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## INTRODUCTION

The Expert Panel appointed by the Agency for Science and Higher Education (ASHE) created this Report on the Re-accreditation of the University Postgraduate (Doctoral) Programme Doctoral study programme of Economy on the basis of the Self-Evaluation Report of the Programme, other documentation submitted and a virtual visit to the Interregional Academy of Personnel Management, Kiev, Ukraine.

The Agency for Science and Higher Education (ASHE), a public body listed in EQAR (European Quality Assurance Register for Higher Education) and a full member of ENQA (European Association for Quality Assurance in Higher Education), re-accredits higher education institutions (hereinafter: HEIs) and their study programmes in line with the Act on Quality Assurance in Science and Higher Education (Official Gazette 45/09) and the Ordinance on the Content of a Licence and Conditions for Issuing a Licence for Performing Higher Education Activity, Carrying out a Study Programme and Re-Accreditation of Higher Education Institutions (OG 24/10). In this procedure parts of activities of higher education institutions and university postgraduate study programmes are re-accredited.

The Expert Panel is appointed by the Agency's Accreditation Council, an independent expert body, to carry out independent evaluation of postgraduate university study programmes.

The Report contains the following elements:

- Short description of the study programme,
- The recommendation of the Expert Panel to the Agency's Accreditation Council,
- Recommendations for institutional improvement and measures to be implemented in the following period (and checked within a follow-up procedure),
- A brief analysis of the institutional advantages and disadvantages,
- A list of good practices found at the institution,
- Conclusions on compliance with the prescribed conditions of delivery of a study programme,
- Conclusions on compliance with the criteria for quality assessment.

Members of the Expert Panel:

1. **President**, Professor Marina Dabić, PhD, Faculty of Economics, University of Zagreb, Republic of Croatia;
2. Professor emeritus **Tiiu Paas**, PhD, Faculty of Economics and Business Administration, University of Tartu, Republic of Estonia;
3. Professor **Jarolim Antal**, PhD, Faculty of International Relations, Prague University of Economics and Business, Czech Republic;
4. Professor **Rowena Pecchenino**, PhD, Faculty of Economics, Maynooth University, Republic of Ireland;

5. Doctoral student **Anastasia Sinitsyna**, Faculty of Economics and Business Administration, University of Tartu, Republic of Estonia.

In the analysis of the documentation, site visit and writing of the report the Panel was supported by:

- Dr. sc. Josip Hrgović, coordinator, ASHE.

During the visit to the Institution the Expert Panel held meetings with the representatives of the following groups:

- Management,
- Study programme coordinators,
- Doctoral candidates,
- Teachers and supervisors,
- External stakeholders.

## ***SHORT DESCRIPTION OF THE STUDY PROGRAMME***

Name of the study programme contained in the licence: Doctoral study programme of Economy

Institution delivering the programme: Interregional Academy of Personnel Management

Institution providing the programme: Interregional Academy of Personnel Management

Place of delivery: Kiev, Ukraine

Scientific area and field: Social Sciences

Number of doctoral candidates (all): 5

Number of HEI-funded doctoral candidates: 0

Number of self-funded doctoral candidates: 5

Number of employer-funded doctoral candidates: 0

Number of inactive doctoral candidates: 0

Number of teachers: 10

Number of supervisors: 4

Number of doctoral candidates with officially appointed supervisors: 5

Number of doctoral candidates with officially defended/approved research thesis proposal: 5

Structure of programme:

The educational and scientific programme has an educational and scientific component.

First and second years: The educational component of the programme provides 60 ECTS credits (40 credits -compulsory educational components, 16 credits -elective subjects (26.7% of the total educational component), 4 credits from the number of compulsory educational components -pedagogical practice).

Third and fourth years: The scientific component of the programme involves the implementation of their own research with the appropriate design of the results in the form of a dissertation. This component of the programme is not measured by ECTS credits, but is drawn up separately in the form of an individual plan of research work of the graduate student.

Taught/research ratio: 60 ECTS: equivalent in terms of research.

Learning outcomes of the programme (per SER):

PL01. Know and master the basic directions and principles, methods and forms of application of pedagogical technologies in higher education. Know the factors that contribute to the introduction of new pedagogical technologies, traditional and non-standard forms of education, didactic principles of modern higher education, innovative approaches to the organization of the educational process in higher education, didactic conditions for forming individual and personal style of cognitive activity of students. .

PL02. Work with modern bibliographic and abstract databases, as well as scientometric platforms, such as Web of Science, Scopus, etc. Know and understand the content and

procedure for calculating the main quantitative scientometric indicators of scientific efficiency (citation index, Hirsch index (h-index), impact factor).

PL03. Carry out scientific research, analysis and classification of known methods and approaches in the subject area of economics.

PL04. Formulate a scientific and practical task, analyse its importance and relevance and obtain scientific results.

PL05. Apply the basics of pedagogical skills in the educational process for teaching economic disciplines using modern learning technologies.

PL06. Identify and critically assess the state and trends of socio-economic development and apply them to the formation of new models of economic systems and processes.

PL07. To analyze the existing methods of statistical analysis, modelling and forecasting, testing statistical hypotheses and justify the possibility and procedure for their correct application.

PL08. Develop new methods, methodologies or algorithms in the subject area of research, compare them with existing approaches or methods and identify their features and benefits.

PL09. Be able to identify the need for change in accordance with the formulated strategy, determine the level and depth of strategic change, analyse and develop measures to improve the organizational structure and culture of the enterprise and identify agents of strategic change in the enterprise and identify ways to overcome resistance to change.

PL010. Ability to ensure the innovative development of economic systems based on the assessment of their innovation potential, justification and implementation of effective management decisions for economic development on an innovative basis.

PL011. Initiate, organize and conduct comprehensive research in research and innovation.

PL012. Be able to obtain scientific and applied results that contribute to the solution of an important theoretical or applied problem in the field of economics of national or global importance.

PL013. Professionally present the results of their research at domestic and international scientific conferences, seminars, use a foreign language in scientific, educational and innovative activities.

PL014. Know the basic instructions and regulations governing project activities in the scientific field. Ability to organize research and manage research projects, organize teamwork and manage innovative research projects.

PL015. Be responsible for the novelty of research and expert decision-making, motivate employees and move towards a common goal. Have the ability to act socially consciously and responsibly on the basis of ethical motives, make informed decisions, self-development and self-improvement.

PL016. Ability to develop skills of independent application of conceptual and methodological tools of communication culture and effective language behavior in accordance with the communicative situation. Ability to real communication, discussion, convincing and reasoned defence of one's own point of view with respect for individual

and cultural diversity and the system of values in the conditions of interpersonal and intercultural interaction.

***RECOMMENDATION BY THE EXPERT PANEL TO THE ASHE'S ACCREDITATION COUNCIL***

**On the basis of the analysis of submitted Self-Evaluation Report for Doctoral study programme of Economy, interviews conducted during the meetings with the IAPM's stakeholders and a virtual tour of the IAPM's facilities as well as the analysis of other relevant documentation obtained during the site visit IT IS THE OPINION OF THIS EXPERT PANEL THAT the Doctoral study programme of Economy at the Interregional Academy of Personnel Management**

**DOES NOT MEET THE REQUIREMENTS FOR ISSUANCE OF ACCREDITATION CERTIFICATE.**

***RECOMMENDATIONS FOR THE IMPROVEMENT OF THE STUDY PROGRAMME***

1. All members of the academic staff, teachers and students should be supported to become fluent in English and/or other foreign language.
2. PhD students to be supported by research funding and/or involved in research projects either in the IAPM or allied institutions.
3. Course structure made consistent with international norms for PhD programmes in Business Economics.
4. International mobility, such as internships, summer schools, exchange programmes and conference attendance for the PhD candidates, should be made a requirement of the programme.
5. Teaching requirements of PhD candidates should be reduced to international norms. PhD candidates should be compensated for teaching and providing research support for supervisors.
6. A complete strategy document for the PhD Programme in Business Economics with a precise action plan and precise milestones to be produced as a matter of urgency.
7. International recruitment and marketing activities to be immediately initiated.
8. Expand and diversify faculty in terms of age range and national background.
9. Refocus research effort on distinct, internationally ranked economics and business journals.
10. Diversify the origin of students in terms of nationality, gender and academic institution.
11. Provide a clear correspondence between programme and course level ILOs.
12. Faculty research should be integrated into classroom teaching.
13. The quality of the teaching material should be significantly improved with respect to the latest knowledge and international literature. This would enhance the academic depth of the course.

14. Financial plans, based on conservative estimates, provide for no growth of the programme in revenue terms for the foreseeable future (at least 3 years). This needs to be rectified.
15. The IAPM needs to make a more concerted effort to support and enhance the faculty's international experiences and development.
16. Internationalisation is one of the key weaknesses of the IAPM and this is most apparent with the Faculty. Joint programmes with non-Ukrainian universities or with more internationally connected universities in Ukraine would provide a more international flavour to the programme. This could include virtual programmes, joint seminars, student projects, competitions, etc. with partner universities.
17. A visiting faculty/guest lecture scheme targeting international scholars needs to be developed.
18. Stimulate research opportunities for PhD students through structured and narrow funding schemes that would enable more collaborative work and team projects.
19. International corporate partnerships need to be established to provide students with practical hands-on international experience.
20. Networks with government and other institutions need to be built to provide more opportunities for professional growth of the PhD students through specific research projects and fellowships.
21. The sustainability of the programme is at risk because of the lack of academic depth of the faculty for a PhD level programme resulting in weak intellectual contributions to the programme by the faculty.
22. Establish standards of international quality assessment in all aspects of the programme.
23. Establish a clear role of additional professional/teaching experience.

#### ***ADVANTAGES OF THE STUDY PROGRAMME***

1. Small programme with individual approach. Nowhere was this more evident than for the individualised learning support from the faculty. According to student feedback, faculty members are approachable and open for consultations almost any time. This is one of the recognized strengths of the programme set. Correction of submitted work also demonstrated a willingness to give a high level of support to the students.
2. Solid financial support/rewards for high quality research outputs.
3. Excellent pastoral care.
4. Opportunity for anonymous informal consultation with the student ombudsman.

### ***DISADVANTAGES OF THE STUDY PROGRAMME***

1. Limited international mobility for students and academic staff. The international experience of the Ph.D. students is limited to conferences that are held in Ukraine, also very limited partnerships with other universities outside the country.
2. Mismatch between entry language requirements and actual language of course instruction (students are required to pass a foreign language exam at the level B2, but students do not use any of foreign languages while studying). All disciplinary instruction is in Ukrainian.
3. Entry requirements of knowledge of foreign language are considered to be of the same value as specialty entry requirements (when admission committee evaluate overall score of the student achievements, language scores and specialty exam scores are summed up, so language is not pass or fail, but treated equally as math exam scores).
4. Academic staff are not required to become fluent in or to teach in English. Ideally, the programme should be taught in English.
5. Quality of the syllabi is limited to sources in the local language. Text books produced by academic staff are used in preference to high-quality international texts and journal articles.
6. Students are not encouraged/required to attend international summer schools (not in Ukraine) or to present at international (not in Ukraine) conferences.
7. Insular.
8. Low diversity of student recruitment.
9. Highly centralised organisation that may prevent rapid change.
10. Low research output for a PhD level programme.
11. No factual teamwork and project base work.
12. Very limited internal quality assessment which does not follow international standards.
13. Lack of vision and strategy on how to continuously monitor and improve the whole programme (no evidence of improvements since the programme was launched).
14. Overly heavy teaching load for Ph.D. students.

### ***EXAMPLES OF GOOD PRACTICE***

1. Bonuses based on publications in SCOPUS-indexed journals.
2. Publication costs covered.
3. Conference attendance and associated costs subsidized for students.
4. Pastoral care offered to students.
5. Commitment and the work ethics in research and teaching on the programme of both faculty and PhD candidates is exceptional.
6. Very individual approach of the staff towards the students.
7. High level of students' motivation to publish papers (although students are allowed to write a thesis in the form of monograph).

8. Opportunity of teaching practice.

**COMPLIANCE WITH THE PRESCRIBED CONDITIONS FOR THE DELIVERY OF A STUDY PROGRAMME**

<b>Minimal conditions:</b>	<b>YES/NO notes</b>
1. HEI delivers programmes in the two cycles leading to the doctoral programme, i.e., first two cycles in the same area and field/fields (for interdisciplinary programmes), and employs a sufficient number of teachers.	Yes
2. At least 50% of teaching as expressed in norm-hours is delivered by teachers employed at the HEI (full-time, elected into scientific-teaching titles).	Yes
3. Teacher: student ratio at the HEI has to be below 1: 30.	Yes
4. HEI (or HEIs in joint programmes) has at least five teachers appointed to scientific-teaching titles in the field, or fields relevant for the programme involved in its delivery.	Yes
5. The doctoral programme is aligned with the HEI's research strategy.	No
6. The candidate: supervisor ratio at the HEI is not above 3:1.	Yes
7. All supervisors meet the following conditions: a) PhD, elected into a scientific title, holds a scientific or a scientific-teaching position and/or has at least two years of postdoctoral research experience; b) active researcher in the scientific area of the programme, as evidenced by publications, participation in scientific conferences and/or projects in the past five years (table 2, Supervisors and candidates); c) trained for the role before assuming it (through workshops, co-supervisions etc.)	Yes  Yes  No
8. All teachers meet the following conditions: a) holds a scientific or a scientific-teaching position; b) active researcher, recognized in the field relevant for the course (table 1. Teachers).	Yes  No
9. The supervisor normally does not participate in the assessment committees.	N/A
10. The programme ensures that all candidates spend at least three years doing independent research (while studying, individually, within or outside courses), which includes writing the thesis, publishing, participating in international conferences, field work, attending courses relevant for research etc.	No

## QUALITY ASSESSMENT

	<b>Quality assessment (“Not implemented / Partially implemented / Fully implemented”) and the explanation of the Expert Panel</b>
<b>1. RESOURCES: TEACHERS, SUPERVISORS, RESEARCH CAPACITIES AND INFRASTRUCTURE (ESG 1.5., 1.6.)</b>	<b>Expert Panel assesses each criterion and may use the form of a table or not.</b> (Explanations of the criteria are provided here for consultation purposes only and they should be removed from the final report). <b>The Expert Panel evaluates for each criterion whether it is not implemented, partially implemented or fully implemented (writes it down and provides a short explanation, and explains it by stating which improvements are necessary).</b>
1.1. HEI is distinguished by its scientific/ artistic achievements in the discipline in which the doctoral study programme is delivered.	The HEI academic staff members, in the broadly defined subject area of Economics, are locally trained. All but one SCOPUS indexed scholarly papers, as listed on the IAMP website, were published in Ukrainian journals. This means that while the programme may meet local standards, it does not meet international standards for adequate training and publication. The bachelor and master level programmes on which the PhD programme builds are more oriented to business and management and do not always guarantee the necessary background for continuing studies in the PhD programme in Economics. Significant developments are necessary including engaging visiting professors from abroad in order to enhance the international exposure and experience of students. <b>NOT IMPLEMENTED</b>
1.2. The number and workload of teachers involved in the study programme ensure quality doctoral education.	The workload model is acceptable given the current small number of PhD students (there are two members of academic staff per PhD student). However, to deliver a high-quality doctoral programme given the background of the faculty, who lack international experience/cooperation, and the absence of guest lecturers from other Ukrainian universities and from abroad, students need to be

	<p>encouraged if not required to take advantage of international summer schools, study abroad opportunities, etc. These are not currently available. There is no committee discussion of the progress of PhD thesis, only internal supervisor-student discussions.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>1.3. The teachers are highly qualified researchers who actively engage with the topics they teach, providing a quality doctoral programme.</p>	<p>All teachers are Ukrainian and there is little quality international research undertaken. Research is not at an international quality level. Specifically, the EP noted the overall low level of research output including the absence of internationally recognized and highly ranked journals and of Practice-Oriented Research Articles. The IAMP should establish the relevance of its research output to the programme curriculum and international business community at large, while maintaining a good balance between academic and applied research.</p> <p>The SER includes information on 7 teachers (based on the questionnaire this number is 10) that have teaching experience from 6.5 years till 37 years; average experience 23 years. They have necessary formally approved qualifications for teaching in doctoral programmes. Information on teachers' international experience and the development of their academic career outside Ukraine, e.g. in some EU countries is absent. Virtual site visit confirmed that international mobility is too weak. Teachers lack sufficient abilities and experience for teaching and conducting research in English. They publish their research locally and involve doctoral students in publication processes. The Academy financially supports publications.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>1.4. The number of supervisors and their qualifications provide for quality in producing the doctoral thesis.</p>	<p>There is an insufficient number of supervisors who are fluent in English or with success in publishing in high-quality international journals, rather than Ukrainian journals that publish in English (and these articles are written in Ukrainian and translated). While both are necessary for the success of the PhD students, no plan was in place to achieve this.</p>

	<p>There is no special training for the supervisors to meet the criteria for active participation in international research projects (also involving students) and for conducting study courses on good international level (also e-courses).</p> <p><b>NOT IMPLEMENTED</b></p>
<p>1.5. The HEI has developed methods of assessing the qualifications and competencies of teachers and supervisors.</p>	<p>This is determined by the academic staff meeting formal criteria. The HEI has its own system of assessing the quality of staff and supervisors. The system does not meet international standards and given the information provided it is not transparent with any systemic signs or attempts to improve the programme. (See SER, p. 8, under Staffing). No annual assessment of staff performance mentioned. Detailed information on special requirements for teachers involved in the doctoral programme (including supervising and international cooperation) is missing (e.g. English language proficiency, international experience, participation in international projects, regular upgrading of qualifications in Ukraine and abroad, etc.).</p> <p><b>PARTIALLY IMPLEMENTED</b></p>
<p>1.6. The HEI has access to high-quality resources for research, as required by the programme discipline.</p>	<p>The library seems to be of high quality. It includes access to databases such as SCOPUS and WoS. However, how English language literature could be used without English language knowledge is not clear. The EP's discussions with the Faculty and students suggested that it is missing critical resources necessary for a PhD programme in Economics:</p> <p>(1) Access to good statistical/econometrics software, such as STATA or SPSS,</p> <p>(2) Good quality lists of recognized journals, such as UT-Dallas, Financial Times, Chartered ABS and the Australian Business Deans, France list respectively  <a href="http://jindal.utdallas.edu/the-utd-top-100-business-school-research-rankings/list-of-journals">http://jindal.utdallas.edu/the-utd-top-100-business-school-research-rankings/list-of-journals</a>  <a href="https://www.ft.com/content/3405a512-5cbb-11e1-8f1f-00144feabdc0">https://www.ft.com/content/3405a512-5cbb-11e1-8f1f-00144feabdc0</a>  <a href="https://charteredabs.org/academic-journal-guide-2018/">https://charteredabs.org/academic-journal-guide-2018/</a>  <a href="http://www.abdc.edu.au/pages/2016-review.html">http://www.abdc.edu.au/pages/2016-review.html</a></p> <p>(3) A reliable list of predatory journals (journals that charge for publication rather than publishing based</p>

	<p>on merit)  <a href="https://predatoryjournals.com/journals/">https://predatoryjournals.com/journals/</a>  (4) High-quality economics textbooks in English at both the undergraduate and postgraduate levels.  (5) Access to software beyond MATLAB, such as STATA, SPSS, etc.  Beyond the library, the SER presents some general information on requirements and resources for research work of teachers involved in the doctoral programme. Additional detailed information (also on the research niche of the HEI) on research activities and objectives should be elaborated including plans for guaranteeing the long-term sustainability of good level and internationally recognised research.  Based on the SER it is unclear whether there are any agreements with other HEIs in Ukraine and abroad (including doctoral schools, international networks, projects) that support the development of research activities and development of doctoral studies. It is necessary to specify what are these high-quality resources for researchers that can support the development of the doctoral programme guaranteeing defence of doctoral thesis in due time. Clear rules how to assess efficiency of using resources are not elaborated yet; that should be done ASAP.  <b>NOT IMPLEMENTED</b></p>
<p><b>2. INTERNAL QUALITY ASSURANCE OF THE PROGRAMME (ESG 1.1., ESG 1.2., 1.4., 1.5.,1.7.,1.8., 1.9.)</b></p>	
<p>2.1. The HEI has established and accepted effective procedures for proposing, approving and delivering doctoral education. The procedures include identification of scientific/ artistic, cultural, social and economic needs.</p>	<p>The process is dictated by the Ukrainian Statute. (See SER, p. 4). The HEI's development strategy provides identification of the economic, social and other needs as dictated by that statute. However, the procedure for proposing and approving the doctoral education is not clear, concrete areas not mentioned in the documents. The role and involvement of stakeholders is not defined. A clear linkage for the role of the programme in the local economy and community is critical.  From the EP's discussions with the current staff and stakeholders, demand for the IAMP's Economics PhD students appears to be entirely from other academic</p>

	<p>institutions in Ukraine. No demand study carried out or reported.</p> <p>[Status of said stakeholders hard to determine. See <a href="https://www.nas.gov.ua/EN/Org/staff/Pages/AwardsState.aspx?OrgID=0000033">https://www.nas.gov.ua/EN/Org/staff/Pages/AwardsState.aspx?OrgID=0000033</a> for Ivan Dragan, nothing can be found for Volodomor Gornik (gmail address not associated with name at all)]</p> <p><b>NOT IMPLEMENTED</b></p>
<p>2.2. The programme is aligned with the HEI research mission and vision, i.e. research strategy.</p>	<p>The programme is aligned with the research mission and it is relevant for the focus and mission of the institution. However, there is no vision for the PhD programme or a strategy for continuous improvement. The research niche of the programme and the supporting faculty is not specified. Sustainable teams for applying to international research projects and for collaboration in good level networks are not yet established but need to be to meet the HEI-level strategic goals.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>2.3. The HEI systematically monitors the success of the programmes through periodic reviews, and implements improvements.</p>	<p>There is an accreditation cycle, this accreditation review being the second, the first gained the initial license, to which the Academy conscientiously adheres. The HEI regularly monitors the programme. It includes quality of courses, updates of syllabi, student and employees' surveys. The HEI also has periodic reviews, where reviewers/experts assess the programme.</p> <p>However, only domestic reviewers are assigned. The HEI needs to receive more feedback from international partners, the procedures on implementation and success, such as defining and monitoring key performance indicators, so improvements to address the specific findings of the reviews can be carried out.</p> <p><b>PARTIALLY IMPLEMENTED</b></p>
<p>2.4. HEI continuously monitors supervisors' performance and has mechanisms for evaluating supervisors, and, if necessary, changing them and mediating between the supervisors and the</p>	<p>The HEI has instruments for assessing the evaluation of supervisors. See: Regulations on the practice of and procedures for settling conflict situations at PJSC HEI Interregional Academy of Personnel Management. How it is carried out in practice was not evident from the SER.</p>

candidates.	<b>PARTIALLY IMPLEMENTED</b>
2.5. HEI assures academic integrity and freedom.	<p>There are well-developed procedures. We assume that the procedures are carried out and scrupulously adhered to. See:</p> <p>Code of Academic Integrity  Regulations on Antiplagiarism  Regulations on the Right to Choose Discipline  Regulations on the Student Ombudsman</p> <p>An important absence is a policy guaranteeing Academic Freedom. This is urgently required.</p> <p><b>PARTIALLY IMPLEMENTED</b></p>
2.6. The process of developing and defending the thesis proposal is transparent and objective, and includes a public presentation.	<p>The HEI follows the national legislation and assigns three reviewers for the thesis. However, these reviewers are all domestic. This does not meet international standards. The process also includes public presentation.</p> <p>There are no clear requirements of journal quality (impact factor, language) for publications. Students are free to publish in any journal.</p> <p><b>PARTIALLY IMPLEMENTED</b></p>
2.7. Thesis assessment results from a scientifically sound assessment of an independent committee.	N/A Could not be provided, as no student has submitted their thesis yet.
2.8. The HEI publishes all necessary information on the study programme, admissions, delivery and conditions for progression and completion, in accessible outlets and media.	<p>There is nothing in English about this programme PhD in Economics available online that an international applicant could use to evaluate the programme. What is available is in the local language, therefore it cannot be fully assessed. The HEI does not have a strategy for attracting prospective international students.</p> <p><b>NOT IMPLEMENTED</b></p>
2.9. Funds collected for the needs of doctoral education are distributed transparently and in a way that ensures sustainability and further development of doctoral education (ensures that candidates' research is carried out and supported, so that doctoral education can be completed successfully).	<p>The HEI only provided very limited information on financial stability. Evidence on the distribution of the sources and the financial stability of the programme was not provided. What was apparent as a result of the EP's discussions is that candidates have very heavy, unremunerated, teaching requirements and are self-financed. According to members of the academic staff, the IAMP does provide support for publications, should it be required, and conferences.</p>

	<p>This information is not provided in the SER.</p> <p>According to PhD students, they are ready to pay the tuition fee, however, tuition fees do not encourage high achievements of students (no possibility of any financial support or scholarship or fee reduction for successful PhD students). Hence, the EP cannot say that candidates' research is supported or encouraged to be successful.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>2.10. Tuition fees are determined on the basis of transparent criteria (and real costs of studying).</p>	<p>The information provided is uninterpretable. No explanation of the relationship between the costs of studying and the setting of tuition fees is provided.</p> <p>Given the high tuition fees, it is unclear what benefits students receive as there is no research funding and only local textbooks are used in PhD courses.</p> <p><b>NOT IMPLEMENTED</b></p>
<p><b>3. SUPPORT TO DOCTORAL CANDIDATES AND THEIR PROGRESSION (ESG 1.3., 1.4., 1.5., 1.6.)</b></p>	
<p>3.1. The HEI establishes admission quotas with respect to its teaching and supervision capacities.</p>	<p>The Academy is informed on the necessity of having well elaborated special quotas for admission of students in order to develop high-level doctoral programme and fulfil the aim of the programme. However, these quotas are not yet clearly settled. The admission depends on how many qualified candidates submit their documents for the admission. The programme has so far only a few students enrolled. No quotas or further information on available supervisory capacities are defined.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>3.2. The HEI establishes admission quotas on the basis of scientific/ artistic, cultural, social, economic and other needs.</p>	<p>According to the SER and also the virtual site visit, the Academy does not have all the necessary information on scientific/artistic, cultural, social, economic and other needs of the society. To get this comprehensive information, involvement of different stakeholders including several ministries is necessary. In addition, no admission quotas have been observed. The programme lacks a definition in this regard (gender balance, cultural, origin and other aspects need to be considered).</p>

	<b>NOT IMPLEMENTED</b>
<p>3.3. The HEI establishes the admission quotas taking into account the funding available to the candidates, that is, on the basis of the absorption potentials of research projects or other sources of funding.</p>	<p>The Academy must cooperate with other institutions, diversify sources of funding and actively seek innovative options for funding students and ensure their involvement in research activities with other institutions/stakeholders.</p> <p>At this time, no sources of funding were identified or specified. Moreover, supervisors did not have or did not reveal research funding. All PhD candidates are self-funded. There is also no opportunity to decrease the share of self-funding (tuition fees are not flexible).</p> <p><b>NOT IMPLEMENTED</b></p>
<p>3.4. The HEI should pay attention to the number of candidates admitted as to provide each with an advisor (a potential supervisor). From the point of admission to the end of doctoral education, efforts are invested so that each candidate has a sustainable research plan and is able to complete doctoral research successfully.</p>	<p>The Academy acknowledges the necessity to guarantee good supervision for every admitted student. The plan of activities that will guarantee the necessary success in this field and create conditions for improving the internationalisation of the programme is not sufficiently well elaborated. The necessary SWOT analysis is missing. Thus, the process of supervision and the allocation of PhD students to supervisors remain a work in progress. All PhD candidates are matched with supervisors, but how this match is determined was not specified. Topics of PhD theses rely heavily on research interests of the supervisor. Very limited power for PhD students to set up own research topics. Each works closely with his/her supervisor on his/her project. From the information provided, it was clear that there is a very individual approach. Nevertheless, it could not be assessed whether the plans of PhD students are sustainable or realistic. No PhD candidates have completed their programmes yet, although one is due to defend in the near future.</p> <p>There are no clear evaluation criteria for the progress review (according to the Guarantor of the programme there are requirements to complete the thesis, however, they are not realistic (6-7 publications) and are not implemented in practice). There are no clear progress criteria (what student should do after 1st, 2nd and 3rd year to pass a progress review).</p> <p><b>PARTIALLY IMPLEMENTED</b></p>

<p>3.5. The HEI ensures that interested, talented and highly motivated candidates are recruited internationally.</p>	<p>The Academy wants to recruit talented and highly motivated candidates domestically and internationally. This aim is settled, but there is no strategy or plan of concrete activities on recruitment of international students. To the extent that there could be international candidates to the programme without such a strategy, they would come from the Academy's master's programme. It was stated both by the PhD candidates and the Guarantor of the programme that salaries for those holding PhDs in Economics were not high and this was a disincentive to anyone applying for the programme. Motivation is not evaluated in entry requirements (only exam scores). There is no clear requirement what motivation should be: motivation to study/ or to teach/ or motivation towards scientific work. There is no information on the possibility of taking exams online (hence, how foreign students can take specialty course exams is unclear).</p> <p><b>NOT IMPLEMENTED</b></p>
<p>3.6. The selection process is public and based on choosing the best applicants.</p>	<p>The Academy acknowledges the necessity to have clear selection criteria to attract the best students, both domestic and international. Concrete plans on how to ensure that are not elaborated. The current process is contained in the following document: <b>Standards for Quality Assessment of the Educational Programme Under the Accreditation Procedure</b></p> <p>In this document it is suggested that applicants take entrance exams (page 5), but this information cannot be accessed by a potential applicant on the website, at least not in English. The process is not transparent. Selection process does not target the best candidates as motivation is completely missing from the evaluation, language requirements are high and unnecessary as the whole study programme is in Ukrainian.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>3.7. The HEI ensures that the selection procedure is transparent and in line with published criteria,</p>	<p>The Academy acknowledges that the selection procedures should be transparent and in line with the well elaborated criteria. It is extremely necessary that</p>

<p>and that there is a transparent complaints procedure.</p>	<p>the Academy and supervisors have clear and rather long lasting research themes and supportive research projects. See 3.6. No complaints procedure evident for applicants. <b>NOT IMPLEMENTED</b></p>
<p>3.8. There is a possibility to recognize applicants' and candidates' prior learning.</p>	<p>RPL is not mentioned either in the SER or the Standards for Quality Assessment document. <b>NOT IMPLEMENTED</b></p>
<p>3.9. Candidates' rights and obligations are defined in relevant HEI regulations and a contract on studying that provides for a high level of supervisory and institutional support to the candidates.</p>	<p>While the Academy acknowledges the necessity of regulations for defining candidates' rights and obligations, such contracts, specific to PhD candidates are not included either in the SER or the supporting documents. According to the SER the contracts' forms are still being developed. <b>NOT IMPLEMENTED</b></p>
<p>3.10. There are institutional support mechanisms for candidates' successful progression.</p>	<p>The Academy appreciates the necessity to provide an institutional support for successful progression of admitted doctoral students. The concrete rules and relevant activities for that are still in the development stage; the long-lasting plans for the institutional support are not yet elaborated and are not included either in the SER or the supporting documents. The position of the IAPM management in development of support is not clear. <b>NOT IMPLEMENTED</b></p>
<p><b>4. PROGRAMME AND OUTCOMES (ESG 1.2., 1.3., 1.4., 1.5.)</b></p>	
<p>4.1. The content and quality of the doctoral programme are aligned with internationally recognized standards.</p>	<p>The content and quality of the doctoral programme are idiosyncratic and not consistent with international standards or norms. Instead, the HEI only implements requirements of national legislation, which are silent on international standards. Specifically, the economics is heterodox. Econometric /applied statistics is taught at, at best, an undergraduate level. The students are not given the opportunity to engage with and learn from primary texts. The content and the quality of the doctoral programme must be significantly improved to reach an acceptable standard. <b>NOT IMPLEMENTED</b></p>

<p>4.2. Programme learning outcomes, as well as the learning outcomes of modules and subject units, are aligned with the level 8.2 of the EUQF. They clearly describe the competencies the candidates will develop during the doctoral programme, including the ethical requirements of doing research.</p>	<p>The PLOs and MLOs are well described. However, they cannot be achieved at a level consistent with obtaining a PhD because the programme content is consistent with an advanced undergraduate degree rather than a doctoral degree.</p> <p>QA team should assist each faculty member within their course to develop evidence of execution of a formal assessment process with agreed KPIs and ILOs. In line with this, a formal documented performance assessment and how the loop has been closed should be undertaken at end of that period.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>4.3. Programme learning outcomes are logically and clearly connected with teaching contents, as well as the contents included in supervision and research.</p>	<p>The programme is unfocussed and it is not Economics, International Business, Marketing, Supply Chain, Econometrics or Statistics, or Management. The pedagogy used is not well diversified with a good diet of formal lectures, group work, case studies, discussions, autonomous learning and presentations. Thus, while a roadmap is provided, the quality the pedagogic model is deficient.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>4.4. The doctoral programme ensures the achievement of learning outcomes and competencies aligned with the level 8.2 of the EUQF.</p>	<p>The EP's analysis of the quality of the course material showed that the academic depth is not appropriate, and objectivity and rigour in the learning outcomes and assessment process clearly requires significant improvement.</p> <p>Specifically, the EUQF Learning Outcomes for Level 8 are:</p> <p>The <u>learning outcomes</u> relevant to Level 8 are:</p> <ul style="list-style-type: none"> <li>○ Knowledge at the most advanced frontier of a field of work or study and at the interface between fields;</li> <li>○ The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice;</li> <li>○ Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research.</li> </ul>

	<p>In the context of the programme, the knowledge that the students gain and the specialist skills and techniques taught and utilized in research are not at or near the frontier of current knowledge or practice.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>4.5. Teaching methods (and ECTS, if applicable) are appropriate for level 8.2 of the EUQF and assure achievement of clearly defined learning outcomes.</p>	<p>The teaching methods are more consistent with undergraduate education where the lecturer provides a synthesis of some subset of knowledge for the students. In a PhD course, students should be required to read, study, understand and synthesize current research independently. This is not asked or required of the PhD candidates. Specifically, the EP perceived the pedagogic elements of the programme as “desk” oriented. The EP perceives the teaching elements as inadequately innovative and thus unable to support the PhD students’ critical thinking learning process.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>4.6. The programme enables acquisition of general (transferable) skills.</p>	<p>To the extent that PhD candidates are Teaching Assistants and must do what their supervisors ask of them and since they are assessed on this, they develop their skills as pedagogues. However, they neither have the opportunity to develop other transferable skills through exchange or internship programmes, nor are they afforded the possibility of organizing conferences or managing research projects, both of which are critical in today’s academic and allied environment.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>4.7. Teaching content is adapted to the needs of current and future research and candidates' training (individual course plans, generic skills etc.).</p>	<p>The content is at an advanced undergraduate level and is not at a PhD level. The students do not engage with primary sources or the most up to date textbooks. While the students have options for selecting specific classes that should contribute to their training in specific fields, it is questionable whether the students really benefit from this training as the classes are presented from the perspective of the lecturer relying on local sources/literature. This does not educate the students to be researchers.</p> <p><b>NOT IMPLEMENTED</b></p>
<p>4.8. The programme ensures quality through international connections and teacher and candidate mobility.</p>	<p>The HEI lacks internationalisation in most aspects of their activities. The international dimension of the programme input is not stressed throughout the</p>

	<p>curriculum. There is currently no international mobility. This negatively affects the quality of the programme as the students have limited opportunities to get in touch with peers from abroad.</p>
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**NOT IMPLEMENTED**

## **\* NOTE: RECOMMENDATIONS OF THE EXPERT PANEL TO THE ASHE'S ACCREDITATION COUNCIL AND QUALITY LABEL**

The role of the Expert Panel in the re-accreditation of doctoral study programmes is manifold. The Expert Panel or part of the Expert Panel visiting a higher education institution drafts a report on the basis of a self-evaluation report, the accompanying relevant documentation, and a site visit to HEI. The draft report is adopted by all members of the Cluster Expert Panel, while the president of the Cluster Expert Panel is responsible for coordinating the assessment levels.

The report contains an assessment on whether a doctoral study programme delivered at a higher education institution complies with the prescribed laws and by-laws, as well as any additional/recommended requirements defined by the Agency's Accreditation Council, and whether a higher education institution can obtain a positive, i.e. satisfactory quality assessment according to the criteria set out in this document. Moreover, the Expert Panel must make recommendations for quality improvement.

When making its final recommendation, the expert panel is guided by the following:

- if any of four assessment areas is graded as *not implemented*, the expert panel shall issue a final recommendation that the study programme does not meet the conditions for issuance of an accreditation certificate.
- if all assessment areas are graded as *partly implemented*, the final decision on whether the doctoral study programme meets or does not meet the conditions for issuance of an accreditation certificate shall be left to the discretion of the expert panel.
- if all assessment areas are graded as *partly implemented* and *fully implemented*, the expert panel shall issue a final recommendation that the doctoral study programme meets the conditions for issuance of an accreditation certificate.

Before making its final recommendation, the expert panel may request the correction of minor deficiencies, which impair the quality of the doctoral study programme delivery, but which - in the opinion of the expert panel - can be remedied within 5 days at the latest. In case the expert panel requests the correction of minor deficiencies, the coordinator informs the higher education institution thereof, and the institution is obliged to submit a revised study programme proposal to the Agency, in accordance with the request of the expert panel, within 5 days from the date of receipt of the notice. In such case, the expert panel shall prepare the final version of the report on doctoral study programme, based on the review of the revised study programme proposal, and make a final recommendation.

The grades of standards and assessment areas shall be based on decisions made by consensus. If a consensus is not reached, the grade is passed by the majority vote of expert panel members. If a panel member, even after a grade has been passed for a particular standard or assessment area, opposes the grade or the rationale / analysis of a particular standard or assessment area, he/she may provide a reasoned separate opinion. The panel member providing a separate opinion shall submit to the coordinator a signed rationale. The reasoned separate opinion shall be annexed to the expert panel's final report, and shall be an integral part thereof.

If the expert panel considers that all the conditions have been met and the quality assessment is satisfactory, i.e. that a doctoral study programme fulfils the learning outcomes appropriately defined for that level and scientific area, the expert panel shall propose a positive recommendation that the doctoral study programme meets the conditions for issuance of an accreditation certificate.