professional teaching staff with extensive practical and teaching experience;

Involvement of practitioners in the study process in guest lectures and program development;

Close, long-term cooperation with employers and governmental and non-governmental organizations;

Collaboration with stakeholders and international partners (Confucius Institute, Center for Korean Studies);

The experience of another University is used.

### **Program-related resources :**

The goals are clearly and in details defined;

Succession from undergraduate and graduate programs;

Including internship in the syllabus and giving credits for it;

Tendency to align with international standards - application and use of benchmarking and the content of the programs generally conforms to today's changing market requirements;

Original study programs with licenses for international events (Expo);

EP correspond to the business request and market conditions;

A variety of bases for practice activities;

Ergonomics and ethno-cultural support of EP;

Flexible schedule of educational process

## Weaknesses

### **Program-related resources :**

The limiting of students ability to freely choose disciplines in the EP : Limited evidence of free choice of optional courses (confirmed by the 3rd year students : they didn't have real choice of courses);

Lack of general teaching subjects in study programmes (only one such course is included) : Lack of such courses as economic theory, law, etc;

No translations of study courses syllabus if they are made in Chinese or in Korean (confusing for the students on initial stage of their studies and for external evaluators);

There are no clearly oriented career strategies of students (especially in junior courses);

Different approaches and requirements for study course descriptions as some course descriptions are widely elaborated, some are narrower. These differences in course descriptions can create confusion from student part.

### **Quality Assurance**

No quality assurance process schemes or models and formal short term vision for quality assurance;

Limited evidence of teaching excellence monitoring and improvement (from discussing with teachers it's not clear how they implement new active teaching methods and improve their teaching excellence);

Students are not involved into the programme development and improvement (students have confirmed that they don't contribute to the syllabus and programme development);

The quality assessing mechanism of education is based on formal indicators (average academic performance) and doesn't correspond with received competencies;

Overregulation of education evaluation.

### **Integration of research into the curriculum**

Insufficient involvement of students in research work;

No scientific articles are mentioned as suggested reading in course descriptions.

## **Opportunities**

### **Employment :**

Demand in the labour market for professionals with integrated knowledge, skills and competences; graduate competitiveness; Demand for skilled labour in the labour market;

Employers' responsiveness in improving the content of the program. According to the situation in the labour market and recommendations of employers.

### **Programme :**

Attraction of guest lecturers from abroad;

Attraction of professional practitioners to study courses in the program.

### **Quality and internationalisation :**

Opportunities for cooperation with foreign higher education institutions in implementation of programs and participation in scientific project;

Implementation of international experience and harmonization with European and Asian standards of the education quality assurance without prejudice to national identity.

## **Threats**

Potential risks of non-systemic development of QA because of absence of strong QA unit;

Brain drain;

Migration of potential students abroad;

Increase of competition between local and foreign HEI, possible competition with similar study directions implemented at other HEI;

Outflow of qualified personnel of the University;

The cultural identity washout;

Socio-economic fluctuations;

Outflow abroad of graduates who has received government support for education.

## Recommendations

### **Quality Assurance :**

Define more clearly the form of the quality control;

Make questionnaires in the end of each semester and use social nets for making the polls >> The short analyses of the results of the questionnaires to be apply too;

Describe the innovative methods used in the teaching process and to prove by appropriated way;

Strengthening the collaboration with graduates and the formation of a system for tracking graduate career success.

### **Pedagogical approach :**

Develop a student-cantered approach in the education;

Develop teaching methods towards gamification;

Include facultative courses (scientific, technical, sport, management and etc.) in the syllabus;

Increase practical hours – communication with native speakers (students and stakeholders have confirmed);

Create free space /co-working for students to communicate, share ideas, etc.;

Develop double degree programs;

Develop more active involvement of students in research work.

### **Employment:**

Develop Freelance opportunities for students;

Improve the system of professional development stimulating of teaching stuff.

### **Collaborations :**

Improve mobility of international cooperation for students and lecturers and internationalization of education;

Increase of interest of practitioners in teaching of study courses;

Expand cooperation with professional organizations and employers.



SWOT analysis and recommendation:

**ECONOMICS OF ENTERPRISE (Bachelor)**

**Experts:**

*Olena Tnachyk, Donetsk State University of Management (Mariupol)*

*Mariia Debych, Institute of Higher Education of NAES of Ukraine*

*Oleg Potap and Oleksandr Zhadanos, National Metallurgical Academy of Ukraine*

*Gilles Jacoud, HCERES*

*Tansholpan Abdigappar, Kazakh Ablai Khan University of International Relations and World Languages*

*Dominique Thewissen, Université de Liège*

*March 2020*

## Strengths

### **Program :**

*A long experience of training in the economics of enterprise.*

*Training able to provide students with knowledge of the various aspects of the economics of enterprise.*

*A program with a clear organization.*

*A well-established operating framework, although it is likely to be cumbersome.*

*Introduction of new disciplines because of receiving feedbacks from students that are given by QA department*

*Surveys taken into account*

*Connection with the QA department (through the eyes of a student)*

*Teamwork of all stakeholders*

*Students are supported by teaching staff*

*Good services for students (boxes for students' opinions, good conditions in dormitories)*

*NB : Guarantee group timid meetings +*

### **Employers:**

*Have been collaborating with the department since 2016*

*Employers notice a high level of professional development and are ready to hire them.*

*Employers conduct lectures and workshops with students.*

*Currently, the employers are working out the strategy for internship enrolment and for 4th-year students a series of seminars in order to develop their professional competences.*

*Employers are engaged in Career Days and Introduction to the major course.*

*Students have an opportunity to be employed with some university partners.*

*The scientific partnership has been established and certain recommendations are regularly given for potential PhD students from the department.*

### **Alumni:**

*Provide information to include in the syllabus*



## Weaknesses

### **Program :**

*A program that does not include the possibility or obligation to complete a semester of study abroad.*

*Relatively general training which does not facilitate direct integration into the enterprise.*

*A pedagogical team that leaves little space for professionals in the teaching.*

*There is no information about the possibility for students to continue their further education (at Master's degree level).*

### **Employers:**

*Not all employers are sure that invested time and efforts into students' development will be returned as might not be interested in the future to work for this company*

*Course content is designed with only partial involvement from employers (some topics, guest-lectures ad, and workshops).*

## Opportunities

*A favourable economic environment for students trained in economics of enterprise.*

*A university that offers an appropriate framework for the development of this training.*

## Threats

*A risk of not adapting quickly enough to labour markets developments.*

*A risk of training graduates who can fit in locally but who will have more difficulty in filling the jobs that are increasingly developing internationally.*

## Recommendations

**Program :**

*To develop openness to international studies by providing for a semester of study abroad in the curriculum.*

*To strengthen the involvement of professionals in training, in particular through the effective management of courses.*

*To conduct an accurate tracking of graduate status.*

**Alumni:**

*To recommend to implement more case studies and simulation games into the educational process*

*To balance semester overload as there were cases*

*To develop more soft skills, e.g. to provide feedback in a proper way.*



SWOT analysis and recommendation:

**Information systems and technologies - Master**

**Experts:**

*Olena Tnachyk, Donetsk State University of Management (Mariupol)*

*Mariia Debych, Institute of Higher Education of NAES of Ukraine*

*Oleg Potap and Oleksandr Zhadanos, National Metallurgical Academy of Ukraine*

*Gilles Jacoud, HCERES*

*Tansholpan Abdigappar, Kazakh Ablai Khan University of International Relations and World Languages*

*Dominique Thewissen, Université de Liège*

*March 2020*

## Strengths

*A program for which opportunities do exist on the labour market.*

*A generally well organised program over the two years.*

*A partnership with a foreign university offering comparable program.*

*Teamwork of all stakeholders*

*Highly qualified teaching staff*

*Informal education is recognized*

## Weaknesses

*It is a challenge to involve and attract graduates to work for the University because of insufficient salaries and remunerations (professionals and, more generally, highly qualified teachers, according to the self-assessment report).*

*It is difficult to organize the mobility programs for master's degree students as there are a lot of ECTS credits to obtain in Ukraine and a lot of students are already.*

*Lack of the connection with employment department*

*High requirements for students to enter the program and continue their education.*

### **Students**

*Students lack the knowledge and language knowledge*

*If the selective discipline does not enrol enough students, the discipline is not taught*

*It is a challenge to catch up some lab sessions if the student missed the lesson.*

### **Employers:**

*According to the legislation, employers find it difficult to be a full-time lecturer at the HEI and their participation in the educational process is more on a voluntary basis.*

## Opportunities

*A labour market open to graduates with the skills that the program provides.*

## Threats

*In the future employers will not be very interested in teaching and giving lectures as the salary is not sufficient enough and legislation is not open for this.*

## Recommendations

*To strengthen international openness, whether through institutionalized partnerships, through better access to internship opportunities abroad or recruitment opportunities outside the country and pay more attention to language learning in order to partake in students' mobility program.*

*To strengthen links with professional circles, with a reevaluation of the internship in the weight given to the evaluation of it.*

*To establish a yearbook of graduates, which makes it possible to follow precisely the fate of each graduate and the evolution of his/her professional situation.*

*To Improve the information dissemination on the web-site. It is difficult to find the necessary news, project and initiatives.*

*To include more interaction between students and ... with different stakeholders*

*To strengthen the activity of student self-governance in order to improve their participation in various educational and cultural activities.*

*To adapt constantly program to the current market needs.*

## ***Lviv Polytechnic National University***



SWOT analysis and recommendation:

### **Bachelor study programme “International Economic Relations”**

December 3<sup>rd</sup> – 6<sup>th</sup> 2019

#### **EXPERTS:**

Andriy Stoyka, Nataliya Nykyforenko, Yevgenia Dragomirova Donetsk State University of Management (Mariupol)  
Mariia Debych, Institute of Higher Education of NAES of Ukraine (Kyiv)  
Oleg Potap and Oleksandr Zhadanos, National Metallurgical Academy of Ukraine (Dnipro)  
Victor Kordas, Lennart Ståhle, KTH (Stockholm, Sweden)  
Iryna Zolotaryova, KHNEU, (Kharkiv)  
Natalia Stukalo, NAQA (Kyiv)  
M. Uspanova, KazHIR,  
Temirlan Yerhossnov, KHUIR

## General remarks

### BA International Relations at Lviv university

Rather weak objective

*“Bachelor Study program in International economic relations is directed at development of international economics specialists able to contribute to the development of Ukrainian economy both at micro and macro level. In is the way study program in International economic relations contributes to the development of Ukrainian economy potential.”*

Difficult to understand the involvement of employers and the dialogue between the academic community when developing the program it for the outcome of the program?

Why is it so important with internship? It is a short period and how important

*Specialists should demonstrate international tolerance, practice the principles of polite exclusion and polite neutrality on the way to establishing international cooperation, conducting research and practical work, ability to work in international teams, ability to resolve conflicts, etc*

*Students individual choice is 25%. What kind of support and advice do they when choosing? Is there some restrictions when it comes to subjects?*

What are the possibilities for employment after graduation? Has there been some? follow-up of the graduates? Employment-rate?

The professional rise of the teachers is well described, but how can they develop in their profession in doing research. This is not clear.

There seem to be some kind of Quality Assurance system, but how it works is difficult to understand among all references to external documents. What is the result and effect of the QA exercise?

## Strengths

**Introductory remark:** It is difficult to evaluate or do a SWOT-analysis based on the “self-evaluation” which is not a self-evaluation proper. It is more a description based on questions.

The description refers to several documents, which seem relevant for the program.

The outcomes of the program are described in many words.

Clear and transparent description of how the individual study program of a student is formed, accepted and followed.

## Weaknesses

More specific learning outcomes would have been useful: knowledge & understanding; Competence & skills; Judgement & approach; Independent project. This is the Swedish way to describe the outcomes.

I do not see any trace of the elective courses / studies in the described outcomes.

How many ECTS in the bachelor thesis? The programme mentions “Practice in the theme of bachelor thesis” and “Bachelor thesis completion” 3 and 6 ECTS respectively. The programmes is 240 ECTS-points = 8 semesters. Consider possibility for bigger individual work of students, which would provide larger impact on their degree.

### **Opportunities**

There are good opportunities to make student mobility more extensive in the programme.

### **Threats**

Do not let the local industry have too much influence over the content.

### **Recommendations**

I would recommend to extend individual student work to make bigger impact on the degree.



## ***Lviv Polytechnic National University***



SWOT analysis and recommendations:

### **Master study programme “International business”**

December 3<sup>rd</sup> – 6<sup>th</sup> 2019

#### **EXPERTS:**

Andriy Stoyka, Nataliya Nykyforenko, Yevgenia Dragomirova Donetsk State University of Management (Mariupol)  
Mariia Debych, Institute of Higher Education of NAES of Ukraine (Kyiv)  
Oleg Potap and Oleksandr Zhadanos, National Metallurgical Academy of Ukraine (Dnipro)  
Victor Kordas, Lennart Ståhle, KTH (Stockholm, Sweden)  
Iryna Zolotaryova, KHNEU, (Kharkiv)  
Natalia Stukalo, NAQA (Kyiv)  
M. Uspanova, KazHIR,  
Temirlan Yerhossnov, KHUIR

## General remarks

### Report on the self-evaluation of the Master program in International Business at Lviv university.

The general impression is that the questionnaire /guidelines for the self-evaluation sometimes aiming in the wrong direction. "Demonstrate" generates very long descriptions with references to official rules, regulations and recommendations but lacks sometimes what is **really going on**: the results.

The programme seems to have taken care of the regional aspects. But I would like to see a discussion how to weigh regional aspects towards national and international aspects when creating the programme.

What is the reason of the volume (23) of the student's choice? How are the courses chosen and do the students have access to advice before choosing the courses?

Why is it important with internships? The internship consists of short period (6 p.) Students are supposed to write a report about the company where they have their internship. The report seems to be a short research task. How is the report evaluated and discussed with the students? In the long run are there enough with firms/companies that can receive students?

What are the scientific /research competence of the teachers and in what way are they upholding it? There seem to be some internal quality assurance activity. It is difficult to what effect this exercise has. It is not clear if there are annual follow with dialogues or how the system is working.

## Strengths

**Introductory remark:** It is difficult to evaluate or do a SWOT-analysis based on the "self-evaluation" which is not a self-evaluation proper. It is more a description bases on questions. The description refers to several documents, which seem relevant for the program.

The outcomes of the program are described in many words.

Clear description of individual study paths for the students

## Weaknesses

More specific outcomes would have been useful: knowledge & understanding; Competence & skills; Judgement & approach; Independent project. This is the Swedish way to describe the outcomes

I do not see any trace of the elective courses / studies in the described outcomes.

The SWOT-analysis includes links to documents on the university web. The links work but the English part contain parts in Ukrainian, which makes it more difficult to access the course descriptions.

The programme includes 3 Master-thesis related components in the 3<sup>rd</sup> semester with 27 ECTS points altogether. It is difficult to understand such division when different learning moments are to be split and evaluated in the framework of different courses. The programmes is 90 ECTS-pionts = 3 semesters. In order to be competitive 120 ECTS points would be better and the value of the independent work should be 30 ECTS points.

Are the students, graduated from this program, eligible for PhD studies?

## **Opportunities**

There are good opportunities to develop the programme in cooperation with the involvement of broader range of local industries including SME.

## **Threats**

Do not let the local industry have too much influence over the content, strive to keep balance between academic content and current industrial needs

## **Recommendations**

If it not possible to prolong the programme up to 120 ECTS and to introduce an independent scientific work of 30 ECTS I would recommend to move the elective course to the Bachelor level and instead have the independent work. This would strengthen the scientific profile of the programme.

***Donetsk State University of Management***



**донецький державний  
університет управління**

SWOT analysis and recommendation:

**Tourism (Bachelor program)**

List of experts

- P4 – Plovdiv University - Zhelyazka Raykova
- P6 - Université de Lorraine - Charles Ris
- P7 - KhNUE – Ganna Plekhanova
- P10 - NMAU - Oleksandr Zhadanos and Oleg Potap
- P11 – AKUIRWL - Temirlan Erbosinov
- P14 – NAQA – Albina Tsiatkovska

*May, 2020*

## Strengths

1. The program is unique for the region. It is very relevant and appropriate for both the region and the country. Its mission is clear and unique.
2. Close cooperation between the teachers who set up the "Tourism" curriculum with the employers and the graduates, both at the stage of development of the educational curriculum and at the stage of operation and updating.
3. The teaching team providing the training is highly motivated and very well prepared (80% have doctoral degrees). The academic staff is young and has demonstrated skills in working in difficult conditions (Donetsk crisis).
4. International experience is used in the preparation of the curriculum (experience of the University of Genoa, international experience and experience gained during foreign internships of teachers, ERASMUS + projects, etc.).
5. Various approaches and methods are used in the educational process. High level of practical training for students, which is achieved through internships in travel agencies and through close collaboration between teachers and practitioners.
6. The practical training of students is often carried out in places with potential employment, which promotes employment and a successful start to a career, as well as quick adaptation to the first workplace.
7. There is close collaboration of teachers with students, students and graduates (alumni).
8. A high percentage of graduates work in the major received in the bachelor's program.
9. Training students to work with computer travel programs allows graduates to adapt quite easily to their work and join the teams of the respective travel companies.
10. Students have access to the information they need during their studies through the University's current website, which is in Ukrainian. According low numbers of students, the relationship with the teachers is tight and rhythmic throughout the training period.
11. The interview with the alumni/graduates showed their satisfaction with the curriculum

## Weaknesses

1. English language training is not sufficient. It must be improved to match the demands of the tourism industry.

2. According to the interview with alumnus the Tourism programme has less hours for practical psychology than students need in future to help them to communicate calmly and successfully while they work.
3. Interactive methods of training, teamwork and especially project-based methods are not used enough.
4. Students do not actively participate in the procedures for optimizing the educational curriculum but lecturers optimize the program with stakeholders and just illustrate to students benefits
5. Donetsk State University of Management has well developed procedures for conflict resolution, academic integrity procedures and the mechanisms for unfair grading and prejudice. But the problem is that students are not fully familiar with them and with the procedures for choosing elective subjects
6. Procedures for recognizing the outcomes of non-formal education have not been fully developed.
7. The lack of a unified system for collecting data for alumni/graduates (currently this information is collected through personal contacts of teachers and alumni/graduates)
8. Insufficient technical and material resources of the University due to the relocation of the University to Mariupol
9. Distance education technologies are in the early stages of development
10. Exams are partly oral in the presence of only one member of the evaluation committee, which affects the objectivity of the evaluation

## Opportunities

1. The completion of the university's technical equipment will increase the competitiveness of the Bachelor program at educational market in the region.
2. Increasing student learning in English and practically oriented psychology will increase competitiveness in the labour market.
3. Introducing the discipline "Tourist Attractions of Ukraine" by studying the methodology of seeking attractions will allow graduates of the educational program to develop domestic tourism.

4. The introduction of educational components on industrial tourism in the educational curriculum will lead to the fact that this programme will have a high degree of uniqueness and will be of importance in the regional context. It will also increase the number of prospective students.
5. One of the ways for increasing the number of students is to attract active and demobilized military personnel to this curriculum.
6. Opportunity for support to the development of tourism in both the region and in Ukraine through high quality training
7. Young and initiative teachers are an opportunity to increase the attractiveness of the program among high school seniors, as well as an opportunity for its dynamic development .
8. The participation of the University in international projects (such as ERASMUS + and others) is an opportunity to establish contacts with foreign universities and conclude bilateral agreements for the mobility of teachers and students
9. Regular (not occasional) participation of guest speakers (including practitioners) is an opportunity to improve the quality of education as well as to make the program more attractive to the participants

## Threats

The status of Donetsk State University of Management related to the relocation from the occupied territories poses some difficulties:

1. Much attention should be paid to the restoration of the material and technical base, which significantly diverts attention from solving other problems.
2. There are certain problems with living conditions, additional housing costs, which leads to a difficult financial situation for teachers.
3. The popularity of the curriculum is still low, which is why there are not many students. This is because the university has to compete with other universities in the country offering such an educational program and which have been operating for a long time and therefore have a high level of popularity.
4. A relatively small teaching team, which leads: to work overload, inefficient allocation various responsibilities and possible moral exhaustion.
5. The large pay gap between the tourism and education sectors can lead to an outflow of the most experienced and creative educators.
6. Reduction in the level of business activity in the tourism industry (as a result of a pandemic, escalation of military conflicts, other political or economic causes), and

as a consequence, reducing the demand for tourism professionals and reducing the attractiveness of tourism education .

### Recommendations

1. Enhance students' learning of English (preferably in other languages of the European Union). This can also be done through non-formal education.
2. Introduce into the program an educational component dedicated to the rules and methods for creating a tourism product.
3. Strengthening students' psychological and communicative learning through the applied psychological subjects, training, non-formal education) will contribute to greater stress resistance of graduates in the tourism sector.
4. Promoting students' awareness of the opportunities offered by non-formal education, especially in English language. Improve the system for recognizing the results of non-formal education and develop the necessary regulatory documents to received credits.
5. It is advisable to give students more flexibility to choose their own educational path. More attention should be given to students' awareness of the procedures for choosing courses. To this aim, to create a common academic base of elective disciplines, expanding the list of such subjects.
6. Continue developing the distance learning system.
7. Introduce a student information system, including: an electronic student cabinet to provide students with ongoing access to the results of their current performence (eg through the Moodle platform); distance learning system (to provide access to all study materials for all courses); electronic timetable; e-students office, etc.
8. It is advisable to systematize the process of feedback from alumni and employers (for example in the form of an online platform).
9. According to employers, "there is not enough local geography" for tourism development. Therefore, it would be advisable to introduce the subject Tourist Attractions of Ukraine. In this subject, it is advisable to draw students' attention to the methodology of finding attractions. Considering the high level of industrialization of Mariupol, the Donetsk region as a whole and the neighbouring Zaporozhye region, consider the possibility to introduce in the educational program educational components dedicated to industrial tourism. Some businesses in the industry are interested in such tourism (public attitudes towards such businesses are improving). JSC Interpipe and Zaporizhzhya Nuclear Power Plant are examples of such enterprises. Applying paragraph 9-11 will lead to the fact that this educational program will have a high level of uniqueness and relevance to the regional context, and will increase the number of students who want to study (not everyone agrees to leave for other cities - Lviv, Kiev, Kharkiv, etc.).
10. Pay more attention to the non-academic life of students, give them more opportunities to develop their additional skills, help them organize an active student life



Donetsk State University of Management



донецький державний  
університет управління

SWOT analysis and recommendation:  
Conflict Management and Mediation - Master level

**EXPERTS:**

- P4 – Plovdiv University - Elisaveta Marekova
- P6 - Université de Lorraine - Charles Ris
- P7 - KhNUE - Anna Belokonenko
- P10 - NMAU - Oleksandr Zhadanos and Oleg Potap
- P11 – AKUIRWL - Temirlan Erbosinov
- P14 – NAQA - Nataliia Stukalo

*May 2020*

## Strengths

1. The relevance of educational program (taking into account the current social and political situation in Ukraine, and increasing demand for professionals in various fields of activity with the conflict-resolution competencies).
2. Using international experience, expertise and support during designing and improving EP (organizational and methodological support for opening EP; advisory support and expertise for developing the key academic disciplines, study visit and foreign internships for academic staff and members of EP project team, joint scientific projects, participation in international projects, etc.)
3. Additional professional activity (academic staff and the most diligent senior students are members of Donetsk Regional Branch of the Sociological Association of Ukraine), and training (in particular, in 2019, joining to the “Fundamentals of Basic Mediator Skills” training that developed by National Association of Mediators of Ukraine in project "Ensuring the Quality of Mediation Services through Standardization of Requirements for Basic Mediator Training", implemented with the support of USAID)
4. Support from local authorities and public (3rd sector) organizations.
5. Involvement &Engagement of local employers in educational process, their interest to collaborate with project team and students of this educational program.
6. Correspondence (part-time) students who working by specialty have a high motivation to learn and improve the quality of educational program.
7. Possibility to enrol in the course both students with a previous background in sociology and those who have previous training in other fields.
8. According to both employers and graduates, students have a fairly high level of training.
9. Employers provide assistance in preparing students by organizing events such as skill lab, municipal schools (students have the opportunity to learn soft skills).
10. A high level of motivation (and interest in improving educational program) of the teaching staff (project team).
11. The practice of interviewing students on the quality of education and improving the methodology of surveys been developed.
12. There is an opportunity for students to develop professional skills based on a sociological research laboratory.

## Weaknesses

1. Lack of public information on this educational program hosted on DSUM website (despite requirements of (inter)national standards as well as Provisions on educational programs

and curricula of DSUM' (2018) that educational program, its curricula should be posted on the official DSUM site in "Access to public information".

2. Slight differences between evaluated educational program "Conflict management and mediation" and other educational program "Sociology" (both in 054 specialty "Sociology") – when we compare aim of educational program, content of program learning outcomes, etc.)
3. According opinion of graduates and employers, students need to strengthen training in the field of applied disciplines in Sociology, Psychology, Infographics and Data visualization (packages for presenting research results).
4. Students do not fully participate in the procedures for improving the educational program.
5. The mechanism (procedure) of academic virtue is not well developed, there are no clear criteria and software for testing the anti-plagiarism in students and teachers works.
6. In fact students can't choose disciplines for building their individual learning path (due to incomplete groups (but there is minimum 10 students for elective disciplines) and to deficit of fully prepared academic disciplines).
7. Students do not have regular access to the accumulated results of their current performance on academic disciplines during semester.
8. There is no formal mechanism for recognition student achievements in non-formal education and extracurricular activities (considering current activities of students (from Conflict Management and Mediation) in non-formal educational courses and programs as well as in different types of extracurricular activities, and policy of academic staff to involve students of this educational program in non-formal education and extracurricular activities)
9. There is no formal mechanism and procedures for conflict resolution in educational process. Now it occurs situationally.
10. Not all students have a good command of English so far to be ready to study part of the disciplines of the educational program in the English language.
11. Incomplete groups.

### Opportunities

1. Completion of the technical equipment of the university will enhance competitiveness in the region's educational services market.
2. Strengthening the students training in the field of English, applied social and psychological disciplines, infographics (packages for presenting research results) will increase competitiveness in the labour market.
3. Enhanced participation in international programs and projects.
4. Endeavour and willingness of students and other stakeholders to improve educational program, curriculum adjustments.
5. Development of distance learning.

6. One of the directions to increase the number of students is to attract active and demobilized military personnel to this educational program.

### Threats

The relocated status of Donetsk State University of Management imposes certain difficulties:

1. A lot of attention has to be paid to the restoration of the material and technical base, which greatly distracts from solving other problems.
2. Certain problems with living conditions, additional costs for rental housing, which leads to the difficult financial situation of teachers.
3. A very low level of recruitment for a specialty for the following reasons:
  - At the moment, the state does not pay enough attention to the training of such specialists, and therefore graduates can find their application mainly in the context of financing by international grantholders, which cannot be considered stable, i.e. there is a restriction on the employment of graduates.
  - The university has to compete with universities that have been working for a long time and therefore have a high level of popularity.
4. A small teachers staff leads to overload of their work and various responsibilities and possible moral exhaustion in this regard.
5. Cessation of funding from donors
6. Consequences of global economic crisis
7. Opening (licensing) relevant educational program by other local/regional HEIs

### Recommendations

1. Due to ESG 2015 (ESG 1.8) and Ukrainian standards, HEIs have to provide actual public information about educational programs. It is recommended to place the information about the educational program on the official website to inform students and other stakeholders (in particular, it will increase the interest of future students, as well as increase the enrolment of entrants)
2. Identify, clarify and agree on significant differences between educational program “Conflict management and mediation” and educational program “Sociology” and make corrections to

program goals and content of program learning outcomes in full compliance with curricula of “Conflict management and mediation” (and its educational components).

3. Strengthen the students training in English (preferably also in other languages of the European Union). This can also be done through non-formal education.
4. Increase the number of applied disciplines (including sociological, psychological, etc.). While establishing educational program content, it is preferable to provide educational components with professional orientation.
5. Upgrade content of the existing educational components ZN2.004 Information technology in sector and/or ZSV2.005 Preparation of final research documents – with added topics that are related to the study of relevant software as well as with mastering infographics for presenting research results).
6. Continue to develop a distance learning system.
7. Pay attention to the development of soft-skills among students (time management, personal finance, etc.)
8. Improve the system for recognizing the results of non-formal education and develop the necessary regulatory documents. Promote students' awareness of the opportunities offered by non-formal education.
9. Pay more attention to the issues of academic integrity of students by constantly informing them.
10. More attention should be paid to students' awareness of election procedures for disciplines. To form a general academic base of elective disciplines with full abstracts/syllabus
11. Develop a system for informing students with the results of their ongoing assessment during the semester.
12. It is advisable to systematize the feedback process with graduates and employers (for example, in the form of an on-line platform).
13. Strengthen the participation of students and other stakeholders in the processes of regular monitoring, review and revision of educational program (its elements).
14. Improve the quality of career guidance work (that aimed to attract new students).
15. Taking into account the students' offers for strengthening the psychological component, to include relevant mandatory, elective academic disciplines, workshops, trainings into the curricula.
16. Develop mechanism for taking into account the results of student’s extracurricular activities.
17. Formalize policy and procedures how to manage conflicts (between participants of educational process), to prevent and manage discrimination, sexual harassment, etc. It’s important to involve/engage students of educational program “Conflict management and mediation” to active participate in this process (for example, during their qualification internship/or preparing their thesis work).
18. One of the ways to increase the number of students can be to involve the demobilized military in this educational program.
19. Consider possibility of recruiting full-time students.

***National Metallurgical Academy of Ukraine***



Report on the SWOT analysis and recommendation:

**Master study programme “Metallurgical processes of production and processing of metals and alloy”**

**Experts:**

Victor Kordas	KTH Royal Institute of Technology
Åsa Carina Kjörling	KTH Royal Institute of Technology
Johan Lennart Ståhle	KTH Royal Institute of Technology
Natalia Nykyforenko	Donetsk State University of Management
Ievgeniia Dragomirova	Donetsk State University of Management
Dmytro Shyian	Simon Kuznets Kharkiv National University of Economics
Marianna Havryliuk	National University “Lviv Polytechnic”
Roman Shulyar	National University “Lviv Polytechnic”

Ihor Oleksiv National University "Lviv Polytechnic"  
Pavlo Horyslavetc National University "Lviv Polytechnic"  
Mariia Debych Institute of Higher Education of the national Academy of Pedagogical  
Sciences of Ukraine

February 11<sup>th</sup> – 13<sup>th</sup> 2020

### Strengths

**Introductory remark:** It is difficult to evaluate or do a SWOT-analysis based on the "self-evaluation" which is not a self-evaluation proper. It is more a description based on questions. The description refers to several documents which seem relevant for the program.

The outcomes of the program are described in many words.

The idea with elective courses is interesting.

### Weaknesses

More specific outcomes would have been useful: knowledge & understanding; Competence & skills; Judgement & approach; Independent project. This is the Swedish way to describe the outcomes.

I do not see any trace of the elective courses / studies in the described outcomes.

Is an independent project included in the programme? How many ECTS? The programme is 90 ECTS-points = 3 semesters. In order to be competitive 120 ECTS points would be better and the value of the independent work should be 30 ECTS points.

Are the students, graduated from this program, eligible for PhD studies?

### Opportunities

There are good opportunities to develop the programme in cooperation with the local industry.

### Threats

Do not let the local industry have too much influence over the content.

## Recommendations

If it not possible to prolong the programme up to 120 ECTS and to introduce an independent scientific work of 30 ECTS I would recommend to move the elective course to the Bachelor level and instead have the independent work. This would strengthen the scientific profile.



## ***National Metallurgical Academy of Ukraine***



Report on the SWOT analysis and recommendation:

### **Bachelor study programme “Translation from the English Language”**

#### **Experts:**

Victor Kordas KTH Royal Institute of Technology  
Åsa Carina Kjörling KTH Royal Institute of Technology  
Johan Lennart Ståhle KTH Royal Institute of Technology  
Natalia Nykyforenko Donetsk State University of Management  
Ievgeniia Dragomirova Donetsk State University of Management  
Dmytro Shyian Simon Kuznets Kharkiv National University of Economics  
Marianna Havryliuk National University “Lviv Polytechnic”  
Roman Shulyar National University “Lviv Polytechnic”  
Ihor Oleksiv National University “Lviv Polytechnic”  
Pavlo Horyslavetc National University “Lviv Polytechnic”  
Mariia Debych Institute of Higher Education of the national Academy of Pedagogical Sciences of Ukraine

February 11<sup>th</sup> – 13<sup>th</sup> 2020

## Strengths

The programme seems partly to be very specialised into technical translation (particularly in the field of metallurgy) from English and German into Ukrainian. It fulfils a need of the local industrial community.

The programme seems to fulfil all the official requirements (even very detailed) of the Ukrainian state.

## Weaknesses

The narrow focus is a strength but at the same time a weakness. The students do not seem to get a general philological competence, which is the scientific base for translation. Neither does they seem to get insights in general theories about translation and the translation process. In short, the theoretical and scientific foundation of the programme appears as weak.

The limitation to technical translation could in the long run be a disadvantage for the students. I cannot see any arguments about that technical (metallurgical) translation is different from any other translation processes except certain words / concepts.

The needs of the reverse process Ukrainian /Russian into English / German is that considered overall? There must be needs for this also.

Is a bachelor's degree from this programme a "dead end" or it possible for the students to continue to the master's level and even to take a PhD?

I do not understand: "The educational programme is a student-centred one, it takes into account student's personal initiatives and provides realisation of their academic rights and freedoms".

The time set apart for the elective components is quite limited and it is doubtful if the students gain any insights / competence in these areas.

## Threats

The limitation of the student's competences into technical translation is a threat for their advancement on a wider labour market in the future.

There is a danger to listen and to take too much advice from the local stakeholders. It is necessary to have the academic integrity in these questions.

## Recommendations

I would like to recommend that the programme get a more scientific/philological foundation. More theoretical and critical modules about the translation process and theory.



Report on the SWOT analysis and recommendation

5B050900 «FINANCE»

**Experts:**

*Baiba Šavriņa, Māris Purgailis, Latvijas Universitāte (Riga, Latvia)*

*Cedric Sanlis, Charles Ris, Universite de Lorraine (Nancy Cedex, France)*

*OleksandrZhadanos, Oleg Potap, National Metallurgical Academy of Ukraine (Dnipro, Ukraine)*

*Pavlo Horyslavets, Lviv Polytechnic National University (Lviv, Ukraine)*

*Tansholpan Abdigappar, Kazakh Ablai Khan University of International Relations and World Languages (Almaty, Kazakhstan)*

*Nataliia Stukalo, National Agency For Higher Education Quality Assurance (Kyiv, Ukraine)*

*May 2020*

## Strengths

*The educational program “finance” has foreign accreditation in FIBBA.*

*The educational program “finance” has higher competitive positions compared to other similar educational programs in Kazakhstan.*

*Educational program is developed to accommodate the labour market in Kazakhstan*

*University has a strong partnership with several foreign universities which have comparable programs.*

*The content of educational components provides for a lot of practical classes.*

*A direction such as Islamic banking and finance is very important in learning and creates additional competitive advantages for graduates in the region.*

*There are 37 amateur clubs at university which allow developing soft skills.*

*University provides opportunities for students to choose their model of internship (if student wants, they can choose the place of internship themselves, otherwise university directs student according to the partnership between the university and an enterprise).*

*Sound opportunities to choose an individual study path for students.*

*There are good conditions in dormitory. Every day at 7:30 am and 12:30 p.m. bus delivers students from the dormitory to the university for free.*

*Small academic groups contribute to the high quality of education.*

*The educational program is fully provided by the teaching staff that have the appropriate education and high qualification (58% of teachers have degrees and titles).*

*The possibility for teachers to have foreign experience (internships in GB, USA, EU).*

*Pedagogical performance is regularly evaluated by students during the survey.*

*To enhance professionalism, motivation and stimulation of the teaching staff, the university applies a system of rewarding the teaching staff with a bonus for their contribution and achievements in professional and research activities. There is also a budget for improving the staff qualification and grants for the best teachers.*

*Using the form of surveys provides a strong feedback with stakeholders, which is also the strong side of this program. This fact facilitates a good teamwork between all stakeholders.*

*Well organized involvement of employees and alumni in the teaching process.*

*There is a separate budget for the development of library and for a united information system which forms the base of the university quality management.*

## Weaknesses

*A small number of joint educational programs with partner universities*

*The distance learning system is mainly intended for part-time students.*

*English language training is not sufficient for students. This fact significantly decreases the opportunities of studying at master's degree.*

*Students have a lack of knowledge in special software for taxation and in IT-technologies.*

*Interactive methods of training, teamwork and especially project-based methods are not sufficiently used.*

*The level of independence of student's self-government not high enough.*

*Students do not fully participate in the procedures of educational program improvement.*

*Lack of disciplines in English.*

*Not all teachers have a sufficient level of English.*

*Difficulties to involve the employers in teaching activities due to the level of remuneration.*

*KPI implementation is not fully implemented.*

*Teaching methods are not diverse enough.*

## Opportunities

*The presence of department's subsidiary at Cassa Nova bank for classes and internship allows providing a high level of practical training that meets the requirements of financial institutions. This also allows to enhance cooperation between HEI – students – potential employer and involve employers in the study process.*

*The readiness of the Institute of Economy (Ministry of economy of Kazakhstan) to cooperate allows receiving information about the development trends of the economy of Kazakhstan, use this knowledge to teach students, and also take part in elaboration of recommendations for the development of the economy of the Republic of Kazakhstan.*

*Development of technical equipment to ensure the education process.*

*The labour market opens itself to graduates with the skills provided by the program.*

*Strengthening the integration of education, science and industry.*

*Development of a system of language competencies for teachers through the creation of conditions for learning foreign languages. This enhances the staff's international mobility.*

*Improvement of the English level of bachelor's students will allow improving students' international mobility level.*

*The possibility of improving the skills of young teachers in the Business - school and universities nearby and far abroad.*

*The economic development of the Republic of Kazakhstan provides opportunities for the development of an educational program.*

## Threats

*In the future, employers will not be very interested in teaching and giving lectures as the salary is not sufficient enough and legislation is not open for this.*

*It is a challenge to involve and attract graduates to work for the University because of insufficient salaries and remunerations (professionals and, more generally, highly qualified teachers).*

*A large gap in salaries between the financial and educational sectors can lead to an outflow of the most experienced and creative teachers.*

*According to the legislation, employers find it difficult to be a full-time lecturer at the HEI and their participation in the educational process is more on a voluntary basis.*

*Increasing of bureaucracy may lead to decrease of interest of teaching career among young specialists.*

*The procedures for recognizing the results of non-formal education have not been fully developed.*

*The presence of strong competition between participants of the educational services market.*

*The lack of an effective system of employment assistance for graduates.*

*Disinterest of the business community in joint research and educational projects.*

*Frequent changes in regulations governing educational standards.*

## Recommendations

*Enhance students' learning of English (preferably in other languages). This can also be done through non-formal education.*

*To strengthen international openness, whether through institutionalized partnerships, or through better access to internship opportunities abroad.*

*Creating a system of continuous learning and advanced training of teaching staff.*

*To more actively attract bachelor's students towards scientific research work*

*Provide teamwork during practical classes and term papers for developing soft-skills*

*To strengthen the activity of student self-governance in order to improve their participation in various educational and cultural activities.*

*Pay more attention to the non-academic life of students, give them more opportunities to develop their additional skills, help them organize an active student life.*

*To strengthen the participation of students in the processes of improving the educational program.*

*To constantly adapt the program to the current market needs.*

*On the basis of existing experience, improve the system for recognizing the results of non-formal education and develop the necessary regulatory documents. Promote students' awareness of the opportunities offered by non-formal education.*

*Continue developing the distance learning system.*

*It should better to place the information about the competencies and also brief information about the educational components in open access.*

*It should better to include not only books but also scientific articles and topical information into syllabuses. It will contribute to the formation of critical thinking.*

*To provide syllabuses in open access for students in a simplified edition - to make the information clearer for students.*



## Report on the SWOT analysis and recommendation

**6M050900 «FINANCE»**

### **Experts:**

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*Nataliia Stukalo, National Agency For Higher Education Quality Assurance (Kyiv, Ukraine)*

*May 2020*



## Strengths

*The educational program “finance” has foreign accreditation in FIBBA.*

*The educational program “finance” has higher competitive positions versus the other similar educational programs in Kazakhstan.*

*Educational program is developed to accommodate the labour market in Kazakhstan.*

*University has a strong partnership with foreign universities which have comparable programs.*

*The content of educational components provides for a lot of practical classes.*

*A direction such as Islamic banking and finance is very important in learning and creates additional competitive advantages for graduates in the region.*

*Master’s students have a good knowledge of English.*

*Active involvement of master’s students in research work.*

*University organized students’ mobility to EU, South Korea and China.*

*There are 37 amateur clubs at university which allow developing soft skills.*

*University provides opportunities for students to choose the model of internship (if the student wants, they can choose the place of internship themselves, otherwise university directs student according to the partnership between the university and an enterprise).*

*Sound opportunities to choose an individual study path for students.*

*There are good conditions in dormitory. Every day at 7:30 a.m. and 12:30 p.m. bus delivers students from the dormitory to the university for free.*

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*The educational program is fully provided by the teaching staff that have the appropriate education and high qualification (58% of teachers have degrees and titles).*

*The possibility for teachers to have foreign experience (internships in GB, USA, EU).*

*Pedagogical excellence is regularly evaluated by students during the survey.*

*To enhance professionalism, motivation and stimulation of the teaching staff the university applies a system of rewarding of the teaching staff with a bonus for their contribution and achievements in professional and research activities. There is also a budget for improving the staff qualification and grants for the best teachers.*

*Using the form of surveys provides a strong feedback with stakeholders, which is also the strong side of this program. This fact facilitates good a teamwork between all stakeholders.*

*Well organized involvement of employees and alumni to teaching process.*

*There is a separate budget for the development of library and for a united information system which forms the base of the university quality management.*

## **Weaknesses**

*A small number of joint educational programs with partner universities*

*The distance learning system is mainly intended for part-time students.*

*The level of independence of student's self-government not high enough.*

*Students do not fully participate in the procedures for improving the educational program.*

*Lack of disciplines in English.*

*Not all teachers have a sufficient level of English.*

*Difficulties to involve the employers in teaching activities due to the level of remuneration.*

*KPI implementation is not fully implemented.*

*Teaching methods are not diverse enough.*

## **Opportunities**

*The presence of department's subsidiary at Cassa Nova bank for classes and internship allows providing a high level of practical training that meets the requirements of financial institutions. Also this allows to enhance cooperation between HEI – students – potential employer and involve employers in the study process.*

*The readiness of the Institute of Economy (Ministry of economy of Kazakhstan) to cooperate allows receiving information about the development trends of the economy of Kazakhstan, use this knowledge to teach students, and also take part in elaboration of recommendations for the development of the economy of the Republic of Kazakhstan.*

*Development of technical equipment to ensure the education process.*

*The labor market opens itself to the graduates*

*Strengthening the integration of education, science and industry.*

*Development of students' international mobility level.*

*Creating a system of continuous learning and advanced training of teaching staff in the country.*

*The possibility of improving the skills of young teachers in the Business - school and universities nearby and far abroad.*

*The economic development of the Republic of Kazakhstan provides opportunities for the development of an educational program.*

*New graduates can become good teachers in the future.*

## **Threats**

*In the future, employers will not be very interested in teaching and giving lectures as the salary is not sufficient enough and legislation is not open for this.*

*It is a challenge to involve and attract graduates to work for the HEI's because of insufficient salaries and remunerations (professionals and, more generally, highly qualified teachers).*

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*The procedures for recognizing the results of non-formal education have not been fully developed.*

*Increasing bureaucracy may lead to a decrease of interest of teaching career among young specialists.*

*The presence of strong competition between participants of the educational services market.*

*The lack of an effective system of employment assistance for graduates.*

*Disinterest of the business community in joint research and educational projects.*

*Frequent changes in regulations governing educational standards.*

## **Recommendations**

*To strengthen international openness, whether through institutionalized partnerships, or through better access to internship opportunities abroad.*

*Development of a system of language competencies for teachers through the creation of conditions for learning foreign languages. This enhances the staff's international mobility.*

*To strengthen the activity of student self-governance in order to improve their participation in various educational and cultural activities.*

*Pay more attention to the non-academic life of the students, give them more opportunities to develop their additional skills, help them organize an active student life.*

*To strengthen the participation of students in the processes of improving the educational program.*

*To constantly adapt the program to the current market needs.*

*On the basis of existing experience, improve the system for recognizing the results of non-formal education and develop the necessary regulatory documents. Promote students' awareness of the opportunities offered by non-formal education.*

*Continue developing the distance learning system.*

*It should better to place the information about the competencies and also brief information about the educational components in open access.*

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*To provide syllabuses in open access for students in a simplified edition - to make the information clearer for students.*